

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RESPECT TO THEIR GENDER, AGE, EDUCATION AND EXPERIENCE

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ABSTRACT

The study investigated the influence of gender, age, education and job experience on teachers' self-efficacy in secondary schools. A sample of 409 secondary school teachers were taken. The Self-efficacy scale and a questionnaire for demographic data collection were used. Collected data were statistically treated with t-test and some other statistical techniques. The findings revealed that the overall self-efficacy of secondary school teachers is of higher level, means teacher sampled for research have high level of self-efficacy. Findings also showed that there is a significant difference in self-efficacy of male and female secondary school teachers, this research also showed that the low age and high age, low educational and high educational qualification and low experience and high experience secondary teachers differ on the measure of self-efficacy.

Keywords: Secondary School Teachers, Self-Efficacy, Gender, Age.

INTRODUCTION

National Policy on Education (1986) has also stated, "No people can rise above the levels of its teachers". In the absence of sincere, capable and professionally conscious teachers, the best system of education may flop to achieve the preferred ends. Development of the country requires a high rate of production and optimal possible utilization of human and material resources. A good teacher is one who has not only the good knowledge of his subject but also is self-efficient in his work. According to Tweed (2013), teachers with low self-efficacy appear to have low self-esteem and harbour pessimistic thoughts concerning their ability to accomplish tasks. Thus, self-efficacy levels of teachers can affect motivation.

Teachers' perceived self-efficacy is not an assessment of their skill set, but rather a belief about what they can or cannot accomplish under various circumstances, given the skills they do possess. Self-efficacy belief act as a mediator between individual teacher's knowledge of their skills and their future actions. Consequently, when compared to their non-efficacious counterparts, efficacious individuals are likely to avoid challenging activities that might exceed their capabilities, are less likely to extend more effort and persist longer in the face of difficulty and are less likely to dwell on personal shortcomings or see potential challenges as more difficult than they really are (Bandura, 1986).

Bandura (1995) explained that teachers' beliefs about their efficacy can be developed from four main sources of influence. These sources are:

(1) mastery experiences with which individuals can gauge their capabilities; (2) vicarious experiences that give individuals comparison information to use in judging their competence; (3) social persuasions that others might use to help convince an individual that he/she possesses the ability to perform a certain task; and (4) physiological and emotional states that serve as another indicator of capability. These four informative principal sources provide a framework for theoretical and empirical studies on teachers' self-efficacy beliefs.

Some studies revealed that there is no relationship between teachers' gender and their self-efficacy (Chacon, 2005) and number of studies reported that there is a relationship (Gurbuzturk&Sad, 2009; Hamurcu, 2006; Tabak et al., 2003).

Bruce, Esmonde, Ross, Dookie, and Beatty (2010) concluded that research in the field of teacher efficacy beliefs has provided key information which shows that high self-efficacy teachers are more likely to persevere in their attempts to reach learning goals when they encounter obstacles, are more prone to experiencing with effective instructional strategies that represent a challenge and are more willing to run risks in their classrooms.

Nejati, Hassani and Sahrapour (2014) conducted a study to find out the relationship between gender and subscales of self-efficacy of Iranian English as Foreign Language teachers. In this study teachers were asked to respond to Teachers' Sense of Efficacy Scale. The findings of this study was revealed that male and female teachers did not differ as far as classroom management was concerned.

CONCEPT OF SELF-EFFICACY

Teachers' self-efficacy determines levels of effectiveness, innovativeness and persistence among teachers (Protheroe, 2008; Klassen& Chiu, 2010). Teachers with a stronger sense of efficacy are better in planning, innovation, resilience, acceptance of students and achievement of good students'

performance in examinations (Protheroe, 2008). According to Bandura (1989), there is a triadic relationship among personal factors, environmental factors such as the teaching profession and behavioral characteristics such as self-efficacy. Tschannen-Moran and Hoy (2001) identified the domains of teachers' self-efficacy as self-efficacy in student engagement, instructional strategies and classroom management through the Teachers' Self-Efficacy Scale (TSES). Eslami and Fatahi (2008) study found that teachers' self-efficacy had significant influence on the instructional strategies they used in class.

Studies in Africa on the same have been descriptive in nature and have scanty information on the influence of marital status on teachers' self-efficacy (Alao, 2014; DeJaeghere, Williams & Kyeyune, 2009; Savolainen, Engelbrecht, Nel&Malinen, 2012; Zinn, 2013). Alao (2014) study was on female teachers in primary and secondary schools in southwestern Nigeria, but DeJaeghere et al. (2009) study found that head teachers had low self-efficacies in specific aspects of their work. Savolainen et al. (2012) and Zinn (2013) focused on teachers' self-efficacy on inclusive education and teachers' information literacy self-efficacy among teachers in South Africa. All these studies, however, noted the importance of teachers' marital status but they did not consider the influence of marital status on teachers' self-efficacy.

OBJECTIVES OF THE STUDY

Every research study must have some objectives to achieve, without which no research can be conducted. The entire research process is guided by objectives which have been explicitly and precisely spelled out by the investigator in advance. The main objectives of this study were designed to measure the following objectives-

1. To study the overall self-efficacy of secondary school teachers.
2. To study the level of self-efficacy of male and female secondary school teachers.

3. To study the level of self-efficacy on the measure of age of secondary school teachers.
4. To study the level of self-efficacy of on the measure of education of secondary school teachers.
5. To study the level of self-efficacy of on the measure of experience of secondary school teachers.

HYPOTHESES OF THE STUDY

H0.1: There is no overall significant difference in the level of self-efficacy secondary school teachers.

H0 2: There is no significant difference in the level of self-efficacy between the male and female secondary school teachers.

H0 3: There is no significant difference in the level of self-efficacy between high and low age secondary school teachers.

H0 4: There is no significant difference in the level of self-efficacy between high and low education secondary school teachers.

H0 5: There is no significant difference in the level of self-efficacy between high and low experience secondary school teachers.

SAMPLE

The present study was conducted on sample of 409 Secondary school teachers from three districts of Uttar Pradesh; Barabanki, Lucknow and Faizabad.

TOOLS

In the present investigation the investigator employed the following standard tools and measures for the purpose of data collection.

1. Self-Efficacy Scale

2. Questionnaire for Demographic variables prepared by the researcher.

➤ Self-Efficacy Scale

Self-Efficacy Scale was constructed by the researcher. It consisted of 27 items, which cover the eight aspects of job satisfaction of secondary as well as secondary school teachers. It is a 5-Point rating scale measuring the self-efficacy of secondary teachers.

➤ Questionnaire for Demographic variables

This questionnaire is prepared by the researcher and is include statements regarding demographic variables according to the need of the study.

METHODOLOGY

The present work is a descriptive study investigating if teachers', self-efficacy differed significantly to a group of demographic variables such as gender, age, education and experience. The sample consisted of 409 school teachers.

ANALYSIS, INTERPRETATION AND DISCUSSION

Effect of Demographic factors on teachers' self-efficacy

The investigator categorized the study sample into different groups on the basis of their demographic divisions namely gender, age, educational qualification and experience. All these groups were the sub-categorized and were compared for finding out the significance of difference between them. The results are being presented in the following tables.

Level of Self-Efficacy of Secondary School Teachers

To determine the degree of Self-Efficacy of secondary school teachers, their scores on the Self-Efficacy Scale were divided into two categories i.e., low and high. The results appeared in table 1. Scores 100 and below was determined as Low Self-Efficacy. Scores ranging from 101-135 was taken as an indicator of high Self-Efficacy. The results of the analysis also made it clear that the percentage of teachers having higher self-efficacy is 76.77 than

those having lower self-efficacy i.e. 23.23 percent of total sample.

Hence, the overall level of Self-Efficacy of Secondary School Teachers is high.

Table 1: Percentage of Secondary School Teachers having Low and high Level of Self-Efficacy

Level	No. of teachers	Percentage
Low Self-Efficacy	95	23.23
High Self-Efficacy	314	76.77

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RESPECT TO THEIR GENDER

The data analyzed to test the tenability of the second hypothesis regarding significant difference in self-efficacy of male and female secondary school teachers, yielded the following results:

Table 2: Showing the significance of difference between male and female Secondary School Teachers on the measure of their Level of Self-Efficacy

Group	N	Mean	S.D.	df	t- value
Male	207	108.56	9.54	407	2.25*
Female	202	111.04	12.67		

***Significant at 0.05 level*

The above table-2 shows that the mean score of self-efficacy of male and female Secondary School Teachers are 108.65 and 111.04 respectively. The SD of male is 9.54 and the SD of female is 12.67. The 't' ratio is 2.25, which is significant at .05 level of significance. Hence, it is very clear from the above table-2 that male and female Secondary School Teachers are differ significantly on the measure of their Level of Self-Efficacy. Thus, the H02- There is no statistical significant difference in self-efficacy of male and female secondary school teachers, is

rejected. Female teachers have high level of Self-Efficacy than male teachers.

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RESPECT TO THEIR AGE

The data analyzed to test the tenability of the hypothesis regarding significant difference in self-efficacy of secondary school teachers in respect to their age, generated the following results:

Table: 3

Showing the comparison of groups of low and high age secondary school teachers in respect to their self-efficacy

Age of Sec. School teachers	N	Mean	S.D.	df	t- value
Low (Upto 30 years of Age)	174	106.91	11.82	407	4.55**
High(Above 30 years of Age)	235	111.91	10.32		

***Significant at 0.01 level*

It is clear from the table-3 that the mean values of Low age and high age Secondary school teachers are 106.91 and 111.91 respectively, whereas their SD's are 11.82 and 10.32 correspondingly.

When the t-test was applied, the value of 't' was found as 4.55, which was significant at 0.01 level of significance and 407 degree of freedom. Thus, Ho. Secondary school teachers of different age groups do not differ significantly in their self-efficacy is rejected. This finding reveals that Low age and high age secondary teachers are differ on the measure of self-efficacy.

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RESPECT TO THEIR EDUCATIONAL QUALIFICATION

The data analyzed to test the tenability of the hypothesis regarding significant difference in self-efficacy of secondary school teachers in respect to their educational qualification, gave the following results:

Table: 4- Showing the comparison of groups of Low and high educational qualification secondary school teachers in respect to their self-efficacy

Educational Qualification of secondary school teachers	N	Mean	S.D.	df	t- value
Low (Undergraduate)	149	105.34	8.53	407	6.34**
High (Postgraduate)	260	112.33	11.82		

***Significant at 0.01 level*

It is clear from the table-4 that low and high educational qualification secondary school teachers are differing significantly on the measure of self-efficacy. The mean score of low educational qualification teachers is 105.34, while the mean score of high educational qualification teachers is 112.33, whereas their SD's are 8.53 and 11.82 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 6.34, which is significant at 0.01 level of significance and 407 degree of freedom. Secondary school teachers of

different educational qualification groups do not differ significantly in their self-efficacy.

Thus, Ho. Secondary school teachers of different educational qualification groups do not differ significantly in their self-efficacy is rejected. This finding reveals that Low educational and high educational qualification secondary teachers are differ on the measure of self-efficacy.

SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS IN RESPECT TO THEIR EXPERIENCE

Table: 5 Showing the comparison between low experience and high experience group of secondary school teachers in respect to their self-efficacy

Experience	N	Mean	S.D.	df	t- value
Low (Upto 10 years)	175	107.04	11.91	407	4.36**
High(Above 10 years)	234	111.84	10.29		

***Significant at 0.05 level*

It is clear from the table-5 that low experience and high experience Secondary school teachers are differing significantly on the measure of self-efficacy. The mean score of low experience teachers is 107.04, while the mean score of high experience teachers is 111.84, whereas their SD's are 11.91 and 10.29 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 4.36, which is significant at 0.05 level of significance and 407 degree of freedom. Hence, Ho. This finding reveals that low experience and high experience secondary teachers are differ on the measure of self-efficacy.

FINDINGS

The findings of the present investigation are-

1. The overall self-efficacy of secondary school teachers is high.
2. There is a significant difference in self-efficacy of male and female secondary school teachers.
3. Low age and high age secondary teachers are differ on the measure of self-efficacy.
4. Low educational and high educational qualification secondary teachers are differ on the measure of self-efficacy.
5. Low experience and high experience secondary teachers are differ on the measure of self-efficacy.

CONCLUSIONS

The conclusions of the present investigation may be summarized as follows-

1. The overall level of self-efficacy of secondary school teachers is high.
2. Female teachers have high level of Self-Efficacy than male teachers.
3. Self-efficacy of high age secondary teachers are greater than that of low age.

4. Self-efficacy of high educational qualification secondary teachers are more than low educational qualification.
5. Self-efficacy of high age secondary teachers with high experience are more self-efficient than low experience.

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