



Self-Efficacy Among Secondary School Teachers Across Gender and Type of School

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ABSTRACT

The present study was an attempt to investigate self efficacy of secondary school teachers in relation to gender and type of school. A data was collected randomly from the sample of 200 secondary school teachers of Jammu district using tool Teacher Self Efficacy Scale developed by N. Ashraf and S. Jamal (2021). The results revealed that there exists significant difference in self efficacy of male and female secondary school teachers. Female secondary school teachers found to be better as compared to male secondary school teachers. The results also revealed that there exists significant difference in self efficacy of government and private secondary school teachers. Private secondary school teachers found to be better on self efficacy as compared to government secondary school teachers.

Keywords: Self-Efficacy, Secondary School Teachers, Gender, Type of school

Introduction

"We are more heavily invested in the theories of failure than we are in the theories of success."
(Albert Bandura)

Education is the cornerstone of personal and societal progress, empowering individuals with knowledge and skills. Teachers play a pivotal role in shaping the future of their students. Globally, the demand for qualified teachers who can prepare students to succeed in a technology-infused society is increasing day by day. It is anticipated that students functioning, well being and academic performance can be enhanced if their self efficacy is improved. For nurturing self efficacy in students we need efficacious teachers. Teachers having efficacious outlook foster their intrinsic motivation and interest in the teaching learning process. Teachers with high self efficacy consider challenging tasks as opportunities to learn. So, modern education system need teachers with higher level of self efficacy. Therefore, in order to teach effectively, teachers must not only feel psychologically and socially at ease, but they must have sense of belief that they can make a difference to the lives of children they are teaching.

Concept of Self efficacy

Bandura (1977) introduced the concept of self-efficacy as a part of his social cognitive theory. The theory emphasize the importance of cognitive, behavioural, personal and environmental factors interaction in determining motivation and behavior. It has four elements namely, self-observation, self-evaluation, self-reaction and self-efficacy. Self-efficacy is made up of two words: "self" and "efficacy" where "self" refers to an individual's conscious reflection of oneself and "efficacy" refers to the ability to produce desired results. In this sense, self-efficacy refers to an individual's conscious reflection on his own ability to produce some desired results.

According to Bandura (1994), self-efficacy is "people's beliefs about their abilities to produce specified levels of performance that exercise influence over events that affect their lives."

According to Alnoor, Al Abarrow, Abdullah and Abbas (2020) defined self-efficacy as an individual's appreciation of his or her ability to perform occupational challenges successfully by mobilizing knowledge resources and pathways to meet professional requirements.

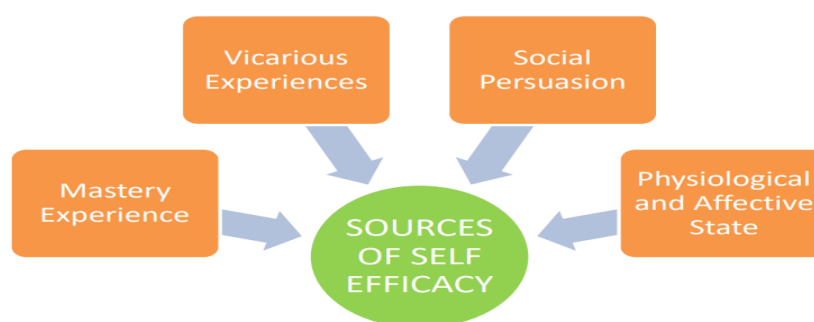
According to Sharma and Rani (2013), "Self-efficacy is a construct that explains personal competency to successfully deal with a variety of circumstances and an individual's ability to effectively manage new situations, create effort, and remain resilient in the face of adversities throughout diverse domains".

According to the definitions above, self-efficacy beliefs comprise nothing more than assessments of one's capability to successfully carry out particular behaviour and activities, or a prediction of one's capacity to deal with any given task.

Sources of Self-Efficacy

Four major sources of self-efficacy as given by Bandura can shape people's beliefs about their own efficacy (Bandura, 1997; 2000, p. 467). These sources are as follows:

Figure 1



Sources of Self Efficacy

Source : Bandura, 1997, p. 467

1. **Mastery Experience** : The most reliable sources of efficacy information are typically accomplishments that we have experienced ourselves, for which we have "tangible" evidence of success (Bandura, 1997). Successful experiences boost self-efficacy, whereas failure undermines it.

2. **Vicarious Experiences** : The vicarious experiences provided by social models are the second source of creating and strengthening self-efficacy. It refers to the development of high or low self-efficacy vicariously through the performances of others. It is also known as modelling, which is experience in the sense of "If they can do it, I can do it as well."

3. **Social Persuasion**: The third source of strengthening people's beliefs is direct encouragement from another person, such as a teacher, who can increase students' self-efficacy with credible communication and feedback or motivate them to give their best.

4. **Physiological and Affective State**: Physiological feedback is the final source from which people can obtain self-efficacy. People judge their abilities based on physiological cues and emotional state. Demanding circumstances and challenges tend to cause changes in emotional and physiological states and determines how they feel about their abilities.

Effects of Self Efficacy Beliefs

Personal efficacy beliefs, according to Bandura, 1995; 2000; 2001, regulate human functioning via cognitive, motivational, emotional, and choice processes. Furthermore, he proposed that human motivation is cognitively generated, and that efficacy beliefs play an important role in motivation of "self-regulation." The four major psychological processes by which self-efficacy beliefs affect human functioning are as follows:

Figure 2



Major Four-Fold Efficacy-Activated Psychological Processes

1. **Cognitive Process** : In a variety of ways, self-efficacy beliefs influence cognitive processes. Because human behaviour is purposeful, it is governed by forethought that embodies valued goals. Self evaluation of capabilities influences personal goal setting. People who have high self-efficacy tend to solve complex problems using higher level thought processes such as analysis, synthesis, and evaluation.

2. **Motivational Processes** : Self-efficacy beliefs are important in motivating self-regulation. Human motivation is generated cognitively. Cognitive motivators are classified into three types: casual attributions, expected outcomes and recognized goals. Self-efficacy operates in all cognitive domains.

3. **Affective Processes** : Self-efficacy aids in the control of stressors. It is essential for anxiety arousal. People who believe they have control over difficult circumstances do not engage in disturbing thought patterns.

4. **Selection Process** : Self-efficacy influences the types of activities that people engage in, such as career choices and participation in various types of activities. Through choice-related processes, self efficacy beliefs influence the course of life paths.

Significance of Self-Efficacy in Teaching

Self-efficacy has gained prominence as a critical component of teaching and learning. As Akomolafe (2016) stated, self-efficacy is not only necessary for effective human development and productivity, but it is also an important factor in educational improvement. People's behaviour can be influenced by how they perceive themselves. Similarly, teachers' sense of self-efficacy influences how they teach (Bandura, 1994, 1997). Researches indicate that, one of the important variables related to positive teaching behaviour and student outcomes is teachers self-efficacy Alwan and Mahasneh (2014); Ashton & Webb (1986); Bandura (1995); Gibson & Dembo (1984); Mojavezi and Tamiz (2012); Raju and Samiullah (2012); Ross (1994); Saeidi and Kalantarypour (2011); Tschannen, Moran & Hoy (2001); Woolfolk & Hoy (1990). A higher level of self-efficacy helps teachers improve their planning and organizational skills, as well as their interaction with students, making teaching more productive. Teachers with high self-efficacy never give up in the face of failures or setbacks. They are more adaptable at work and perform better. In terms of dealing with student problems in the classroom, efficacious teachers employ more humanistic, constructive, and teacher centred approaches (Rosoff & Hoy, 1990 and Woolfolk, 1990). From the above discussion, it can be concluded that individuals are guided by their beliefs, and higher levels of self-efficacy can compensate for limited skills and knowledge. Teachers with a higher level of self-efficacy can influence students' learning and motivation

Teacher's Sense of Self-Efficacy

Teacher's self-efficacy is an important construct related to teacher's performance. It first appeared in Ashton's, 1946 research which was expanded in 1984. The concept of efficacy now includes the degree to which teachers believe they are capable of achieving learning outcomes. According to Bandura (1977), having the knowledge and skills required to act does not guarantee that the actor will perform effectively; rather, it is dependent on the actor's personal judgment in properly utilizing such knowledge and skills to perform an act successfully under a variety of circumstances. Bandura (1977) referred to this assessment of knowledge and skills as perceived self efficacy, and when applied to educational settings, it is known as teacher self efficacy. Bandura defined teacher self-efficacy as the degree to which teachers believe they can influence student's performance. Simply put, it is the perception of teachers' capabilities rather than their actualized capabilities, because beliefs and perceptions have a large influence on how one's potential is realized and utilized.

Need and Significance of the Study

As observed by Mudaliar Education Commission, 1952-1953 "We must bear in our mind that- Secondary education is a complete unit in itself and not merely a preparatory stage". Therefore, for achieving educational goals at this stage of education, it completely depends on effective and efficacious teachers. Secondary school teachers play an important role in our education system. Self efficacy of teacher has progressively gained importance in school psychology research as a result of its implications for effective teaching, instructional practices, and for students academic achievements (Klassen et al., 2009; Klassen and Tze, 2014). Self efficacy play an important role in teacher's well being and school effectiveness and improvement. It can help teachers be more effective in variety of ways. In the past, a teacher's responsibility was only to teach (Gul, 2014); but today, special skills need to be taught to the students like decision making, critical analysis, and a balanced mindset, which will help students in both professional and personal life. But for this, a teacher must have one quality among many other qualities which is self-efficacy that is confidence to accomplish every task. Teacher's belief in his capacities and abilities are significant contributor to the goals he sets for himself and his students in terms of meaningful learning as well as life goals. The study at hand aims to study self-efficacy among secondary school. The teachers must realize the significance of their self-efficacy beliefs and apply them practically in their classrooms. Realising the importance of self efficacy, this study aims to study the self efficacy among secondary school teachers.

Review of related literature

On the basis of review of previous studies, it was found that self efficacy of teacher had an impact on educational outcomes and teacher's passion, determination, assurance and instructional behaviour. On the aspect of gender, it was reported in the studies of Kumar et al. (2017); Huang & Zhang (2020); Subramanian & Sudhalakshmi (2019); Sridhar & Badieli (2008); Udemba (2021) that there was significant difference in the self-efficacy of male and female teachers. Study by Kaur & Kaur (2022) revealed that female self efficacy was higher than male teachers. On the contrary, Chandrika et al. (2022); Fbatio (2008); Ghaith & Shaaban (1999); Kumar & Papaiah (2009); Sharma (2015); Subramanian & Sudhalakshmi (2019) found that male teachers had greater self efficacy than female teachers. However, Kaur (2014);

On the aspect of type of school, it was found by Shekar and Kumar (2016) that government and private secondary school teachers differed significantly on self-efficacy beliefs. However, Kumar et al. (2017) and Kumar (2013) found no significant difference in self efficacy of government and private secondary school teachers. Study by Kaur & Kaur (2022) also revealed significant difference in self efficacy of government and private secondary school teachers. Private secondary school teachers were better in self efficacy (Bhullar, 2019). On the contrary, Sharma (2015) found government secondary school teachers to be better on self efficacy. On the basis of the thematic review, it can be concluded that there is contradiction in the results of the studies on self efficacy.

Objectives of the study

1. To study the self efficacy of secondary school teachers based on gender.
2. To study the Self efficacy of secondary school teachers based on type of school.

Hypotheses of the study

1. There will be no significant difference in self efficacy of secondary school teachers based on gender.
2. There will be no significant difference in self efficacy of secondary school teachers based on type of school.

Methodology

The present study uses descriptive method and is quantitative in nature.

Sample

The presented study was conducted on sample of 200 secondary school teachers of government and private schools affiliated to Jammu & Kashmir Board of school Education (JKBOSE).

Tool used

To measure the teachers self efficacy of the secondary school teachers, the researcher used Teacher Self Efficacy Scale developed by N. Ashraf and S. Jamal (2021). It comprises of 48 items, based on six dimensions namely self motivation (6 items), commitment (7 items), coping with challenges (9 items), decision-making (9 items) classroom instructions (8 items) and school climate (9 items). Reliability of the teacher self-efficacy scale was determined by obtaining the value of Cronbach's Alpha, i.e. 0.877, which was quite high.

Statistical Techniques Used

Appropriate statistical techniques were used to draw out inferences from the data collected for the present study. The following techniques were used in the present study for the analysis and interpretation of data:

- Mean
- Standard Deviation
- T- test

ANALYSIS AND INTERPRETATION OF DATA

Hypotheses 1: There will be no significant difference in self efficacy of secondary school teachers based on gender.

Table No. 1 : Mean, SD and t - values of self efficacy of secondary school teachers based on gender.

Variable	Gender	N	Mean	SD	Df	t-value	Level of Significance
Self Efficacy	Male	100	145.5	12.94	198	4.10**	Significant
	Female	100	153.63	15.00			

**Significant at .01 level

Review of table no. 1 shows the computed value of t-value for self efficacy of secondary school teachers. The mean score of self efficacy of male secondary school teachers is 145.5 with SD 12.94 and female secondary school teachers is 153.63 with SD 15.00. The calculated t-value is 4.10, which is greater than table values 1.97 and 2.60 at .05 and .01 levels of significance. This indicates that there exists significant difference in mean scores of self efficacy of male and female secondary school teachers. Female secondary school teachers are better on self efficacy as compared to male secondary school teachers. This result is in concurrence with the result found by Alvera and Ahmad (2017) who reported that female teachers have high level of self efficacy than male teachers.

Hence the hypotheses stating, "There will be no significant difference in self efficacy of secondary school teachers based on gender" stands rejected.

Hypotheses 2 : There will be no significant difference in self efficacy of secondary teachers based on type of school.

Table No. 2 : Mean, SD and t - values of self efficacy of school teachers based on type of school.

Variable	Type of school	N	Mean	SD	Df	t-value	Level of Significance
Self Efficacy	Government	100	169.07	31.28	198	3.22**	Significant
	Private	100	179.74	10.71			

**Significant at .01 level

Review of table no. 2 shows the computed value of t-value of self efficacy of government and private secondary school teachers. The mean score of self efficacy of government secondary school teachers is 169.07 with SD 31.28 and private secondary school teachers is 179.74 with SD 10.71. The calculated t-value is 3.22, which is greater than table values 1.97 and 2.60 at .05 and .01 levels of significance. This indicates that there exists significant difference in mean scores of self efficacy of government and private secondary school teachers. This result is in concurrence with the result found by Bhullar (2019) who reported that private secondary school teachers are better on self efficacy as compared to government secondary school teachers.

Hence the hypotheses stating, "There will be no significant difference in self efficacy of secondary school teachers based on type of school" stands rejected.

Discussion of the results

Self-efficacy, as defined by Bandura (1977, 1986, 1997), signifies an individual's belief in their capabilities to perform behaviors essential for specific performance outcomes. It reflects confidence in controlling one's motivation, behavior, and social environment, influencing goal-setting and the level of effort invested in goal attainment. This study reveals significant gender differences in the self-efficacy of male and female teachers, contradicting previous findings by Ghaith and Shaaban (1999), Selaledid (2008), Kumar and Papaiah (2009), and Nneji (2013). In which male teachers possessed better self-efficacy than their counterparts. This study also reveals significant differences in the self-efficacy of government and private secondary school teachers. Private secondary school teachers are better on self efficacy as compared to government secondary school teachers. The perception that self-efficacy might be lower among some government school teachers compared to their counterparts in private schools can be influenced by various factors. It's crucial to approach this discussion with sensitivity, recognizing that there is considerable diversity among teachers in both sectors. Government schools often face budget constraints, leading to limited resources, outdated infrastructure, and a lack of teaching materials. This can create challenges for teachers, making them feel less equipped and potentially impacting their self-efficacy.

Findings of the Study

On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

1. There exists significant difference in mean scores of self efficacy of secondary school teachers based on gender. Female secondary school teachers are better on self efficacy as compared to male secondary school teachers.

2. There exists significant difference in mean scores of self efficacy of government and private secondary school teachers. Private secondary school teachers are better on self efficacy as compared to government secondary school teachers.

Educational Implications

Teaching, the most pivotal profession globally, positions educators as the architects of nations. In enhancing the teaching-learning process and its success, teachers play a central role. The teacher's influence is paramount in the triumph of any educational system, holding accountability for the nation's successful human development and laying the groundwork for social, political, and economic progress. The current study has evaluated the self-efficacy of secondary school teachers. To build self-efficacy of both male and female secondary school teachers, efforts should be directed towards bolstering their self-esteem and confidence. Administrators play a vital role in addressing personal challenges faced by teachers, fostering positive interpersonal relationships. Creating a conducive organizational climate and ensuring effective working conditions are essential responsibilities for administrators. Striving for clean and efficient administration contributes to a positive school environment. Developing efficacy is crucial for the optimal utilization of school resources, proficient decision-making, and, ultimately, fostering a positive school climate. Teacher education programs need to be restructured and enriched to empower educators with high self-efficacy beliefs and the ability to regulate their own learning. This ensures that teachers are well-equipped to meet the demands of the dynamic educational landscape.

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