



EXTENDED ABSTRACT



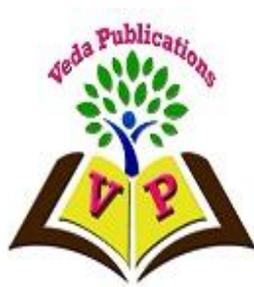
THE RELATIONSHIP OF TEACHER'S MOTIVATION AND SELF-EFFICACY ON TEACHING READING COMPREHENSION SKILLS IN SECONDARY SCHOOLS IN TELANGANA STATE

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ABSTRACT



Teachers are important elements of the education system. A teacher is a person taking and applying various decisions as to the ways in which teaching processes are implemented. The effectiveness of this process depends on the quality of the teacher. An effective teacher is the one who is able to demonstrate good teaching. This research investigates the relationship between teacher motivation and self-efficacy on teaching reading comprehension skills in secondary schools in Telangana State. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment and interest, whereas extrinsic motivation is governed by reinforcement contingencies based on the theory of self-determination. The current study aims to examine the effect of intrinsic and extrinsic motivation on teachers in secondary schools, and self-efficacy, as found in the social cognitive theory of Bandura teachers' self-efficacy beliefs, have been repeatedly associated with positive teaching behaviors and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity.

Study of teacher efficacy now stands on the verge of maturity, the role of self-efficacy in teaching and learning continues to intrigue researchers and practitioners. Previous research has provided empirical evidence in supporting the effectiveness of teacher self-efficacy, or the extent to which a teacher believes that he or she can influence the students' outcome, in educational contexts. Reading ability in the early grades is crucial for late success in school and even beyond.



Reading forms the foundation for other domains of academic achievement and children who fail to read well in early grades usually continue to do poorly in subsequent grades as per ASER report 2016 in India. Teachers' self-efficacy is an important motivational construct that is positively related to a variety of outcomes for both the teachers and their students. This study addresses challenges associated with the commonly used 'Teachers' Sense of Self-Efficacy (TSES)' measure across countries and provides a synergism between substantive researches on teachers' self-efficacy. An extensive research base on beginning reading acquisition and reading difficulties, developed over the past few decades, has important implications for the teaching of reading. Unfortunately, much of this research does not appear to be reaching teachers, whose knowledge is essential for scientific findings of reading to benefit children.

Keywords: *Motivation, Self-Efficacy Comprehension Skills, Secondary Schools, Telangana State, India*