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Role of Gender and Teaching Experience on Teachers' Self-Efficacy

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Abstract

Present study was aimed at assessing the level of self efficacy in elementary and secondary school teachers. It was hypothesized that there is no significant difference in the mean scores on "Teacher Self Efficacy Scale" between male and female teachers, and there is no significant difference in the mean scores on "Teacher Self Efficacy Scale" among teachers having different total job experience. Sample was consisted of 58 teachers out of which 30 were male teachers and 28 were female teachers. Sample was conveniently selected. Self efficacy was measured using Teachers Self Efficacy Scale developed by Bandura. t-analysis showed that female teachers have better self efficacy than male teachers. It was also concluded from results that higher the job experience, higher is the self efficacy of teachers. With increase of total job experience, Efficacy to create Positive School Climate also increases.

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Introduction

The task of establishing learning environments conducive to the development of cognitive competencies in students relies heavily upon the talents and self-efficacy beliefs of teachers (Bandura, 1997). Person's ability to deal effectively with specific task or belief about his competence in particular situation is defined as Self-Efficacy (Woolfolk 1998). Teachers' efficacy has been considered as teachers' beliefs in their ability to have a positive effect on students' learning. Teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students (Ashton, 1985). There exist significant moderate positive relationship between emotional intelligence and personal teaching efficacy. It was found that high levels of emotional intelligence are related to high levels of personal teacher efficacy. There were also significant direct effects due to length of teaching experience and current status (Penrose, Perry & Ball, 2007).

Soodak and Poodell (1997) looked at how teaching experience influenced teacher efficacy among 626 elementary and secondary pre-service and practicing teachers. They found teaching efficacy was initially high for elementary teachers during the pre-service teaching years but in the first year of teaching, this sense of personal efficacy decreased dramatically. However, with more years of teaching experience, their personal efficacy gradually increased but their sense of own effectiveness could never reach the levels achieved by secondary-level teachers. Secondary teachers had homogeneous and stable efficacy beliefs. Comparing the self-efficacy beliefs of novice teachers with to experienced teachers, results showed somewhat lower mean self-efficacy beliefs among the novices than among the experienced teachers. The experienced teachers were found to have higher self-efficacy beliefs than the novice teachers in: Efficacy for Instructional Strategies and Efficacy for Classroom Management. No differences were found between novice

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and experienced teachers in Efficacy for Student Engagement (Moran & Hoy 1998). A study aimed to investigate the effect of gender and university grade level on pre-service teachers' mathematics teaching efficacy belief and academic performance showed that there was a significant effect of gender and university grade level on performance. There was a significant mean difference for gender, where females (M = 2.7) score significantly higher than males (M = 2.36), $p = 0.00$ (Isiksal & Cakirogio 2005)

Teachers' years of experience showed nonlinear relationships with Self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction. Female teachers had greater workload stress, greater classroom stress from student behaviors, had lower classroom management self-efficacy (Klassan & Chiu). Experience is one of four sources of Self-Efficacy identified by Bandura. Woolfolk (1998) considered teaching efficacy as teacher's belief that he or she can reach even difficult students to help them to learn is one of the few personal characteristics of teachers that is co-related with student achievement. Personal efficacy beliefs of teachers influence their point of reference and their teaching strategies in educational process (Pajares, 1010).

In Pakistani culture teachers' effectiveness is becoming a challenge for educationists. Teachers' efficacy is one of the important factors of their effectiveness. Visualizing importance of Self-Efficacy for teachers, researchers were instigated to ascertain the impact of Experience and gender on teachers' efficacy in Pakistani culture. It is important to know how teachers' efficacy develops, which factors enhance teachers' efficacy.

Objectives of the Study

The objectives of the study were:

1. to find the difference in the level of self efficacy between male and female teachers

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2. to determine the effect of total job experience on self efficacy of the teachers

Null Hypotheses of the Study

- Ho1. There is no significant difference in the mean scores on “Teacher Self Efficacy Scale” between male and female teachers.
- Ho2. There is no significant difference in the mean scores on “Teacher Self Efficacy Scale” among teachers having different total job experience.

Population of the Study

In this study population was consisted of all male and female teachers at elementary and secondary level of all Islamabad Model Colleges of Islamabad.

Sample of the Study

Four Islamabad Model Colleges were selected two for boys & two for girls Data was collected from 58 teachers (elementary and secondary) in total whereas convenient sampling was done to collect data. Out of 58 teachers 28 female teachers were selected from Islamabad Model College G-10/2 and Islamabad College for Girls F-6/2. 30 male teachers were selected from Islamabad Model College G-11/1 and Islamabad model College G-10/4. Instrument was delivered personally.

Instrument Used in the Study

In order to check the self efficacy level of teachers, a 30-itemed instrument with seven subscales: efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate developed by

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Bandura(1994) was used. Each item is measured on a 5 point scale anchored with the notations: “nothing, very little, some influence, quite a bit, a great deal.”

Reliability of Instrument

The reliability of teacher self efficacy scale was calculated through Alpha Reliability on data collected for pilot study. Sample consisted of 20 teachers (other than main study sample) from elementary and secondary schools. The reliability of the scale comes out to be 0.842. It tells us that instrument is a reliable measure for self efficacy.

Analysis of Data

Data analysis was done by applying t-test and ANOVA (Analysis of Variance) on hypotheses.

Table 1

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Difference in the mean scores on “Teacher Self Efficacy Scale and its subscales” between male and female teachers.

SCALE	N		Mean		t	df	P-value
	Male	Female	Male	Female			
TSES	30	28	99.17	112.86	3.21	56	0.002
Efficacy to Influence Decision Making	30	28	5.30	8.04	4.66	56	0.000
Efficacy to influence school Resources	30	28	2.63	3.14	1.68	56	0.098
Instructional Self Efficacy	30	28	32.50	34.89	1.73	56	0.088
Disciplinary Self Efficacy	30	28	11.40	12.14	1.25	56	0.217
Efficacy to Enlist Parental Involvement	30	28	10.47	12.21	2.17	56	0.034
Efficacy to Enlist Community Involvement	30	28	8.13	10.29	2.74	56	0.008
Efficacy to Create Positive School	30	28	28.73	32.14	1.69	56	0.096

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Table 2

Difference in the mean scores on “Teacher Self Efficacy Scale and its subscales” among teachers having different total job experience

SCALE	Mean			df	F	p-value	
	Less than 5 yrs	6-10 yrs	11-15 yrs				More than 15 yrs
TSES	107.03	94.69	124.33	125.00	3	4.42	0.008
Efficacy to Influence Decision Making	6.88	6.31	5.67	5.00	3	0.567	0.639
Efficacy to influence school Resources	30.08	2.31	3.33	2.00	3	2.03	0.120
Instructional Self Efficacy	33.63	32.00	38.33	38.00	3	1.684	0.181
Disciplinary Self Efficacy	11.65	11.23	14.00	14.00	3	1.981	0.128
Efficacy to Enlist Parental Involvement	11.50	9.92	12.33	15.00	3	2.007	0.124
Efficacy to Enlist Community Involvement	9.48	8.23	8.00	11.00	3	0.866	0.464
Efficacy to Create	30.83	24.69	42.67	40.00	3	8.048	0.000

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Conclusions

Following conclusions are drawn:

1. Gender, level of teaching and total job experience affect self efficacy of teachers.
2. Female teachers have better self efficacy than male teachers.
3. Female teachers have higher self efficacy than males on Efficacy to Influence Decision Making, Efficacy to Enlist Parental Involvement and Efficacy to Enlist Community Involvement subscales.
4. Higher the job experience, higher is the self efficacy of teachers.
5. With increase of total job experience, Efficacy to create Positive School Climate also increases.

Discussion

Results of the hypothesis 1 showed that there exist significant mean differences between males and females on Teacher's Self Efficacy Scale. Females showed higher self efficacy as compared to male. Same results were shown by previous research done by Isiksal & Cakiroglu. However, some other researches showed no gender differences among males and females on self efficacy (Penrose, Perry & Ball, 2007).

In Pakistani society, teaching is considered as a female job. Females are more welcomed and hired in teaching profession. Females in Pakistani society feel more competent and proficient in teaching. That is why females score is higher on self efficacy in teaching as compared to males.

Analysis of subscales of Teacher's Self Efficacy with gender revealed mix results. Females scored higher on Influence in Decision Making, Enlist Parental Involvement and Enlist Language in India www.languageinindia.com

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Community Involvement as compared to males. Reason for higher female scores on Influence in Decision Making, Enlist Parental Involvement and Enlist Community Involvement can be attributed to motherly nature/brought up of females in collectivistic society. They feel more attached and secure in teaching profession rather than any other profession. Female teachers understand the importance of parent's and community's participation in children's educational life. On the other hand it is a common observation that males do not feel comfortable with teaching profession. Teaching is not a famous among males as a profession in Pakistan. Therefore, they feel difficulty in making an effective bond with students.

Significance of total job experience with efficacy to create positive school climate could be attributed to the fact that people create belonging with the organization in which they work. With the passage of time teachers also start creating sense of belonging with the school and participate actively in creating a positive school climate.

Recommendations

1. Teaching at primary or secondary levels is not considered a male profession. Males do not incline towards teaching. Education ministry should launch such incentives or policies which attract males to join teaching as a profession at elementary as well as higher levels.
2. Experience in any profession enhances self efficacy. Experienced teachers should be given preferences in selection and for novice teachers training or internship programs should be launched to help them in gaining experience. The Government has launched one such program with the name of National Internship Program (NIP) which is giving a chance to fresh graduates to gain experience.
3. More research is needed to explore this area. More schools and colleges should be incorporated in order to enhance generalizability of this research. This research can be further taken to university teachers.

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