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MEASURING SELF EFFICACY OF FEMALE NOVICE AND EXPERIENCED TEACHERS

Abstract

Self-efficacy is the extent to which individuals believe they can organize and execute actions necessary to bring about a desired outcome. Self-efficacy is fundamentally concerned with the execution of control rather than the outcome action produces. The main objective of this study was to compare the self efficacy of novice and experienced female teachers by using "teachers' sense of self efficacy scale" which was developed by Moran and Hey in 2001. Long form of teachers' sense of self efficacy scale comprising 24 statements was used to investigate teachers' self efficacy in students' engagement, self efficacy in instructional practices and self efficacy classroom management. The data was collected from 102 novice and 102 experienced secondary school teachers of Islamabad city. Study finding indicated significant variation in efficacy believes of novice and experienced teachers in all three explored areas.

Key words: *Self Efficacy, Novice and Experienced Teachers, Students' engagement, Instructional practices, Classroom management.*

Introduction

Teachers' beliefs about their capabilities have a great influence on their classroom performance. Albert Bandura's social cognitive theory basically focused the belief systems of human beings that control the ability to perform assigned tasks. It is defined as self-

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efficacy, and when it comes to teachers belief system it would be called as teachers self-efficacy. The beliefs and judgment of teachers is defined as "Self Efficacy of Teachers" that they have about their own teaching competencies to attain desired outcomes in classroom. Beliefs and assumptions of teachers about various aspects of teaching profession are very much evident through their behaviours and actions in teaching and learning situations. A significant teacher characteristic within the area of beliefs and assumptions is self-efficacy. (Bandura, 1997). According to Moran & Hoy (2007) Self-efficacy is a self-belief system of teachers concerning capabilities and incapacities of the appropriate use of professional knowledge and skills. Most of the personal activities of teachers regarding their own abilities and skills as an educator are controlled by self-efficacy.

According to Bandura's theory, self-efficacy has two components: first is efficacy expectation and the second is outcome expectancy. Efficacy expectation is the required ability, skill and knowledge to produce desired outcome and outcome expectancy; is the estimated consequences of task performance at self-expected level and a belief that the given performance will certainly lead to expected outcomes. Teachers should have both types of efficacy to be a successful teacher. (Bandura, 1997)

Approximately three decades of research has been done to understand the concept of Teacher self-efficacy, its purpose in teaching practices and impact on students' learning. Various researches have been done to gather evidences to prove the influences of self-efficacy of teachers in school environment and teaching learning situations. Positive effects were found of high self-efficacy in terms of classroom management, application of teaching strategies to engage students, determination to face difficulties, other characteristics of teaching (Evers, Brouwers, &

Tomic, 2002) and academic achievement of students (Caprara, 2006).

Moran & Hoy, (1998) found teachers with high levels of self-efficacy more supportive, vigilant, less critical, positive, emotionally balanced, committed, enthusiastic and innovative in using new instructional techniques than other professional teachers. These teachers can better handle and help low- ability and problematic students (Ross & Gray, 2006); demonstrate planning skills; more open to new ideas (Cousins & Walker, 2000); adopt student centered and humanistic approach to the classroom (Ross & Gray, 2006).

It can be concluded from literature that high level of self-efficacy is a key factor in quality teaching and teacher's success that have a profound effects in students' performance. A teacher having high sense of efficacy not only belief to perform well but also demonstrates through his behaviour and actions.

Gavora (2011) measured self efficacy of pre-service in comparison of pre-service teachers of Slovakia and found in-service teachers are superior to the pre-service teachers in terms of personal teaching efficacy but not in general teaching efficacy. Self-efficacy was researched in a variety of educational and cultural settings and specific instruments are developed for particular purposes.

Gavora (2011) presented the collection of instruments in his study.

- Ohio State Teacher Efficacy Scale by Moran & Hoy, (2001) for measuring efficacy for: (a) instructional strategies, (b) classroom management, (c) student engagement.
- Bandura Teacher Self-Efficacy Scale for measuring instruction (Bandura, 2006).

- Science Teaching Efficacy Belief Instrument by Riggs & Enochs (1990).
- Mathematics Teaching Efficacy Belief Instrument by Enochs, Smith, & Huinker, (2000)
- Teacher Self-Efficacy in Behaviour Management and Discipline Scale (Emmer & Hickman, 1991)
- Teachers' Efficacy Beliefs System-Self (Dellinger et al., 2008)
- Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) to measure cultural aspects of instruction.
- Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2003) to measure perceived self-efficacy in managing student behaviour in the classroom, eliciting support from colleagues and school principals.
- Norwegian Teacher Self-Efficacy Scale (Skaalvik & Skaalvik, 2010)
- Generalized Self-Efficacy Scale (Schwarzer & Schmitz, 2004) for job accomplishment, skill development on the job, social interaction with pupils, parents and colleagues, and coping with job stress
- Collective Efficacy Scale (Goddard, 2002) to measure the perceived collective efficacy of teachers
- Teacher Efficacy for Moral Education (Narvaez et al., 2008)
- Character Efficacy Belief Instrument (Milson, 2003)

Various researches expanded the original concept of teacher self-efficacy and measured it in specific conditions and environments, and added new dimensions to catch broader teacher roles and positions. This practice produced important data for cross-country comparisons of the functioning of teacher self-efficacy, of both in-service and pre-service teachers.

The study of Gencera & Cakiroglu (2007) was an attempt to find a relationship in teachers sense of efficacy beliefs and classroom management and measured Turkish pre-service science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management by using classroom control inventor (ABCC). Liaw (2009) measured teacher efficacy and its influence on classroom teaching and group discussions that is an important aspect of student engagement and also found some influences.

The study of Caprara (2006) also brings forth a very important aspect of Teachers' self-efficacy beliefs that determined their job satisfaction and students' academic achievement. Shaukat, & Iqbal (2012) determined self efficacy of teachers in terms of Student Engagement, Instructional Strategies and Classroom Management by using teachers self efficacy scale (Moran & Hoy, 2001) and found significant difference in classroom management. Ozder (2011) examined the self-efficacy beliefs of novice teachers and their performance in the classroom and found novice teachers to be at sufficient level in establishing positive and interactive classroom environment.

The basic purpose of current study is to measure self-efficacy of novice teachers and experienced teachers in terms of student engagement, instructional strategies and classroom management in the context of Pakistan and; to examine the difference of self efficacy in novice and experienced teachers.

Method

This study explored several potential sources of teachers' self-efficacy beliefs to find out if differences could be found between Novice and Experienced female Teachers. This study also examined teachers' believes in the form of efficacy judgments about Instructional strategies, classroom management, and

student engagement. Quantitative research method was used in this study which was conducted in order to determine the levels of the Teachers Self Efficacy Beliefs of the novice teachers and experienced female teachers from secondary schools of Islamabad. Teachers Self Efficacy Scale by Moran & Hoy, (2001) was used to obtain data from participants of the research.

Population & Sample

The population of this study consisted of female secondary school teachers of Islamabad. The sample of the study was 204 female teachers of Islamabad model schools in Islamabad city. The sample was further divided into novice and experienced teachers. 102 novice and 102 experienced teachers were selected as the participants. The list of teachers inducted in last two years in secondary schools of Islamabad was collected from Federal Directorate of Education Islamabad on request to select the sample through random sampling method.

Instrument

A standardized instrument, Teachers' Sense of Efficacy Scale (TSES) was selected to measure teachers' self-efficacy beliefs. TSES administered in this research was developed by Moran and Hoy (2001).

The scale includes three main factors:

- Efficacy for Instructional Strategies
- Efficacy for Classroom Management
- Efficacy for Student Engagement.

This instrument has 24 items with a 9-point continuum and eight questions for each sub-factor.

1—Nothing, 3—Very Little, 5—Some Influence, 7—Quite A Bit, and 9—A Great Deal Teachers' Sense of Efficacy Scale (TSES) was administered in selected schools and filled by the school teachers anonymously and on a voluntary basis.

Results

Independent group t-Test was applied and mean scores were calculated to compare and interpret significant difference about efficacy beliefs of novice and experienced teachers in terms of student engagement, classroom management and instructional strategies.

Table 1: Mean and t-test statistics of novice and experienced teachers for student engagement

Type of Teacher	Novice Teacher	Experienced Teacher
Mean	40.06	51.97
Sig.	.001	
t	-11.121	
df	202	

Table 1 shows mean and t value of self-efficacy of novice and experienced teachers. The mean values of self-efficacy of experienced teacher was (M=51.97) found greater than the mean value of self-efficacy of novice teachers (M=40.06). The significance value ($p=.001$) which is less than .05 shows that there was no difference of efficacy level among novice teacher and experienced teachers.

Instructional Strategies:

Table 2. Mean and t-test statistics of teachers for instructional strategies

Type of Teacher	Novice Teacher	Experienced Teacher
Mean	37.67	53.68
Sig.	.009	
T	-16.584	
Df	202	

Table 2 shows mean t value of self-efficacy of novice and experienced teachers on instructional strategies. The mean values of self-efficacy of experienced teacher (M=53.68) is higher than the mean value of self-efficacy of novice teachers (M=37.67). This shows high difference of opinion among novice and experienced teachers regarding teaching strategies. The significance value ($p=.009$) is greater than .05 which shows difference of opinion among novice teachers and experienced teachers. Here it may be concluded that experienced teachers have a propensity to apply instructional strategies in classroom more effectively than novice teachers.

Table 3: Mean and t-test statistics of teachers for Class room Management

Type of Teacher	Novice Teacher	Experienced Teacher
Mean	39.26	52.07
Sig.	.090	
T	-12.496	
Df	202	

Table 3 shows mean and t value of novice and experienced teachers on classroom management. Self-efficacy of experienced teachers (M=52.07) is higher than the novice teacher (M=39.26). The significance value (.090) in table 6 shows is greater than .05

which shows difference of opinion among novice and experienced teachers. Possible reason of this can be that experienced teachers have more inclination towards classroom management than novice teachers.

Discussion

Overall results show that experienced teachers have higher self-efficacy as compared to novice teachers in terms of instructional strategies and classroom management and no significant difference was found in novice and experienced teachers for student engagement. Novice teachers are more focused on student engagement strategies in their early years of teaching and they are also well aware about the use of technology so they can engage students in a variety of ways (Moran & Hoy, 2006). It can be concluded that novice teachers have a tendency to engage students in classroom as effectively as experienced teachers.

A significant difference in novice and experienced teachers was also observed in terms of instructional strategies. Experienced teachers have a propensity to apply instructional strategies in classroom more effectively than novice teachers. Another Result from this study also depicted significant difference in experienced and novice teachers self-efficacy in classroom management. Experienced teachers have more inclination towards classroom management than novice teachers. The study conducted by Moran & Hoy (2006) also found somewhat lower mean self-efficacy beliefs among the novices than experienced teachers in terms of classroom management and instructional strategies. Some skills developed by time and as far as novice teachers are concerned, instruction and classroom management require more time, effort and thinking because of lack of experience. (Maister & Melnick, 2003)

Conclusion, limitations and Recommendations

The current study presented a comparative analysis of self-efficacy of novice and experienced female secondary schools teachers in terms of student engagement, instructional strategies and classroom management. It concludes that novice and experienced teachers have a different belief system when it comes to sub-factors of instruction, student engagement and management in classrooms. Experienced teachers self efficacy depicts that they are more likely to provide better instruction to student and manage their classroom effectively. Novice teachers can better engage students as experience teachers do in classroom.

Self efficacy is a very important aspect in a professional life of a teacher. Teachers having strong self efficacy have tendency to continue their teaching profession for longer period of time but beginning teachers having low self efficacy can leave their profession early. It is suggested that areas with lower and higher self efficacy may be identified in teachers to overcome their weaknesses and enhancement of skills.

Various strategies may be adopted by school authorities to strengthen self efficacy of teachers by conducting workshops, lectures and counselling sessions. This study was only delimited to government school setup and only secondary school female teachers were included so it is recommended that teachers from private sector and male teachers may also be include for further research in this area.

This study had only three sub factors but other parameters may also included to expand the scope of research in self efficacy of teachers. Interviews and classroom observations may also included to explore the minute factors and other variables influencing teachers self efficacy.

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