

# SELF-EFFICACY AND TEACHER-EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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**ABSTRACT:** The quality of education depends largely on the performance of teachers, as the teacher is considered to be the center of the teaching learning process. But it is not easy to establish teacher's success and failure. Teacher effectiveness has been a concern not only for parents and students but also for policy makers, researchers, and academics. Based on the concept of "self-efficacy" theory (Bandura, 1977), the purpose of this paper is to examine the relationship between self-efficacy and teacher effectiveness of school teachers. Often, teachers are regarded to play a crucial role in shaping the students who are considered to be the nation's future. The teachers teaching in secondary schools of Patna, Bihar are taken as the population for the study. The investigator adopted the Survey Method to explain the existing status of the event under investigation and to obtain reasonable conclusions from the facts obtained. The researcher used the Self-efficacy Inventory and the Teacher Effectiveness Scale to obtain the data. The researcher used stratified random sampling technique to select the sample. The sample consisted of 258 secondary school teachers of Patna. The results of this study demonstrate the relationship between self - efficacy and teacher effectiveness in secondary school teachers.

**Keywords-** Self-efficacy, Teacher-effectiveness, Secondary School Teachers

## Introduction

Teaching is one of the most important professions in the world. This noble profession becomes the basis of all the occupations of the society; It is quite clear that the pace of development depends on teaching quality. It can also be described as a platform where students have significant socialization. Schools are important institutions where children follow careers and give meaning to their lives. Since teachers play a special role in setting the standards and creating conditions for children's school attainment, they are considered an important element for a student's educational success. Teachers with high self-efficacy beliefs are more likely to apply innovative methods in the classroom to use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custody control to take responsibility and handle classroom problems compared to teachers having low self-efficacy.

## Teacher Effectiveness and Self-Efficacy

Teaching by its very nature involves solving complex, dynamic, and non-linear problems. As a result, teacher effectiveness largely depends on individual agency, or how teachers define tasks, employ

strategies, see the potential for success, and ultimately the problems and challenges they face. It is the concept of personal agency — the ability of teachers to be self-organized, self-reflective, self-regulating, and proactive in their behavior — which underscores the importance of self-efficacy as an important component in teacher effectiveness. The link between personal agency and a teacher's efficacy beliefs lies in personal experience and a teacher's ability to reflect that experience and make decisions about future actions.

### **Meaning of Self-Efficacy**

The construction of self-efficacy refers to an individual's belief in his or her ability to organize and execute the course of action necessary to manage future situations” (Bandura, 1997, p. 2). It is a task-specific belief that controls choice, effort, and perseverance in the face of obstacles and with the emotional state of the individual. A person's affective beliefs are constructed from multiple and varied sources of information that can be clearly articulated through social evaluation as well as direct experience (Bandura, 1986).

People will be more inclined to take on a task they believe they can succeed. People generally avoid tasks where their self-efficacy is low, but will engage in tasks where their self-efficacy is high. People with self-efficacy always try their best to complete tasks and also try to defeat their difficulties. That is a main reason for which the people of low self-efficacy unable to grow and succeed in a proper way. There are some effects of self-efficacy on human behavior. People with high self-efficacy are more motivated than the people of low self-efficacy. This motivation enhances their work. They also provide an opportunity for low self-efficacy to learn a lesson from them. Low level of self-efficacy makes people perceive the tasks tougher than they actually are. Its outcome will be improper planning and stress. It's a fact that the people of low self-efficacy become irritating when they can't complete their task. On the other side of the spectrum, people with high self-efficacy act opposite. They are always busy in making efforts for completing their goals. Self-efficacy also helps to overcome failures. But only high self-efficacy people learn how to overcome failures not low self-efficacy people.

Self-efficacy (trust in one's ability to deal effectively and create a situation to bring about such changes that produce the desired results) is considered crucial for psychological well-being. Absenteeism or very low level of self-efficacy is the crux of all psychological issues. Self-efficacy includes creation and nurture of self-efficacy beliefs, their origins and effects, are the processes through which such beliefs work and the ways in which they can be created and strengthened. People with high self-efficacy always try their best to complete tasks and also try to overcome their challenges and difficulties. This is one of the main reasons why people with low self-efficacy do not develop and become successful in a proper way. This inspiration enhances their work. They also provide an opportunity for low self-efficacy teachers to learn lessons from them. Low self-efficacy may lead people to believe that tasks are more difficult than they actually are. This will result in improper planning and stress. It is a fact that people of low self-efficacy become irritable when they cannot complete their work. On the other hand, people with high self-efficacy do the opposite. They are always busy striving to meet their goals. Self-efficacy also helps to overcome failures. But only high self-efficacy people learn how to overcome failures, not people with low self-efficacy.

Bandura believed that people with different self-efficacy levels experience the world in different ways, such that people with higher self-efficacy generally assume that they control their own lives by controlling their own actions and making decisions that shape their lives. People who are more confident can achieve their goal with full effort. Self-efficacy can be enhanced through proactiveness, proactive modeling, verbal persuasion, and stimulation. When a person has successfully done his work in the past, he can perform with full confidence in the future. When a person sees another person doing a job, he can be confident that he can do it too. For example, if his friend can lose his weight, he is confident that he too can do it easily.

Teachers with high self-efficacy teach well due to their confidence and quality of motivating students. These teachers are risk takers and say yes to new ideas or skills because old control styles and restrictions are virtues of low self-efficacy teachers. The current study was designed to look at the relationship between teachers' self-efficacy and their teacher effectiveness.

Sehgal, Nambudiri and Mishra (2017) found a positive relationship between teacher efficacy and three dimensions of teacher effectiveness, namely, teacher delivery of the content, teacher role in facilitating teacher student interaction, and teacher role in managing student learning.

Shahzad And Naureen (2017) analyzed the effect of teacher efficacy on secondary school students. The findings of the study highlighted the impact of teacher self-efficacy on the academic achievement of secondary school students by obtaining better grades in their examination. High self-efficacy of the teacher brings positivity in students' behavior, attitude and most importantly in their academic achievement.

Ross, Hogaboam-Gray, and Hanay (2001) showed that computer students and teachers who were more industrious in teaching computer skills did better academically than students who had less powerful teachers in the same education. Self-employed teachers are also better prepared to produce better student outcomes because they insist on helping students with problems (Podell & Soodak, 1993; Soodak, & Podell 1993) and are less likely to criticize students who make mistakes (Ashton & Webb, 1986). Teachers with strong beliefs in hard work have also been shown to be better organized, more involved in more efficient programs (Allinder, 1994), and more likely to set higher working standards for themselves and their students (Ross, 1995).

## **OBJECTIVES OF THE STUDY**

1. To find whether there is significant difference in the self-efficacy of secondary school teachers on the basis of demographic and professional variables like gender; type of institution and teaching experience.
2. To find whether there is significant difference in the teacher effectiveness of secondary school teachers on the basis of demographic and professional variables like gender; type of institution and teaching experience.
3. To find whether there is significant relationship between self-efficacy and teacher effectiveness of secondary school teachers.

### NULL HYPOTHESES

1. There is no significant difference in the mean scores of male and female secondary school teachers in their self-efficacy.
2. There is no significant difference in the mean scores of government and private secondary school teachers in their self-efficacy.
3. There is no significant difference in the mean scores of secondary school teachers with teaching experience less than ten years and more than ten years in their self-efficacy.
4. There is no significant difference in the mean scores of male and female secondary school teachers in their teacher effectiveness.
5. There is no significant difference in the mean scores of government and private secondary school teachers in their teacher effectiveness.
6. There is no significant difference in the mean scores of secondary school teachers with teaching experience less than ten years and more than ten years in their teacher effectiveness.
7. There is no significant relationship between self-efficacy and teacher effectiveness of secondary school teachers.

### METHODOLOGY

- i. **Method** – Survey Method was used to collect the data.
- ii. **Population** - The population for the study is the Secondary school teachers in Patna, Bihar.
- iii. **Sample** - The investigators used Purposive sampling method for selecting the schools and stratified random sampling technique for selecting the sample. The sample consisted of 258 teachers.
- iv. **Tools used** – The investigator has used self-constructed and validated Self Efficacy Inventory and Teacher Effectiveness Scale.
- v. **Statistical Techniques used** - Mean, Standard deviation, ‘t’-test, and Correlation

### FINDINGS

**Table No. 1**

Variable	Demographic Variables	N	Mean	SD	Calculated t- value	Level of Significance
Self – Efficacy	Male	154	129.17	33.08	2.35	S@
	Female	104	114.57	35.41		
	Government	98	121.72	31.73	2.8	S*
	Private	160	133.14	27.85		

	Exp. Less than 10 yrs.	110	116.51	27.43	2.04	S@
	Exp. More than 10 yrs.	148	126.69	28.86		
Teacher Effectiveness	Male	154	168.11	47.79	1.58	NS**
	Female	104	154.37	48.82		
	Government	98	152.81	42.08	2.14	NS**
	Private	160	168.87	40.21		
	Exp. Less than 10 yrs.	110	156.84	42.11	1.19	NS**
	Exp. More than 10 yrs.	148	165.95	43.27		

\*\* Not significant at any level, \*Significant at 0.01 level and @ Significant at 0.05 level

It is inferred from the above table that there is a significant difference in the mean scores of Secondary school teachers in their self-efficacy in respect of the variables – gender, type of institution and teaching experience. Further, with regards to teacher effectiveness aspect, significant difference in the mean scores of secondary school teachers is found on the basis of type of institution whereas the variables - Gender and Experience categories do not differ significantly.

Table No. 2

		Self-Efficacy	Teacher Effectiveness
Self-Efficacy	Pearson Correlation	1	.058**
	Sig. (2-tailed)		.000
	N	258	258
Teacher Effectiveness	Pearson Correlation	.058**	1
	Sig. (2-tailed)	.000	
	N	258	258

\*\*Significant at 0.01 level

It is inferred from the above table that there is a significant relationship between self-efficacy and teacher effectiveness of secondary school teachers. Research has shown that teachers high in self-efficacy have been found to exhibit higher levels of professional commitment and effectiveness (Coladarci, 1992)

## CONCLUSION

The result of the study disclosed that teacher's self- efficacy is influenced on the basis of gender and type of institution, whereas the teacher effectiveness is influenced on the basis of type of institution. From the above findings it is concluded that the teacher's self-efficacy and teacher effectiveness are independent and interdependent. Further, it is not out of place to mention that the self-efficacy and teacher effectiveness occupy vital importance in the teaching learning process. It can provide a sound theoretical framework for understanding the why's and how's of teacher development. It also points to the potential value of a set of practical tools —including feedback, various instructional design elements, and integrated support systems—that can be used to foster positive efficacy beliefs, improve teacher competence, and enhance student outcomes.

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