



SELF-EFFICACY AND EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF BALASORE TOWN IN RELATION TO GENDER AND LOCALITY

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Abstract

Teachers are very crucial for the education system. Teacher self -efficacy and effectiveness are the most important factors of teachers life that are able to influence the achievement of students, which is the primary goal of education. The present study discusses the relationship among self-efficacy and effectiveness of secondary school teachers on the basis of gender and locality. Survey method was followed to collect data from 132 secondary school teachers of Balasore town who were selected through random sampling procedure. Teacher self-efficacy scale and teacher effectiveness were administered to collect data. t-test and Product-moment correlation was used to analyse data. The result of the study includes i) the urban teachers demonstrate better self-efficacy and effectiveness compared to rural secondary school teachers, ii) the women teachers demonstrate better effectiveness compared to men secondary school teachers. and iii) the self-efficacy has a significant positive correlation with all the dimensions of teacher effectiveness.

KEYWORDS: Self-efficacy, effectiveness, gender, locality and secondary school teachers

1. INTRODUCTION:

Self is focus of our everyday behaviour and all of us do have a set of perceptions and beliefs about ourselves. Self is the sum total of an individual's thought and feelings having reference to himself as an object. Formation of self includes self-efficacy, self-esteem and self-concept. (Meera & Jamuna, 2015) Self-efficacy is a socio-affective concept. Self-efficacy is a person's belief in their ability to succeed in a particular situation. (Bandura,1997) Generally, efficacy refers to individuals' perceptions and beliefs about their potentiality to perform at a given level of attainment and how they might deal with the challenges and difficulties and direct their actions. (Alibakhshi, Nikdel & Labbafi, 2020)

Teaching is one of the most important professions in the world. This profession becomes the basis of all the occupations of the society, and it is quite clear that the pace of development depends on teaching quality. (Paschal & Srivastav,2021) Basically, teachers are vital for success or failure of an educational system. Thus, the more competent the teachers are, the more effective is the educational system. If the teachers are competent, they will impact students' performance. 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. (Paschal & Srivastav,2021) The effectiveness of teachers is called a multidimensional concept since it tests a number of teaching dimensions, such as content mastery, efficient communication, planning of classes, presentation and interpersonal relationships. (Sehjal,2021)

2. SIGNIFICANCE OF THE STUDY:

The significance of this study lies in its impact of self-efficacy and teacher effectiveness on gender and locality of higher secondary teacher. The present study suggests that teacher self - efficacy and effectiveness are the most important factors of teachers life that are able to influence the achievement of students, which is the primary goal of education. Self-efficacy can also be distinguished from self-concept, which refers to an individual's perception of his or herself in general formed through experience and interpretations of his/her environment. It has been noticed that teachers with a high level of self-efficacy have a positive attitude towards everything. They always have control on their emotions, as a result they seldom display their anger in front of their students and this attitude assures high achievement. Teachers with high self-efficacy are more open to new ideas and new teaching methods; they exhibit a greater level of planning and organization, are more constructive in dealing with mistakes of their students and are more persistent in the face of difficulty. More efficacious teachers are better risk-takers who instigate higher levels of standards in their classes, which in turn results in better student achievement. Teacher self-efficacy through social persuasion can also be improved by giving appreciating and encouraging remarks to boost the confidence level of the teachers. Teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behaviour. There is positive relationship between teacher self-efficacy and their teacher effectiveness namely, teacher delivery of the content, teacher role in facilitating teacher student interaction, and teacher role in managing student learning.

3. OBJECTIVES OF THE STUDY:

1. To find out and compare self-efficacy scores of women and men secondary school teachers.
2. To find out and compare self-efficacy scores of urban and rural secondary school teachers.
3. To find out and compare effectiveness scores of women and men secondary school teachers.
4. To find out and compare effectiveness scores of urban and rural secondary school teachers.
5. To find out correlation between self-efficacy and effectiveness scores of secondary school teachers.

4. HYPOTHESIS OF THE STUDY:

H0-1 There is no significant difference between mean self-efficacy scores of women and men secondary school teachers of Balasore district.

H0-2 There is no significant difference between mean self-efficacy scores of urban and rural secondary school teachers of Balasore district.

H0-3 There is no significant difference between mean effectiveness scores of women and men secondary school teachers of Balasore district.

H0-4 There is no significant difference between mean effectiveness scores of urban and rural secondary school teachers of Balasore district.

H0-5 There is no significant correlation between self-efficacy and effectiveness scores of secondary school teachers of Balasore district.

5. METHODOLOGY:

Research methodology is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and a logical way.

5.1 RESEARCH DESIGN:

The investigator followed the descriptive survey method for the present study. In present study, the main objectives are to Study the self-efficacy and their teacher effectiveness of the secondary school teachers on the basis of gender, Locality at Balasore district. As per the objectives and hypotheses of the study the researcher decided to use descriptive Survey method to study the self-efficacy and their teacher effectiveness of Secondary school teachers at Balasore district. The researcher used random sampling method to collect data of 132 numbers of samples from secondary school at Balasore. Descriptive Analysis (mean, standard deviation) and inferential Analysis (t-test and pearson product moment correlation) were used to analyze the data, a statistical technique (MS -EXCEL) was used to determine whether a significant difference self-efficacy and teacher effectiveness of Secondary school teachers on the basis of gender and Locality.

5.2 POPULATION:

The term population refer to any collection of specified groups of human being on non- human entities such as objects educational institutions, time units, geographical areas. In present study the population of the study comprise of all secondary school teachers of Balasore district.

5.3 SAMPLE:

In the present study all secondary school at Balasore district as sample by following random sampling technique. There are 249 secondary schools and 2566 secondary school teachers in Balasore district. In this study sample consists of 132 secondary school teachers who were selected through random sampling procedure.

5.4 TOOLS USED FOR THE STUDY:

In this research purpose researcher was used two tools such as Teacher self-efficacy scale tool which is developed by N. Ashraf and S. Jamal(2014) and Teacher effectiveness scale tool developed by Umme Kulsum(2012) .

5.5 METHOD OF DATA COLLECTION:

To collect relevant data from target groups the investigator prepared some specific techniques and to collect adopted questionnaire technique and informal discussion with teacher in order to fulfil the purpose of the study. The researcher personally visited schools with the permission of the head masters of the schools. The Secondary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation.

5.6 STATISTICAL TECHNIQUE USED:

The researcher used mean, standard deviation, t-test and product moment method of correlation techniques.

6. ANALYSIS AND INTERPRETATION:

Testing of hypothesis 1- There is no significant difference between mean self-efficacy scores of women and men secondary school teachers of Balasore district.

Table- 1

Dimensions of self- efficacy	Gender	N	Mean	SD	t-test	Remark
Self-motivation	women	66	43.03	17.17	1.3330	Not significant
	men	66	41.52	15.82		
Commitment	women	66	-1.44	8.07	0.2900	Not significant
	men	66	-1.82	6.89		
Coping with challenge	women	66	10.68	11.16	1.2124	Not significant
	men	66	8.56	8.80		
Decision making	women	66	34.52	12.02	1.2667	Not significant
	men	66	31.02	10.61		
Classroom instruction	women	66	21.14	6.94	0.0687	Not significant
	men	66	21.06	5.71		
School climate	women	66	23.11	8.93	0.9774	Not significant
	men	66	21.67	7.96		
Total Teacher self-efficacy	Women	66	49.00	22.32	1.0973	Not significant
	Men	66	46.97	21.65		

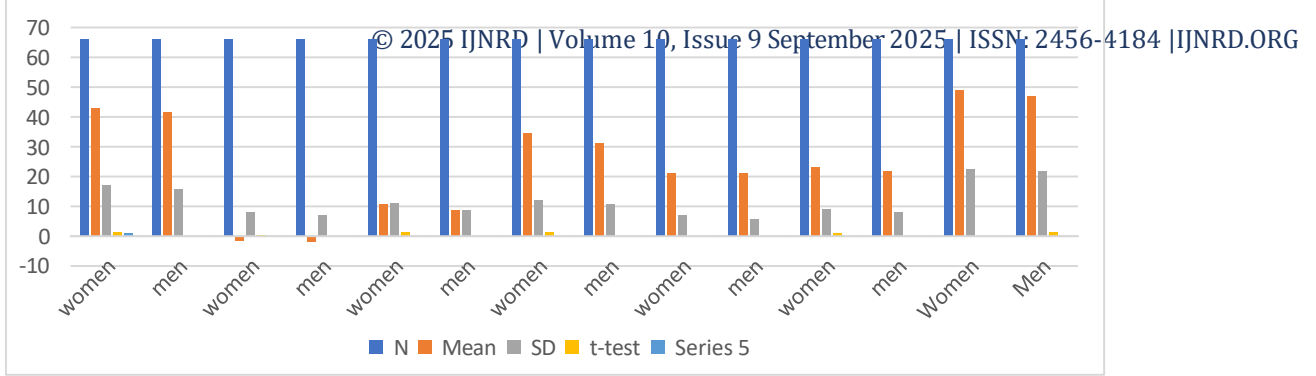


Fig-1: graphical representation of dimension of mean self-efficacy score, SD and t- values of women and men secondary school teachers

From the table no 1 it is found that calculated t-values for the dimensions such as self- motivation, commitment, coping with challenges, decision making, classroom instruction and school climate are 1.330, 0.2900, 1.2124,1.2667, 0.0687 and 0.9774 respectively are not significant. It is also found that the t-value of total self- efficacy score of women and men is 1.0973 which is also not significant. Therefore the H01 “There is no significant difference between self-efficacy of women and men secondary school teachers in Balasore district” is retained and can’t be rejected.

Testing of hypothesis 2- There is no significant difference between mean self-efficacy scores of urban and rural secondary school teachers of Balasore district.

TABLE-2

Dimensions of self- efficacy	Locality	N	Mean	SD	t-test	Remark
Self-motivation	urban	66	14.55	6.12	4.2374	significant
	rural	66	10.00	6.20		
Commitment	urban	66	3.30	9.11	3.0616	significant
	rural	66	0.56	4.70		
Coping with challenge	urban	66	14.85	10.74	6.9616	significant
	rural	66	4.39	5.79		
Decision making	urban	66	6.44	12.24	3.9125	significant
	rural	66	0.91	9.11		
Classroom instruction	urban	66	21.74	5.15	1.1742	Not significant
	rural	66	20.45	7.27		
School climate	urban	66	22.50	8.42	0.1532	Not significant
	rural	66	22.27	8.56		
Total teacher self- efficacy	Urban	66	67.60	23.65		

rural	66	54.47	18.83	3.5012	significant
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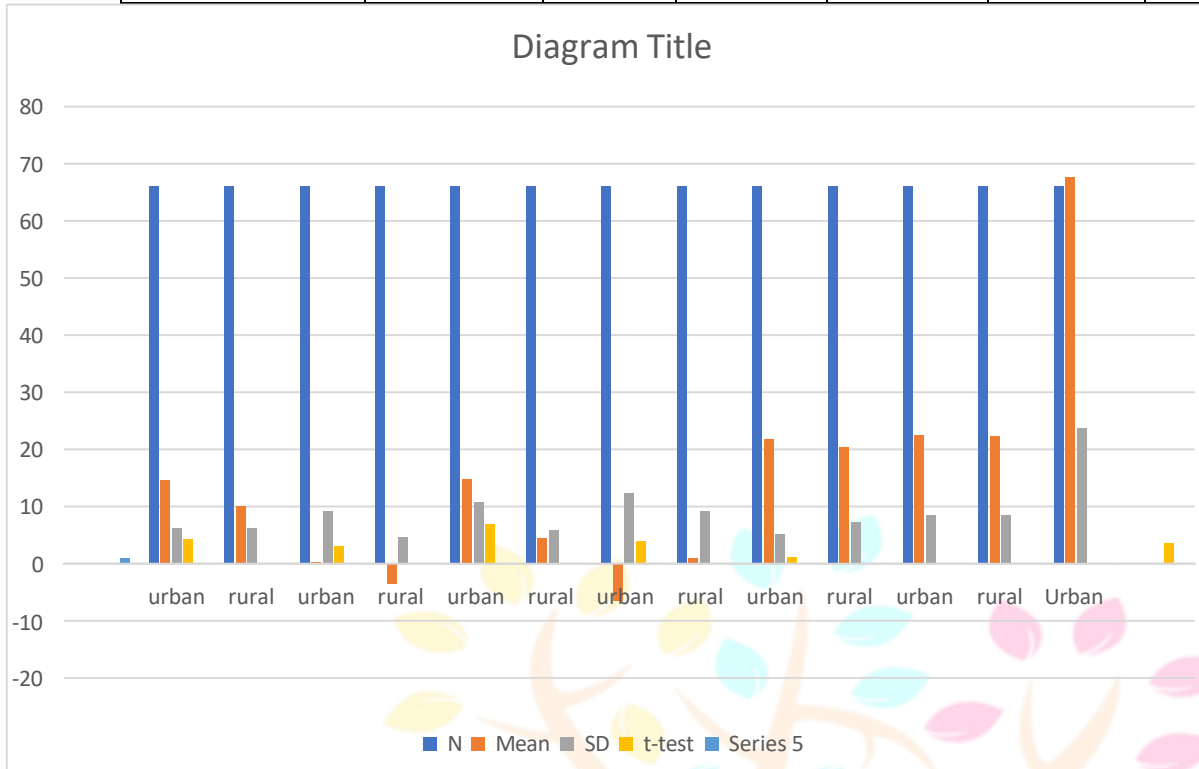


Fig-2: graphical representation of dimension of mean self-efficacy score, SD and t- values of urban and rural secondary school teachers

From the table no-2 it is found that calculated t-value for the dimensions self-motivation, commitment, coping with challenges, decision making, classroom instruction and school climate on the basis of locality are 4.2374, 3.0616, 6.9619, 3.9125, 1.1742 and 0.1538 respectively. On which t-value for the dimensions of self-motivation, commitment, coping with challenges, decision making are 4.2374, 3.0616, 6.9619, 3.9125 respectively which are significant at 0.05 level of significance and classroom instruction and school climate are 1.1742 and 0.1538 are not significant at 0.05 level of significance. It is also found from the table that obtained t-value for teacher self-efficacy between urban and rural is 3.5012.

Therefore the H02 “There is no significant difference between self-efficacy of urban and rural secondary school teachers of Balasore district” is rejected.

Testing of hypothesis 3- There is no significant difference between mean effectiveness scores of women and men secondary school teachers of Balasore district.

TABLE-3

Dimensions of teacher effectiveness	Gender	N	Mean	SD	t-test	Remark
Preparation for teaching and planning	women	66	94.74	4.37	2.1077	significant
	men	66	92.00	9.62		
Classroom management	women	66	122.68	6.79	2.9651	significant
	men	66	117.23	13.31		
Knowledge of subject matter	women	66	62.55	3.91	3.2416	significant
	men	66	59.38	6.91		
Teacher characteristics	women	66	151.94	6.75	2.4759	significant
	men	66	146.23	17.49		
Interpersonal relations	women	66	98.32	3.63	2.3188	significant
	men	66	95.32	9.86		
Total Teacher effectiveness	women	66	530.23	21.85	2.7831	significant
	men	66	510.15	54.37		

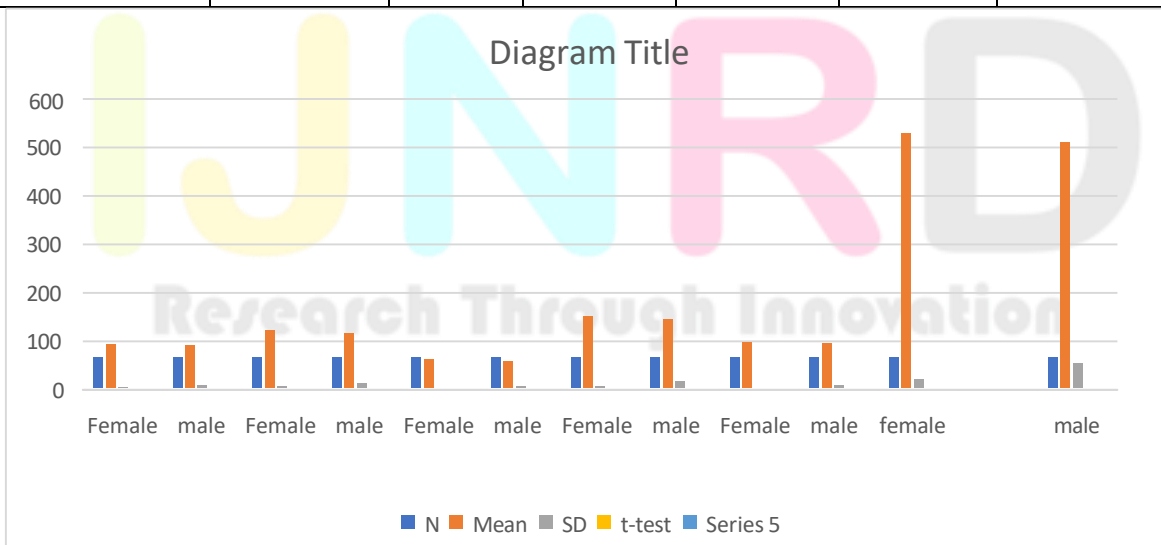


Fig-3: graphical representation of dimension of mean effectiveness score, SD and t-values of women and men secondary school teachers

From the table no-3 it is found that calculated t-value for the dimensions preparation and planning for teaching,

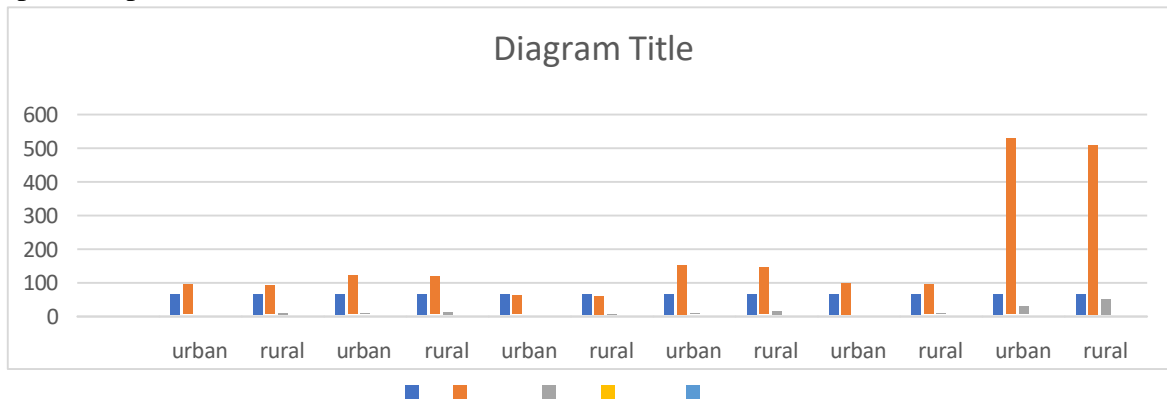
classroom management, knowledge of subject matter, teacher characteristics and interpersonal relation are 2.1077, 2.9651, 3.2416, 2.4759 and 2.3188 respectively. It is found from the table that obtained t-value for total teacher effectiveness between women and men is 2.7831. Therefore the H03 “There is no significant difference between effectiveness of women and men secondary school teachers of Balasore district” is rejected.

Testing of hypothesis 4- There is no significant difference between mean effectiveness scores of urban and rural secondary school teachers of Balasore district.

TABLE-4

Dimensions of teacher effectiveness	Locality	N	Mean	SD	t-test	Remark
Preparation for teaching and planning	urban	66	94.83	5.36	2.2528	significant
	rural	66	91.91	9.08		
Classroom management	urban	66	121.80	8.83	1.9739	Not significant
	rural	66	118.11	12.39		
Knowledge of subject matter	urban	66	61.67	4.65	1.3978	Not significant
	rural	66	60.26	6.74		
Teacher characteristic	urban	66	152.29	8.90	2.7952	significant
	rural	66	145.88	16.36		
Interpersonal relations	urban	66	98.82	5.19	3.1427	significant
	rural	66	94.82	8.94		
Total Teacher effectiveness	urban	66	529.41	29.18	2.5445	significant
	rural	66	510.97	51.14		

Fig-4: graphical representation of dimension of mean effectiveness score, SD and t-values of urban and rural



secondary school teachers

From the table 4 it is found that calculated t-value for the dimensions preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relation are 2.2525, 1.9739, 1.3978, 2.7952 and 3.1427 respectively. From which t-value for the dimension preparation for teaching and planning, teacher characteristics and interpersonal relation are 2.2528, 2.7952 and 3.1427 respectively are significant at 0.05 level of significance and classroom management, knowledge of subject matter are 1.9739, 1.3978 are not significant at 0.05 level of significance. It is found from the table that obtained t-value for total teacher effectiveness between urban and rural is 2.5445.

Therefore H04 “There is no significant difference between self-efficacy of male and female secondary school teachers in Balasore district” is rejected.

Testing of hypothesis 5- There is no significant correlation between self-efficacy and effectiveness scores of secondary school teachers of Balasore district.

TABLE-5

Variable	Dimension of teacher effectiveness	Correlation coefficient(r)	Remarks
	Preparation for teaching and planning	0.5034	Moderate correlation and significant
	Classroom management	0.2015	Very low positive correlation and significant
	Knowledge of subject matter	0.6231	Moderate correlation and significant

Total Self-efficacy	Teacher characteristics	0.7012	high positive correlation and Significant
	Interpersonal relation	0.8056	high positive correlation and Significant
	Total teacher effectiveness	0.8766	high positive correlation and Significant

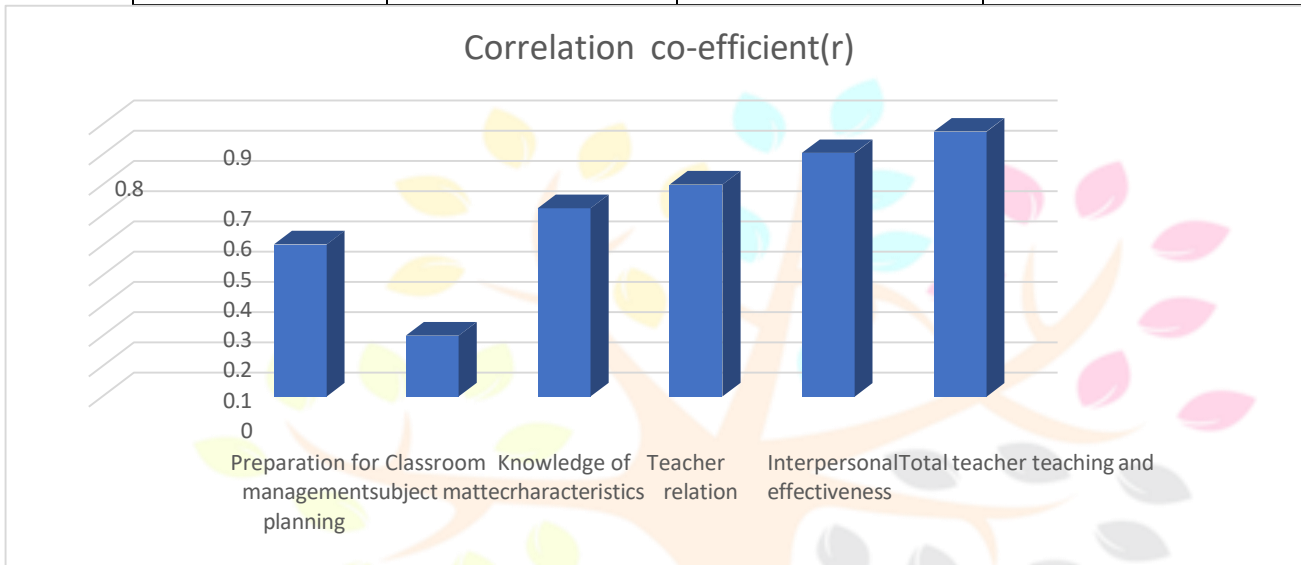


Fig-5: graphical representation of correlation between self-efficacy and effectiveness score of secondary school teachers

From the table no-5, the calculated correlation value between self-efficacy and preparation for teaching and planning and Knowledge of subject matter which is a dimension of teacher effectiveness is 0.5034 and 0.6231 respectively which show moderately positive correlation. The correlation value between total self-efficacy and classroom management is 0.2015 which is very low positive correlation. Total self-efficacy with teacher characteristics and interpersonal relation correlation value is 0.7012 and 0.8056 respectively which show high positive correlation and strongly significant. It is also found that the calculated correlation value between teacher self-efficacy and teacher effectiveness is 0.8766 which show very strongly significant and highly positive correlation. Therefore the H05 “there is no significant relationship between self-efficacy and effectiveness of secondary school teachers of Balasore district” is rejected.

7. FINDINGS AND DISCUSSION:

1. The women teachers have high level of mean self-efficacy score than their counter path men teachers. No significant difference was found between mean self-efficacy scores of women and men secondary school teachers.
2. In case of Locality, the teachers from urban area are very high level of mean self- efficacy score in comparison to the teachers from rural area. Significant difference was found between mean self-efficacy scores of urban and rural secondary school teachers.

3. The women teachers have high level of teacher effectiveness than men teachers. Significant difference was found between mean effectiveness scores of women and men secondary school teachers.

4. Teachers from urban area are very high level of teacher effectiveness in comparison to the teachers from rural area. Significant difference was found between mean effectiveness scores of urban and rural secondary school teachers.

5. There exists highly positive significant correlation between self-efficacy and effectiveness of secondary school teachers.

During the study of the literature regarding possible factors leading to teacher effectiveness, teacher self-efficacy emerged to be one of the most recurrently appearing factors related to teacher effectiveness. Also, teacher-efficacy as a concept has strong theoretical grounding in Bandura's Self-efficacy theory. The initial part of the study dealt with the mean score of teacher self-efficacy and teacher effectiveness in terms of gender and locality.

8. SUGGESTIONS:

- The study can be conducted to study the teacher self-efficacy and effectiveness through observational tool and techniques to validate the self-reported data.
- The investigations may be taken up to also from primary school teachers, higher secondary teachers to identify their self-efficacy and teaching effectiveness.
- Moreover, it can also include other educational institution like private schools. Further, a huge number of sample may be investigated for greater depth.
- Apart from the gender and locality other demographic variables like age, qualification, stream, marital status can also be taken for any further research.

9. CONCLUSION:

The result of the study disclosed that teacher's self- efficacy and teacher effectiveness is influenced on the basis of gender and locality. The present study indicates no significant difference between men and women secondary school teachers in relation to the self- efficacy. But there is significant difference between men and women secondary school teachers in relation to the teacher effectiveness. But the Significant difference between rural and urban secondary school teachers in relation to self-efficacy and teacher effectiveness indicates the availability of more resources in the urban schools in comparison to the rural locality. From the above findings it is concluded that the teacher's self-efficacy and teacher effectiveness are correlated 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.

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