

A Study of Self – Efficacy among Elementary School Teachers

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Abstract: *The success of educational system lies on the shoulders of the teacher. Teacher plays a vital role in the curriculum transaction of the various factors that affect the ability of the teacher. Self-efficacy has been recognized as an important variable. The present study has been designed to study the perceived self-efficacy of government elementary school teachers of Punjab in relation to their gender, location, experience and educational qualifications. A sample of 815 elementary school teachers was collected by using multi-stage random sampling technique from six districts of Punjab selected on the basis of their high & low literacy rates. The translated version of General Self-efficacy scale by Jerusalem and Schwarzer (1995) was used. The results revealed that Gender, locale, experience and education qualifications do not have any significant impact on self efficacy of Elementary school teachers.*

Keywords: Self-efficacy, Elementary school Teachers, Gender, locale, experience and Educational qualifications

1. Introduction

Education is a process of illumination and empowerment for the achievement of a better and higher excellence of life. A sound and effective system of education result in the actualization of learner's potentialities, strengthening of their competencies and the enrichment of their talents, interests and values. For effective teaching and learning competent teachers are needed. It is observed that with the developing education system, teachers have to play a vital role in solving the various problems of the students. They have to develop new techniques of learning by taking every individual's needs into consideration. Teachers as well as prospective teachers, who are competent enough to perform these duties and responsibilities by taking part in the education system is of great importance. In other words, teacher's competency has become an important factor in educating students. (Pajares, 1997).

Bandura is well known for his social learning theory and his ideas about modeling as an important means by which children learn. Over time, Bandura further developed this theory, adding cognitive components such as motivation and self regulation, ultimately renaming it to social cognitive theory. In 1986, Bandura added the self-efficacy component to his theory, which holds that people possess a "self system" that enables them to exercise control over their thoughts, feelings, and actions. This self system is comprised of cognitive and affective components including the ability to symbolize, learn from others, plan alternative strategies, regulate one's own behavior, and engage in self-reflection. Bandura (1986) also proposed the concept of reciprocal determinism, which is essentially the notion that how learners interpret the results of their performance informs and alters their environments and self-beliefs, which in turn alters their subsequent performances. According to Bandura (1995), "People differ in the areas of life in which they cultivate their sense of efficacy. Teachers must have some knowledge of students' perceived strengths and weaknesses not simply in general learning but in very specific learning tasks. The efficacy belief system is not a global trait but a

differentiated set of self-beliefs linked to distinct realms of functioning"

Bandura (1997) defined the concept of self-efficacy as an individual's own judgment about his capacity of arranging necessary activities and fulfilling these activities successfully in order to display a certain performance. Teachers' self-efficacy beliefs can also be described as their beliefs in showing necessary efforts and behaviors in order to fulfill the function of teaching successfully. According to Jinks and Morgan (1999), 'Self-efficacy is feeling of being confident about the performance in doing a certain task'. It is a product, an outcome of an individual's judgments about what he can do by using his skills. Self-efficacy is individual's self-perception, belief and judgment about his dealing with different situations, his capacity and skill of achieving an activity (Senemoglu, 2005). Self-efficacy is defined as individual's beliefs related to how well he can do the necessary things in order to deal with possible conditions. It is emphasized that self-efficacy belief affects the individual's behavior to do right or wrong activities, and also it indicates how much effort the individual will make to solve the problem when faced and how persuasive he will be (Alabay, 2006).

Objectives of the Study:

1. To find out self efficacy of elementary school teachers
2. To find out relationship between gender and self efficacy of elementary school teachers
3. To find out relationship between location and self efficacy of elementary school teachers.
4. To find the relationship between Experience and Self efficacy of Elementary school teachers.
5. To find the relationship between Educational qualification and self efficacy of Elementary school teachers.

Hypothesis of the study:

1. There is no significant difference in self-efficacy of male and female elementary school teachers.

2. There is no significant difference in self-efficacy of rural and urban elementary school teachers.
3. There is no significant difference in self efficacy between more experienced and less experienced elementary school teachers.
4. There is no significant difference in self-efficacy between qualified and highly qualified elementary school teachers

2. Method

Descriptive survey method of research has been followed for conducting this study. According to Best (2010), 'All research involves elements of observation, description and the analysis of what happens under certain circumstances'. A systematic procedure is must to collect the necessary data which helps to attain the objectives and to test the hypotheses formulated for the study.

Sample

A sample of 815 elementary school teacher's was selected from the government elementary schools of Punjab state through multistage random sampling technique. Due weight age was given to gender, locale, experience and educational qualifications of teacher's while selecting the sample.

Tool used

In the present study the General Self-efficacy scale was originally developed in Germany and translated into English by Jerusalem and Schwarzer (1995).

Administration

It is a four point scale for identifying the subjects in categories of high and low self-efficacy. The construct of Perceived Self- efficacy reflects an optimistic self-belief (Schwarzer, 1995). Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal- stable attribution of success. Perceived self-efficacy is an operative construct i.e. it is related to subsequent behavior and therefore, is relevant for clinical practice and behaviour change. The scale is uni-dimensional. The scoring of the scale was done by following the below mentioned response pattern i.e. 1 = Not at all true, 2 = Hardly true, 3 = Moderately true and 4 = Exactly true

3. Result and Discussion

In order to analyze the data, t-test was applied to see the significance of the differences in the level of self-efficacy between male and female, rural and urban, graduate and post-graduate elementary school teachers and also on the basis of their experience in teaching.

Table I revealed that t-ratio for mean score of male and female elementary school teachers was found to be 0.99 which is not significant. This suggested that male and female teachers do not differ significantly in their level of self efficacy. On comparing their means, however, it is

found that the mean scores of male elementary school teachers are higher than those of their counterpart females. Tasdemir (2016) examined vocational school students' self-efficacy beliefs in mathematics and their achievement levels and results obtained that there was no significant difference between students' genders and their self-efficacy beliefs; however there are statistically significant differences among their self-efficacy beliefs by their school of graduation, the school programs they attend, and their achievement levels. Shikullaku (2013), Abd-Elmoteleb & Saha (2013) and Alwan & Mahasneh (2014) revealed that there was no significant difference in the level of self-efficacy between male and female

Table i revealed that the value of t- ratio for mean scores of urban and rural elementary school teachers is found to be 1.00 which is not significant at 0.05 level of confidence. This reveals that there was no significant difference in the level of self-efficacy of rural and urban elementary school teachers. This result agrees to the findings of Uzunboylo & Gulenaz (2016) who demonstrated that significant difference was not found between the answers of pre-service teachers with respect to the demographic variable of class level in terms of self-efficacy belief.

Table i revealed that the value of t- ratio for mean score of teachers with respect to their educational qualifications is found to be 1.23 which is non-significant. The findings revealed that the self efficacy of elementary school teachers is not affected by their educational qualifications. This result is not in resonance with the study conducted by Shazadi (2011) who explored that gender, academic qualification, experience and locality had significantly affected the self-efficacy, but age and professional qualification had no significant affect on the self-efficacy of secondary school teachers.

From Table i, the result of t-ratio for mean score of teachers with respect to their experience of teaching is found to be 1.26 which is not significant at 0.05 level of confidence. This indicates that teaching experience has nothing to do with the self efficacy of elementary school teachers. This result is not in resonance with the study conducted by Pan (2014) examined that experience teacher (above 5 years) have better self efficacy as well as professional competency than lower experienced teachers (below 5 years).

4. Conclusion

It may be concluded from the above results that Self-efficacy of Elementary school teachers not be affected by their Gender, Locale, Experience and Education Qualification.

***Table i:** Showing Comparison of Self-efficacy of Elementary School Teachers with regard to Gender, Locality, Experience and Educational qualifications

Sr. No.	Variable	Group	Mean	SD	SE _p	Df	t-value
1	Self-Efficacy	Male (N=215)	31.9	6.93	0.54	813	.99 NS
		Female (N=600)	31.3	6.90			
2	Self-Efficacy	Rural (N=431)	31.99	7.07	0.47	813	1.00 NS
		Urban (N=384)	31.51	6.81			
3	Self-Efficacy	Experience (Above 25) (N=74)	32.71	8.70	1.03	813	1.26 NS
		Experience (Below 25) (N=741)	31.67	6.56			
4	Self-Efficacy	Graduate (N=617)	31.53	6.80	0.6	813	1.23 NS
		Post-Graduate (N=169)	32.26	7.01			

NS- Non-Significant at .05 level

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