

Impact of English Teachers' Self Efficacy Beliefs on Students' Performance

Muhammad Naeem Butt, Hayat Khan and Shah Jehan

Institute of Education and Research,
Kohat University of Science and Technology, Khyber Pakhtunkhwa, Pakistan

Abstract: The objective of this study was to find out the impact of English teachers' self efficacy beliefs on students' performance at secondary level in North-West of Pakistan. The study was descriptive-co relational type and the data were collected through Teachers' Sense of Efficacy Scale (TSES) long form developed by Tschannen-Moran and Woolfolk Hoy [1] and students' achievement test developed by the researcher. Population of the study comprised of twenty state secondary schools (both genders) from two districts, Kohat and Karak. Two English teachers and ten students from each government secondary school were taken as the sample of the study. Random sampling technique was used. The data revealed that female English teachers had more sense of efficacy as compared to male teachers on the distribution of teachers' sense of efficacy scale (TSES), Moreover female students performed better on students' academic achievement test as compared to male students.

Key words: Teachers sense of efficacy beliefs • Performance • Gender difference • Achievement • TSES

INTRODUCTION

The process of learning starts right from our birth and without passes through this process human beings cannot perform their activities of life in a better way. Education is a process where teachers provide positives opportunities of experiences to mold the personalities of an individual. Teacher is one of the role model for their students. His/her way of talking, walking, sitting, standing, smiling in short his/her every move affects the students and they try to imitate those moves. Personal beliefs of teachers directly affect the students, which ultimately result in students' performance.

One of the most important contributions to psychology in the past 50 years is Bandura's concept of self efficacy. According to Inman [2], "the learner is viewed as thoroughly integrated with the environment within which he or she is learning. The learners cognitive responses, behaviors and environment all work together to create learning". Self efficacy concept is taken from social cognitive theory. Bandura [3] stated "Self efficacy is a person's expectation or judgment of how well (or how poorly) he or she will cope with a situation, given

the skill one possesses and the circumstances one faces". According to Soodak & Podell [4] "Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences". Bandura [5] further stated "What people think, believe and feel affects how they behave".

This study is very important as it provides the data about the prevailing conditions of teacher self efficacy at the secondary level in the North West of Pakistan. It is useful for the administration and for the supervisors in making appropriate and relevant arguments for teaching English at secondary level, they can give due place to self efficacy in teachers training programs. Study is also useful for the teachers for their awareness about self efficacy effects and its function and importance in teaching learning process.

Literature Review: Learning refers to the permanent modification of human behaviour and through education we cultivate the individual behaviour positively. In Psychology we study about all aspects of human behaviour. Educational psychology provides us

the opportunity to study the human behavior in education setup. It always try to make the teaching learning process more conducive and applicable, in this regard social cognitive learning theory played a vital role. According to Inman [2], "the learner is viewed as thoroughly integrated with the environment within which he or she is learning. The learners cognitive responses, behaviors and environment all work together to create learning. Learners observe models and build self-efficacy, their belief that they can accomplish the work modeled. Based on the learners understanding of why it is important to learn something and their belief that they can accomplish the learning, learners will then self-regulate their learning and become proactive in their efforts to gain mastery. Bandura pioneered this body of theory and this basic concept of the learner integrated into the social environment". Schunk [6] cited in Inman [2] stated that Efficacy means "Can this be done; can I do it!" According to Albert Bandura [3] "Self-efficacy refers to personal beliefs about one's capabilities to learn or perform actions at designated levels. Self-efficacy is a belief about what one is capable of doing; it is not the same as knowing what to do. In gauging efficacy, individuals assess their skills and their capabilities to translate those skills into actions". Teacher self-efficacy has been defined According to Bandura [7] as "the extent to which a teacher is confident enough to his or her ability to promote students' learning". Teacher efficacy is defined by Fuller [8] cited in Shane [9] as a person's "perceived expectancy of obtaining valued outcomes through personal effort".

The main sources of self-efficacy mentioned by Bandura [5] are: "(i) mastery experiences (direct teaching experiences which are challenging and successful), ii) vicarious experiences (observing peers with similar performance levels who overcome challenges successfully), iii) physiological and emotional states (feelings of confidence and success) and iv) verbal and social persuasion (receiving positive feedback from students, their peers, management staff and families)".

Many studies have been carried out on this concept of self efficacy in the academic settings. Caprara *et al.* [10] examined the relationship between teachers' self-efficacy beliefs, their job satisfaction and students' academic achievement. Their findings indicated that teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement. Ross [11] investigated the relationship between student achievement, teacher efficacy, an interaction with assigned coaches on a sample of 18 grade 7 and 8 history teachers in 36 classes.

The result of the study indicated that students' achievement was higher in classrooms of teachers who had more contact with their coaches and in classrooms of teachers with greater confidence in the effectiveness of education. Schunk [12] found that mathematics self efficacy influenced mathematics performance directly ($\beta = 0.46$). Research shows that people who are highly efficacious have the ability to show higher levels of effort and are resilient in their efforts, even in difficult and challenging situations. Pajares and Miller [13] reported that math self-efficacy had stronger direct effects on mathematics problem-solving ($B = .545$) than did self-concept, perceived usefulness, or prior experience. One important research in this regard is carried out by Shim [14] who examined Korean public middle and high school English teachers' sense of efficacy and its relationships with other factors. Findings of his study revealed that language skills would be critical in shaping a strong sense of teacher efficacy. Findings of the Anderson, Greene, & Lowen, [15], Evans & Tribble, [16], Raudenbush *et al.*, [17] revealed that females report higher teacher sense of efficacy beliefs as compared to the male.

English is a foreign language for Pakistani students, hence requires a great skill to teach. Based on the theoretical explanation on self efficacy and findings of past studies and to further investigate in this area on English language, in Pakistani context and especially focused on self efficacy between gender differences; the study aimed to investigate the impact of English teachers' self efficacy beliefs on students' performance at secondary level in North-West of Pakistan.

Research Methodology: The study aimed to find out impact of English teachers' self efficacy beliefs on students' performance at secondary level in North-West of Pakistan. This study was descriptive-co relational type. For collection of data the teachers' sense of efficacy scale (TSES) long form developed by Tschannen-Moran and Woolfolk Hoy [1] was adopted and for easy understanding and comprehension of teachers this scale is translated into Pakistani National language Urdu. From the Population of all the government secondary schools, the study was limited to the twenty government secondary schools (both genders) from two districts Kohat and Karak. Two English teachers from each government secondary school of class 10th were taken as the sample of the study. Random Sampling technique was used for the selection of this sample.

RESULTS AND DISCUSSION

Interpretation of Teacher Sense of Efficacy Scale (TSES):

The Teacher Sense of Efficacy Scale (TSES) long form was developed by Tschannen-Moran and Woolfolk Hoy [1] is adopted with the permission of the authors is used for this study. Authors developed this instrument, with 24 items. For the items, a 9-point rating scale which ranges from 1-Nothing, 3-Very little, 5-Some influence, 7-Quite A Bit and 9- A great Deal was selected. Total scores of the scale are 216, which is further subdivided into three categories low, medium and high.

Researchers visited all the specified sampling schools and apply the above mentioned teachers sense of efficacy scale (TSES) and get the responses from the concerned English teachers' and administered the students' academic achievement test and on the basis of their responses and performance following data tables, charts are prepared and interpreted.

Table 1: Category wise Distribution of Teacher sense of Efficacy Scale (TSES)

Category	Score	Percentage
Low	0-----72	(0-----33.33333)
Medium	72-----144	(33.33333---66.66667)
High	144-----216	(66.66667---100)
Total Scores	216	100

Table 1, Table 2 and Table 3 and charts on these tables clearly indicated that there is an obvious difference between male and female teachers' performance on teachers' sense of self efficacy scale. Female teachers performed **(64.25926)** better on teachers' sense of efficacy scales as compared to male teachers **(62.70833)**. The difference of performance between teachers of both the genders is **(1.55093)**, likewise female students' **(62.70)** performed better on student academic achievement test as compare to male students' **(49.00)**.

Findings: Based on the data interpreted and review of related literature the study found that:

Table 2: Male/Female Teachers Performance on Teacher sense of Efficacy Scale (TSES) Vs Male/Female Students obtained Scores on Academic Achievement Test

S. No	Performance of Two (2) Male Teachers of each School on Teachers Efficacy Scale	Average Achievement of one Male Student in Each School	Performance of Two (2) Female Teachers of each School on Teachers Efficacy Scale	Average Achievement of one Female student in Each School
SCHOOL NO 1	76.62037	16.7	58.56481	14.3
SCHOOL NO 2	68.98148	15.4	69.44444	14.0
SCHOOL NO 3	60.64815	13.7	57.87037	14.7
SCHOOL NO 4	62.5	15.8	74.30556	14.5
SCHOOL NO 5	49.30556	10.5	55.09259	14.9
SCHOOL NO 6	60.18519	8.3	62.26852	14.5
SCHOOL NO 7	62.96296	9.8	70.83333	17.5
SCHOOL NO 8	65.74074	8.5	64.35185	16.1
SCHOOL NO 9	52.77778	11.5	60.87963	14.6
SCHOOL NO 10	67.36111	12.3	68.98148	15.2
Percentage	62.70833%	49.00%	64.25926%	62.70%

Male & Female Teachers Performance on TSES VS Male & Female Students Score on Academic Achievement Test

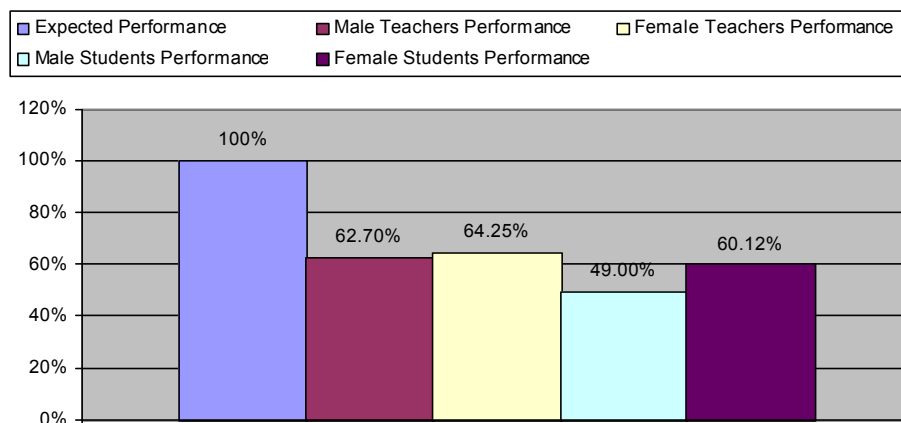
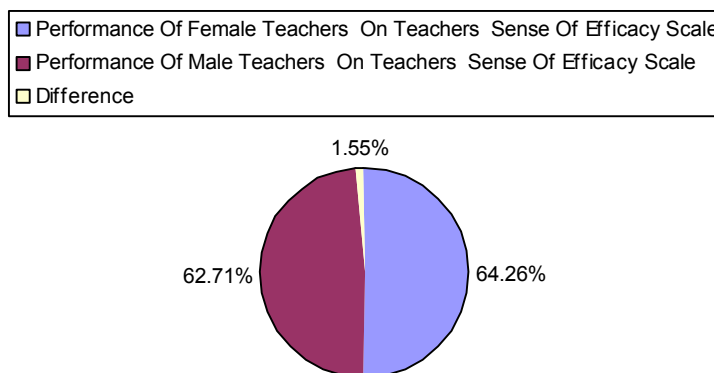


Table 3: Overall Male Teachers Performance VS Female Teachers Performance on Teacher sense of Efficacy Scale (TSES)

Gender	Total Score	Percentage
Performance Of Female Teachers On Teachers Sense Of Efficacy Scale	2776	64.25926
Performance Of Male Teachers On Teachers Sense Of Efficacy Scale	2709	62.70833
Difference	67	1.55093

Difference Between Male & Female Performance on Teachers Sense of (TSES)



- English teachers' sense of efficacy placed in the medium category on the category wise distribution of teachers' sense of efficacy scale (TSES).
- Female English teachers have more sense of efficacy as compared to male teachers on the distribution of teachers' sense of efficacy scale (TSES).
- Female students performed better as compare to male students on academic achievement test.

CONCLUSIONS

The study described that English teacher self efficacy placed in the medium category on the category wise distribution of teachers' sense of efficacy scale (TSES). Based on the deduction drawn from the analysis of data and review of related literature it has concluded that English teachers' sense of efficacy play a vital role on the students' academic achievement. English teachers with higher sense of efficacy more influence the students, either their students are motivated or unmotivated or English teachers with lower sense of efficacy have no ability to influence the students, even they found motivated students. They will spoil their motivation.

Home environment plays an imperative role in forming efficacy beliefs initially. In this regard parents' and Peer group role can not be avoided; they can play a fundamental role in shaping efficacy beliefs. Because repeated succession of the successive peer group increases the efficacy beliefs and repeated failure of peer group decreases the efficacy beliefs.

Female teachers have more self efficacy beliefs and their students also performed better on the academic achievement test which clearly indicated that teachers with higher sense of efficacy beliefs more influenced their students which verify the past findings of Anderson, Greene, & Lowen, [15], Evans & Tribble, [16], Raudenbush *et al.*, [17] and Ross *et al.* [18] argue that this is because teaching is viewed as a female occupation. In researchers point of view female are discouraging to come up to any profession but those who once entered in this field they are highly supported and encouraging by their teachers, parents and peer groups. They always try to show excellent performance in their jobs; therefore they performed well on teachers' sense of efficacy scale (TSES).

Recommendations: The following recommendations were made for the enhancement and upgrading of the current situation.

- It is found that teachers were not familiar about the role and importance of self efficacy beliefs and its effects on students' academic achievement. Teachers make an effort to understand the self efficacy beliefs, core concepts and sources of self efficacy beliefs through reading educational research journals and psychology books.
- It is found that most of the head of the institute discourage their teachers in teaching/learning process by not recognizing their efforts and by not giving them a due place. Principal/Headmaster may

well encourage their teachers in their school activities by giving rewards in the shape of admiring, praising and through cash prizes.

- During research it is observed that teachers self efficacy beliefs were not given proper attention in the teaching aims of education. Provincial institutes of teachers' education like IERs, PITE and RITE make an effort to include this concept in their curricula. They can also arrange workshops and seminars for the awareness of teachers, students and parents. intimation.

REFERENCES

1. Tschannen-Moran, M. and A. Woolfolk Hoy, 2001. Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7): 783-805.
2. John Inman, 2001. Social Cognitive Theory, A Synthesis Oregon State University Department of Education Graduate School Masters in Adult Education Cohort.
3. Bandura, A., 1997. *The exercise of control*, New York; W.H. Freeman.
4. Soodak, L.C. and D.M. Podell, 1997. Efficacy and experience: perceptions of efficacy among pre service and practicing teachers. *Journal of Research and Development in Education*, 30: 214-221.
5. Bandura, A., 1986. *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
6. Schunk Dale, H., 2000. Social Cognitive Theory. In Kevin M. Davis (Ed.), *Learning theories: an educational perspective* (3rd ed., p. 118). Upper Saddle River, New Jersey: MERRILL, an Imprint of Prentice-Hall.
7. Bandura, A., 1994. Self-efficacy. *Encyclopedia of human behavior*. 4: 71-
8. Fuller, F.F. and O.H. Bown, 1982. Becoming a teacher. In K. Ryan (Ed.), *Teacher education* (pp: 25-52). Chicago: National Society for the Study of Education.
9. Julie A. Shane, 2010. The efficacy of effort: differences in teachers' sense of efficacy based on type of teacher training and number of years of experience. PhD dissertation.
10. Caprara, G.V., C. Barbaranelli, P. Steca and P.S. Malone, 2006. Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6): 473-490.
11. Ross, J.A., 1992. Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, 17(1): 51-65.
12. Schunk, D.H., 1984. Enhancing self-efficacy and achievement through rewards and goals: Motivational and informational effects. *Journal of Educational Research*, 78: 29-34.
13. Pajares, F. and M.D. Miller, 1994. The role of self-efficacy and self-concept beliefs in mathematical problem-solving: A path analysis. *Journal of Educational Psychology*, 86: 193-203.
14. Shim, J., 2001. The teacher efficacy beliefs of Korean teachers of English as a foreign language. Unpublished doctoral dissertation. The Ohio State University, Ohio.
15. Anderson, R., M. Greene and P. Loewen, 1988. Relationships among teachers' and students' thinking skills sense of efficacy and student achievement. *Alberta Journal of Educational Research*, 34(2): 148-165.
16. Evans, E. and M. Tribble, 1986. Perceived teaching problems, self-efficacy and commitment to teaching among pre service teachers. *Journal of Educational Research*, 80(2): 81-85.
17. Raudenbush, S., B. Rowan and Y. Cheong, 1992. Contextual effects on the self perceived efficacy of high school teachers. *Sociology of Education*, 65: 150-167.16
18. Ross, J.A., J.B. Cousins and T. Gadalla, 1996. Within-teacher predictors of teacher efficacy *Teaching & Teacher Education*, 12(4): 385-400.