To Investigate the Sense of Teacher Efficacy between Male and Female Teachers of Secondary Schools of Wah Cantt.

Aamna Saleem Khan, Ph.D.

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Abstract

The purpose of the study was to investigate the sense of efficacy between male and female teachers of secondary schools of Wah Cantt., Pakistan. Teacher efficacy is a simple idea with significant implications. The teacher's efficacy belief is a judgment of their capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. The objective of the study was to investigate the sense of efficacy between male and female teachers. The study reflects that male and female teachers are efficacious and able to help the students in their learning.

Keywords Teacher Efficacy, Teacher, Students Engagement, Learning, Motivation

1.1 Introduction

The teacher should practice what he or she preaches. People are influenced only when a man/woman presents himself/herself as a model of their preaching. Words devoid of action fall flat and bring ridicule to the teacher (Khan, 1976).

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Teachers have a very crucial role in the success or failure of each educational system. In fact, one of the most often-expressed statements about teaching is that nothing is more central to student learning than the quality of teacher (Galluzzo, 2005).

According to UNESCO (1987) the teacher's role requires the teacher to:

(a)   ensure students' physical well- being.
(b)   promote skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community.
(c)   help growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional growth.
(d)   transmit the culture and knowledge, and help students become aware of the world community.
(e)   nourish creative and critical abilities.
(f)   encourage adaptability in a dynamic and ever-changing society.
(g)   help each individual achieve full self-actualization and become a fully functional member of society.
(h)   provide the students and the community with an admirable role model of the professional teacher and be accountable to the community and to parents.

When self-efficacy is studied in the context of teaching, it is referred to as the teacher's sense of efficacy and is the belief that the teacher's capabilities can determine the outcomes of student engagement and learning among even the most difficult or unmotivated students. Teacher efficacy can relate to behaviors of the teachers in the classroom when they perceived competency directly affects decision making, goal setting, evaluation, developing of new ideas for teaching and persistence when facing setbacks (Tschannen-Moran and Hoy, 2001).

Impact of Self-efficacy Beliefs

If students' self-efficacy beliefs influence their ability to perform academically, it is no surprise that teacher-efficacy beliefs should also influence their work. However, the impact of teacher-efficacy extends beyond their own work to their students' performance, making teacher-efficacy a rich venue for study. Teachers' efficacy beliefs are a self-assessment of their capacity to bring about student engagement and learning. They influence how much effort they will put forth, how long they will persist in the face of difficulties, how resilient they are in demanding situations and how much stress or depression they experience. Those with higher efficacy show greater persistence and resilience with lower levels of stress and depression (Bandura, 1986; Ware and Kitsantas, 2007).

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People who do not believe in themselves and their abilities are unlikely to empower others to believe that they can successfully handle the challenges that have confronted them. However, a self-efficacious person will increase their efforts and try to change inequitable practices enabling others to do likewise. Those who doubt their capability in a particular domain will often shy away from the difficult task in that domain. A person who has a tenacious belief in their ability will persevere in spite of difficulties and obstacles. A difficult task is a challenge to be mastered rather than a threat. In the face of failures a person with a high sense of self-efficacy will invest even more effort in the task.

The higher a person's self-efficacy the more likely he or she will be to succeed since self-efficacy beliefs is active contributors to personal attainment. A person's perception of their self-efficacy affects the way they think, motivate themselves, feel and behave. Once a person determines their self-efficacy in a situation they act on that established belief without re-evaluating their abilities. "Self-efficacious thinking fosters effective use of skills" (Bandura, 1997).

Importance of Teacher Efficacy

Chase, Germundsen and Brownstein (2001) explained the importance of teacher efficacy as teachers with a high sense of efficacy communicate high expectations for performance to students, put greater emphasis on instructions and learning with students are aware of student's accomplishments are less likely to give up on low-achieving students and are more likely to work harder on their behalf. Additionally, teachers with high efficacy are more open to implementing and experimenting with new teaching strategies because they do not view change as an affront to their own abilities as teachers. In contrast, teachers with low efficacy tend to doubt that any amount of effort by teachers or school in general, will affect achievement of low-performing students. In sum, high teacher efficacy creates direct and predictable links to increased student achievement, especially for low-performing students.

What Should a Teacher Know and Do?

According to Kohll (1992) it implies that the teacher has knowledge and understanding about the academic aspect. The teacher should:

(i)   have competence in his subjects of teaching and their contribution to the over all education of the child.
(ii)   appreciate and understand the changing needs of the society in a scientific age
(iii)   understand the psychological bases of education and the factors, which influence education.

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Teachers are constantly on the lookout for pupils who are having learning, emotional or social problems in the classroom. Teachers try to identify these problems, document their frequency, understand their basis and select remedial activities. Sometimes the teacher can carry out the remedial activities needed, but at other times the pupil must be referred for more specialized diagnosis and remediation outside of the classroom (Airasian, 1994).

Constraining and Guiding Influence: Student's Inherent Qualities

Inherent qualities of the pupil do act as a constraining influence on the teacher. The pupil constraints are not only the obvious ones of intelligence and personality, but also refer to characteristics inculcated by parents. Children are profoundly influenced by what happens in the home and the teacher has very little power to influence in this area. What time children go to bed, how much and what type of language occurs in the home, how mother, father and siblings relate to one another, the emotional atmosphere of the home, the underlying definition of human nature which predominates, family expectations, the degree of parental harmony and coherence, all these factors profoundly effect the sort of child the teacher is coping with (Honey Ford, 1982).

1.1.1   Factors Influencing Teacher Efficacy

There are a number of factors that influence teacher efficacy. Pajares (1996) determined that three of the factors affecting a teacher's self-efficacy.

Pre-Service Preparation

The primary focus of the pre-service program is to provide prospective teachers with the requisite skills necessary to be successful teachers. Experiences have the most influence on a person's self-efficacy due to the fact that they provide the most realistic view of a person's capabilities. Performance successes, even small ones, help enable a person to higher accomplishments. To make a judgment of a person's ability to perform in a specific area, the person needs to have the appropriate knowledge of what is required in that domain. Once a person is convinced they are capable of succeeding in a domain they will persevere through difficult times (Bandura, 1997).

The pre-service experience was found to be a direct indicator of a teacher's self-efficacy and self-perceived success when working with students with special needs (Brownell and Pajares, 1999). Student teachers who have developed a high sense of self-efficacy will behave in a manner that will make them efficacious teachers (Plourde, 2002). Self-efficacy not only determines the experiences a person chooses to undertake it is also formed based on the experiences of that person (Bandura, 1997).

In-Service Participation

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In-service education is conducted to assist teachers in enhancing the knowledge and skills necessary to be successful (Garton and Chung, 1996). In-service programs provide teachers a chance to enhance their teaching abilities (Telljohann, Everett, Durgin and Price, 1996).

Administrative Support

One factor in a teacher's commitment to the profession is the educational leadership of the administrator (Colardarci, 1994). Principals that are supportive of their teachers increase the teacher's efficacious beliefs (Brownell and Pajares, 1999).

A strong principal will create an environment that emphasizes academic success and collegiality among teachers. This environment as well as the principal acting as an advocate for the teachers will increase the teaching efficacy of a teacher. With the principals support teacher's beliefs in their own teaching ability increase and their efforts to persevere will increase (Bandura, 1997).

Teaching and Teacher Efficacy

There are a number of factors that influence teacher efficacy. From previous studies it has been determined that years of teaching has no relationship with teacher efficacy while the academic level of the class being taught does have a relationship (Raundenbush, *et al.,* 1992 and Watson, 2006).

Brownell and Pajares (1999) found that the factors of pre-service preparation, in-service participation and administrator general support have a direct effect on teacher efficacy. Pre-service preparation is designed to prepare prospective teachers for working in the classroom. A positive pre-service experience can increase teacher efficacy. Student teachers who develop a high sense of self-efficacy during the pre-service experience will behave in a manner that will make them efficacious teachers. In-service participation also has an impact on a teacher's level of efficacy. The purpose of in-service is to provide teachers with the information they need to be successful in the classroom. Previous studies show that in-service programs that focus on a specific area increase the teacher's confidence as well as implementation (Telljohann *et al.,* 1996 and Watson, 2006).

1.1.2   Sources of Efficacy Expectations

Bandura (1997) postulated four sources of efficacy expectations:

Mastery Experiences

Bandura (1986) emphasize that one's mastery experiences are the most influential source of self-efficacy information. It has important implications for the self-enhancement

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model of academic achievement which contends that to increase student achievement in school, educational efforts should focus on altering students' beliefs of their self-worth or competence.

Physiological and Emotional States

Physiological and emotional states such as anxiety, stress, arousal, fatigue and mood states also provide information about efficacy beliefs because individuals have the capability to alter their own thinking, self-efficacy beliefs, in turn, also powerfully influence the physiological states themselves.

Bandura (1997) has observed that people live with psychic environments that are primarily of their own making. It is often said that people can read themselves and so this reading comes to be a realization of the thoughts and emotional states that individuals have them created. Often, they can gauge their confidence by the emotional state they experience as they contemplate an action.

Moreover, when people experience aversive thoughts and fears about their capabilities, those negative affective reactions can themselves further lower perceptions of capability and trigger the stress and agitation that help ensure the inadequate performance they fear.

This is not to say that the typical anxiety experienced before an important endeavor is a guide to low self-efficacy. Strong emotional reactions to a task, however, provide cues about the anticipated success or failure of the outcome. It is important to restate that these sources of efficacy information are not directly translated into judgments of competence. Individuals interpret the results of events and these interpretations provide the information on which judgments are based. The types of information people attend to and use to make efficacy judgments and the rules they employ for weighting and integrating them, form the basis for such interpretations. Thus, the selection, integration, interpretation and recollection of information influence judgments of self-efficacy.

It is not surprising that holding an ego orientation is also associated with pessimism and with the impostor syndrome. People whose achievement efforts are grounded on the fear of appearing incompetent, being embarrassed or looking stupid are prone to view the fruits of their labors through the lens which that fear provides. There can be little psychological distance between the fear that others will think us incompetent and the suspicion that we may indeed be so, the suspicion that our accomplishments are ill deserved.

When teachers create a classroom climate in which mastery goal orientations are encouraged and ego orientations are discouraged, students approach their academic work with greater enjoyment and serenity. Of great importance, when encountering failure (and who doesn't encounter failure?), mastery oriented students prove resilient and

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resourceful, whereas ego oriented students experience greater stress, anxiety, depression and shame. When parents foster a mastery goal orientation in their children's activities, children engage in those activities with joy and enthusiasm and without fear of the missteps and errors that inevitably arise (Pajares, 2005).

Vicarious Experiences

Vicarious experiences are those in which the skill in question is modeled by someone else. The degree to which the observer identifies with the model moderates the efficacy effect on the observer (Bandura, 1977).

Social Persuasion

Social persuasion may entail a "pep talk" or specific performance feedback from a supervisor or a colleague or it may involve the general chatter in the teachers' lounge or in the media about the ability of teachers to influence students. Although social persuasion alone may be limited in its power to create enduring increases in self-efficacy, persuasion can contribute to successful performances to the extent that a persuasive boost in self-efficacy leads a person to initiate the task, attempt new strategies or try hard enough to succeed (Bandura, 1982).

1.2   Research Methodology
1.2.1   Sample of the Study

Sample of the study is shown in Table 1.

Table 1
Sample of The Study

Sr.No.	School Names	Numbers of Teachers (Arts and Science)	Category
1.	F.G.G.H.S. No. 2, Wah Cantt.	5(4+1)	Girls High Schools Wah Cantt.
2.	F.G.G.H.S. No. 3, Wah Cantt.	4(0+4)	
3.	F.G.G.H.S. No. 5, Wah Cantt.	6(3+3)	
4.	F.G B.H.S. No. 6, Wah Cantt.	5(4+1)	Boys High Schools Wah Cantt.
5.	F.G B.H.S. No. 7, Wah Cantt.	6(3+3)	
6.	F.G B.H.S. No. 11, Wah Cantt.	6(4+2)	
7.	Pics Model School Wah Cantt.	5(0+5)	Private Secondary Schools Wah Cantt.
8.	Gillani Cambridge School Wah Cantt.	4(2+2)	
9.	Farooqi Ideal Public School Wah Cantt.	7(4+3)	
	Total	48	

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1.2.2 Research Instrument

To measure teacher efficacy, data was collected through 27 items questionnaire which was constructed and discussed with experts in concerned areas. It was improved in the light of their suggestion. Questionnaire was developed only for teachers.

Twenty seven items with four-point rating scale was used in order to investigate the effect of teacher efficacy on academic achievements of students. It has consisted of 17-item previously developed and used by Naz (2002) and 10- item previously developed and used by Gibson (1984). Pilot testing was conducted in order to improve the questionnaire and check the effectiveness of the questionnaire.

1.2.3 Data Analysis

One-dimensional chi square was applied for data analysis. One-dimensional chi square can be used to compare frequencies occurring in different categories or the categories may be groups, so that the chi square is comparing groups with respect to the frequency of occurrence of different events (Gay, 2000). The data was analyzed by using Statistical Package for Social Sciences (SPSS).

1.3 Discussion

The purpose of the study was to investigate the sense of efficacy between male and female teachers of secondary schools of Wah Cantt.

Gibson and Dembo (1984) conducted a study on teacher efficacy. He found the relationship between teacher-efficacy ratings and observable teacher actions indicate highly efficacious teachers do not shy away from students who are struggling with challenging coursework but develop novel ways of dealing with the complicated situation.

Ashton (1985) conducted a study on motivation and the teacher's sense of efficacy. He found that high efficacy teachers agreed that if a teacher tried really hard, he or she could get through to even the most difficult or unmotivated students. He stated that high efficacy teachers are more at ease in the classroom, they smile more, provide students with more positive interactions and manage their classrooms more successfully, are less defensive, more accepting of student disagreement and challenges and more effective in producing student achievement gains. They spend more time teaching curriculum and interacting with students on academic content. Low efficacy teachers expressed lower expectations and focused on rule enforcement and behaviour management.

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The present study supports the finding of Pajares (1996) and Freidman (2003). They found that high teacher-efficacy may be present in the classroom through a teacher's relentless pursuit of bringing about change in all students or as a teacher's creative approach to successfully meeting all objectives for students' engagement and learning. The present study also shows that teachers are high efficacious and they convinced that they can develop creative ways to cope with system. Teachers know that they can motivate their students to participate in their learning tasks. They have adequate skills and motivation, he/she can teach to the most difficult students. if a student did not remember information which teacher gave in a previous lesson, teachers know to increase his/her retention in the next lesson.

The present study supports the finding of Goddard, Hoy and Woolfolk-Hoy (2004). They conducted a study on collective efficacy, theoretical development, empirical evidence and future directions. They found that teachers are satisfied and successful with their students. Successful performance was found to raise the level of efficacy. The present study indicates teachers feel their self confident while teaching weak students. Teachers have enough training to deal with their learning problems.

The present study supports the finding of Schwarzer and Hallum (2008). They found that efficacy beliefs become more stable over time and are fairly stable once set, this stability is due to the wealth of experiences. The present study reflects that teachers are convinced that, as time goes by, they will continue to become more and more capable of helping to address their student's need.

1.4   Conclusions

Based on findings, following conclusions were drawn:

1.   The teachers think that they can successfully teach even the most difficult topics. Similarly when they try really hard, they are able to teach even the most difficult students. The teachers feel confidence while teaching weak students. The teachers can alter their own teaching behavior to help the weakest students in their class. When a student is having difficulty with an assignment, teachers were usually able to adjust them to their level. The teachers have enough training to deal with students' learning problems. The teachers have adequate skills and motivation to teach the most difficult students.

2.   The teachers viewed that, with the passage of time, they become more and more capable of helping and guiding the students in their needs. All teachers are confident in their ability to be responsive to their student's needs, even they having a bad day.

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3.   When teachers get disrupted during teaching, they feel that they were confident to maintain their composure and even continue to teach well.

4.   The teachers have believed that they can motivate their students to participate in their learning tasks. If students did not remember previous information, the teachers know how to increase their retention in the next lesson.

5.   If students are particularly disruptive one day, the teachers have the quality to help and assist them to overcome that problem. If students in their class become disruptive and noisy, teachers feel assured that they know some techniques to redirect them quickly.

6.   The teachers believed that every student is reachable and teachable and by putting required effort in teaching, students' academic achievement will enhance. So teacher efficacy is directly related to academic achievement of students.

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Aamna Saleem Khan, Ph. D.
University of Wah
Quaid Avenue, The Mall
Wah Cantt.
Pakistan 47040
aamnasalim@yahoo.com

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