

Comparative Study to Investigate the Sense of Teacher Efficacy between Male and Female Teachers

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ABSTRACT

The purpose of the study was to investigate the sense of efficacy between male and female teachers in Attock, Pakistan. Teacher's efficacy is a simple idea with significant implications. The sample of the study consisted of 70 respondents consisting 35 female and 35 male elementary school teachers from District Attock. It was a survey type study. A questionnaire was developed in Urdu Language based on Tschannen – Moran and Hoy, (2001) teacher efficacy scale. To analyze the data, t-test was used. Female teachers have better self-efficacy than male teachers. Female teachers have higher self-efficacy than males on efficacy to influence classroom management, instructional strategies students, engagement subscales. Female teachers performed better due to their high perception in their self-efficacy than male teachers in the public elementary schools in district Attock.

Keywords: Self- efficacy, Teachers, classroom management, Instructional strategies, students' engagement

INTRODUCTION

The role of classroom teacher is of critical significance in promoting learning. Teacher has a very crucial role in the success or failure of education system. The teacher is the point of contact between the education system and pupil. Any educational programme or innovation has the impact on the pupil and teachers. Thus maximizing teacher effectiveness is a major goal of education. All teachers make some difference in their students' lives. Some teachers consistently have a greater and more positive influence than others. They seem to relate to students better and to be more successful in helping their students gain meaningfully from their instruction. Self-efficacy (belief in one's ability to handle effectively and to master a situation to bring such changes that produce desired results) is taken as main thing to psychological health. It is well thought-out that its absence is the heart of psychological problems.

According to Bandura (1997) self-efficacy has been defined as

“a generative capability in which cognitive, social, emotional and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes”(p.3).

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 teachers capabilities can be determined the outcomes of student engagement and learning among even the most difficult or unmotivated students. Self-efficacy mediates between an individual's ability and purposive action. Perceived self-efficacy influences the course of action adopted, effort invested, endurance and resilience in the face of obstacles and failures coping and the level of accomplishments. Bandura, (2002) says that self-efficacy is a crucial mechanism in individual agency. He states that planning, forethought which includes outcome expectations, self-evaluation, motivation and self-

regulation are crucial to exercising agency. Many researches were conducted on the concept of self-efficacy in the field of cognitive psychology and education in the advanced countries. However, little efforts have been made in Pakistan to integrate self-efficacy beliefs and their involvement in teaching learning process. Keeping in mind the profound influence of teachers' self-efficacy on their classroom management, instructional strategies and students, engagement skills, the male and female teachers' self-efficacy was compared.

OBJECTIVES OF THE STUDY

1. To examine the sense of efficacy between male and female teachers.
2. To compare the self-efficacy of male and female on classroom management.
3. To compare the self-efficacy of male and female on instructional strategies.
4. To compare the self-efficacy of male and female on student engagement.

REVIEW OF RELATED LITERATURE

Research studies show that teachers' sense of efficacy has strong effects upon students' motivation. According to Tschanne and Woolfolk (2001) teacher's self-efficacy is his belief in his capabilities to arrange and perform such actions which are necessary to accomplish a particular teaching task in specific frame work. Efficacy of a teacher is referred to teacher's belief that he can self-assuredly change and improve the results for "struggling students". Those teachers who have high self-efficacy, they have more positive attitude towards students. They respond to students' experiences and show less anger about students' negative behavior. Such patterns of characteristics in teachers are associated with achievement.

Teachers with a strong sense of efficacy are open to new ideas and more willing to experiment with new methods to better meet the needs of their students. According to Gusky (1988), teachers having high sense of personal teaching efficacy are more likely to show great level of planning and organization. On the other hand, low teacher efficacy leads to low students' efficacy and low academic achievement.

According to Woolfolk (1998), the strong most source of efficacy information is mastery experiences that an individual direct experiences. Efficacy-beliefs are promoted strongly when an individual successfully accomplishes a given task in a particular context or exhibits behavior or skill, whereas failure of previous performance decreases self-efficacy.

Physiological and emotional conditions such as stress, excitement, joy etc. impact individuals' beliefs about their capabilities to perform a particular task. According to Bandura (1997) the strength of physical and emotional reactions is not so crucial, as the beliefs of these reactions and understanding them. Individuals' beliefs about their abilities impact, the extent to which they experience stress and depression in adverse circumstances and also their motivational standard. Bandura (1997) observed following four sources of efficacy expectations:

Mastery Experiences

One's mastery experiences are the most influential source of self-efficacy information. It has important implications for the self enhancement mode 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.

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.

Social Persuasion

Social persuasion 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.

Research has been conducted to explore out relationship between gender and self-efficacy. Research findings show differential results. For example, Pajares and Miller (1995) reported that in the areas of mathematics, science, and technology males exhibited more confidence and performed better. Whereas, females showed comparatively low performance, Pajares (1996) reported that multiple factors are involved in efficacy beliefs grounded in gender differences. The researcher concluded, when controlling previous level of academic attainment these differences diminished. Gender differences were observed when boys and girls expressed different attitudes while they responded efficacy beliefs scale.

Pajares and Valianate (1999) studied grade level gender differences in writing self-beliefs at middle school level. The researchers maintained that girls' performance was better as boys performed. However, when students were asked to express their belief in their writing capabilities as compared to their peers, girls exhibited a belief in their writing capabilities as for better writers than the boys. Some researchers pointed out another factor that is associated with gender differences. Fayyaz, (2008) observed a significant correlation between emotional intelligence and self-efficacy among government and private college teachers.

Akhter, (2009) found government teachers as highly efficacious regarding class room management as compare to the private sector teachers. According to Isiksal and Cakirogio (2005) there was a significant effect of gender and university grade level on performance. There was a significant mean difference for gender, where females score significantly higher than males.

HYPOTHESES OF THE STUDY

Following hypotheses were tested in this study:

Ho1: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy scale.

Ho2: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy sub scale of classroom management.

Ho3: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy subscale of instructional strategies.

Ho4: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy subscale of students' engagement.

METHODOLOGY

The present study focused on the topic of “A comparison between male and female teachers self-efficacy.” All the teachers teaching in elementary girls and boys schools in Attock, Punjab province consisted of the population of the study.

Sample

Fourteen elementary schools were selected seven for boys and seven for girls. Five teachers were selected from these fourteen schools. In this way the sample of the study was consisted of 70 elementary male and female school teachers from District Attock. Thirty five male and thirty five female teachers were selected randomly from District Attock. Participants were personally approached. Thirty female and thirty two male teachers returned questionnaire after filling that.

Delimitations

The study will be delimited to the following levels.

1. The study was delimited to District Attock.
2. The study was cover male and female teachers of the elementary schools.
3. Only public sector male and female elementary schools were included.

Research Instrument

The latest tool for data collection teacher efficacy tool developed by Tschannen – Moran and Hoy, (2001) was adopted as this tool was very suitable for measuring teachers’ beliefs about their personal capabilities in the context of Pakistan. The teachers’ Sense of efficacy Scale, also called the Ohio State Teacher Efficacy Scale (OSTES). It included 24 items. It comprised three subscales; efficacy in classroom management; efficacy in instructional strategies; and efficacy in student engagement. Each subscale loads equally on eight items, and every item is measured on a 5 point Scale anchored with the notations: “nothing, very littler, some influence, quite a bit, a great deal”. The reliability of teacher self-efficacy scale was calculated through reliability on data collected pilot study. Sample consisted of 20 teachers from elementary schools. The reliability of scale comes out .84.

Analysis of Data

Data analysis was done by applying t-test on hypotheses.

Ho1: There is no significant difference between mean scores of Male and Female teachers’ self-efficacy on sense of efficacy scale..

Table 1. Significance of difference between mean scores of male and female on self-efficacy scale observation scale

<i>Scale</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>t</i>	<i>df</i>	<i>p-value</i>
TSES	Male	30	75.23	3.14	60	0.002
	Female	32	79.12			

This table 1 indicates that t value is significant. Hence, Ho1 was rejected. It means that there was significant difference between mean scores of male and female teachers’ self-efficacy on efficacy scale.

Ho2: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy sub scale of classroom management.

This table indicates that t value is significant, so it is concluded that there is a gender wise significant difference in self-efficacy of secondary school teachers.

Table 2. Significance of difference between mean scores of male and female on self-efficacy in classroom management

Scale	Group	N	Mean	t	df	p-value
Efficiency in the Classroom Management	Male	30	37.13	2.17	60	0.000
	Female	32	39.20			

This table 2 indicates that t value is significant. Hence, Ho2 was rejected. It means that there was significant difference between mean scores of male and female teachers' self-efficacy on efficacy sub scale of classroom management.

Ho3: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy subscale of instructional strategies.

Table 3. Significance of difference between mean scores of male and female on self-efficacy in instructional strategies

Scale	Group	N	Mean	t	df	p-value
Efficiency in the Instructional Strategies	Male	30	32.19	2.89	60	0.090
	Female	32	35.30			

This table 3 indicates that t value is significant. Hence, Ho3 was rejected. It means that there was significant difference between mean scores of male and female teachers' self-efficacy on efficacy sub scale of instructional strategies.

Ho4: There is no significant difference between mean scores of Male and Female teachers' self-efficacy on sense of efficacy subscale of students' engagement.

Table 4. Significance of difference between mean scores of male and female on self-efficacy in student engagement

Scale	Group	N	Mean	t	df	p-value
Efficiency in the Student Engagement	Male	30	34.13	2.25	60	0.087
	Female	32	36.40			

This table 4 indicates that t value is significant. Hence, Ho4 was rejected. It means that there was significant difference between mean scores of male and female teachers' self-efficacy on efficacy sub scale of students' engagement.

CONCLUSION

1. Gender affects self-efficacy of teachers.
2. Female teachers have better self-efficacy than male teachers.

3. Female teachers have higher self-efficacy than males on efficacy to influence classroom management, instructional strategies and students' engagement subscales.

DISCUSSION

The problem addressed in this study, as stated, was to determine whether there is significant difference between sense of self-efficacy of male and female teachers of elementary schools of district Attock. In this study findings show that there is significant difference between male and female teachers' self-efficacy. Results of the hypothesis 1, 2 and 3 indicated that there was significant mean difference between males and females on Teacher's Self-efficacy Scale of classroom management, instructional strategies and students' engagement respectively. Females showed higher self-efficacy as compared to male on above mentioned self-efficacy sub scale. Same results were shown by previous research done by shazadi, Khatoon, shamsa and Hassan (2011). They observed significant difference in the self-efficacy of secondary school male and female teachers. Mean scores of female teachers was higher than male teachers on self-efficacy scale. The result of this research confirmed the results of research conducted by Atta, Ahmad and Ali (2012). They observed female teachers secondary schools have better self-efficacy than male teachers on efficacy to influence decision making, efficacy to enlist parental involvement and efficacy to enlist community involvement. Kreitner and Kinicki (2007) also say the same thing that if a person has a belief that he can do a given task, he performs it much better than that person who has some fears or reservations about that task.

There exist significant mean differences between males and females on Teacher's Self-efficacy Scale. Females showed higher self-efficacy as compared to male. (Penrose, Perry & Ball, 2007)

In Pakistani society, teaching is considered as a female job. Females are more welcomed and hired in teaching profession. Females in Pakistani society feel more competent and proficient in teaching. That is why females score is higher on self-efficacy in teaching as compared to males. Analysis of subscales of Teacher's Self-efficacy with gender revealed mix results. Females scored higher on classroom management, instructional strategies and students' engagement as compared to males. Reason for higher female scores on classroom management, instructional strategies and students' engagement can be attributed to motherly nature/brought up of females in collectivistic society. They feel more attached and secure in teaching profession rather than any other profession. Female teachers understand the importance of these skills. On the other hand it is a common observation that males do not feel comfortable with teaching profession. Teaching is not a famous among males as a profession in Pakistan. Therefore, they feel difficulty in making an effective bond with students. Significance of total job experience with efficacy to create positive school climate could be attributed to the fact that people create belonging with the organization in which they work. With the passage of time teachers also start creating sense of belonging with the school and participate actively in creating a positive school climate. Teaching at elementary level and other levels is not considered a male profession. Males do not incline towards teaching. Education ministry should launch such incentives or policies which attract males to join teaching as a profession at elementary as well as higher levels.

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