A Comparative Study of Self-Efficacy of Public and Private School Teachers at Elementary Level

Shazia Zamir [*], Mahek Arshad[**] & Nadia Nazir [***]

_____

Abstract

Self-efficacy of teachers plays an important role in learning process. The purpose of this study was to investigate the self-efficacy between public and private school teachers at elementary level. Objectives of the study were to examine the self-efficacy of public and private elementary school teachers, to compare the self-efficacy of public and private elementary male school teachers, to compare the self-efficacy of public and private elementary female school teachers, to determine the difference between self-efficacy of male and female teachers teaching at private elementary schools and to determine the difference between self-efficacy of male and female teachers teaching at public elementary schools. The sample of the study consisted of 100 respondents consisting 51 males and 49 females elementary school teachers. Teacher Self-Efficacy Scale developed by Bandura (2006) was used as research instrument for data collection. t-test was used for statistical significance of data. Results show that private school teachers have higher level of self-efficacy than public school teachers. Findings of the study revealed that private school male teachers have higher level of self-efficacy than public school male teachers. Private school female teachers have higher level of self-efficacy as compare to public school female teachers, female teachers teaching at both private and public elementary schools showed higher level of self-efficacy than male teachers teaching at both private and public elementary schools. Therefore it is concluded that private school teachers teaching at elementary level have higher self-efficacy than elementary teachers of public schools.

Keywords: Self-efficacy, elementary teachers, public, private sector.

_____

* Assistant Professor, Department of Education, National University of Modern Languages, Islamabad
** Ph.D Scholar, Department of Education, National University of Modern Languages, Islamabad
*** M.Phil Scholar, Department of Education, National University of Modern Languages, Islamabad

Introduction

Instructor's role is crucial for learning. Teacher plays a key role in the success of education system. Teachers are the point of contact between the pupils and the education system. All teachers influence students and make some of differences in their student life in. Some teachers' personalities have greater and more positive impact than others. They seem to be better with the students and help students to achieve greater success from their meaningful instructions. These attributes of teacher can be achieved if teachers have positive self-efficacy which is very much important for the effective treatment and disposal, so that the results are according to desire.

Although in Pakistani context teacher self-efficacy is a new concept, but it is very desirable. The importance of teachers as in any country is unquestionable and teacher self-efficacy directly affects student performance. If the teacher self-efficacy is at high level it will surely improve the performance and confidence of his students. If teachers have a positive attitude about his ability, he believes more confident in teaching and will have full command on the issues.

According to Bandure (1997) self-efficacy is defined as 'a generative ability in which social, emotional, cognitive and behavioral sub skills must be well thought-out and efficiently orchestrate to provide numerous purposes'. Bandura's self-efficacy construct stems from social cognitive theory in which, human agency occurs in reaction to three factors: internal processes (i.e., biological, affective, cognitive), environmental influences, and current and past behaviour. Perceived self-efficacy is postulated to be aninner most internal factor in human dealings and a powerful predictor of behaviour and behavioural transform (Bandura, 1997). A person's viewpoint about his or her manners can be more powerful motivators than the consequences of those deeds (Bandura, 1986).

Teacher efficacy has been remained a very important variable in education over the past 25 years (Cakiroglu, 2008). When self-efficacy is researched in teaching context, it is called teacher consciousness of efficacy and a belief that teacher is able to determine the outcome of the participating students, even the most difficult or unmotivated students' faith. Self-efficacy mediates between a person's ability and targeted action. Perceived self-efficacy influences the course of action adopted, effort invested, endurance and flexibility in the face of obstacles and failures coping and the level of accomplishments. Bandura (2002) pointed out that self-efficacy is a key mechanism for individual agents. He pointed out that planning, foresight, including the expected results, self-evaluation, motivation and self-regulation mechanism of the exercise is essential. Teachers' high level of self-efficacy is associated with their high

confidence in their capability to confront diverse new issues that arise, as well as their capability to deal with the consequences that may be formed in the classroom (Staple, Hulland & Higgins, 1999).

Teacher Efficacy based on two dimensions i.e teaching efficacy and personal effectiveness. The first dimension is about teaching ability and ability to encourage and inspire students to overcome external factors such as learning student's background. The second dimension is an important transfer of personal beliefs about teaching behaviour of teachers that affect student learning (Ashton and Webb, 1986). Teachers with a strong self-efficacy remain read to accept new ideas and more willing to work with new ways to better meet the needs of students. According Guskey (1988), teachers with high sense of personal efficacy are more likely to show a significant level of planning and organization. On the other hand low level of teacher effectiveness leads to lower the efficacy of student academic performance.

According to Woolfolk (1998), the efficacy of the most powerful sources of information is to master the experience, direct experience of a person. When a person successfully completed in a specific context or exhibits behaviour or skill according to the given task, a strong proponent of faith, and past performance help to build up self-efficacy. Teachers with high sense of self-efficacy are extra enthusiastic about teaching and more devoted to it. In school reform, these teachers are often more open to new ideas, more willing to try and adopt innovative teaching, in order to better meet the needs of students.

Physical and emotional conditions such as stress, excitement, joy and other factors effect personal beliefs about their ability to perform a particular task. According to Bandura (1997), the intensity of physical and emotional reaction is not critical as these reactions and beliefs need to be understood. Individuals' beliefs about their abilities have impact on the extent to which they experience stress and depression in adverse circumstances and also their motivational standards.

Review of Related Literature

Self-efficacy as a term for teachers was first used by Kounin and Gump (1974). They defined the teachers' self-efficacy as a personal feature which allows teachers to deal effectively with the students. Teachers in the field of view of self-efficacy attracted a lot of interest. Mostly studies show that feel of self-efficacy of the teacher is connected to their commitment to teaching (Coladarci, 1992). They use innovative teaching strategies, student achievement, attitudeand motivation. Significant difference was found in self efficacy of public and private sector

universities teachers regarding gender, students' efforts and professional development of teachers (Yavuz, 2007). Swars (2005) and Akhter (2009) found government teachers as exceedingly efficacious about classroom management as match up to the private sector teachers.

According to Shaughnessy (2004) self-efficacy of teachers is often associated with positive outcomes for students. Sergiovanni (2000) defined academic engagement as the degree of participation of the students connected to their academic work, their persistency and commitment to learning. Student participation will lead to the participation of leading academic achievement. In addition, teacher self-efficacy is related with self-efficacy of their students (Santrock, 2008). Teachers with elevated sense of self-efficacy build-up students sense of self-efficacy and teacher with low sense of self-efficacy direct students to low sense of self-efficacy.

Teachers with high self-efficacy know their subject matter very good, ready to fulfil the expectations of their students, to make their students happy by using different teaching methods and continue to explore the most suited and enjoyable teaching strategies for their learners (Ware & Kitsantas, 2007). Highly self-efficient teacher provides students with more learning experience than low self effective teacher. According Stronge (2002), trust in their own self-esteem leads to expect high performance from their students are common attribute among effective teachers.

Classroom management refers to the organization, control and to create a positive atmosphere and incentives, broad definition of classroom management refers to how the work of teachers and students take place together in classes, how teaching and learning happened (Bosch, 2006). Low self-efficacy teachers do not have confidence in their own ability to manage the classroom, students become stressed and irritated which leads to disturbance among class and make teacher confused and angered, misconduct is pessimistic to improve students' ability to work, discipline issues which often take punitive mode, and those teachers said that if they had to do it again, they will not choose the teaching profession.

Research shows that teacher efficacy has a strong impact on students' motivation. According to Tschanne and Woolfolk (2001) belief in the effectiveness of the teacher can help to determine their own change and improved results for "needy students." Those teachers who have high self-efficacy, their attitude remain more positive towards students. They respond to the students experience and display information about the student's problems and avoid anger and negative behaviour towards students. Such patterns of characteristics among these teachers are associated with achievement of students and success of teaching-learning process.

A gleaning of the foregoing shows that teacher efficacy plays a prominent role in the learners 'outcomes. However considering the key role of teachers in the school level throughout the life cannot be overestimated that the effective teachers may play vital role in the improvement of schools. Bandura (1997) observed subsequent four sources of efficacy expectations:

Mastery Experiences

A person's experience of mastery is the most influential source of self-efficacy. It has argued that increase student achievement in school, education should focus on the ability to change the beliefs of self-worth or self-improvement model of the students. Mastery experience is extremely powerful source about the self-efficacy of person. Construction of success or achievement of individual create strong self-efficacy beliefs which make their faith strong; but failure to discard, especially if the failure is self-efficacy than the earlier build confidence is vanished. When people try a simple task, and quickly get the results, they will soon be discouraged by upcoming failures. It is apparent that fruitful experiences in teaching raise efficacy expectations and stay constant for future situations. Failure or ineffective experiences lower such efficacy beliefs. For future teachers, mastery experience is the necessary source of efficacy beliefs (Mulholland & Wallace, 2001).

Physiological and Emotional States

Physiological states such as anxiety, tension, excitement, fatigue, mood and other emotional states also provide information about the efficacy beliefs of person. Individuals have the right to change their thinking and self-efficacy beliefs strongly influences the physiological state of an individual. Self-efficacy beliefs can be improved by plummet in negative physiological state. Individuals have the ability to change the mindset and self-efficacy beliefs which in turn can strongly influence their physiological state (Nayak & Rao, 2002).

Vicarious Experiences

Vicarious experiences are those in which the skill in question is imitated by others. The degree to which the observers identify with the model, moderate the efficacy effect on the observer. Perceive and observe others perform tasks is a significant aspect of vicarious experience (Hoy & Spero, 2005). People make an effort to learn from their own experience and observation of the behaviour of others as well. Development of this new source of experience support individual learning action without practicing trial and error process personally. Vicarious experiences as

alternative experiences help individuals to modify a new situation after observing their previous experience. Closer observation of the behaviour of individual models leads towards the development of stronger efficacy development (Pajares, 2002).

Social Persuasion

Social persuasion may be inadequate in its strength to create enduring increases in self-efficacy, persuade contribute to the success of the performance range, enhance self-efficacy convincing cause a person to start the task, try new strategies or try hard enough to succeed. Convincing style people play an important role in the development of individual self-efficacy beliefs. Effective persuaders have to raise people's faith in their ability and vision; their success can be achieved through this (Nayak & Rao, 2002).

Statement of the Problem

The present study aimed to investigate the self-efficacy between public and private school teachers at elementary level.

Research Objectives

1. To examine the self-efficacy of public and private elementary school teachers.
2. To compare the self-efficacy of public and private elementary male school teachers.
3. To compare the self-efficacy of public and private elementary female school teachers.
4. To determine the difference between self-efficacy of male and female teachers teaching in private elementary schools.
5. To determine the difference between self-efficacy of male and female teachers teaching in public elementary schools.

Methodology

The present study focused to investigate the self-efficacy between public and private school teachers at elementary level in Rawalpindi, Pakistan. All the male and female teachers teaching in public and private elementary schools in Rawalpindi, Pakistan consisted of the population of the study. Two public and two private schools were selected randomly.

The sample of the study was consisted of 100 elementary teachersi.e58 teachers from public school and 42 from private school whereas questionnaires were distributed among 60 public and 60 private school teachers but the rate of return was 96% from public elementary school teachers and 70% from private elementary school teachers. From which fifty one were male and forty nine were female teachers. The respondents were guaranteed of the privacy of the results and questionnaires were circulated through personal visits. Teacher Self-Efficacy Scale developed by Bandura (2006) was adopted for data collection. It includes 30 items which has seven subscales: Efficacy to influence decision making, Efficacy to influence school resources, Instructional self-efficacy, Disciplinary self-efficacy, Efficacy to enlist parental involvement, Efficacy to enlist community involvement, and Efficacy to create a positive school climate. The instrument consisted on nine point Likert scale. Data were analyzed according to the objectives of the study. Mean and t-test were used to interpret significant differences between self-efficacy of public and private elementary school teachers.

Results

Table 1

Mean of Public and Private School Teachers (N=100)

Variables	Public Teachers (N=58) Mean	Private Teachers (N=42) Mean	df	t	Sig
Efficacy to Influence Decision Making	9	13	98	5.410	.001
Efficacy to Influence School Resources	5	8	98	4.47	.001
Instructional Self Efficacy	60	69	98	4.39	.003
Disciplinary Self Efficacy	13	21	98	4.26	.001
Efficacy to Enlist Parental Involvement	12	21	98	5.78	.000
Efficacy to Enlist Community Involvement	19	26	98	7.21	.000
Efficacy to Create a Positive School Climate	44	58	98	5.38	.001

Table 1 indicates mean scores of public and private school teachers at elementary level. Private school teachers group have high mean score on different subscales of self-efficacy questionnaire. Two groups differ significantly with respect to all subscales. This significant difference revealed that private school teachers have more self-efficacy than public school teachers.

Table 2
Mean of Male and Female School Teachers (N=100)

Variables	Male Teachers (N=51) Mean	Female Teachers (N=49) Mean	df	t	Sig
Efficacy to Influence Decision Making	7	14	98	6.38	.002
Efficacy to Influence School Resources	6	8	98	5.29	.005
Instructional Self efficacy	58	68	98	5.97	.003
Disciplinary Self Efficacy	15	22	98	8.31	.003
Efficacy to Enlist Parental Involvement	14	20	98	6.78	.005
Efficacy to Enlist Community Involvement	16	28	98	6.31	.003
Efficacy to Create a Positive School Climate	46	61	98	7.02	.003

Table 2 indicates mean scores of male and female school teachers at elementary level. Female school teachers group have high mean score on different subscales of self-efficacy questionnaire. Two groups differ significantly with respect to all subscales. This significant difference revealed that female school teachers have more self-efficacy than male school teachers.

Table 3
Self-efficacy of Public and Private School Teachers (N= 100)

Variable	N	Mean	SD	t	df	Sig
Public	58	98	14.21			
				6.743	98	.001
Private	42	120	15.06			

Table 3 indicates that t value is significant. It is concluded that there is a significant difference between self-efficacy of public and private school teachers. Private school teachers have higher level of self-efficacy (120) than public school teachers (98).

Table 4

Self-efficacy of Public and Private Male School Teachers(N= 51)

Variable	N	Mean	SD	t	df	Sig
Public male teachers	35	96	15.98	8.710	56	.005
Private male teachers	16	122	15.23			

Table 4 indicates that t value is significant. It is concluded that there is a significant difference between self-efficacy of public and private male school teachers. Private school male teachers have higher level of self-efficacy (122) than public school male teachers (96).

Table 5

Self-efficacy of Public and Private Female School Teachers (N= 49)

Variable	N	Mean	SD	T	Df	Sig
Public female teachers	23	101	18.31	9.531	47	.000
Private female teachers	26	124	16.08			

Table 5 indicates that t value is significant. It is concluded that there is a significant difference between self-efficacy of public and private female school teachers. Private school female teachers have higher level of self-efficacy (124) than public school female teachers (101).

Table 6

Mean of Self-efficacy of Private School Male and Female Teachers (N=42)

Variable	N	Mean	SD	T	Df	Sig
Private male teachers	16	122	15.23	2.53	40	.043
Private female teachers	26	124	16.08			

Table 6 indicates that there is a significant difference between self-efficacy regarding gender difference. Female teachers teaching at private elementary schools have higher level of self-efficacy than male teachers teaching at private elementary schools.

Table 7

Mean of Self-efficacy of Public School Male and Female Teachers (N=58)

Variable	N	Mean	SD	T	Df	Sig
Public male teachers	35	96	15.98	3.75	56	.021
Public female teachers	23	101	18.31			

Table 7 indicates that there is a significant difference between self-efficacy regarding gender difference. Female teachers teaching at public elementary schools have higher level of self-efficacy than male teachers teaching at public elementary schools.

Findings

1. Private school teachers have higher level of self-efficacy than public school teachers.
2. Private school male teachers have higher level of self-efficacy than public school male teachers.
3. Private school female teachers have higher level of self-efficacy than public school female teachers.
4. Female teachers teaching at private elementary schools have higher level of self-efficacy than male teachers teaching at private elementary schools.
5. Female teachers teaching at public elementary schools have higher level of self-efficacy than male teachers teaching at public elementary schools.

Discussion

According to the social cognitive theory of learning a person's self-efficacy depends on environmental, behavioural and cognitive factors (Bandura, 1986). The education system is generally considered as the basic principles of a developing country. Effective teacher is essential to complete the education system. Demanding aspects of the education system has made teaching profession challenging by demanding high teacher expectations. Teachers who are happy with their jobs have high degree of self-efficacy.

The present study aimed to investigate the self-efficacy between public and private school teachers at elementary level. In this study, findings show that there is significant difference between self-efficacy of public and private elementary school teachers. There are various reasons for this difference including different culture of private and public schools. Lin and Gorell (2001) suggested that the notion of teacher efficacy may be culturally oriented and thus require careful examination when applied in diverse contexts and institutes of different nature, community and environment because conception of workplace contribute very much to teachers self-efficacy beliefs. Results indicated that male and female teachers of private elementary schools showed higher self-efficacy than male and female teachers of public elementary schools.

Fayyaz, (2008) in his study observed a significant correlation between emotional intelligence and self-efficacy between government and private college teachers. The reason for this disparity may be because of this that private school teachers have more resources, better working conditions as compare to the teachers teaching in public schools, because they receive fewer rewards and facilities. Rehmani (2010) in her article stated that the teaching profession in Pakistan is a low status job, teachers are specialized but pays are low especially in public sector, that's why the best talent is not attracted to the industry and professional teachers have less opportunities of growth.

Results of the study revealed that female teachers teaching at both private and public elementary schools showed higher level of self-efficacy than male teachers teaching at both private and public elementary schools. A significant difference exists between male and female teachers' mean score on self efficacy scale, females show higher self-efficacy when compared with male (Penrose, Perry & Ball, 2007). Almost similar results were found in a previous research conducted by Shehzadi, Khatoon, Shamsa and Hassan (2011). They observed a significance difference in the self-efficacy of male and female secondary school teachers. On self-efficacy scale mean score of female teachers were higher than the male teachers. Another study by Atta, Ahmad and Ali (2012) confirmed that female school teachers have better self-efficacy than male school teachers. In Pakistani society teaching is totally considered as a job for female, they feel more competent and proficient in teaching this is the reason female scores higher on self-efficacy than male.

Conclusion

1. Private school elementary teachers have higher self-efficacy than public school elementary teachers.
2. Private school male elementary teachers have better self-efficacy than public school male elementary teachers.
3. Private school female elementary teachers have better self-efficacy than public school female elementary teachers.
4. Female teachers teaching at private elementary schools are comparatively better in self-efficacy than male teachers teaching in private elementary schools.
5. Female teachers teaching at public elementary schools are comparatively better in self-efficacy than male teachers teaching in public elementary schools.

Recommendation

1. Public schools should take step towards arranging seminars and teacher training programs of self-efficacy. These seminars will provide a mastery experience that will make them more effective in planning training courses with positive feedback, modern teaching aids and non-verbal exchanges may be arranged to improve the teachers' professionalism.
2. Public school teachers should try to meet the needs of the students by applying modern teaching approaches.
3. Self-efficacy development programs maybe combined with the daily activities through higher management.

References

Akhtar, F. (2009). *A comparative study of public and private school teachers' self-efficacy at primary level in Gilgit.* National University of Modern Languages: Unpublished thesis of Master of Arts in Education.

Ashton, P. T., & Webb, R. B.(1986).*Making a difference: teachers' sense of efficacy and student achievement.* New York: Longman.

Attam, N., Ahmad, N., & Ali, Z. (2012). Role of gender and teachers experience on teachers self-efficacy. *Language in India, 11*, 835-848.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*, Englewood Cliffs, Prentice-Hall.

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.

Bandura, A. (2006). Guide for constructing self-efficacy scales. In T. Urban & F. Pajares (Eds.).*Self-efficacy beliefs of adolescents* (pp. 307-337). Greenwich. CT: Information Age Publishing.

Cakiroglu, E.(2008).The teaching efficacy beliefs of pre-service teachers in the USA and Turkey. *Journal of Education for Teaching*, 34(1), 33-44.

Coladarci, T. (1992).Teachers Sense of Efficacy and Commitment to Teaching. *Journal of Experimental Education,* Vol. 60, 1992.

Deemer, S. A. (2004). Classroom goal orientation in high school classrooms: revealing links between teacher beliefs and classroom environments. *Educational Research*, *46*(1): 73-90.

Fayyaz, S. (2008). *Relationship between Emotional Intelligence and Self-efficacy among Government and Private College Teachers, Lahore:* Department of Psychology and Applied Psychology, University of the Punjab unpublished thesis of Master of Applied Psychology.

Guskey, T. R. (1988). Context variables that affect measures of teacher efficacy. *Journal of Educational Research, 81*, 41-47.

Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Journal of Teaching and Teacher Education, 21*(4), 343-356.

Kounin, J. S., & Gump, P. (1974). Signal systems of lesson setting and the task related behaviour of pre-school children. *Journal of Educational Psychology*, *66*, 554-562.

Lin, H., & Gorell, J. (2001).Expletory analysis of pre-service teacher efficacy in Taiwan. *Teaching and Teacher Education*, *17*, 623-635.

Mulholland, J., & Wallace, J.(2001). Teacher induction and elementary science teaching: Enhancing self-efficacy. *Teaching and Teacher Education*, *17*, 243-261.

Nayak, A. K., & Rao, V. K. (2002). *Educational psychology.* New Delhi: A.P.H. Publishing Corporation.

Pajares, F. (2002).*Overview of social cognitive theory and self-efficacy.* Retrieved from, http//www.des.emory.edu/mfp/

Penrose, A., Perry, C., & Ball, I. (2007). Emotional Intelligence and teacher self-efficacy: The contribution of teacher status and length of experience. *Issues in Educational Research. 17.*

Rehmani, N. A. (2010). Factors influencing school effectiveness in Pakistan. Islamabad: Daily Dawn Robbins,

Stephen, Judge, & Timothy. (n.d). *Organizational behavior.* New York: Pearson Product. 200-201, 670.

Santrock, J. W. (2008). *Educational psychology* (3rded). Boston: McGraw Hill.

Sergiovanni, T. J. (2000). *The life world of leadership: Creating culture, community and personal meaning in our schools*. San Francisco: Jossey-Bass.

Shaughnessy, M. F. (2004). The educational psychology of teacher efficacy. *Edu. Psychol. Rev.*, 16(2): 153-174.

Shehzada, T., Khatoon, S., Shamsa, A., & Hassan, H. (2011). Determining factors affecting teachers self-efficacy at secondary school level. *Language in India*, *11*, 835-848.

Staple, S. D., Hulland, J. S., & Higgins, C. A.(1999).A Self-Efficacy Theory Explanation for the Management of Remote Workers in Virtual Organizations. *Organization Science*, *10*(6), 758-776.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Swars, S. L. (2005). Examining perceptions of mathematics teaching effectiveness among elementary pre-service teachers with differing levels of mathematics teachers efficacy. *Journal of Instructional Psychology, 32*(2), 139-147.

Tschannen, M. M., & Woolfolk, H. A. (2001). Teacher efficacy: Capturing an elusive construct. *Journal of Education Psychology*, *17*, 783-809.

Ware, H., & Kitsantas, A. (2007).Teachers and collective efficacy beliefs as predictors of professional commitment. *J. Educ. Res.*, *100*(5): 303-310.

Woolfolk, A. E. (1998). *Educational psychology (7ᵗʰ Ed.)*. Englewood Cliffs, NJ: Prentice Hall.

Yavuz. (2007). Socio-Demographic predictors of EFL teacher efficacy. *Journal of Language and Linguistic Studies, 3* (2), 304-324.