

Influence of Teacher Self Efficacy on Academic Achievement of Secondary School Students

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ABSTRACT

The present study on impact of teacher self efficacy on academic achievement of secondary school students. Sample of 236 high school teachers teaching in these schools were selected and 2842 students of the selected teachers. The results of the study revealed that teacher self efficacy showed significant positive impact on academic achievement of students.

Keywords: *Teacher self efficacy, academic achievement and secondary school students*

The concept of self-efficacy developed by Albert Bandura, defined as the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. It is a self-system that controls most personal activity, including appropriate use of professional knowledge and skills. Teacher self efficacy is the belief that teachers have about their abilities and skills as educators. Teacher self-efficacy has been shown to be an important characteristic of the teacher and strongly related to success in teaching. The self perception called self efficacy, for a teacher it plays a major role in how teachers select assignments and activities, shaping their efforts and perseverance when addressing certain challenges, and even in their emotional response to difficult situations. Self-efficacy accounts for a cognitive construct that mediates between knowledge and action. Along with other factors, this determines the success of the actions themselves (Prieto, 2003).

A number of studies point out that teachers with high self-efficacy levels tend to have new ideas, show greater willingness to try new teaching methods, design and organise their class room interactions better, and are more enthusiastic and satisfied with their teaching (Allinder, 1994; Ashton, 1985; Bamberg, 2004; Guskey, 1998; Tschannen-Moran & Woolfolk Hoy, 2001). It affects teaching practice and the attitude towards the educational process. Hence, the quality of teaching and learning is mostly influenced by teacher self efficacy. In recent decades, there has been a huge interest in understanding the relationship between teachers self-efficacy and students academic achievement (Chacón, 2006). The perception of efficacy is not only related to students' outcomes in terms of performance, but they are also related to motivation (Ashton & Webb, 1986) and to students self-perceived efficacy (Anderson, Greene & Loewen, 1988; Tschannen-Moran & Hoy, 2007). Shidler (2009) pointed out that teachers with a high level of instructional efficacy believe more

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whole-heartedly in children's ability to be successful and devote more time and effort to teaching. They teach a subject more clearly and with a more interesting delivery, and produce better outcomes. The greater the teacher's sense of personal efficacy, the more humanistic the teacher's pupil control orientation. The stronger the teacher's belief that teaching can be successful, the more humanistic the teacher's pupil control orientation and the more the teacher supported student autonomy in solving classroom problems.

REVIEW OF LITERATURE

Kumar & Papaiah (2009) studied the self-efficacy of high school teachers with respect to age, gender, teaching experience, qualification, subject taught and type of management of the schools, 30 high school teachers working in 4 Zilla (District) Parishad High schools and 3 Private Un- aided High schools located in Kuppam Mandal in Chittoor District, were selected for the present investigation. The Ohio State Teacher Self-efficacy Scale (OSTES) consisting of 24 statements and developed by Tschannen Moran and Woolfolk Hoy (2001) of Ohio State University was used for the current research. The minimum and maximum possible scores on this scale are 24 and 120 respectively. From the calculation of the mean (88.53) and standard deviation (15.28), it has been found that the high school teachers possessed a fairly high level of self-efficacy. Gakiroglu, Erdino (2005) studied 'Teacher Efficacy and Academic Performance'. The aim of the study was to investigate the effect of gender and university grade level on pre-service teachers' mathematics teaching efficacy belief and academic performance. The analysis was based on 258 pre-service teachers enrolled in an undergraduate program in Ankara, Turkey. Results revealed that the significant effect of gender and university grade level on performance. However, there is no significant effect of gender and university grade level on mathematics teaching efficacy.

Thus, gender and grade level are important constructs having impact on performance of pre-service teachers. Schmitz, G. S., & Schwarzer, R. (2000) studied 'Self-efficacy of Teachers in Germany'. In this study it is observed that why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, in setting high goals for themselves and pursuing them persistently, while other teachers cannot meet expectations imposed on them and tend to collapse under their burden of daily stress? There are many reasons. One pertains to a teacher's perceived self-efficacy as a job specific personality trait. In the present article, the construct of perceived teacher self-efficacy is defined and distinguished from related constructs by referring to Bandura's social-cognitive theory. In a retrospective view on the history of the constructing the English-speaking world, theoretical problems and psychometric deficiencies become obvious.

To stimulate research in the German-speaking countries, a new scale to measure teacher self-efficacy was developed and tested in a longitudinal field study. The nationwide test of this instrument on 275 teachers in ten schools revealed good psychometric properties. First indicators of validity could be obtained by means of correlations with other teacher characteristics at two points in time. High negative relations with job strain and with job burnout were found.

Moreover, teachers high on teacher self-efficacy were used to offer up more leisure time for their students than their less self-efficacious counterparts.

METHODOLOGY

Ex-post facto research design was adopted for conducting this study. The study was conducted in Government High schools of Khammam district (ZPHS). Sample of 236 high

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school teachers teaching in these schools were selected and 2842 students of the selected teachers formed the sample of the study. In present study independent variables were teacher motivation, self efficacy and emotional competence and academic performance of high school students is the dependent variable. The scales used in the present study include Teachers' sense of efficacy was measured through the Woolfolk and Hoy standard Teacher-Efficacy Scale (1990).

After selection of the schools, the scales were translated into telugu local language. Pilot study was done on 10 subjects to test the feasibility of the study, to test the suitability of tools. The list of Zillaparishad high schools was obtained from District education office. All the high schools in rural and urban areas were visited. The purpose of the research work was explained to the school authorities and permission was taken to conduct the study. The participants were explained the purpose of the research and consent was obtained. The selected questionnaires were administered. To assess the academic performance, marks from school records were obtained. Frequency, percentage, mean, standard deviation (S.D), two sample t-test, ANOVA, correlation and regression were used to analyze the collected data.

Impact of teacher self efficacy on academic performance of the students.

This section of the chapter deals with teacher efficacy and its impact on academic performance of senior secondary students. Teachers' sense of efficacy was measured through the Woolfolk and Hoy standard Teacher- Efficacy Scale (1990) whereby participants responded to 22 six - point agree/disagree statements.

Objective:

- To study the impact of self efficacy on academic performance of high school students.

Hypothesis:

- There will be significant impact of self efficacy on academic performance of high school students.

Table:1 Distribution of secondary school teachers on self efficacy

| Dimension | Low | High | Low | | High | |
|---------------------------|-------|--------|-----|------|------|------|
| | | | n | % | N | % |
| General teaching efficacy | 10-34 | 35-60 | 130 | 55.1 | 106 | 44.9 |
| Personal Efficacy | 12-41 | 42-72 | 113 | 47.8 | 123 | 52.1 |
| Total | 22-75 | 76-132 | 130 | 55.1 | 106 | 44.9 |

The table interprets the teacher self efficacy as two dimensions general teaching efficacy and personal efficacy. The data reveals that 55.1% that is 130 of the sample had low general teaching efficacy whereas 44.9% (n=106) had high self efficacy. Personal efficacy 47.8% (n=113) showed low personal efficacy while 52.1% (n=123) showed high personal efficacy.

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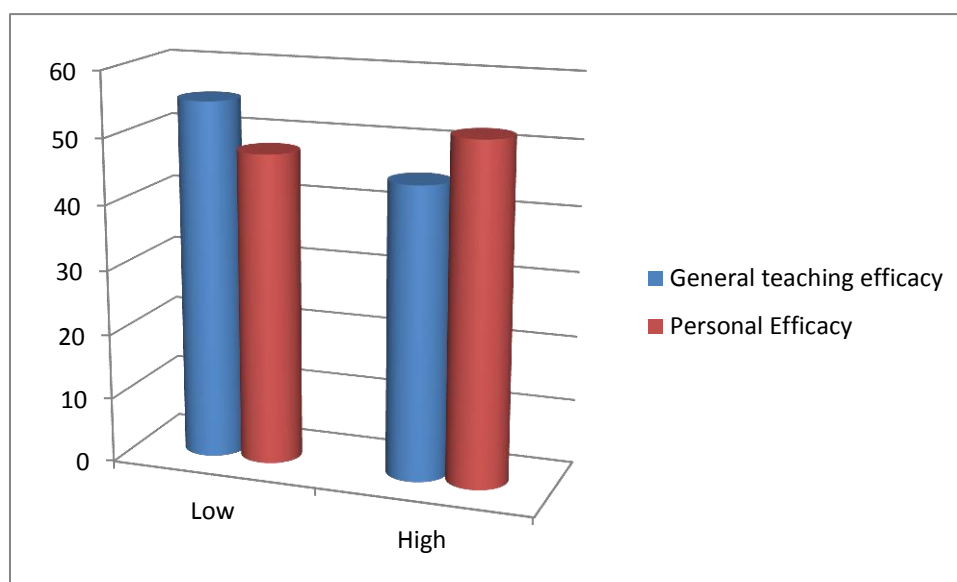


Fig: Distribution of secondary school teachers on self efficacy

Table 2 Impact of self efficacy on academic performance of students

| Dimensions | Regression Coefficient | | t | Sig. |
|-------------------|------------------------|------------|-------|--------|
| | B | Std. Error | | |
| Teacher efficacy | .183 | .058 | 3.160 | .002** |
| Personal efficacy | .148 | .098 | 2.673 | .0521* |

** $p < 0.01$, * $p < 0.05$ significance level

The table provides information about the impact of self efficacy on academic performance. The calculated t value 3.16 and p value .002 is less than 0.01 significance level, hence the teacher efficacy said to have significant impact on dependent variable academic performance. Personal efficacy the t value 2.67 and p value .052 found to be significant at 0.05 significance level. Hence it can be concluded that teacher efficacy and personal efficacy showed significant influence on academic performance of high school students. Hence the hypothesis that there will be significant effect of teacher efficacy on academic performance of high school students was accepted.

CONCLUSION

The teacher efficacy and personal efficacy showed significant influence on academic performance of high school students. On the basis of the above findings, the following suggestions are provided in order to enhance self efficacy measures should be taken to reduce stress by introducing the teachers to appropriate stress management training programmes workshops.

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Conflict of Interest

The author declared no conflict of interests.

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