

A Probe into the Sense of Efficacy of the Teachers

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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 West Bengal, 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 616 school teachers of West Bengal. The results of the study reflected that on an average the teachers of West Bengal were highly scored in all the subscales of **Sense of Efficacy** and also in **Sense of Efficacy (in Totality)**. It might be concluded that, the teachers may be perform well in their academic activities and teach efficiently to the students that emphasis the good productivity of quality education.

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

1. Introduction

In modern education system, technology has rapidly spread throughout academic institution and revolutionized the way students learn. Nowadays, teachers are now mostly engaged in the school administrative work in addition with teaching work in their academic institutions. In that sense, Teachers' Sense of Efficacy is associated with positive outcomes of any institution for qualitative aspects of education such as promoting student learning, motivation, and achievement. For this reason, more up gradation and continuous improvement is require for qualified teachers to adapt with technological devices so that they can augment their teaching skills in the academic performance. Several studies had been launched on Teachers' Sense of Efficacy. For example, Teachers were faced emotionally, socially and pedagogically challenging situation on a daily basis that can affect their effectiveness and ability to work. Teacher self-efficacy has been researched for decades and has been shown to be an important factor in teacher well-being (**Zee and Koomen, 2016**). In addition to being important for teachers and their well-being, the teacher's efficacy also plays an important role in student

learning outcomes (Thoonen et al., 2011; Zee and Koomen, 2016) and thus further investigation is required. This proposed study was designed to probe into the present scenario of Sense of Efficacy of the teachers of secondary and higher secondary schools, in West Bengal.

1.1 Objective of the Study

The objective of the present study was –

- I. To know the present situation of the teachers with respect to *Sense of Efficacy*.

1.1.2 Research Hypothesis of the Study

The present study was designed to verify the following research hypothesis –

- I. The teachers have high *Sense of Efficacy*.

2. Teachers' Sense of Efficacy – Construct of the Study

The construct of Self-Efficacy has developed from the social cognitive theory by Bandura (1997). 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). Bandura (1986) developed the concept of self-efficacy as part of his social cognitive theory. Bandura’s social cognitive theory emphasizes the ways human behaviour is influenced by cognitive processes. 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). In addition, 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). Several studies of teacher efficacy have 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.

Teachers’ Sense of Efficacy influenced on several areas. These influential factors could have direct influences, like school climate (Hoy and Woolfolk, 1993) and students’ achievement (Khan, 2011) 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 (Dembo & Gibson, 1984).

3. A Brief Review of Allied Literature

A significant number of studies had been shown that teachers’ Sense of Efficacy plays an influential role in several areas of academic organization. Teachers’ self-efficacy had been linked to teachers’ career commitment (Makim & Velez, 2015), longevity in the profession (Chesnut, 2017; Chesnut & Burley, 2015), improved instructional practices (Klassen & Tze, 2014). In another study, both the researchers Al-Alwan and Mahasneh (2014) reported that a significant relationship was found between the level of teachers’ efficacy and students’ attitudes toward school.

Amirian, Ghaniabadi, et. al., (2022) had been studied on the contribution of critical thinking and self-efficacy beliefs to teaching style preferences in higher education. This study intended to explore their relationship and the possible influence of these three factors among English as Foreign Language (EFL) University professors. The data were examined via path analysis indicated that teachers' CT abilities and sense of self-efficacy beliefs significantly influenced the teaching style preferences. Moreover, it was concluded that Iranian EFL university professors' CT skills positively affect their sense of efficacy beliefs.

The researchers **Rani and Jain, (2023)** had been studied a comparative study between gender and experience in the self-efficacy of Indian Teacher Educators. The study was conducted on 160 teacher educators and indicated that there was no significant difference exists between the overall teachers' self-efficacy of teacher educators (in terms of efficacy for student engagement, instructional strategies, and classroom management) according to their gender and teaching experience. In addition, male teacher educators with higher self-efficacy have higher instructional strategies and classroom management abilities than their female colleagues.

4. Methodology

The present study was carried out through descriptive survey method within Ex-Post-Facto 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 of the present study is reported herewith.

4.1.1 Variable

Sense of Efficacy was the only variable in the present study.

4.2 Sample

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

4.2.1 Source of Sample

Government/Government-aided Secondary/Higher Secondary Schools of West Bengal, India was constituted the source of sample.

4.2.2 Sampling Procedure

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

4.2.3 Sample Size

Finally, 426 male and 190 female teachers were participated in the study.

Table-4.1: Gender-Wise Distribution of Sample

Gender		Total
Male	Female	
426	190	616

4.3 Tool of Research

The following research tools were used in the present study for data collection. The tools were selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief descriptions of the tools are given herewith.

4.3.1 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 **Tschannen-Moran** and **Woolfolk 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**. In the current study, Teacher efficacy was measured with the TSES 24-item in long form and the survey has the reader answer. These items are grouped into three subscales. This scale 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-4.3.3: 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 = Mean of the item responses in a Dimension (or total scale) / Number of Items of the Dimension or total scale.

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

1.00 to 2.99	:	Very low
3.00 to 4.99	:	Low
5.00 to 6.99	:	High
7.00 to 9.00	:	Very high

4.4 Procedure for Data Collection

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

4.5 Statistical Techniques

To prove the hypothesis – I (i.e., The teachers have high *Sense of Efficacy*.) descriptive statistics such as Range, Minimum, Maximum, Mean and Standard Deviation were computed with the help of SPSS-

20 software.

5. Results

The purpose of this study was to probe into the “*Sense of Efficacy*” of the secondary and higher secondary levels of school teachers. The results of the **Descriptive Presentation** of the study are presented herewith.

5.1 Descriptive Presentation

The results of the descriptive presentation are presented herewith.

5.1.1 Sense of Efficacy

To prove the hypothesis-(I) (i.e., the teachers have high *Sense of Efficacy*.) results of **Sense of Efficacy** of the teachers are presented herewith.

Table-5.1.1: Descriptive Statistics of Teachers Sense of Efficacy Scale Scores of Teachers (Considering Male and Female as a Whole)

Subscales of Sense of Efficacy	N	Range	Min.	Max.	Mean	S.D.	Remarks
Student Engagement	616	7.13	1.88	9.00	7.28	1.24.	Very High
Instructional Strategies	616	7.25	1.75	9.00	7.48	1.22	Very High
Classroom Management	616	7.25	1.75	9.00	7.54	1.23	Very High
Sense of Efficacy (in Totality)	616	6.88	2.13	9.00	7.44	1.18	Very High

Table-5.1.1 exhibits the descriptive statistics of “**Teachers Sense of Efficacy Scale**” scores obtained by the teachers considering both genders (male and female) as a whole. In case of *Student Engagement* the “minimum” of the scores was 1.88 and the “maximum” of the scores was 9.00 and the range was 7.13; the “mean” and “standard deviation” of the said distribution were 7.28 and 1.24 respectively. Then in case of *Instructional Strategies* the “minimum” of the scores was 1.75 and the “maximum” the scores was 9.00 and the range was 7.25; the “mean” and “standard deviation” of the said distribution were 7.48 and 1.22 respectively. Next, in case of *Classroom Management* the “minimum” of the scores was 1.75 and the “maximum” the scores was 9.00 and the range was 7.5; the “mean” and “standard deviation” of the said distribution were 7.54 and 1.23 respectively. Finally, in *Sense of Efficacy (in totality)* the “minimum” of the scores was 2.13 and the “maximum” of the scores was 9.00 and the range was 6.88; the “mean” and “standard deviation” of the said distribution were 7.44 and 1.18 respectively.

Figure-5.1.1(a) depicts the bar diagram of different dimensions of Teachers Sense of Efficacy Scale scores of teachers considering male and female as a whole.

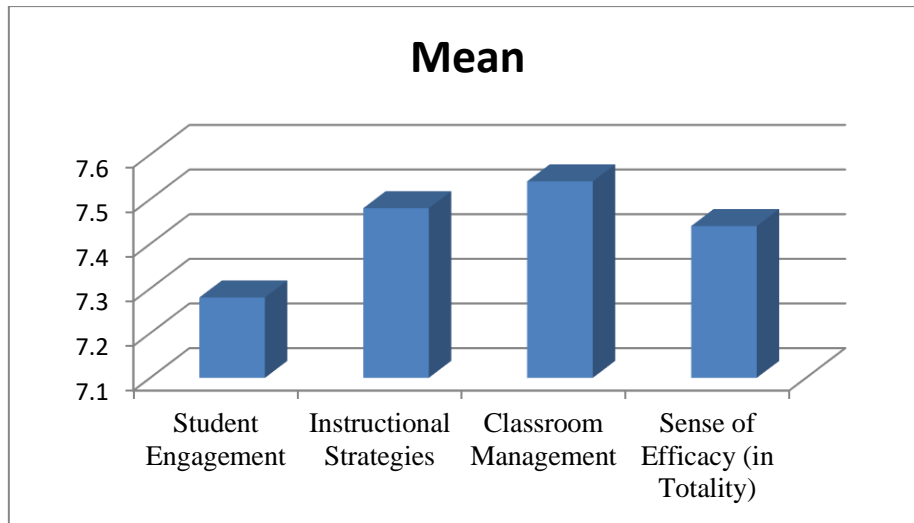


Figure-5.1.1(a): Bar Diagram of Different Dimensions of Teachers Sense of Efficacy Scale Scores of Teachers Considering Male and Female as a Whole

Figure-5.1.1(b) depicts the histogram with normal curve of Teachers Sense of Efficacy Scale Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

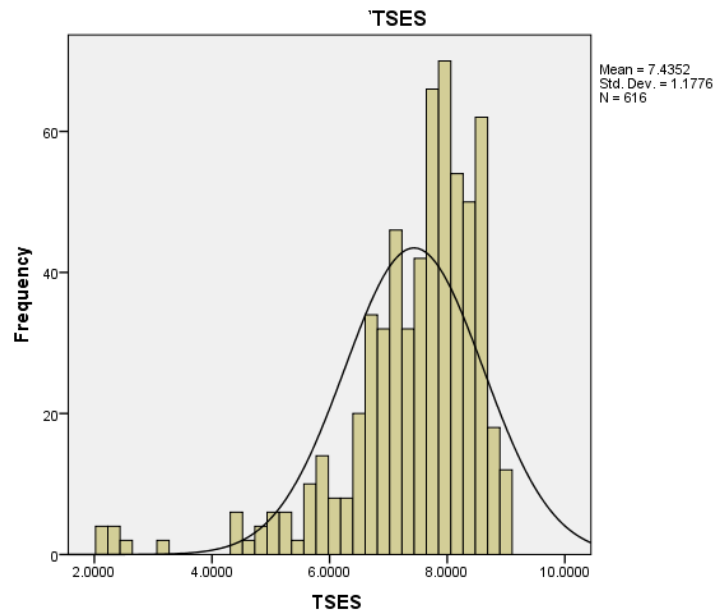


Figure-5.1.1(b): Histogram with normal curve of Teachers Sense of Efficacy Scale Scores considering male and female teachers as a whole.

6.1 Discussion on Descriptive Presentation

The discussion on the descriptive presentation of the results in the present study are reported herewith.

6.1.1 Sense of Efficacy

To prove the hypothesis-I (i.e., The teachers have high *Sense of Efficacy*) the following discussion is placed.

From the result of the table-5.1, it was found that the teachers expressed their high Sense of Efficacy in all subscales as well as in totality.

Hence, the hypothesis-I has been failed to reject.

Teachers' sense of Efficacy often stems from their ability to engage students, facilitate learning, and manage classroom dynamics effectively. It can also be influenced by administrative support, available resources, and the alignment of teaching methods with educational goals. In our state, after the introduction of *Sarva Shikshya Abhiyan* academic environment and infrastructural facilities have increased very much. Government initiatives have also put much fuel in these dimensions. These may be the causes of exhibition of higher self efficacy by the teachers on an average.

6.2.1 Conclusion

From the results and subsequent discussions of Descriptive Presentation of the present study, it might be concluded that on an average the school teachers possessed very high efficacy in their workplace. Also, the teachers might be well actively engaged to the students in all academic activities; well managed to the students in the classroom environment and accurately formulated the instructional strategies into the classroom.

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