



Self-Efficacy Among Secondary School Teachers

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ABSTRACT

The present study is aimed at studying the impact of gender, locality, experience and type of management on the self-efficacy among secondary school teachers. The sample consists of 255 men and women secondary school teachers selected from rural and urban localities of Tirupati, Chittoor District, Andhra Pradesh. It was predicted that gender, locality, experience and management would significantly influence the self-efficacy of the secondary school teachers. Means, SDs and 't' test was employed to test the hypotheses. It is found that there is significant difference between teachers with below 5 years and above 5 years of working experience with regard to their self-efficacy, but there is no significant impact of gender, locality and management with regard to their self-efficacy.

Keywords :

Introduction

Psychologist Albert Bandura has defined self-efficacy as our belief in our ability to succeed in specific situations. Your sense of self-efficacy can play a major role in how you approach goals, tasks, and challenges. The concept of self-efficacy lies at the center Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. According to Bandura's theory, people with high self-efficacy - that is, those who believe they can perform well - are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Teacher efficacy has been defined as teachers' "beliefs in their ability to have a positive effect on student learning" (Ashton, 1985). Teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students (Ashton, 1985).

Teacher self-efficacy

Teacher self-efficacy is: "teachers' confidence in the ability to promote students' learning" (Hoy, 2000). Teacher self-efficacy is an integral part of the success that a teacher will have in the areas of instructional, classroom management and efficacy for student engagement. There is a developed belief in the association between teacher self-efficacy and high student achievement and the implementation of positive instructional techniques. Bandura (1997) proposed that because self-efficacy beliefs were clearly guided by a teacher's own inner nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behavior. There are a number of factors that many would say contribute to the effectiveness of a teacher such as: (a) planning, (b) organization, (c) content knowledge, and (d) previous experience. But none of these factors impact student success as much as teacher self-efficacy. The evidence supports the ideas that teachers who leave teaching have lower teacher self-efficacy scores

than those who remain in teaching (Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982). Gregoire (2003) suggests that even when teachers understand that a given method may be more effective, their efficacy beliefs for enacting the new method will drive their implementation decisions.

Woolfolk and Hoy (2000) stated that teacher efficacy is considered as one of the few teacher characteristics that consistently relates to teaching and learning. Studies on teacher efficacy suggested that pre-service teachers in different countries have varying degrees of beliefs about themselves to be effective in teaching (Campbell, 1996; Gorrell & Hwang, 1995; Yeung & Watkins, 2000; Cakiroglu, 2003).

Review of Related Literature

Pradeep Kumar (2013) comparative study of Self-efficacy among Government and Private school teachers. In the present study, a sample of 247 Government and private teachers belonging to Primary and secondary schools of Kanakapura of Ramanagara district, Karnataka during the academic year 2011-2012. The findings revealed that there is no significant difference of self efficacy among Gender belonging to different type of institutions. There is no significant difference of self efficacy of Male and Female teachers belonging to government and private schools.

Nuray Senemoglu et al. (2009) study determining elementary school teachers self-efficacy beliefs concerning teaching behaviors and whether or not self-efficacy beliefs differed on the basis of gender, teaching experience and the achievement level of schools were teachers works. In consequences, teachers average of self-efficacy belief scores was found to be at a "good level". The fact that the teachers self-efficacy belief was found to be high showed that they held a strong belief that they had knowledge and skills of effective teaching behaviors. No significant differences were found between self-efficacy belief score averages and gender and experiences.

Dr. Fauzia Khurshid, Farah Naz Qasmi and Nadia Ashraf (2012) present study was designed to identify the relationship between teacher self-efficacy and their perceived job performance in this study for the measurement of teachers self-efficacy Teacher Efficacy Scale consisted of 16-items modified by Hanif was used (2007). For the measurement of teacher perceive job performance an indigenous scale TJPS developed by Hanif based on 25 items as used. In this study two samples such as teachers and students were drawn from the population. Sample of the secondary school teachers comprised of 75 teachers from public sectors schools of Rawalpindi and Islamabad whereas sample of the students comprised of randomly selected 225 male and females. Results of the study revealed that there is a positive relationship between teachers' self-efficacy and their job performance. As far as difference in the teachers' self-efficacy due to demographic variations are concerned results of the study revealed that female secondary school teachers have higher self-efficacy than male teachers. Teachers with more work experience, with higher qualification have higher self-efficacy. As far as the teachers perceived job performance is concerned female students are their teachers' performance more favorably than the male secondary students and students from higher income families underestimate the performance of their teachers.

Objectives

To compare the self-efficacy among male and female secondary school teachers in relation to their locality, experience and management.

Hypotheses

- There is significant difference of self-efficacy among male and female secondary school teachers.
- There is significant difference of self-efficacy among teachers working in urban and rural localities.
- There is significant difference of self-efficacy among government and private secondary school teachers.
- There is significant difference of self-efficacy among secondary school teachers in relation to their teaching experience.

Sample

In the present study, a sample of 255 government and private secondary school teachers belonging to urban and rural localities with below and above 5 years of working experience are considered the sample of the study. Data regarding the self-efficacy of teachers were collected through simple random sampling technique through survey method.

Tool

Self-efficacy scale developed by Bandura (1997) was employed to access self-efficacy of secondary school teachers. It consists of 10 items, each item with 4 response categories, like not at all true, rarely true, moderately true and extremely true. The minimum and maximum possible scores on self-efficacy are 10 and 40 respectively. Low scores indicates low self-efficacy and high score indicates high self-efficacy. The self efficacy questionnaire was administered to 255 secondary school teachers and their responses were scored accordingly and the data are subjected to 't' test to compare the self-efficacy scores of secondary school teachers.

Statistical Analysis

The obtained data were subjected to suitable statistical analysis such as Means, SDs and 't' test to test the hypotheses.

Results and Discussions

Table-1: Shows Means, SDs and 't' value for gender on self-efficacy scores

Gender	N	M	SD	't' value
Male	111	77.09	14.09	0.011@
Female	144	77.07	13.37	

@-Not Significant

Table-1 shows the Means, SDs and 't' values of self-efficacy of secondary school teachers. The obtained 't' value 0.011 is not significant, indicating that there is no significant difference of self-efficacy among male and female secondary school teachers. Both are similar levels of self-efficacy. Hence, hypothesis-1 is rejected. The finding of the present study collaborated with earlier study of Nuray Senemoglu et al. (2009) and Pradeep Kumar (2013) who also revealed that there is no significant difference of self efficacy among Gender belonging to different type of institutions.

Table-2: Shows Means, SDs and 't' value for locality on self-efficacy scores

Locality	N	M	SD	't' value
Rural	192	76.88	12.61	@ 0.356
Urban	63	77.69	16.58	

@-Not Significant

The obtained 't' value of 0.356 is not significant, indicating that there is no significant difference of self-efficacy among teachers working in rural and urban localities. Hence, hypothesis-2 is rejected and it is concluded that there is no significant difference between rural and urban school teachers in their self-efficacy.

Table- Shows Means, SDs and 't' value for experience on self-efficacy scores

Teaching Experience	N	M	SD	't' value
Up to 5 years	83	72.56	8.53	4.52**
Above 5 years	172	79.26	15.09	

**-Significant at 0.01 level

The obtained 't' value 4.52 is significant at 0.01 level, indicating that there is significant difference of self-efficacy among secondary school teachers with their working experience. Teachers with above 5 years of working experience obtained a high mean of (79.26) when compare to below 5 years of experience teachers, whose mean score is (72.56). Hence it is concluded that there is significant difference of self-efficacy of secondary school teachers with below and above 5 years of working experience. Therefore hypothesis-3 is accepted as warranted by the results. The finding of the present study collaborated with earlier study of Fauzia Khurshid, Farah Naz Qasmi and Nadia Ashraf and Pradeep Kumar (2013) who also revealed significant differences were found between self-efficacy belief score averages and gender and experiences.

Table-4: Shows Means, SDs and 't' value for management on self-efficacy scores

Management	N	M	SD	't' value
Private	110	78.35	14	1.29@
Government	145	76.11	13.37	

@-Not Significant

The obtained 't' value 1.29 is not significant, indicating that there is no significant difference of self-efficacy among secondary school teachers working in government and private schools. Hence, it is concluded that there is no significant difference of self-efficacy among teachers working in government and private colleges. Therefore hypothesis-4 is rejected as warranted by the results. The finding of the present study collaborated with earlier study of Pradeep Kumar (2013) who also revealed that there is no significant difference of self efficacy among Gender belonging to different type of institutions

Findings of the Study

- Gender has no significant impact on self-efficacy on secondary school teachers.
- Locality of residence has no significant impact on self-efficacy on secondary school teachers.
- Experience had significant influence on the self-efficacy of the school teachers. Teachers with more experience have high self-efficacy.
- Management has no significant influence on the self-efficacy of the school teachers.

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