An Study On How Teaching Efficacy Is Influencing Affective Organisational Commitment Of Secondary School Teachers In Mashonaland Central Province Of Zimbabwe .

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Abstract
In Zimbabwean secondary schools, performance of school pupils accelerated in a declining manner since 1984 to date. Although much has been done to improve conditions of the teacher since the teachers are at the helm of students learning, students' performance has continued to decline. Despite training obtained from teachers colleges, what is contributing to their effectiveness has not been well researched. Affective organisational commitment of secondary school teachers in Zimbabwe still remain an inadequately researched area. Prior research has indicated that teaching efficacy determine teacher performance. Whereas teachers could be motivated by employers, the gendered outcomes of their teaching efficacy to their performance and level of affective commitment in Zimbabwean secondary schools has not been adequately investigated. The primary purpose of the study was to make a critical analysis of teaching efficacy factors influencing secondary school teachers' affective organisational commitment in Zimbabwe. Stufflebeam(1971)'s Context Input Process and Product decision facilitation model of evaluation approach was used to analyse the factors. The approach specified the imbalances in each phase of evaluation focusing on teaching efficacy factors and how they contributed to affective organisational commitment of secondary school teachers. The study used qualitative data gathering methods to generate data from 26 participants purposively sampled. The sample included 12teachers,3Heads of departments,2 Deputy heads, 4 School heads, 4 Provincial Education inspectors, and 1 Deputy Provincial Education Director. using Semi structured face to face interviews and focus group discussions were used as data gathering instruments in order to triangulate the evidence obtained. Generated data was analysed using NVivo to come up with three themes. The study established that factors such as professionalism, teacher competence, age, teaching experience, recognition, staffing of teachers, subject specialisation, centrality of passion within the teacher and lack of ownership of educational policies determine teacher efficacy of secondary school teachers and their level of affective organisational commitment hence impacting negatively on pupils' and schools' performance. The study recommended that Educational planners need to stay abreast of the formal and informal impulse of teacher commitment by providing support, constant supervision, staffing of teachers, staff development workshops, chat platforms and continual refocusing of selection and recruitment policies in teachers' colleges. Future researchers might wish to expand this study to Private schools to determine whether results presented here reflect the general situation in all schools, since this study was conducted in schools owned by Public Service Commission only.

Key words: teaching efficacy; affective organisational commitment; school performance

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TEACHER EFFICACY AND THE DEVELOPMENT OF AFFECTIVE COMMITMENT. DESCRIPTION AND CRITIQUE OF SCHOLARLY LITERATURE

In today's education society, student motivation and academic performance are assumed to be the result of the teacher's diligence and hard work. Rotter (1966), propose that teachers who motivate students and boost academic achievement even among difficult students were considered highly efficacious. Bandura(1977)'s theory identified teacher efficacy as a type of "self- efficacy" –the product of a social cognitive process in which people form beliefs about their own capacity to perform at a given level of competence (Henson, 2001; Goddard, Hoy, and Hoy, 2000). The works of these theorists have developed into various viewpoints about teacher abilities and effectiveness in educating students.

According to research, the characteristics of efficacious teachers are:
- Better organization
- A willingness to try new ideas to meet students' needs.
- Being less critical of students whenever they make mistakes,
- More positive about teaching,
- A reluctance to refer students to special education services,
- More likely to implement positive classroom management strategies

(Henson, 2001; Pinkston-Miles, 2003; Scharlach, 2008).

Therefore, teachers with high levels of self-efficacy are linked to high student achievement; these teachers have the ability to work hard under difficult circumstances and to motivate students to attend school and do well (Gordon, 2001; Lin & Tsai. 1999; Muijs and Reynolds, 2002).

DEFINITION OF TEACHER EFFICACY

Teacher efficacy is a belief in one's ability to perform tasks or activities (Penny, 2007). A teacher's efficacy belief is a judgement of the teacher's capabilities to achieve designated learning goals and bring about desired outcomes of student engagement and learning even among those students who may be difficult or unmotivated (Hoy, 2004; Moran and Hoy,2001; Henson, 2001). Teachers' efficacy beliefs relate to their behaviour in the classroom. Efficacy affects the teachers' efforts they make, and invest in teaching. Teachers with strong sense of efficacy tend to exhibit greater levels of planning and organization and are more open to new ideas, willing to experiment with new methods to better meet the needs of their students (Hoy, 2004). Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behaviour as well as student outcomes such as achievement motivation and self-efficacy(Moran and Hoy, 2001). Cubukcu, (2008:149) define self-efficacy as "a person's judgment of his or her capabilities to organize and execute courses of action required to attain designated types of performances". Thus according to Richardson (2011) self-efficacy is the response of a person to the question, "Can I do this task well?" Research shows that people who are highly efficacious have the ability to show higher levels of effort and are resilient in their efforts, even in difficult and challenging situations (Gordon, 2001; Roberts, Henson, Tharp, and Morenzo, 2000; Scharlach, 2008).

It can be deduced from the above different definitions of self-efficacy that the teacher who possesses high efficacy characteristics is able to step into challenging roles with the confidence and ability to change the students' opinion about school and learning, while at the same time cultivating a strong desire within the student to learn (Richardson, 2011). These types of pedagogical strategies help students to become motivated, focused on learning, and succeed

academically (Henson, 2001). This definition of teacher-efficacy, which the literature supports, was used in this study.

PHILOSOPHICAL CAMPS OF TEACHER EFFICACY

Two levels of teachers' efficacy are mentioned in the literature: a humanistic level, and a custodial level (Richardson, 2011). According to Gordon (2001:13), a highly efficacious teacher with "a humanistic approach towards control, is more likely to possess beliefs that emphasize an accepting, trustful view of students" and empower students to work harder as well as take more responsibility for their action. Similarly Robertson (2011), states that a teacher with a custodial approach, expresses beliefs that emphasize the maintenance of order, distrust and students develop a moralistic stance towards deviant behaviour. On the other hand students are considered as being irresponsible and untrustworthy, lacking in respect and obedience, and in need of firmness, strictness, and punishment (Gordon, 2001; Lin and Tsai, 1999).

BENEFITS OF TEACHER EFFICACY

Teacher efficacy has been linked to student outcomes in a number of studies (Gordon, 2001). In each case, they have shown that students whose teachers scored high on efficacy did better on standardized tests than their peers who were taught by teachers with lower efficacy scores (Henson, 2001; Gordon, 2001; Lin, 1999; Muijs and Reynolds, 2002). Thus there is a direct connection between student academic achievement and a teacher's sense of efficacy (Goodwin, 2010 and 2011). Teachers who lack high efficacy qualities have low expectations of students, cast blame on students when things don't go as planned, and have a negative outlook about student learning and their behaviour (Ferguson, 2003; Gordon, 2001; Scharlach, 2008). Therefore, literature seems to support the idea that efficacious teachers have more positive and effective results in the classroom (Robertson, 2011).

SUBJECT SPECIFIC EFFICACY

Since in secondary schools teaching is based on subject specialization, it was paramount in this study to discuss on subject specific efficacy. Teachers' academic skills can have considerable impact on student's achievement (Peske and Haycock, 2006). High efficacy teachers are more likely to support positive student attitudes in the classroom (Henson, 2001; Rimm-Kaufman, and Sawyer, 2004). According to Roberts, et al. (2000), a teacher may feel very comfortable in his or her ability to achieve student learning in one subject area and may not have the same degree of confidence to do so in another. Teachers may feel efficacious in delivering certain curriculum to certain students in specific settings, and they may feel more or less efficacious doing so under different circumstances (Goddard, Hoy, and Hoy, 2000). Teacher efficacy may grow with time and experience (Ross, 1994). Teacher efficacy constantly changes. Most often, it improves with time and experience, but sometimes it diminishes and gets worse, especially with teachers who may be disillusioned with their jobs or may be getting ready to retire(Ross, 1994).

TEACHER BELIEFS AND EFFICACY

Teachers' beliefs are related to teacher efficacy (Henson, 2001; Scharlach, 2008). Researchers report that pre service and in-service teachers' beliefs influence their teaching behaviours (Cagle, 1998; George and Aaronson, 2003; Gordon, 2001; Lin and Tsai, 1999: Henson, 2001; Maxton, 1996; Scharlach, 2008). Beliefs about children who are prone to struggle academically can influence the decisions and practices of new teachers (Lin and Tsai,1999; Scharlach, 2008). New teachers may not have the experience in dealing effectively with struggling or difficult students. They may not have high expectations or the degree of stamina required to develop

them. As a result, the teacher's actions and expectations may prohibit the students from rising above their expectations. Thus the students may achieve no more than what was expected by the teacher. This negative aspect is what Cagle (1998) describe as the "self-fulfilling prophecy." This happens when students give back to their teachers what they perceive is expected of them. Hence this approach can have positive as well as negative implications for students in the classroom. Hill, Phelps, and Friedland (2007), demonstrate in their study how new teachers' beliefs affect their expectations for students. A lesson on the historical event of the Amistad uprising revealed the assumptions that pre-service teachers held cultural diversity in urban middle schools. What the pre-service teachers encountered in this educational setting was very different from what they expected to find. The pre- service teachers found that in the urban schools, students were knowledgeable, hardworking, enthusiastic, and well behaved (Richardson, 2011). Could this also be similar to secondary school teachers in Zimbabwe? Teacher beliefs can also have adverse effects on students' ability to learn in an environment where they may not feel comfortable. Research do indicate that when students study a topic which they are able to relate ,they become immersed in their learning, and demonstrate engagement and productivity (Richardson, 2011). It appears, for students to become engaged in meaningful learning, they must see the relevance of the material to their lives and their surroundings (Fry and DeWit, 2010 and 2011). Teachers therefore need to be sensitive to students' culture and learning styles when developing lessons (Ladson-Billings in Hills, Phelps, and James Rhem www.ntlf.com), emphasize the importance of making positive connections with students through relationship building to avoid the self-fulfilling prophecy. When teachers expect students to do well and show intellectual growth, they generally do (James Rhem www.ntlf.com). Similarly Cagle (1998), emphasize that, how teachers believe the world is and what they honestly think, can become. In a study carried out by Skiba and Leone (2002) some teachers were made to believe that certain students in their classrooms were gifted, when they really were not. As a result, the students were treated as if they were gifted by their teachers, and the students rose to their teachers' expectations and performed like gifted students (Cagle, 1998; Cooper, 1979; Jacobson, 2007; Maxton,1996;). In this study, the teachers' misconceptions about the students' abilities were based on teacher-formed beliefs rather than on internal efficacy and expectations.

Basing on the above literature it appears teachers have various attitudes to their working organisations. These attitudes are often defined in terms of job satisfaction, job involvement and commitment. Of particular interest to this work is teacher efficacy. According to Bandura (1977; 1986, and 1997), Teacher efficacy has its roots in the social, cognitive and self-efficacy theory which they proposed and self-efficacy represents the recognition that in order to function competently one must possess the necessary skills to use effectively and be confident. Bandura (1977; 1997), identified four sources of efficacy beliefs namely; performance accomplishment, vicarious experience, verbal persuasion and physiological and emotional state. Bandura(1997) argues that teachers' expectations are raised because of their perception that teaching has been successful from (accomplishment or mastery) through massive work. Efficacy belief lowers if teaching has been a failure and prompts the feeling of future failure unless clues of potentially successful strategies are revealed in the failure(Hoy, 2004).

Vicarious learning experiences are the second domain where persons derive expectations to complete tasks through the use of observation of others completing the task. Observers believe that they intensify and persist in their efforts (Bandura, 1997). Pajares (1997) opines that an individual's life course and direction is often influenced by a significant model. In the teaching profession the experienced teachers can be role models for the novice teachers and students they teach. The third domain, verbal persuasion is the use of conversation and collaboration to

reach a level of self-efficacy (Bandura, 1977). Students' evaluation of their teachers teaching can be a form of verbal persuasion for better or worse. Persuaders play an important role in the development of the individuals' self-beliefs to the extent that persuasive boosts in perceived self-efficacy lead people to try hard to succeed(Bandura, 1997).Persuasive boosts promote the development of teaching and learning skills and a sense of personal agency that is self-actualization which is the belief that the teacher can perform the task(Bandura, 1997). Employees depend on their physiological state in making judgment about their capabilities. They interpret their stress reaction and tension as signs of vulnerability to poor performance. Teaching efficacy in this circumstance can be raised by improving and increasing teachers' capabilities (Bandura,1994). Teacher efficacy's importance is its cyclical nature effort and persistence which brings about greater performance and ultimately culminates in higher efficacy. Without teaching efficacy the teacher lacks confidence to perform tasks hence leading to low performance in imparting knowledge and skills to pupils.

The confounding nature of these findings may not be unconnected with different perspectives on the conceptualization and operationalization of efficacy construct. Bandura (1997) conceptualized teacher efficacy as the teacher's capacity to influence student learning (general teaching efficacy), whilst (Rotter, 1996 and Mclaughlin, Bass, Pauly; Zellman, 1997) view it being grounded in two sets of beliefs namely (1) the belief in one's own ability to influence student learning (self-efficacy) and (2) beliefs about teachers group abilities to influence student learning (general efficacy). Research shows that teacher efficacy is affected by the support, structure, and efficiency by which the teacher is capable of controlling success experiences for students (Erdem and Demirel, 2007). As such, ''teacher efficacy'' may be viewed as both an outcome and as a moderating variable relative to implementing innovations, that is as teacher efficacy increases, the perception of responsibility for and capacity to effect outcomes also increases, thus reinforcing the strength and direction of teacher-student interactions (Guskey and Passaro,1994). Evidence of how teacher efficacy is developed in the educational context is provided through a variety of studies about the relationship of improving teaching learning outcomes for students and teachers. It is noted that in classrooms where teachers possess a high level of efficacy, there appears to be a facilitative influence upon cognitive performance of students, which may be associated with improvement in teaching skills and concurrent elevation of self-efficacy on the part of teachers(Bandura,1997).

Prior research on comparison of teachers with high and low efficacy reveals that high teacher efficacy is associated with greater teacher-student interaction characterized by greater emphasis upon positive reinforcement of student learning (Gibson and Dembo, 1984). Tschannen-Moran, Hoy, and Hoy (1998) note that various measures of teacher efficacy construct are found to be related to student achievement (Anderson et al., 1988; Amor et al., 1976; Ashton, 1985; Ashton and Webb, 1986; Berman et al., 1977; Gibson and Dembo, 1984; Ross, 1992), motivation (Midgley et al., 1989), and students' own sense of efficacy (Anderson et al., 1988). Deducing from literature teachers' sense of efficacy appears to be related to behaviours that affect student learning. These include teachers' willingness to try new instructional techniques (Allinder, 1994; Berman et al., 1977; Guskey, 1984; Rose and Medway, 1981; Smylie, 1988; Stein and Wang, 1988), teachers' commitment towards students (Ashton et al., 1982; Gibson and Dembo, 1984; Rose and Medway, 1981), and their persistence in trying to solve learning problems (Gibson and Dembo, 1984). Teachers' sense of personal teaching efficacy is related to their level of planning and organization (Allinder, 1994) and their practices – for example, the use of more effective, hands-on science techniques (Enochs et al., 1995; Riggs et al., 1994). Teachers' sense of preparedness and sense of self-efficacy seem to be

related to their feelings about teaching and their plans to stay in the profession and   linked to their enthusiasm for teaching (Allinder, 1994; Guskey, 1984) and their commitment to teaching (Coladarci, 1992; Evans and Tribble, 1986). Perhaps not surprisingly, teachers' sense of their ability to influence student learning appears related to their stress levels (Parkay et al., 1988) and attrition from teaching (Glickman and Tamashiro, 1982). Basing on findings and sentiments expressed by authorities in other contexts different from Zimbabwean context , this study intended to find out factors affecting teaching efficacy of secondary school teachers' which are determining their affective organisational commitment and contributing to school performance.

RESEARCH QUESTION
The study was guided by the following research question:
How is teacher efficacy of secondary teachers influencing their affective organisational commitment?

Purpose of the study
The primary purpose of the study was to make a critical analysis of teaching efficacy factors influencing secondary school teachers' affective organisational commitment in Zimbabwe. Stufflebeam(1971)'s Context Input Process and Product decision facilitation model of evaluation approach was used to analyse the factors. The approach specified the imbalances in each phase of evaluation focusing on teaching efficacy factors and how they contributed to affective organisational commitment of secondary school teachers.

METHODOLOGY
The study used qualitative data gathering methods to generate data from 26 participants purposively sampled. The sample included 12teachers,3Heads of departments,2 Deputy heads, 4 School heads, 4 Provincial Education inspectors, and 1 Deputy Provincial Education Director. using Semi structured face to face interviews and focus group discussions were used as data gathering instruments in order to triangulate the evidence obtained. Generated data was analysed using NVivo to come up with three themes

Research Findings
Pertaining to whether teachers' teaching efficacy ascertained their affective commitment, the following themes emerged from the findings.

Theme 1:Professionalism and educational outcomes.
Theme 2:Teacher Competence and teachers' performance.
Theme 3: Teacher competence and pupils performance

DISCUSSION
Theme 1:Professionalism and educational outcomes.
The study showed that key informants are well acquainted with what they are expected to do as they believe they have been trained and were taught how to do the work. This emerged from Key informants that "Professionalism entails doing work, how it should be done, we have been trained as teachers and as such we are expected to do work as we were taught"

This concurs to literature from Penny (2007); Hoy(2004); Moran and Hoy (2001) which underscores that teacher efficacy is the belief and judgment of their capabilities to achieve designated learning goals and bring about desired outcomes of student engagement and learning in the classroom.

Key informants who are Heads of departments, Deputy heads, School heads, Education inspectors and the Deputy Provincial Director   underscored the following elements as key in the attainment of the learning and education outcomes particularly in relation to professionalism:

i.   Acquire some relevant training to perform duties or functions
ii.   Qualified in the subject area
iii.   Have requisite qualifications and;
iv.   Specialize in a certain subject area.

Similarly these findings are of significance to prior research which suggests that the personality confidence level and teaching strategies embraced by the teacher should be taken into consideration (Richardson, 2011).

Further, interview commentary describes professional as someone who is qualified to do a certain job, being a subject specialist, delivering content matter as required to enable students pass and professionalism as doing work as it is expected.

The study revealed that teacher competence and subject mismatch is eminent in schools. Teachers who specialized in for example commercials are seen teaching Arts subjects and Arts teachers teaching science subjects revealing inadequate assistance given to students for them to perform well hence this compromise quality and reveals lack of subject specific efficacy resulting on hindering development of affective organisational commitment. These findings contradicts with literature from Peske and Haycock ,(2006); Henson, (2001);Rimm-Kaufman and Sawyer,(2004);which stipulates that subject specific efficacy   based on subject specialization denotes teachers' academic skills to support positive student attitudes in the classroom and enhances student performance and development of affective organisational commitment.

Theme 2:Teacher Competence and teachers' performance.
Lessons learnt from participants on teacher quality, indicate that some teachers are only job seekers because of unemployment being experienced in the country as it emerged from key informants that

To a greater extent we feel that some are not teachers by choice/0r calling, they are job seekers. These school or college leavers join teaching by circumstances because today outputs of colleges and universities have increased but the avenues for other jobs are very few and don't exist. They end up joining teaching so we have to try our best to assist them while they are still trying to earn a living –(Yes, with my colleagues we sometimes question ourselves, is the teacher being produced today the same as the one produced yesterday. Sometimes there is a bit of lowering of standards at colleges or universities. I'm not sureuuuu…, you find that the teacher is less knowledgeable about things you think a teacher should know and you wonder what went wrong. Even their competences when you analyse their official documents like Schemes of work and lesson plans, the lesson plans are not well constructed, there is no coherence, the topic is too broad, the objectives are not very clear, they don't match what they are intended to achieve. You ask "were you not trained to do these things? then they say "we thought it was okay". Then you feel there is need for them to be competent, unfortunately because of lack of staff development are not being carried out often because of lack of adequate time, at the end the competences are not well developed and this ends up affecting the children.

Most interesting was the participants' growing concern on lowering standards at colleges and universities when training teachers due to teacher competencies. Some of the teachers as observed were unable to perform required and expected tasks despite having been trained. Study participants identified lack of confidence, lack of motivation intimidation and inadequacy of nurturing of trained teachers. These findings contradicts with literature from Penny, (2007) that professional values and the expectancy of success are essential for achievement. Teachers have to be sensitive to students' culture and learning styles when developing lessons since pupils become immersed and demonstrate engagement and productivity when they are studying a topic clearly spelt out which they could relate, Richardson, 2011;Fryand DeWit, 2010 and 2011.This is linked to Stufflebeam1971's Input and Process evaluation.

Theme 3: Teacher competence and pupils performance.

Results from the study showed that participants who are inspectors, teachers and school heads agreed that teacher competence is vital especially in pupils' performance. Ideally sentiments on teacher competence that were expressed from face to face interviews also emerged from the focus group discussions conducted that teacher competence is a challenge and this has caused poor academic results of pupils, low standards and learning outcomes.

From the findings, as revealed in the discussion, it was clear that among the participants in this study the attributes of teacher efficacy were essential to improved student achievement.

RECOMMENDATIONS
From the findings the study therefore recommends that:
- Teacher retention need to be maintained with strong momentum taking into cognisance various long service certificates awards and also incorporating various methods in teaching.
- Human resource department in the education system need to recommend to teachers' training expertise required so as to fully implement its staffing policy concerning teachers to teach in areas of their expertise.
- There is need to formulate policies on induction and staff developing the teachers through short courses on classroom management
- Educational planners need to stay abreast of the formal and informal impulse of teacher commitment for continual refocusing of selection and recruitment in teachers' colleges to consider age in an effort to beef up teaching with elderly teachers so as to enhance learning outcomes for pupils as well as ensuring effectiveness of inputs and mechanisms that deliver education.

Further research
Since the study was conducted in schools owned by Public Service Commission, it may be worthwhile to investigate private schools to determine whether results presented here reflect the general situation in all schools.

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