Role of Teacher's Instructional Self Efficacy as an antecedent for Perceived instructor-to-student interaction satisfaction on effective Online Delivery.

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Abstract
The petrifying sway of the pandemic, COVID-19, has shaken the world and has grown in such a way that it is far more than a health crisis. It is disturbing societies and nations in principal. The impact of the epidemic will vary from sector to sector and region to region. Like other segment, this has pretentious the educational systems also universally. The near-total closures of schools, universities and colleges have far-reaching economic and societal consequences.This necessitated the educational sector to undergo vicissitudes especially in the teaching learning process from conventional mode. In response, teachers resorted to the use of distance learning programs and open educational applications and platforms. Digital learning has its own limiting and challenging factors and teacher satisfaction is one among them. The current study proposes to probe into the antecedent role of teacher instructional self-efficacy in determining the perceived instructor-to-student interaction on effective online delivery.The dearth of enough literature in this area necessitated a research to decrypt the connotations among the various constructs which makes this study significant. This study adopted validated instruments to collect data from a sample of 120 college teachers. PLS (Partial Least Square) Method is used to analyse the data.The findings of the study empirically attested that there is a positive relationship between the proposed variables.
Keywords: *Pandemic,Teacher, Instructional self-efficacy, Instructor-to-student interaction, Digital learning.*

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I.   Introduction

In this time of the pandemic, the challenges faced by the teaching learning environment are immense. Effective digital learning is indeed one of the challenges in the current scenario. In digital learning, the student and teacher interacts in a virtual environment, unlike the previous class room interactions, wherin both teachers and students constantly interacted, discussed and achieved the learning objectives. In the digital learning platform, the effectiveness of online delivery depends on various factors like teacher's self efficacy, technology, internet connectivity, teacher's knowledge, students learning skill in a virtual environment etc.Self-efficacy is delineated as an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment.Numerous studies point out that teachers with high self-efficacy levels are more open to new ideas, show greater willingness to try new teaching methods, design and organise their classes better, and are more enthusiastic and satisfied with their teaching (Lourdes, Villardónb and Cristina Achurraa, 2013). The dearth of enough literature in this area, especially in an online teaching learning environment, necessitated a research to decrypt the connotations among the various constructs which makes this study significant.Hence, the current study proposes to probe into the antecedent role of teacher instructional self-efficacy in determining the perceived instructor-to-student interaction on effective online delivery.

II.   Literature Review

2.1 Perceived Instructional Self – Efficacy

Albert Bandura in the year 1977 initiated the conception of perceived self-efficacy which influences and modifies human behaviour. The personal beliefs or an individual's confidence in his own ability to perform effectively specified tasks is termed as Self-Efficacy (Bandura, 1977). According to Self-efficacy theory, human actions and success depend on how deep the interactions between one's personal thoughts and a given task

are(Bandura, 1982). Prior studies have provided strong evidence that self-efficacy is a positive predictor of performance outcomes(Schunk, P R, & J L, 2008). Individuals with a low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for themselves (MD & Ali, 2009). The current research proposes to study the teacher's self efficacy which indeed plays a crucial role in digital learning.Teachers' self-efficacyis the teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges(Barni, Francisca Danieoni, & Benvene, 2019). From the research point of view, the independent variable of the study is perceived instructional self- efficacy of teachers in the digital teaching learning environment.

2.2 Perceived Instructor to Student Interaction Satisfaction

The digital learning platform poses various challenges. In the opinion of Mulienberg (2001) , various factors contribute to these challenges in online learning like administrative structure, organisational change, technical expertise, social interaction and quality, faculty compensation and time, threat of technology, legal issues, evaluation of effectiveness, access and student support services(Muilenburg & Berge, 2001). Some of the areas of faculty concern related to online teacher satisfaction are interpersonal barriers, institutional barriers, training and technology barriers and cost benefit analysis barriers.

Teacher Satisfaction and motivation are the key indicators of success in online learning. Instructor satisfaction and motivation to teach online is significant in online learning(Friedman, Bonzo, & Ketcham, 2017). Teacher who is pleased with teaching online, citing appreciation and happiness is an indispensable aspect of online teaching quality which was proposed by the Online Learning Consortium. (Friedman, Bonzo, & Ketcham, 2017). In the current research, the dependant variable of the study is perceived instructor to student interaction satisfaction.

2.3   Perceived Instructional Self Efficacy as an antecedent for Perceived instructor-to-studentinteraction satisfaction

The success of theonline teaching activities and practices depends to a great extent on teachers' self-perception and confidence in their professional capacity (Achurra & Villardon, 2013). The perception that the process of teaching in the online environment is efficient, effective, and beneficial for the individual can be considered as Instructor Satisfaction(Bolliger, Inana, & Wasilik, 2013). The most relevant element in online teaching is not the content but the interaction among course participants (Jones & S, 2004). Facilitating interactions, communications and creating connections with instructors and peers are instrumental in online courses(Duncan & S, 2009). Instructor to student interaction satisfaction is derived from the format, type, frequency, and quality of two-way communication and interaction with online students in order to facilitate effective online delivery(Bolliger, Inana, & Wasilik, 2013).

Self-efficacy is positively related to teacher satisfaction and teacher self-efficacy has a considerable effect on teacher satisfaction. Teachers with high levels of self-efficacy have higher satisfaction in teaching. (Turkoglu, cannsoy, & Parlar, 2017). Teachers with high self-efficacy are observed to achieve more educational outcomes than those with lower levels and they are satisfied in teaching(Turkoglu, cannsoy, & Parlar, 2017)

3. Theoretical Model of the Study
Literature supports that Perceived Instructor Self Efficacy is an antecedent for Instructor to Student Interaction Satisfaction

The above discussion leads to the development of the following theoretical model.

III. Research Methodology
3.1 Objective of the Study
To evaluate the relationship between perceived instructor-self-efficacy and perceived-instructor-to-student-interaction-satisfaction, among teachers in an online teaching learning environment.

3.2 Hypothesis of the Study
H1: There is a positive relationship between Instructor Self Efficacy (IS) and
Instructor to Student Interaction Satisfaction (II)

3.3 Sampling
The Population of the study consisted of college teachers in Kerala. Cluster Sampling was adopted and there were five clusters consisting of Government Colleges, Aided Colleges, Autonomous Colleges, Self Financing Colleges and Private colleges. A sample size of 120 teachers responses were collected from all the clusters. Questionnaire was distributed to teachers who engage in online teaching methods like Google Classroom, Zoom Video Communications, Youtube, ScreenRecorder, Watsapp groups, official college ERP mechanisms etc.

3.4 Scales used for the study.
The Instructional self-efficacy scale was adopted and modified from Bandura's (2006) teacher self-efficacy scale. It consisted of six items. The options in the questionnaire ranged on a 5 point scale from strongly agree (1) to strongly disagree (5).
Instructor to Student Interaction Satisfaction Scale (IS) was adapted or significantly modified from a faculty satisfaction survey developed by Bolliger and Wasilik (2009).The questionnaire consisted of six items. The options in the questionnaire ranged on a 5 point scale from strongly agree (1) to strongly disagree(5).

IV. Data Analysis

The Independent Variable of the Study was Perceived Instructor Self Efficacy(IS) and the dependant variable of the study was Instructor to Student Interaction Satisfaction (II). The test results showed that there is a positive relationship between Perceived Instructor Self Efficacy (IS) and Instructor to Student interaction Satisfaction (II).

Warp PLS software and SPSS was used to assess the theoretical model. Reliability was checked for the two variables and a Cronbach Alpha of 0.83 was for Instructor Self Efficacy (IS) and a Cronbach Alpha of 0.87 was for Instructor to Student Interaction Satisfaction (II) which is within the acceptable limits. The Beta coefficient is 0.63 which shows the strength of the relationship between the two variables. The R square value is 0.40 which shows that 40 per cent of Instructor to Student Interaction satisfaction is predicted by perceived Instructor Self Efficacy. The measurement model is depicted below:-
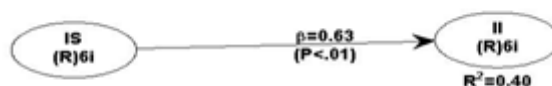
V. Findings and Discussion

The study was conducted among 120 teachers in Kerala. The study proposed the hypothesis stating H1 ;there is a positive relationship between IS and II. The current study results reveal that there is a positive relationship between Perceived Instructor Self Efficacy (IS) and Perceived Instructor to Student Interaction satisfaction(II). This finding is supporting the earlier studies which mention that Teachers with high levels of self-efficacy have higher satisfaction in teaching(Turkoglu, cannsoy, & Parlar, 2017).

VI. Conclusion

Due to the Covid 19 pandemic situation the educational sector has undergone changes especially in the teaching learning environment. Here lies the significance of online teaching and the hurdles the teachers face in a virtual world. Educational institutions must concentrate on developing strategies for coping up with this post pandemic scenario. Effective Online teaching is one of the ways for enhancing the role played by educational instituions and for coping up with the challenging condition at present.
The current study contributes to the existing literature by specifying the role of teacher's self efficacy in determining the instructor to student interaction satisfaction. Self efficacy plays a significant role in enhancing the teacher satisfaction in an online teaching environment. The educational institutions must help teachers in enhancing their self efficacy. Faculty Development programmes to enhance the skills required for managing online classes should be provided to teachers. Also the educational institutions must provide a supporting working environment for teacher's inorder to enhance their self efficacy.

Hence this study empirically attests the significance of self efficacy in teacher satisfaction of effective online delivery and suggests educational institutions to develop teacher friendly strategies for coping up with this post pandemic scenario, thereby helping students to achieve learning objectives during this era of uncertainty.

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