

# LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 10 October 2012

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

Jennifer Marie Bayer, Ph.D.

S. M. Ravichandran, Ph.D.

G. Baskaran, Ph.D.

L. Ramamoorthy, Ph.D.

Assistant Managing Editor: Swarna Thirumalai, M.A.

## The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

Shafqat Ali Khan, Ph.D.

---

### ABSTRACT

The purpose of the study was to investigate the relationship between teachers' self-efficacy and academic achievement of the students in Attock District, Pakistan. Teacher's efficacy is a simple idea with significant implications. The sample of the study consisted of 192 respondents consisting 32 teachers and 160 students from District Attock, Pakistan. 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, Pearson r product Moment was used. On the whole it was concluded that there is significant relationship between teacher's self-efficacy and students' academic achievement in both the subject of Math and English. In the subject of Math, male teachers showed better results due to their high perception of self-efficacy than female teachers whereas in the subject of English, female teachers performed better due to their high perception in their self-efficacy than male teachers in the public secondary schools in district Attock, Pakistan.

**Keywords:** Self- efficacy, Achievement, Learning, Motivation

### INTRODUCTION

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

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.

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. Research studies show that teachers' sense of efficacy has strong effects upon students' motivation. A teachers' belief of self-efficacy impacts the achievement level of students within a particular school (Bandura, 1993, 1997; Tschannen-Moran & Hoy, 2001). 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.

### **Sources of Self-Efficacy**

According to Bandura (1995) there are four sources of information that impact self-efficacy, these include mastery experiences, emotional or physiological condition, vicarious experiences and social persuasion. The detail is as under:

#### **1. Mastery Experiences**

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 behaviour or skill, whereas failure of previous performance decreases self-efficacy.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

## **2. Emotional and Physiological Conditions**

Physiological and emotional conditions, such as stress, excitement, joy, etc., impact individuals' beliefs about their capabilities to perform a particular task. According to Bandura (1995) 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.

## **3. Vicarious Experiences**

Observing others and modeling their behavior assists to shape efficacy beliefs. When an individual observes a model doing an action successfully, self-efficacy of the observer increases. Whereas, poor modeling is a skill decreases observer's efficacy. According to Tschannen-Moran, M., & Hoy, A. W. (1998), the more closely observer identifies with the model; the greater will be the impact on self-efficacy.

## **4. Social Persuasion**

Social persuasion is another efficacy related source of information. According to Pajares (1997) the effectiveness of verbal comments from significant others though not as powerful source of efficacy information as mastery or vicarious experiences, impact individual efficacy beliefs. Positive constructive comments act as a source of encouragement and motivation for an individual to do harder effort to complete the given task. Whereas, negative opinions and unkind comments or doubtful remarks from important others make weaker one's efficacy beliefs.

## **Factors Influencing Teachers Efficacy**

There are number of factors but Pajares (1996) pointed out three main factors that influence a teacher's self-efficacy:

### **i. Pre-Service Preparation**

Investigation about efficacy beliefs identified changes to some extent, specifically where researchers explored the efficacy beliefs of novice teachers. According to Hoy (2000) practice teaching marked an increase in personal efficacy beliefs of pre-service teachers. Hoy & Spero (2005) also found high efficacy perception in novice teachers about their capabilities when after completion of their practice teaching. Hoy and Woolfolk (1993) observed pre-service teachers efficacy beliefs and found changes in efficacy beliefs as the teachers confronted classroom realities during practice teaching. Classroom context promoted confidence and perception of personal capabilities for teaching and decreased general teaching capabilities. Whereas, no efficacy beliefs changes occurred among pre-service teachers who had not practice thought.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

## **ii. In-Service Participation**

In-service education is conducted to assist teachers enhancing the knowledge and skills necessary to be successful (Garton and Chung, 1996).

## **iii. Administrative Support**

A strong principal will create an environment that emphasizes academic success among teachers. This environment as well as the principal acting as an advocate for the teachers will increase the teaching efficacy of a teacher. According to Yost (2002) efficacious teachers tended to promote conducive learning environment and practiced various instructional methods whereas, less efficacious teachers were inclined to traditional practice.

## **Teacher Efficacy and Student Achievement**

Teachers at secondary level particularly, confronting a pressing demand for high level academic attainment. Numerous studies found out significant relationship between teachers' perception of teaching capabilities and student achievement in general academics and particularly, content areas of reading and math. Armor *et al.* (1976) conducted a study with the implication of Rand items to gauge the impact of teachers' self-perception about his or her capabilities upon reading scores on the California Test of Basic Skills. At the end of one year period, due to high level efficacious beliefs of teachers' the greatest gain was measured in students' reading scores.

## **Gender Differences in Self-efficacy**

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.

## **STATEMENT OF THE PROBLEM**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

Much research has been 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 self-efficacy on students' performance and academic achievement, the present study will focus on the topic of "Relationship between teachers' self-efficacy and students' academic achievement at Secondary level."

### **OBJECTIVES OF THE STUDY**

1. To measure relationship between teachers' self-efficacy and students' achievement.
2. To examine relationship between teachers' self-efficacy and students' achievement gender wise and location wise.

### **HYPOTHESES OF THE STUDY**

**Ho1:** There is no significant relationship between teachers' self-efficacy and students' academic achievement in the subject of Math and English.

**Ho2:** There is no significant relationship between teachers' self-efficacy and students' achievement (gender wise) in the subject of Math.

**Ho3:** There is no significant relationship between teachers' self-efficacy and students' achievement (gender wise) in the subject of English.

**Ho4:** There is no significant relationship between teachers' self-efficacy and students' achievement (location wise) in the subject of Math.

**Ho5:** There is no significant relationship between teachers' self-efficacy and students' achievement (location wise) in the subject of English.

### **METHODOLOGY**

The present study focuses on the topic of "Relationship between teachers self-efficacy and students' academic achievement at Secondary level." The study involves to measure teachers' efficacy beliefs about their teaching behaviors in the classroom.

#### **Population**

The population of the study consisted of the following.

1. All the teachers teaching 10<sup>th</sup> class in public sector secondary schools in Attock District

- All the students of Attock District who appeared in the annual 2009 secondary school certificate examination of Rawalpindi board of intermediate and secondary education (BISE).

### Sample

The sample of the study consisted of 192 respondents with a break up of 32 teachers and 160 students from District Attock. Half of the teachers were male and half of them were female teachers. Similarly, teachers were further divided into location wise i.e. rural and urban. The detail of sample is given below:

**Table 1. Teachers**

District	Subject	Sex	Rural	Urban	Total
Attock	Math	Male	4	4	8
		Female	4	4	8
	English	Male	4	4	8
		Female	4	4	8

**Table.2 Students**

District	Subject	Sex	Rural	Urban	Total
Attock	Math	Male	20	20	40
		Female	20	20	40
	English	Male	20	20	40
		Female	20	20	40

**Table.3 Sample of Schools**

Sample district	No. of school	Rural	Urban	Total
Attock	male schools	4	4	8
	female schools	4	4	8

Above mentioned tables show that from 16 sample schools in which, two teachers (One Math Teacher and one English Teacher) and ten students from that selected class were included in the sample by random sampling technique. Students were selected on the basis at least 75% of the class attendance of the particular teacher.

### Delimitation

The study was delimited to the following levels.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

1. The study was delimited to Attock district of Punjab.
2. The study covered teaches of the secondary schools.
3. Students of 10<sup>th</sup> class were included.
4. Only public sector secondary 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). Long form version was utilized in the present study. It include 24 items. It comprises three subscales; efficacy in classroom management; efficacy in instructional strategies; and efficacy in classroom management. 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”. In present study, the total reliability of questionnaire was calculated via Cronbach alpha which was found to be the high value of 0.81.

### **ANALYSIS AND INTERPRETATION**

Data about students’ academic achievement were collected from the relevant school record of the target schools. In order to draw the conclusion, the collected data were analyzed and presented in the form of tables. To analyze the data, Pearson r product Moment was used.

**Ho1:** There is no significant relationship between teachers’ self-efficacy and students’ academic achievement in the subject of Math and English

**Table 4. Relationship between teachers' self-efficacy and students' academic achievement in district Attock**

Subject	Group	N	Mean	SD	Pearson "r"	Sig
Math	Teachers' self-efficacy	16	91.81	9.91	0.713	0.002
	Students' achievement	80	215.31	18.32		
English	Teachers' self-efficacy	16	92.68	9.03	0.906	0.000
	Students' achievement	80	222.12	32.82		

Significant at the 0.05 level

Table 4 shows that Pearson r value (0.713) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between teachers' self-efficacy and students' academic achievement. Whereas, Pearson r value (0.906) found to be significant at 0.01 level in the subject of English, thus, null hypothesis is rejected and there is significant relationship between teachers' self-efficacy and students' academic achievement. But it is found that relationship between teachers' self-efficacy and academic achievement of students was better in the subject of English than Math.

**Ho2:** There is no significant relationship between teachers' self-efficacy and students' academic achievement (gender wise) in the subject of Math



**Table 5. Relationship between teachers' self-efficacy and students' academic achievement in the subject of Math in district Attock**

Gender	Group	N	Mean	SD	Pearson "r"	Sig
Male	Teachers' self-efficacy	8	95.87	9.31	0.809	0.015
	Students' achievement	40	220.75	13.56		
Female	Teachers' self-efficacy	8	87.75	9.28	0.622	0.100
	Students' achievement	40	209.87	21.63		

Significant at the 0.05 level

Table 5 shows that Pearson r value (0.809) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas, Pearson r value (0.622) found to be significant in the subject of Math, thus, null hypothesis is rejected and there is statistically significant relationship between female teachers' self-efficacy and female students' academic achievement. But it is found that relationship between male teachers' self-efficacy and academic achievement of male students was better than relationship between female teachers' self-efficacy and female students' achievement in the subject of Math.

**Ho3:** There is no significant relationship between teachers' self-efficacy and students' academic achievement (gender wise) in the subject of English

**Table 6. Relationship between teachers' self-efficacy and students' academic achievement in the subject of English in district Attock**

Gender	Group	N	Mean	SD	Pearson "r"	Sig
Male	Teachers' self-efficacy	8	91.12	9.28	0.889	0.003
	Students' achievement	40	215.25	30.72		
Female	Teachers' self-efficacy	8	94.25	9.11	0.920	0.001

	Students' achievement	40	229.00	35.45		
--	-----------------------	----	--------	-------	--	--

Significant at the 0.05 level

Table 6 shows that Pearson r value (0.889) found to be significant in the subject of English at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas, Pearson r value (0.920) found to be significant in the subject of English, thus, null hypothesis is rejected and there is also statistically significant relationship between two female groups. But it is found that relationship between female teachers' self-efficacy and academic achievement of female students was better than relationship between male teachers' self-efficacy and male students' achievement in the subject of English.

**Ho4:** There is no significant relationship between teachers' self-efficacy and students' academic achievement (location wise) in the subject of Math

**Table 7. Relationship between teachers' self-efficacy and students' academic achievement in the subject of Math in district Attock**

Location	Group	N	Mean	SD	Pearson "r"	Sig
Rural	Teachers' self-efficacy	8	91.62	10.28	0.961	0.000
	Students' achievement	40	204.37	15.54		
Urban	Teachers' self-efficacy	8	92.00	10.24	0.815	0.014
	Students' achievement	40	226.25	14.30		

Significant at the 0.05 level

Table 7 shows that Pearson r value (0.961) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. Whereas, Pearson r value (0.815) found to be significant in the subject of Math, thus, null hypothesis is rejected and there is statistically significant relationship between two urban groups. But it is found that relationship between rural teachers' self-efficacy and academic achievement of rural students was better than relationship between urban teachers' self-efficacy and urban students' achievement in the subject of Math.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

**Ho5:** There is no significant relationship between teachers' self-efficacy and students' academic achievement (location wise) in the subject of English

**Table 8. Relationship between teachers' self-efficacy and students' academic achievement in the subject of English in district Attock**

Location	Group	N	Mean	SD	Pearson "r"	Sig
Rural	Teachers' self-efficacy	8	92.37	9.45	0.864	0.006
	Students' achievement	40	218.62	32.28		
Urban	Teachers' self-efficacy	8	93.00	9.22	0.953	0.000
	Students' achievement	40	225.62	35.18		

Significant at the 0.05 level

Table 8 shows that Pearson r value (0.864) found to be significant in the subject of English at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. Whereas, Pearson r value (0.953) found to be significant in the subject of English, thus, null hypothesis is rejected and there is also a statistically significant relationship between two urban groups. But it is found that relationship between urban teachers' self-efficacy and academic achievement of urban students was better than relationship between rural teachers' self-efficacy and rural students' achievement in the subject of English.

## DISCUSSION

The problem addressed in this study, as stated, was to determine whether teachers' perception of self-efficacy are academic achievement of the students are interrelated positive correlation between teachers' perceptions of teacher self-efficacy and academic achievement is significant. In this study findings show that there is significant relationship between teachers' self-efficacy and students' academic achievement in the subject of Math and English. Numerous studies found out significant relationship between teachers' perception of teaching capabilities and student achievement in general academics and particularly, content areas of reading and Math.

This result confirms Armor *et al.* study. Armor, D., Conroy, S. S., Cox, M., King, N., McDonnell, L., Pascal, A., (1997) conducted a study with the implication of Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

items to gauge the impact of teachers' self-perception about his or her capabilities upon reading scores on the California Test of Basic Skills. At the end of one year period, due to high level efficacious beliefs of teachers' the greatest gain was measured in students' reading scores. Findings show that there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. But it is found that relationship between rural teachers' self-efficacy and academic achievement of rural students was better than relationship between urban teachers' self-efficacy and urban students' achievement in the subject of Math. Findings indicate that there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement in the subject of English. But it is found that relationship between urban teachers' self-efficacy and academic achievement of urban students was better than relationship between rural teachers' self-efficacy and rural students' achievement in the subject of English.

Findings of this study also show that there is significant relationship between male teachers' self-efficacy and male students' academic achievement. But it is found that relationship between male teachers' self-efficacy and academic achievement of male students was better than relationship between female teachers' self-efficacy and female students' achievement in the subject of Math. Researchers maintain that students perceive that interest and expertise in particular subject areas varies generally for male and female student. Therefore, male students are considered having dominant command in the areas of mathematics, sciences and technologies (Eisenbery, N., Martin, C.L., & Fabes, R.A., 1996). Anyhow, according to the findings of the research studies conducted, to explore gender self-beliefs and its impact on gender differences in academic settings, is an exciting and challenging task to change students' self-perceptions about their capabilities, that males and females are equally capable of learning all types of subjects.

Findings also indicate that there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas it is found that relationship between female teachers' self-efficacy and academic achievement of female students was better than relationship between male teachers' self-efficacy and male students' achievement in the subject of English. Khan (2011) supported findings of this study. Her study reflects that male and female teachers are efficacious and able to help the students in their learning but female teachers were more efficacious than male teachers. Shunk (1991) employed another approach to find out sex differences in self-efficacy of students of grade 6 and grade 8 for learning a new mathematical task. The students from both grades expressed their beliefs of efficacy perceptions. Then, learners were provided instruction, exercise practice, and right kind of feedback. The girls were found less efficacious at early stage. When receiving instructional programme, the girls performed equally well and no differences were observed.

## **CONCLUSIONS**

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

On the basis of findings following conclusions were drawn:

1. On the whole it was concluded that there is significant relationship between teacher's self-efficacy and students' academic achievement in both the subject of Math and English.
2. In the subject of Math, male teachers showed better results due to their high perception of self-efficacy than female teachers whereas in the subject of English, female teachers performed better due to their high perception in their self-efficacy than male teachers in the public secondary schools in district Attock.
3. Regarding urban of Attock self perception of male and female teachers about their capabilities is high therefore, their performance is better as compared to remote areas of Attock.
4. It was also concluded that relationship between rural male and female teachers' self-efficacy and academic achievement of rural students was almost equal in Math than English.

---

---

### References

- Armor, D., Conroy, S. S., Cox, M., King, N., McDonneil, L., Pascal, A., (1997). *Analysis of the school preferred reading programme in selected Los Angles minority schools* (Report No. R-2007-LAUDS). Santa Monica, CA: Rand Corporation (ERIC Document Reproduction Service No. ED 130 243).
- Bandura, A. (1986). *Social Foundations of thought and action. A social cognitive theory*. Englewood Cliffs, N.J. Prentice Hall.
- Bandura, A. (1995). *Exercise of personal and collective efficacy in changing societies*. In A. Bandura (Ed.). *Self-efficacy in Changing Societies*, 1-45. New York: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Journal of Applied Psychology: An International Review*, 51, 269-290.
- Eisenbery, N., Martin, C.L., & Fabes, R.A. (1996). *Gender development and gender effects*. In D.C. Berliner & R.C. Calfee (Eds), *Handbook of educational psychology* pp. 358 – 396). New York: Simon & Schuster Macmillan.
- Gall, M. D., Borg, W. R., & Gall, J., P. (1996). *Educational research: An introduction* (6<sup>th</sup> Ed.). White Plains, NY: Longman.
- Guskey, T. R. (1988). Context variables that affect measures of teacher efficacy. *Journal of Educational Research*, 81, 41-47.

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

- Henson, R. K. (2001). The effects of participation in teacher research on teacher efficacy. *Teaching and Teacher Education*, 17, 819-836.
- Hoy, A. W., and Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21, 343-356.
- Hoy, W. K., Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93, 355-372.
- Khan, A. S. (2011). To investigate the sense of teacher efficacy between male and female teachers of secondary schools. *Journal of Language in India* 11(2011), pp.129-140.
- Pajares, F. (1997). Current directions in Self-efficacy research. In Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement*, (Vol 10), 1-49. Greenwich, CT: JAI Press.
- Parajes, F. & Valiante, G. (1999). Predictive and Meditational role of the writing self-efficacy beliefs of upper elementary school students. *Journal of Educational Research*.
- Parajes and M.D. Miller (1995). Mathematics self-efficacy and mathematics outcomes. The need for specificity of assessment, *Journal of Counseling Psychology* 82 (1995), pp. 153–195.
- Ross, J. A., Cousins, J. B., & Gadaila, (1996). Within-teacher predictors of teacher efficacy. *Teaching and Teacher Education*, 12, 385-400.
- Schunk, D.H. (1991). Self-efficacy and academic motivation, *Educational Psychologist* 26 (1991), pp. 207–231.
- Tschannen-Moran, M., & Hoy, A. W. (1998). Teacher efficacy: its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Woolfolk, A. E. (1998). *Educational Psychology* (7<sup>th</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall.
- Yost, R. (2002). "I think I can": Mentoring as a means of enhancing teacher efficacy. *The Clearing House*, 75(4). 195-197.

=====

Shafqat Ali Khan, Ph.D.  
 Assistant Professor  
 University of Education Attock  
 Campus Attock  
 Pakistan  
[shafqat\\_khan4@yahoo.com](mailto:shafqat_khan4@yahoo.com)

Language in India [www.languageinindia.com](http://www.languageinindia.com)

12 : 10 October 2012

Shafqat Ali Khan, Ph.D.

The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level