

To Explore the Sense of Efficacy of The School Teachers of Purulia District

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Abstract

The concept of teachers' Sense of Efficacy refers to person's own belief in his or her capacity to perform their behaviors necessary to produce specific performance attainments in the institution. To ascertain the present status of teachers' sense of efficacy of the school teachers of Purulia district, the present study was carried out through the Descriptive Survey Method by administering Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) on a random sample of 602 school teachers of Purulia district. In the test there are 24 items in long form with each item the instrument was a 9-point Likert scale providing 9 possible responses ranging from 1 (nothing) to 9 (a great deal) is attached. These items are grouped into three subscales: (I) Efficacy for student engagement (SE; 8 items), (II) Efficacy for instructional strategies (IS; 8 items), and (III) Efficacy for classroom management (CM; 8 items). It was observed that the mean of the scores of all the facets of Sense of Efficacy and also in Sense of Efficacy (in Totality) lies within the range 5.01 to 7.0, which reflects that the School teachers of Purulia district exhibits high efficacy in their workplace. It might be concluded that, they may be perform well in their academic activities and teach efficiently to the students which leads good productivity of quality education.

Keywords: Sense of Efficacy, Student Engagement, Instructional Strategies, Classroom Management, Quality Education

1. Introduction

Teaching profession is one of the most complicated and challenging job in the world. Due to technological advancement, our education system rapidly upgrades with new pace. Now, many schools have experienced teachers but having shortages of quality teachers with expertise in the areas of student engagement, instructional practices, and classroom management in learning environment. So, it is a great challenges for every qualified teacher to exhibits their performance, teaching skills, instructional strategies and classroom management efficiently in their professional job with proper satisfaction in the workplace. In that sense, Teachers' Sense of Efficacy (TSES) is associated with positive outcomes of any institution for qualitative aspects of education such as promoting student learning, motivation, and achievement. This proposed study was designed to explore the present scenario regarding the sense of efficacy of the school teachers of Purulia district.

1.1 Significance of the Research

Through the scientific investigation of psychological constructs, related to the present study of the prospective qualified school teachers, the researcher actually intended to ascertain the present state of sense of efficacy of the school teachers of Purulia district. This present study was significant in that it will help to know the efficacy level of school teachers of Purulia district. It will also help to determine the enhanced status of the professional improvement of the qualified teachers. It will also help psychologists and psychological as well as educational counsellors to prescribe the efficacy level of school teachers.

1.2 Objective of the Study

The specific objective of the present study was to have a description of the present state of **Sense of Efficacy** of the teachers of Purulia district;

2. Construct of the Study

Brief descriptions of the construct of the study is presented hereunder –

2.1 Self-Efficacy

Self-Efficacy is, according to psychologist **Albert Bandura** who originally proposed the concept, a personal judgement of “how well one can execute courses of action required to deal with prospective situations”. Self-efficacy refers to an individual’s belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (**Bandura, 1986, 1997**). Unlike **Rotter’s social learning theory**, which is based on reinforcements as the main influence that leads to certain situations, **Bandura’s social cognitive theory** emphasizes the ways human behaviour is influenced by cognitive processes.

Self-Efficacy reflects confidence in the ability to exert control over one’s own motivation, behaviour and social environment. The concept of teacher sense of efficacy and its impacts on teachers, and on students as well, has been examined by several studies. Teachers with high senses of efficacy are more likely to focus on teaching activities rather than non-academic activities (**Gibson & Dembo, 1984**).

Tschannen-Moran and Hoy, (2001) state that “A teacher’s efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (p. 783).

3. Review on Sense of Efficacy of Teachers

Several studies of teachers’ efficacy had examined the meaning of the concept, its sources, and its measure. In the broadest sense, “teacher efficacy”, which is sometimes called “teaching efficacy”, refers to teachers’ beliefs about their ability to influence student outcomes. Teacher self-efficacy is related to and linked with job satisfaction. Teachers with high levels of efficacy reported higher levels of job satisfaction (**Klassen & Chiu 2010**). **Al-Alwan and Mahasneh (2014)** reported a significant relationship between the level of teachers’ efficacy and students’ attitudes toward school.

Several aspects influence teachers’ sense of efficacy. These influential factors could have direct influences, like school climate and students’ achievement or indirect influences, such as home and community (**Ashton & Webb, 1986**). **Dembo and Gibson (1984)** suggest that, in order to get a better understanding of teachers’ efficacy and to improve teachers’ efficacy beliefs, researchers ought to

consider variables such as teacher education and socialization, personal teacher variables, school organization, and parent-teacher relations.

The researchers found that self-efficacy is an important contributor of job satisfaction. Teachers with low levels of self-efficacy tend to be dissatisfied with their jobs, thus leaving their teaching profession (Evans, 2001; Ingersoll, 2001).

However, several studies found that self-efficacy beliefs of teachers is one of the most important factors effecting teachers’ job satisfaction (Tschannen-Moran & Woolfolk Hoy, 2007). Researchers revealed that the relationship between overall job satisfaction and overall self-efficacy beliefs was negative and non-significant. In addition, some researchers indicated that job stress aside from self-efficacy beliefs may be one of the main factors contributing to teachers’ job dissatisfaction (Betoret, 2006).

4. Method

The present study was carried out through **Descriptive Survey Method** within **Correlational Research Design**. The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

4.1 Research Design

The research design that adopted in the present study is presented hereunder.

4.1.1 Sample

The source of sample, sampling procedure and sample size are reported hereunder.

4.1.2 Source of Sample

Government, Government Sponsored, Government-aided Secondary and Higher Secondary Schools of Purulia district in West Bengal, India were considered as the source of sample.

4.1.3 Sampling Procedure

In the present study “**Stratified Random Sampling Technique**” was adopted.

4.1.4 Sample Size

Finally 406 male subjects and 196 female subjects were participated in the study.

Table-3.1.4: Gender-Wise Distribution of Sample

Gender		Total
Female	Male	
196	406	602

4.2 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. A concise description of the tool is given herewith.

4.2.1 Teachers’ Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001)

Teachers’ Sense of Efficacy Scale (also known as the **Ohio State Teacher Efficacy scale**) was developed by **Moran and Hoy, (2001)**. This scale is a self assessment designed to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. This scale consists total 24 items in **long form** and 12 items in **short form**. Here Teacher efficacy will be measured with the TSES 24-item in long form and the survey has the reader answer. These items are grouped into three subscales: (I) Efficacy for student engagement (SE; 8 items), (II) Efficacy for

instructional strategies (IS; 8 items), and (III) Efficacy for classroom management (CM; 8 items). The instrument was a 9-point Likert scale providing 9 possible responses ranging from 1 (nothing) to 9 (a great deal) i.e. (1 and 2 = nothing, 3 and 4 = very little, 5 and 6 = some influence, 7 and 8 = quite a bit, and 9 = a great deal).

Table-4.2.1: Subscale wise Item Distribution

Sl. No.	Subscales	Items
1.	Efficacy for Student Engagement	8
2.	Efficacy for Instructional Strategies	8
3.	Efficacy for Classroom Management	8
Total		24

Clearly there are three subscales of Teachers’ Sense of Efficacy and each subscale comprises of equal number of items (i.e., 8). The mean score of each dimension was normalized. The normalization procedure is as follows:

Normalized mean = Sum of the item responses in a subscale or (total scale)/Total number of items in the subscale or (total scale). Then, the normalized mean fell within the range extending from 1 to 9 with 5 as the mid-point (moderate).

[As for example, **Normalized Mean of subscale (Efficacy for Student Engagement) score** = (55.26, i.e., Sum of the item responses in a subscale Efficacy for Student Engagement /8, i.e., Total number of items in the subscale Efficacy for Student Engagement) = 6.91; **Normalized Mean of total scale score** = (165.55, i.e., Sum of the item responses in the total scale /24, i.e., Total number of items of the Scale) = 6.9].

Here, the Normalized means score of “**Teachers’ Sense of Efficacy Scale (TSES)**”, may be interpreted as –

- 1 to 2.99** : **Very low**
- 3.0 to 4.99** : **low**
- 5.01 to 7.0** : **high**
- 7.1 to 9** : **Very high**

4.3 Procedure for Data Collection

The head of the institutes was contacted for his/her permission to allow collecting the data. The relevant data on different constructs was collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

4.4 Statistical Techniques

The descriptive, as well as inferential statistics and underlying relationships was found by computing appropriate statistics with the help of SPSS-20 software. The objective (i.e., to have a description of the present state of **Sense of Efficacy** of the teachers of Purulia district.) has been interpreted by the different statistical techniques.

5. Results

The purpose of this study was to explore the “*Sense of Efficacy*” of the secondary and higher

secondary school teachers of Purulia district. In the present study quantitative research in descriptive survey method was adopted to discover the sense of efficacy of secondary and higher secondary school teachers in Purulia district. Descriptive statistics of “*Teachers Sense of Efficacy Scale (TSES)*” scores are presented herewith in the following table.

Table-5.1: Descriptive Statistics of Teachers Sense of Efficacy Scale Score of Teachers (Considering Male and Female as a Whole)

Subscales of Sense of Efficacy	N	Range	Min.	Max.	Mean*	Std. Deviation	Remarks
Student Engagement	602	7	2	9	6.91	1.16	High
Instructional Strategies	602	8	1	9	6.88	1.28	High
Classroom Management	602	7.63	1.25	8.88	6.91	1.29	High
Sense of Efficacy (in Totality)	602	7.08	1.71	8.79	6.90	1.14	High

*Normalized Mean

From the results of the table-5.3, it is observed that in case of **Teachers Sense of Efficacy [Teachers Sense of Efficacy Scale (TSES)]** the means of the scores reflected as High in each dimension of **Sense of Efficacy** and also in **Sense of Efficacy (in Totality)**.

Figure-5.1(a) depicts the bar diagram of different Dimensions of Teachers Sense of Efficacy Scale scores of teachers considering male and female as a whole.

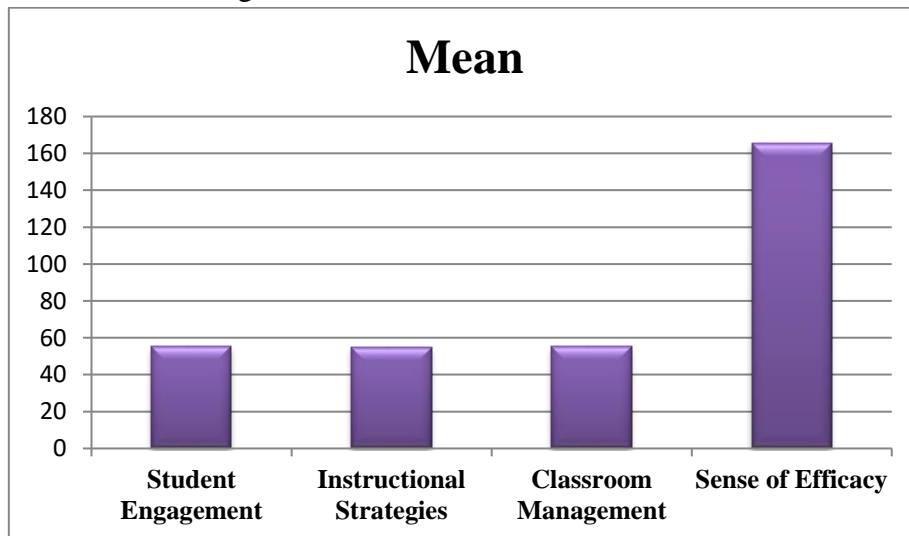


Figure-5.1(a): Bar Diagram Histogram of Different Dimensions of Teachers Sense of Efficacy Scale Scores of Teachers Considering Male and Female as a Whole

Figure-5.1(b) depicts the histogram with normal curve of **Teachers Sense of Efficacy Scale (TSES) Scores** of the teachers considering male and female as a whole. Also, it is observed that the said distribution was near about to normal.

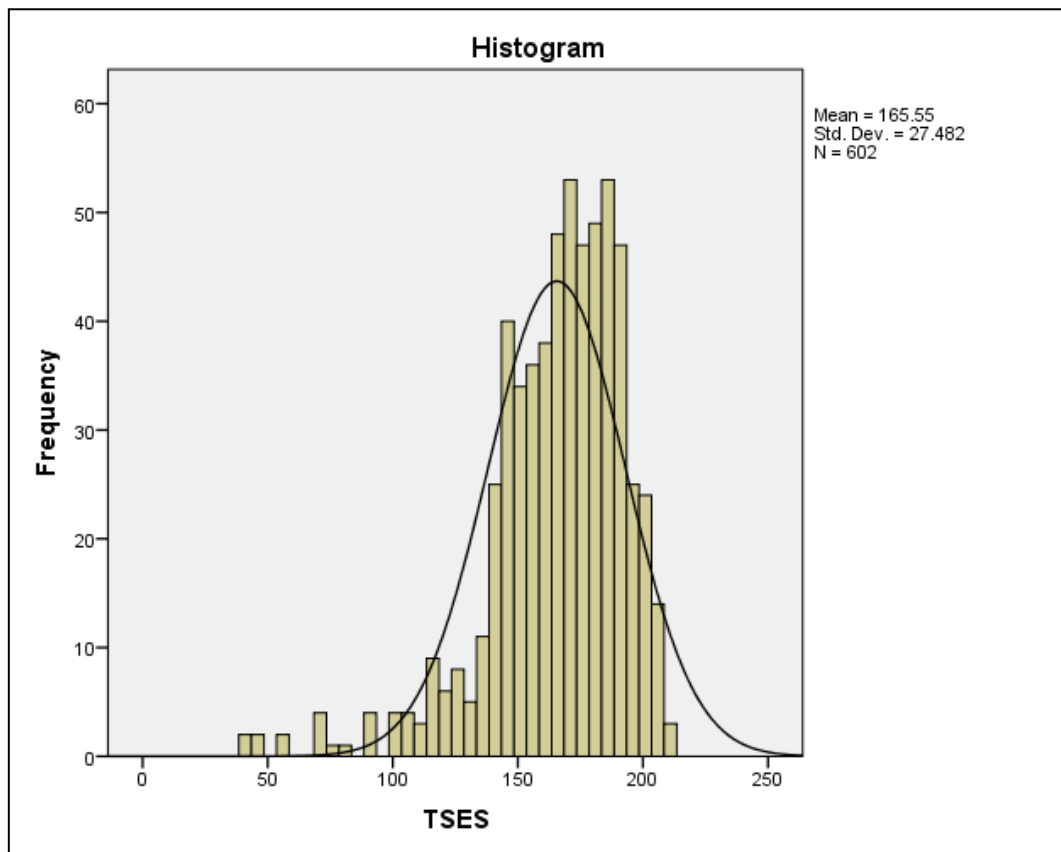


Figure-5.1(b): Histogram with normal curve of Teachers Sense of Efficacy Scale Scores considering male and female teachers as a whole.

6. Discussion

The purpose of this study was to explore the present scenario regarding the state of sense of efficacy of teachers. This one is a quantitative research conducted in descriptive survey method. The discussions on the basis of results of descriptive presentation are presented hereunder and there after conclusion was drawn.

it was observed from the table- 5.1.3 that, the results of the descriptive presentation on “**Sense of Efficacy**”, obtained by the teachers considering both genders (male and female) as a whole, the “Normalized mean” of the said distribution of all the facets of **Sense of Efficacy** and also in Sense of Efficacy (in totality) lies within the range 5.01 to 7.0 and hence the result reflects that on an average school teachers in Purulia district, expressed **high** efficacy in each of the subscale namely **Student Engagement, Instructional Strategies and Classroom Management** and also, in **Sense of Efficacy (in Totality)**.

7. Conclusion

From the result and subsequent discussion it might be concluded that the teachers of schools of Purulia District possessed high efficacy in their workplace. It might be concluded that, they may be perform well in their academic activities and teach efficiently to the students which leads good productivity of quality education.

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