

Relationship between Teacher Self-Efficacy and Students Achievement at Primary Level

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Abstract

Self-efficacy is a way of a person to judge his own abilities to accomplish the assigned task. Self-efficacy is defined as the ability to give the required or wanted results. The teacher self-efficacy is openly related to make sure students achieving specific goals. Their self-efficacy supports them to apply the latest techniques within their teaching learning environment to certify student's development and create fruitful academic achievement. Therefore, the plan of present study was to determine the relationship between teacher self-efficacy and students achievements. All the public primary school teachers of District Toba Tek Singh were considered for the target population of study. The 200 teachers of primary school including 88 male and 112 female were selected for the sample of study through propionate sampling technique. The data were collected after ensuring the validity and reliability of research tool. The analysed data revealed that community self-efficacy, school climate self-efficacy, and parental involvement self-efficacy had positive correlation with students' achievement score. The results found a non-significant impact of different tehsils on the decision-making self-efficacy abilities and the instructional self-efficacy abilities. Different tehsils have same level of disciplinary self-efficacy. The results found a non-significant impact of different tehsils on the parental support self-efficacy and community self-efficacy. A non-significant impact of different tehsils on the school climate self-efficacy abilities and performance related self-efficacy.

Keywords: Relationship, teacher self-efficacy, student's achievement.

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Introduction

Self-efficacy is a very prominent thing that has been acknowledged by all the people and has become an admitted reality in the all times and ages throughout the world. Teachers having high self-efficacy use different models and methodologies to communicate the learners and to fulfil their needs (Tschannen-Moran & Hoy, 2001). Students are interested in their studies and they focus on motivation from the more efficacious teachers stated by (Chacon, 2005). Student's success and their important educational attainment at school are largely very important for developed communities that provide central place to education for the growth of socio-economic factors quoted by (Caprara et al., 2006).

This research would help out to examine that are formulating classroom target structures has helpful and important link to student's achievement goals (Meece et al., 2006). The self-efficacy of teachers directly related to behaviours of students. The same kind of study relating to student's behavior that they show in the classroom has been made by the students' abilities. Sideridis (2007) stated that mostly the teachers are not given support in the development of the methodology in increasing and maintaining the level of efficacy and as a result teachers get frustration and become victim of decline in motivation, loss of morality, loss of productivity, increase in absenteeism, low sense of accomplishing tasks discussed by (Haberman, 2005). Self-efficacy of teacher's is one of the important features that belong to the theory of social cognitive; many factors are involved to determine student's approach in the direction of education. We mention these factors in such a way as teaching methodology, teacher's personality, peer group, parents and educational setup (Mihladi et al., 2011). Self efficacy is concerned to the achievement and collapse relating to the teachers. An investigator efforts to expect or give details an educational consequence for example is more likely to discover a physically powerful connection among self-efficacy and the conclusion of awareness if the efficiency degree follows two hypothetical guiding principle: (a) it assesses precise aspects of the duty and (b) the specifically correspond to the uniqueness of the job organism assessed and the field of performance creature analysed (Bandura, 1997).

Tschannen-Moran & Hoy (2001) described the concept of self-efficacy is not only concerned to the students outputs regarding their achievements but this also plays a major role in their motivation and their opinion about self-efficacy. Prieto (2003) said that if a teacher behaves negatively to the students and they are given fewer opportunities to work together a take part in. Wolters & Daugherty (2007) concluded that many researchers

worked on teachers 'self-efficacy and their effort has brought a great improvement in the prior two decades, and the raise is measured be one of the learning of the students can be influenced by many factors.

Subramanition & Silverman (2007) suggested that attitude play a very vital role in the field of the self-efficacy of teachers. Ingersol (2007) said that it is observed that teacher control is interlinked with teacher's sense of obligation and problems of student's behavior. Uzun et al. (2010) analyzed research pointed out that teacher's self-efficacy and awareness of candidates are connected for the enhancement of educational attainment. Hines & Kritsonis (2010) created superior on skilled development and the cooperative belongings on learner achievement stating.

Marshall (2010) suggested that still although instruction communities are suitable concepts, Guo et al., (2011) quoted that There is a chance that moral be elevated if the school environment is under control of a good teacher. Jones (2011) argued that it is observed the motivation and level of achievement become low and they get decline in their morale if students show poor behavior to the teachers. Li, L. K. (2012) concluded that it is found to indicate the positive results of teacher self-efficacy.

Objectives of the study

1. To determine the difference in student's achievement regarding their teacher's level of self-efficacy.
2. To identify the relationship between teacher's self-efficacy and students achievement.

Research Methodology

The study was conducted in district Toba Tek Singh, Punjab and descriptive survey research design was applied. The 200 teachers of primary school including 88 male and 112 female were selected for the sample of study through propionate sampling technique. The research instrument was prepared under guidance of supervisors and department experts. The data were collected after tested the reliability and validity of the instrument. The reliability of tools was checked through SPSS. It was also measured using Cronbach's alpha that results showed 0.75. The data were analyzed using 'SPSS' (Statistical package for Social Sciences). After data analysis, it was showed in the form of mean, standard deviation, and percentage.

Results

The data were analyzed using SPSS 24.

Table 1

Reliability of Statistics

Cronbach's alpha	N of items
0.687	36

Tehsil wise representation of Teachers

Tehsils	Frequency	Percent
Toba	44	22.0
PirMahal	50	25.0
Kamalia	50	25.0
Gojra	56	28.0

There were 44 teachers belonged to Tehsil Toba. Fifty teachers belonged to Tehsil PirMahal. Fifty teachers belonged to Tehsil Kamalia. Fifty-six teachers belonged to Tehsil Gojra.

Table 2

Gender wise representation of Teachers

Gender	Frequency	Percent
Male	88	44.0
Female	112	56.0
Total	200	100.0

There were 88 male teachers. There were 112 female teachers who participated.

Table 3
Correlation of Self-efficacy to Students' Achievement

	2	3	4	5	6	7
Instructional Self-Efficacy	.485** .000	.269** .000	.264** .000	-.026 .711	-.015 .832	-.050 .486
Disciplinary Self-Efficacy	1 .000	.400** .000	.285** .000	.023 .743	-.009 .901	-.003 .967
Parental Self-Efficacy	.400** .000	1 .000	.216** .002	.004 .960	-.001 .993	-.022 .759
Community Self-Efficacy	.285** .000	.216** .002	1 .000	.287** .000	.056 .435	.080 .258
School Climate Self-Efficacy	.023 .743	.004 .960	.287** .000	1 .000	.275** .000	.418** .000
Student Achievement	.055 .442	-.045 .529	.145* .041	.250** .000	.719** .000	.240** .001

The table showed that community self-efficacy, school climate self-efficacy, parental involvement self-efficacy had positive correlation with students' achievement score.

Table 4
Working on the decision-making self-efficacy abilities
 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.133	2	0.066	0.069	0.933
Within Groups	236.811	247	0.959		
Total	236.944	249			

ANOVA performed to investigate the significant impact of teachers working in different tehsils on the decision making self-efficacy abilities. The results found a non-significant impact of different tehsils on the decision making self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the decision making self-efficacy abilities. No significant impact of teachers working in different tehsils on the decision making self-efficacy abilities was accepted. The results

showed that teachers working in different tehsils have same level of decision making self-efficacy.

Table 5

Teachers working on the instructional self-efficacy abilities

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.893	2	0.947	.854	0.427
Within Groups	273.791	247	1.108		
Total	275.684	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the instructional self-efficacy abilities. The results found a non-significant impact of different tehsils on the instructional self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the instructional self-efficacy abilities. No significant impact of teachers working in different tehsils on the instructional self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of instructional self-efficacy.

Table 6

Views of respondents on the disciplinary self-efficacy abilities

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.691	2	1.846	2.890	0.057
Within Groups	157.765	247	0.639		
Total	161.456	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the disciplinary self-efficacy abilities. The results found a non-significant impact of different tehsils on the disciplinary self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the disciplinary self-efficacy abilities. The no significant impact of teachers working in different tehsils on the disciplinary self-efficacy abilities was accepted. The results showed that

teachers working in different tehsils have same level of disciplinary self-efficacy

Table 7

Opinions on the parental support self-efficacy abilities

ANOVA					
	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	3.691	2	1.846	2.890	0.057
Within Groups	157.765	247	0.639		
Total	161.456	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the parental support self-efficacy abilities. The results found a non-significant impact of different tehsils on the parental support self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the parental support self-efficacy abilities. The no significant impact of teachers working in different tehsils on the parental support self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of parental support self-efficacy.

Table 8

Impact of teachers on the community self-efficacy abilities.

ANOVA					
	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	3.845	2	1.922	1.160	0.315
Within Groups	409.259	247	1.657		
Total	413.104	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the community self-efficacy abilities. The results found a non-significant impact of different tehsils on the community self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the community self-efficacy abilities. There is no significant impact of teachers working in different tehsils on the community self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of community self-efficacy.

Table 9*Teachers working on the school climate self-efficacy abilities*

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.420	2	1.710	1.321	0.269
Within Groups	319.704	247	1.294		
Total	323.124	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the school climate self-efficacy abilities. The results found a non-significant impact of different tehsils on the school climate self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the school climate self-efficacy abilities There is no significant impact of teachers working in different tehsils on the school climate self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of school climate self-efficacy.

Table 10*Teachers on the performance related self-efficacy abilities*

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.076	2	4.038	2.967	0.053
Within Groups	336.120	247	1.361		
Total	344.196	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the performance related self-efficacy abilities. The results found a non-significant impact of different tehsils on the performance related self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the performance related self-efficacy abilities There is no significant impact of teachers working in different tehsils on the performance related self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of performance related self-efficacy.

Table 11*The leisure time activities self-efficacy abilities*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.235	2	1.117	0.947	0.389
Within Groups	291.461	247	1.180		
Total	293.696	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the leisure time activities self-efficacy abilities. The results found a non-significant impact of different tehsils on the leisure time activities self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the leisure time activities self-efficacy abilities. There is no significant impact of teachers working in different tehsils on the leisure time activities self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of leisure time activities self-efficacy.

Table 12*The behavior understanding self-efficacy abilities*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.199	2	0.100	0.064	0.938
Within Groups	385.901	247	1.562		
Total	386.100	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the behavior understanding self-efficacy abilities. The results found a non-significant impact of different tehsils on the behavior understanding self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the behavior understanding self-efficacy abilities. There is no significant impact of teachers working in different tehsils on the behavior understanding self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of behavior understanding self-efficacy.

Table 13*The critical thinking self-efficacy abilities*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.884	2	.442	0.282	0.755
Within Groups	387.360	247	1.568		
Total	388.244	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the critically thinking self-efficacy abilities. The results found a non-significant impact of different tehsils on the critically thinking self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the critically thinking self-efficacy abilities. There is no significant impact of teachers working in different tehsils on the critically thinking self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of critically thinking self-efficacy.

Table 14*Effectiveness of teaching methods self-efficacy abilities*

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.490	2	.245	0.187	0.830
Within Groups	323.606	247	1.310		
Total	324.096	249			

ANOVA was performed to investigate the significant impact of teachers working in different tehsils on the effectiveness of teaching methods self-efficacy abilities. The results found a non-significant impact of different tehsils on the effectiveness of teaching methods self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the effectiveness of teaching methods self-efficacy abilities. There is no significant impact of teachers working in different tehsils on the effectiveness of teaching methods self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of effectiveness of teaching methods self-efficacy.

Discussion

The study was about to discover the relationship between teacher self-efficacy and students achievements. There were 88 male teachers. There were 112 female teachers who participated the study. The mean, standard deviation, correlation and ANOVA were applied. It revealed that community self-efficacy, school climate self-efficacy, parental involvement self-efficacy had positive correlation with students' achievement score. The results found a non-significant impact of different tehsils on the decision making self-efficacy abilities and the instructional self-efficacy abilities. Different tehsils have same level of disciplinary self-efficacy. The results found a non-significant impact of different tehsils on the parental support self-efficacy and community self-efficacy. A non-significant impact of different tehsils on the school climate self-efficacy abilities and performance related self-efficacy. The results showed that teachers working in different tehsils have same level of leisure time activities self-efficacy. The teachers working in different tehsils have same level of behaviour understanding self-efficacy and critically thinking self-efficacy. Majority of teachers were strongly agreed and agreed that students think critically about literary text and discussion methods provide effective and fruitful discussion about literature. It was concluded that majority of teachers were strongly agreed and agreed that daily attendance makes students punctual. It was done that mainstream of teachers were strongly agreed and agreed that community groups participation very important for school activities. Common teachers were strongly agreed and agreed that Parents satisfied when they attend meeting about their children performance, cooperation on student's personality, students are confident if their teachers confident, teachers prepare lesson according to the mental level of students, teacher use A.V aids during teaching in class. The students express their views with her/his teacher and teachers follow the rules and regulations of the school and students promote their selves if their parents not cooperative. The results found a non-significant impact of different tehsils on the effectiveness of teaching methods self-efficacy abilities. So it is concluded that it had no significant of different tehsils on the effectiveness of teaching methods self-efficacy abilities There is no significant impact of teachers working in different tehsils on the effectiveness of teaching methods self-efficacy abilities was accepted. The results showed that teachers working in different tehsils have same level of effectiveness of teaching methods self-efficacy. The results showed that teachers working in different tehsils have same level of leisure time activities self-efficacy. Majority of teachers were strongly agreed and

agreed that discussion methods provide effective and fruitful discussion about literature. It was concluded that majority of teachers were strongly agreed and agreed that daily attendance makes students punctual. It was concluded that majority of teachers were strongly agreed and agreed that Parent- teacher meeting effect on student's achievements. Majority of teachers were strongly agreed and agreed that Parents satisfied when they attend meeting about their children performance, cooperation of all teachers had effect on student's personality, students are confident if their teachers confident, teachers prepare lesson according to the mental level of students, teacher use A.V aids during teaching in class. It proved that majority of teachers were strongly agreed and agreed that Students express their views with her/his teacher. It also proved that majority of teachers were strongly agreed and agreed that Teachers follow the rules and regulations of the school and students promote their selves if their parents not cooperative.

This section studied significant facets of children's literacy: the growth of literacy skills ahead of developing literacy and present flow of learning of adolescent literacy. The inclusive plan of teacher's beliefs as well as their feelings were discussed with regards to explanation of Albert Bandura's social cognitive theory, a theory which deals about teachers beliefs is called teacher efficacy.

Recommendations

The recommendations were as under.

- The current study would be helpful for teachers as well head teachers with regards to good relationship of efficacy with student's achievement in the classroom.
- The present research work would be fruitful for managing body of our education department to focus on efficiency of teacher behavior.
- This would also facilitate the curriculum developers to include such types ethically and psychological of contents in the latest curricula.
- It might be supported the policy designers to focus the such indicators regarding development of better performance of teachers and students in the classroom.
- This might be filled the gaps a the roadmap of educational reforms in our country.

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