

## A Study of Teacher Self-efficacy among Primary and Post Basic School's Teachers

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### Abstract

The aim of this study was to determine the level of teacher self efficacy among school teachers and find out its relationship with gender and school types. Albert Bandura's instrument- teacher self-efficacy scale was administered to 66 primary and 88 post basic school teachers working in total 77 schools of selected districts of Gujarat. The scale having six dimensions of teacher's task related efficacy and of 30 statements. In order to get the answer of the research questions, data analysis was done with descriptive, t-test and ANOVA statistics. The result revealed that more than 50% of teachers were reported medium in the level of self-efficacy, where as almost 25% part of teachers reported high level of self-efficacy. 'Efficacy to Enlist Community Involvement' of teachers was lowest; whereas for component 'Disciplinary Self-Efficacy' teachers shown significantly higher mean score. Male teachers have significantly more 'Disciplinary Self-Efficacy' than that of female teachers. Primary school teachers have significantly more efficacy than that of Post basic school teachers in two dimensions of the teacher's efficacy.

**KEYWORDS:** Teacher Self-efficacy, Post basic school

### Introduction:

Teacher is a transformer; he can transform an angelic child in to a skilled and responsible citizen by his knowledge, skill, affection and guidance. A child is a valuable resource for the nation and society. Holistic development of a child, teacher has to play very crucial role. A teacher not only attempts to influence and modify the behavior of students but his dedication and devotion towards his profession forming the whole society. Teacher with his knowledge, attitudes, behaviors, skills and efficacy perform their role effectively in the classroom, school and community. So, teacher efficacy is one of the important factor for professional teacher. Teacher efficacy is related to student achievement and teacher effectiveness (Sridhar & Razavi 2008, p.76). According to Bandura (1994, p.72) self efficacy is people's beliefs about their capabilities to produce designated level of performance. Moreover Teacher's sense of 'efficacy' is teacher's judgments about their abilities to promote student's learning. Because of teacher's sense of efficacy is a belief that affects teaching, learning, student's development and teacher's performance. So, the present study was conducted to examine the teacher related self-efficacy of Primary and Post basic school teachers in rural areas of Gujarat state.

**Objectives:** objectives of present study are as under:

1. To determine the level of teacher self efficacy among school teachers.
2. To study the teacher self efficacy of school teachers with respect to gender.
3. To study the teacher self efficacy of school teachers with respect to their school type.

### **Research Questions:**

1. How is the level of teacher self efficacy of school teachers?
2. Is there any significant difference between mean score of teachers with respect to components of the teacher self efficacy?
3. Is there any significant difference between mean score of male and female teachers with respect to components of the teacher self efficacy?
4. Is there any significant difference between mean score of primary school and post basic school teachers with respect to components of the teacher self efficacy?

### **Population and sample:**

The population of the present study consists of all the teachers working in the post basic schools and government primary schools of North, South, Central and Saurashtra region of Gujarat. Total 77 schools in which 33 primary and 44 post basis schools from these entire regions were selected as sample. Two teachers per each school that is total 154 teachers, in which 66 primary school teachers and 88 post basic school teachers were taken randomly as the sample of the study. As per the gender point of view 51 female and 103 male teachers were there in the sample. The sample selection was made by stratified random sampling.

**Method of the study:** Present study was done by survey method.

### **Research tool:**

In the present study readymade standardized teacher self-efficacy scale was used. This Likert type five point scale was developed and standardized by Bandura (1977). This scale consists of 30 items which are based on six dimensions of teacher self-efficacy viz. Efficacy to Influence Decision making, Instructional Self-Efficacy, Disciplinary Self-Efficacy, Efficacy to Enlist Parental Involvement, Efficacy to Enlist Community Involvement, Efficacy to Create a Positive School Climate. The reliability of the scale found to be 0.96. The maximum possible score could be 120 and the minimum could be zero on the scale. In present study, convenient point of view the scale translated in to Gujarati language by researcher.

### **Procedure of data collection:**

The data were gathered with the help of student teachers of B. Ed. course during their Internship program. Enough copy of the teacher self efficacy scale were given to them and ask them to approach school teachers and requesting them to give response in the scale. Enough time were given to all respondents, to give their response. Scores of each teacher were calculated from their responses and done analysis from the obtained data by MS Excel programme.

### **Analysis of Data:**

In order to attain answer of the research questions data analysis were made throughout computer programme. Descriptive statistic and t-test were done. Moreover ANOVA statistical technique was performed to determine the mean score difference of teachers efficacy with reference to six dimensions of the scale.

### **Findings of the Research:**

1. Three groups are categorized on the basis of first Quartile  $Q_1 = 76$  and third quartile  $Q_3 = 93$ . The three groups therefore formed are low self-efficacy group (score less than 76), medium (scores between 76 and 93) and high (score greater than 93). The result shows that teacher's in low, medium and high self-efficacy groups are 22.08%, 53.25% and 24.68% respectively. Thus more than half of teachers were reported medium in the level of self-efficacy, where as almost 25% that is one fourth part of teachers reported high level of self-efficacy.

2. As per the descriptive statistics mean, SD, kurtosis, skewness, CR of kurtosis and CR of skewness were 83.60, 14.50, 1.54, -0.81, 58.03 and 19.28 respectively. The negative value of Skewness shows that majority of teachers' self-efficacy score were greater than their mean score. The values of CR for both Kurtosis and Skewness were more than 2.58; therefore it can be conclude that the Kurtosis and Skewness were at 0.01 level of significance and obtained Kurtosis and Skewness both not an accidental.
3. The ANOVA: single factor technique was used in order to find difference between mean score of teachers with respect to six components of the teacher self efficacy. The F-value was 53.25 and found 0.01 level of significance. Therefore it can be conclude that there was a significant difference between mean score of teachers with respect to components of the teacher self efficacy. Out of mentioned above six dimensions of teacher self-efficacy, the mean score (M=2.14) of 'Efficacy to Enlist Community Involvement' of teachers was lowest; whereas for component 'Disciplinary Self-Efficacy' teachers shows highest mean score (M=3.17).
4. In order to find difference between mean score of male and female teachers with respect to components of the teacher self efficacy; the t-test was used. The t-value of mean score difference of male and female teachers for 'Disciplinary Self-Efficacy' was 2.14 and 0.05 level of significance. Male teachers (M=3.21) have significantly more Disciplinary Self-Efficacy than that of female teachers (M=2.89). Whereas for remaining components, there was no significant difference of male and female teachers' self-efficacy.
5. Similarly the t-test was used to find difference between mean score of primary school and post basic school teachers with respect to components of the teacher self efficacy. The result revealed that t-values of mean score difference of Primary and Post basic school teachers for 'Efficacy to Influence Decision making' and 'Efficacy to Enlist Parental Involvement' were 3.08 and 2.61 respectively at the 0.01 level of significance. The mean score of Primary and Post basic school teachers for 'Efficacy to Influence Decision making' were 2.95 and 2.39 respectively; thus Primary school teachers have significantly more efficacy than that of Post basic school teachers in this regards. In the same way Primary school teachers (M=2.71) have significantly more efficacy than that of Post basic school teachers (M=2.28) for 'Efficacy to Enlist Parental Involvement'. Rest of components, there was no significant difference of Primary and Post basic school teachers' self-efficacy.

### **Results and Discussion:**

Present study shows that Primary school teachers have significantly more efficacy than that of Post basic school teachers in two dimensions of teacher efficacy. In this line Sridhar and Razavi (2008,p.78) found that Navodaya teacher's efficacy was better than private aided, unaided and CBSE teachers; it means school type is affected factor for efficacy. According to gender, the study found that for only one dimension 'Disciplinary Self-Efficacy' male teachers was better than female teachers. Opposite to this finding Sridhar and Razavi (2008,p.78) found that female teachers were better in both personal efficacy and teaching efficacy than male teachers. Whereas Sam, Othman & Nordin (2005) found that no significant effect of gender on computer self-efficacy of 148 (81 Female + 67 Male) graduate students of Unimas University of Malaysia. In the present study more than half of teachers were reported medium in the level of self-efficacy, where as almost one forth part of teachers

reported high level of self-efficacy. In this consistent Patel (2011, p.76) found that 58.57% of student teachers reported moderate and 22.15% of high level self efficacy.

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