



## SELF-EFFICACY AMONG SCHOOL TEACHERS

M. Nageswara Rao

Research Scholar Department of Psychology S.V. University, Tirupati

Prof. S. Samiullah  
(Retd.)\*

Department of Psychology S.V. University Tirupati \*Corresponding Author

## ABSTRACT

An attempt is made in the present investigation to study the impact of gender, management and job tenure on any significant influence on self-efficacy among school teachers. A total 240 school teachers constitute the sample of the present study. Self-efficacy of the subjects was assessed by using Bandura's (1977) teacher self-efficacy scale. It is hypothesized that there is significant impact of gender, management and job tenure with regard to self-efficacy of the school teachers. In the present study, there are 3 independent variables and each varied into 2 ways. Thus, a 2x2x2 factorial design was employed. The obtained data are quantitatively analyzed by using Means, SDs and Analysis of Variance (ANOVA) and it is found that there is no impact of gender and management on self-efficacy of the school teachers. But there is significant impact of job tenure on self-efficacy of the school teachers. Teachers with short job tenure have high self-efficacy compare to teachers with long job tenure.

**KEYWORDS :** Self-efficacy, Gender, Type of Management, Job Tenure

## INTRODUCTION

In the contemporary society teachers play a very vital role in shaping the students. They help in building the personality of the students and also enable the students to face the demands and challenges of everyday life. Teachers not only impart knowledge to their students to acquire job or contribute to the society and eventually help students settle in their life. For teachers to fulfill their responsibilities they need ability to deal effectively with their students. They should have positive attitude, skill and knowledge in their respective field of the study. It is not simply enough, if they have only ability. They should also have belief in their abilities – a concept known as “self-efficacy”. Apart from teaching, teachers have many roles to play such as make important decisions, mobilize the school resources, give instructions to the students effectively, maintain strict discipline, enlist parental support, influence the community to involve and more importantly they play a very important role in creating a positive school climate which will enable students study well.

The concept of self-efficacy was developed in 1977 by Bandura. Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has potentials to achieve the goals and manage the situation. Self-efficacy is the belief of a power to achieve the success. For example a person with high self-efficacy may engage to complete his assignments where as a person with low self-efficacy would be just disappointment (Bandura, 1977).

Teachers with high self-efficacy know their subject matter very well, ready to fulfill the expectations of their students, to make their students happy by using different teaching methods and continue to explore the most suited and enjoyable teaching strategies for their learners (Ware & Kitsantas, 2007). Highly self-efficient teacher provides students with more learning experience than low self effective teacher. Teachers with elevated sense of self-efficacy build-up students sense of self-efficacy and teacher with low sense of self-efficacy direct students to low sense of self-efficacy.

## REVIEW OF LITERATURE

Rao and Haseena (2009) conducted a study of self efficacy among primary school teachers among 120 primary school teachers from rural and urban schools located in Tirupati rural and urban mandals of Chittoor district of Andhra Pradesh. The major findings of the study were: (i) Locality of residence had significant impact on the self efficacy of primary school teachers; (ii) Gender had no significant impact on self efficacy of the primary school teachers; (iii) There was significant interaction between gender and locality of residence with regard to the self-efficacy of primary school teachers.

Pradeep Kumar (2013) compared self-efficacy among government

and private school teachers. A sample of 247 government and private teachers belonging to primary and secondary schools of Kanakapura of Ramanagara district, Karnataka. The findings revealed that there is no significant difference in self-efficacy of gender belonging to different type of institutions. There is no significant difference of self-efficacy between male and female teachers belonging to government and private schools.

Kaur and Kaur (2014) found no significant difference in self-efficacy of urban and rural secondary school teachers of Punjab but a significant difference was found on the basis of teaching experience.

Kaur and Puar (2015) found that that gender, locale, experience and educational qualification do not have any significant impact on self efficacy of elementary school teachers.

Ahmad, Khan and Rehman (2015) conducted a study on “sense of efficacy between male and female teachers in Attock, Pakistan”. They found that female teachers have higher self-efficacy than males on efficacy to influence classroom management, instructional strategies students, engagement subscales. Female teachers performed better due to their high perception in their self-efficacy than male teachers in the public elementary schools in district Attock.

Shazia Zamir, Mahek Arshad and Nadia Nazir (2017) investigated the self-efficacy between public and private school teachers at elementary level. The sample of the study consisted of 100 respondents consisting 51 males and 49 females elementary school teachers. Teacher Self-Efficacy Scale developed by Bandura (2006) was used. Results show that private school teachers have higher level of self-efficacy than public school teachers. Findings of the study revealed that private school male teachers have higher level of self-efficacy than public school male teachers. Private school female teachers have higher level of self-efficacy as compare to public school female teachers, female teachers teaching at both private and public elementary schools showed higher level of self-efficacy than male teachers teaching at both private and public elementary schools. Therefore it is concluded that private school teachers teaching at elementary level have higher self-efficacy than elementary teachers of public schools.

Sharma and Kaur (2017) conducted a study on “self-efficacy of Women Teachers in the State of Punjab” and found that school and college women teachers do not differ significantly on teacher self-efficacy. Women teachers generally have average level (Fifty Four Percent) of teacher self-efficacy.

Menon and Sobha (2017) study aims to find out the teacher efficacy of secondary school teachers. The sample for the present study consisted of 350 secondary teachers of Kerala. The study reveals that secondary school teachers possess an average level of teacher efficacy and also that there exist significant difference in the mean scores of teacher efficacy with respect to type of management and teaching experience, but no significant difference exist in the mean scores of teacher efficacy with respect to gender and locale and subject of specialization

Rafiq Ahmad Kumar et al. (2017) assessed self-efficacy among government higher secondary school teachers in Jammu Division. The findings of the study showed that there was a significant difference among male and female teachers. Moreover the results also showed that there was no significant difference among teachers in relation to their teaching subject, qualification and teaching experience.

**OBJECTIVES**

1. To investigate the impact of gender on self-efficacy among school teachers
2. To explore the impact of management on self-efficacy among school teachers.
3. To investigate the impact of job tenure on self-efficacy among school teachers.

**HYPOTHESES**

1. There would be significant impact of gender on self-efficacy of the school teachers.
2. Type of management would significantly influence the self-efficacy of the school teachers.
3. Job tenure would significantly influence the self-efficacy of the school teachers.
4. There is significant interaction among gender, management and job tenure with regard to self-efficacy.

**Variables of the study**

Independent Variables

- Gender
  - Management
  - Job Tenure
- Dependent Variables
- Self-efficacy

**POPULATION**

Teachers working in primary / secondary schools in and around Kakinada town constituted the population of the study. There are around 89 government school and 110 private schools and each school there are around 20-30 teachers both male and females. In total there are 4975 teachers, which constitute the population of the study. Their job tenure ranges from 1 to 30 years.

**SAMPLE**

From among 4975 school teachers 240 school teachers are selected by resorting to systematic sampling technique in such a way that they fit into a 2x2x2 factorial design. There are 8 groups of subjects and in each group there are 30 subjects. The sample includes both men and women, teachers with long job tenure and short job tenure working in government and private schools. Their age ranges from 25 - 58 years and the distribution of the sample is presented in table-1.

**Table-1: Distribution of the Sample**

Job Tenure	Men		Women		Total
	Government	Private	Government	Private	
Short Job Tenure	30	30	30	30	120
Long Job Tenure	30	30	30	30	120
Total	60	60	60	60	240

**Tool**

Self-efficacy of the subjects was assessed by using Bandura's (1977) teacher self-efficacy scale. It consists of 30 statements with 5 response categories numbered 1 to 9. It measures on seven

dimensions. Low score indicates low teacher self-efficacy and high score indicates high teacher self-efficacy. The reliability of the scale was established by test-retest method and the value was found to be 0.78 and the validity is 0.88.

**STATISTICAL ANALYSIS**

The obtained data are analyzed quantitatively by using descriptive statistics, such as Mean and Standard Deviation and Inferential Statistics such as Analysis of Variance (ANOVA) and 't' test wherever necessary to test the hypotheses.

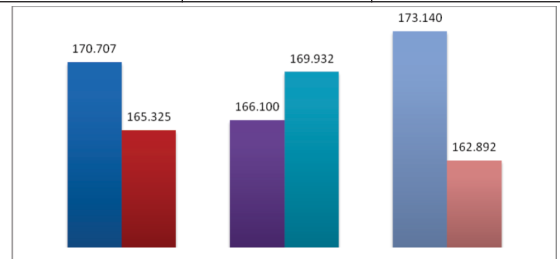
**RESULTS AND DISCUSSION**

**Table – 2: Means and SD's of Scores on Teacher Self-efficacy**

Qualification		Men		Women	
		Government	Private	Government	Private
Short Job Tenure	Mean	185.730	161.930	158.070	186.830
	SD	31.554	21.398	22.816	34.317
Long Job Tenure	Mean	167.170	168.000	153.430	162.970
	SD	18.846	24.126	24.140	30.806

**Grand Means**

Men = 170.707	Government = 166.100	Short Job Tenure = 173.140
Women = 165.325	Private = 169.932	Long Job Tenure = 162.892



**Graphical Representation for Teacher Self-efficacy**

An observation of table-23 indicates that women teachers working in private schools with short job tenure have obtained highest mean of 186.830 with an SD of 34.317 indicating that their high self-efficacy. Women teachers working in government schools with short job tenure have obtained lowest mean of 153.430 with an SD of 24.140 indicating their low self-efficacy. There are mean differences among the eight groups of subjects in their self-efficacy. However in order to test whether there are any significant differences among the eight groups of subjects in their self-efficacy, the data are further subjected to analysis of variance and the results are presented in table-3.

**Table-3: Summary of ANOVA of Scores on Teacher Self-efficacy**

Source of Variation	Sum of Squares	df	Mean Square	'F' values
Gender	1738.817	1	1738.817	2.475@
Management	881.667	1	881.667	1.255@
Job Tenure	6303.750	1	6303.750	8.972**
Gender x Management	14076.017	1	14076.017	20.035**
Gender x Job Tenure	960.000	1	960.000	1.366@
Management x Job Tenure	109.350	1	109.350	0.156@
Gender x Management x Job Tenure	7216.067	1	7216.067	10.271**
Error	163000.267	232	702.587	-
Total	194285.933	239	-	-

\*\* - Significant at 0.01 level \* - Significant at 0.05 level @- Not Significant

The "F" value of 2.475 for the variable gender is not significant indicating that there is no significant difference between men and women teachers in their self-efficacy. The finding of the present study in line with earlier studies conducted by Rao and Haseena

(2009); Pradeep Kumar (2013) found that gender had no significant impact on self-efficacy of the primary school teachers.

The "F" value of 1.255 for the variable management is not significant, indicating that there is no significant impact of management on self-efficacy of school teachers.

The "F" value of 8.972 for the variable job tenure is significant beyond 0.01 level indicating that job tenure has significant impact on self-efficacy. Short job tenure teachers have obtained the highest ( $M=173.140$ ) when compared to the long job tenure teachers ( $M=162.892$ ). The higher mean obtained by short job tenure teachers indicates that they have high self-efficacy compared to long job tenure teachers who have low self-efficacy. The finding of the present study in line with earlier studies conducted by Atta et al. (2012) found that higher the job experience higher the self-efficacy.

The finding of the present study opposite with earlier studies conducted by Rafiq Ahmad Kumar et al. (2017); Suman Preet Kaur and Surjit Singh Kaur (2017) found that no significant difference among teachers in relation to their experience.

The "F" value of 20.035 for interaction between gender and management is significant at 0.01 level, indicating that there is significant interaction between gender and management with regard to self-efficacy. The "F" value of 1.366 for interaction between gender and job tenure, 0.156 for interaction between management and job tenure are not significant, indicating that there is no significant interaction between gender and job tenure, management and job tenure with regard to self-efficacy of the school teachers. The "F" value of 10.271 for second order interaction among gender, management and job tenure is significant at 0.01 level, indicating that there is significant interaction among gender, management and job tenure with regard to self-efficacy of the school teachers.

## FINDINGS

1. Gender and type of management had no significant impact on self-efficacy of the school teachers. Both male and female teachers working in government and private school have similar levels of self-efficacy.
2. Job tenure had significant influence on self-efficacy of the school teachers. Teachers with short job tenure have high self-efficacy compared to teachers with long job tenure.
3. There is significant first and second order interactions between gender and management, gender, management and job tenure with regard to self-efficacy.

## REFERENCES

1. Ahmad Rana Navid, Khan Shafiq Ali and Rehman Shafiq (2015). Comparative Study to Investigate the Sense of Teacher Efficacy between Male and Female Teachers. *Asian Journal of Management Sciences & Education*, Vol.4(2), pp. 29-35.
2. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
3. Kaur, K. and Kaur, P. 2014. Self-Efficacy among Secondary School Teachers VIS-À-VIS their school's location and teaching experience. *Review of Research*, 4(3).
4. Kaur Preet Suman and Paur Singh Surjit (2015). A Study of Self-efficacy among Elementary School Teachers. *International Journal of Scientific Engineering and Research*, Vol.5(5), pp. 172-174.
5. Kumar, Verma and Kiran (2017). Self-efficacy among Higher Secondary School Teachers: An Empirical Study. *The Online Journal of New Horizons in Education*, Vol. 7(3), pp. 53-57.
6. Menon Seema and Sobha (2017). Teacher Efficacy of Secondary School Teachers. *International Journal of Research Granthaalayah*. Vol. 5(6), pp. 637-647.
7. Pradeep Kumar, T. (2013). A Comparative Study of Self-efficacy among Government and Private School Teachers. *Global Research Analysis*, Vol. (1), pp. 33-34.
8. Schwarzer, R., and Jerusalem, M. (1995) Generalized Self-efficacy Scale. In J. Weinman, S. Wright, and M. Johnslon, *Measures in Health Psychology: A User's Portfolio-Causal and Control Beliefs*. Windsor, UK: NFER-NELSON.
9. Sharma Shaveta and Kaur Ravinder (2017). Self-efficacy of Women Teachers in the State of Punjab. *Educational Quest*, Vol.8(1), pp. 179-182.
10. Shazia Zamir, Mahek Arshad and Nadia Nazir (2017). A Comparative Study of Self-efficacy of Public and Private School Teachers at Elementary Level. *Journal of Elementary Education*, Vol.27(1), Pp. 23-36.
11. Ware, W. Herbert and Kitsantas Anastasia (2007). Teacher and Collective Efficacy Beliefs as Predictors of Professional Commitment. *The Journal of Educational Research*, Vol.100(5), Pp. 303-310.