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Self-efficacy of senior secondary school teachers with respect to their demographic variables

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Abstract
The present paper focused on comparing the self-efficacy of senior secondary school teachers with respect to their different demographic variables. The self-efficacy scale for school teachers designed by Dr. Sushma Talesara and Farzana Irfan was used to test self-efficacy of school teachers. For this purpose, 480 respondents were selected randomly from senior secondary schools of Haryana. The collected data is measured on the basis of mean, standard deviation and t-test. There is a statistically significant difference found in the mean self-efficacy scores between males and females. The mean self-efficacy score is found significantly higher in married teachers as comparing to unmarried teachers, highlighting a prominent disparity based on marital status. Teachers in private schools exhibit a higher degree of self-efficacy than those in government schools and based on geographical location urban individuals displaying higher levels of self-efficacy as compared to their rural counterparts. This paper suggests that administration facilitate teachers to boost their self-efficacy that helps to create a positive teaching learning environment in the secondary schools.

Keywords: Self-efficacy, senior secondary school education and demographic variables

Introduction
In the sphere of senior secondary school education, the teachers' efficacy plays a pivotal role in shaping the learning outcomes and experiences of students. Teachers' self-efficacy, as their belief on their own ability to positively influence student learning, self-efficacy has emerged as a crucial factor influencing educational practices and student achievements. Within the framework of teacher satisfaction, "self-efficacy" is an essential and inherent factor. It is a reflection of a teacher's self-confidence in their capacity to carry out their duties, deal with obstacles, and influence students learning for the better. Being confident and enthusiastic about own work is a key component of a teacher's job satisfaction, and this is especially true when the teacher has strong self-efficacy. When educators have faith in their own abilities, they are better able to meet the challenges of the classroom, able to find creative solutions of problems, and adjust to new circumstances. This can change students' lives and achieve excellent educational results. Self-efficacy influences teachers 'happiness is important for educational institutions and lawmakers in pursuit of raising the quality of education. Demographic variables such as age, gender, educational qualifications, teaching experience, and subject specialization of the teachers are the important factors that influence the capabilities, competence and effectiveness in the classroom.
Understanding how these demographic factors interact with teachers' self-efficacy can provide valuable insights into designing targeted interventions and support systems to enhance teaching quality and ultimately improve student outcomes. The present study aims to find different between demographic variables and teachers' self-efficacy in the context of senior secondary school education. By examining how factors such as age, gender, educational background, teaching experience, and subject specialization intersect with teachers' instructional abilities, we seek to uncover patterns, challenges, and opportunities for professional development.
Self-efficacy, as proposed by Bandura (1977) [8] stated that self-efficacy beliefs were the significant pillars of human action. Self-efficacy beliefs impacted an individual's way of thinking, their feelings, and their performance in daily life. They also provided a regulatory principle on how to empower people to exercise some effect over how they lived their lives. These beliefs played a dynamic role in the attainment of knowledge construction on which skills were established and regulated interest for the probable results of one's hard work.

Bala, R. Kaur, and S. Singh (2017) [7] referred to self-efficacy as a person's belief in their ability to accomplish tasks and achieve goals, especially in challenging situations. The study analyzed the self-efficacy of secondary school students using a questionnaire and found differences based on school type, location, academic stream, and gender. The researcher found that senior secondary school students studying in private urban schools, studying science, and male students had higher self-efficacy scores compared to students in government rural schools, studying arts, and female students. Interestingly, no significant differences in self-efficacy were observed among different age groups, suggesting that adolescents might benefit from additional support to harness their capabilities effectively for future decision-making through routine self-efficacy cultivation activities. The study suggested providing support to adolescents to help them utilize their capabilities effectively. Alwaleedi (2017) [4] discussed a study that examined teachers' self-efficacy beliefs in Saudi Arabia, focusing on sub-scales like classroom management and professional mastery. The study analyzed how demographic factors such as gender, age, and teaching experience influenced teachers' self-efficacy. Results indicated significant differences in self-efficacy beliefs among male and female teachers, teachers with different qualifications, and those teaching at different levels and in public versus private schools. The study suggested that future research should consider a larger and more diverse sample of teachers to ensure broader applicability of the results and further explore the development of teachers' self-efficacy beliefs through experimental studies. Mahmood *et al.* (2021) [14] The study investigated the self-efficacy of teacher-written feedback among Malaysian secondary school teachers and how demographic factors like age, gender, qualifications, and teaching experience influence this self-efficacy. Salifu and Odame (2023) [21] investigated the influence of demographic factors on the self-efficacy of university teachers in Ghana, focusing on teaching, research, and service activities. Utilizing a survey of 567 teachers from both public and private universities, the research found that variables such as gender, age, academic qualifications, and years of teaching experience significantly impacted self-efficacy in these domains. The study suggested that promoting self-efficacy among teachers, particularly those with lower qualifications, can enhance their performance and career growth in academics.

Objective of the study

The objective of research is to compare the self-efficacy of Senior Secondary school teachers with respect to their different demographic variables.

Hypothesis

H_0: There will be no significant difference between self-efficacy of Senior Secondary school teachers with respect to their different demographic variables.

Methodology

To conduct "Comparison of Self Efficacy of Senior Secondary School Teachers w.r.t. their demographic Variables" the researcher has decided to use a descriptive survey. The Self Efficacy Scale for Normal School Teachers designed by Dr. Sushma Talesara and Farzana Irfan is used. The Questions are about how instructors feel with respect to getting control of students, encouraging them and keeping them in class or concern over methods and outputs. This self-efficacy is related to the instruments which teachers use in carrying out their duties. The researcher has collected quantitative data on these characteristics from a random sample of school teachers and administrators. To provide a representative sample of the population of interest, this research will involve secondary school educators and administrators from a variety of educational background. Thus, they would also be able to help answer the research goals of such a study while advancing our understanding of this classroom environment. To find out the comparison on the basis of gender, marital status, job type, teaching experience and residential status independent sample t- test is used.

Analysis and Interpretation

H_{01}: There is no significant difference between self-efficacy of male and female school teachers.

Table 1: Self Efficacy of Senior Secondary School Teachers with respect to Gender

	Gender	N	Mean	Std. Deviation	t-value	p-value
Self-Efficacy	Male	205	1.8032	0.44525	3.184	0.002
	Female	275	1.9401	0.48034		

***Source*:** Data Processed through SPSS, df = 478

Table 1 indicates that there was more female participants (275) than male participants (205). On average, females have a higher self-efficacy score (1.9401) compared to males (1.8032). Both groups exhibit similar levels of variability in their scores, as indicated by their standard deviations (males: 0.44525, females: 0.48034). The t-value of 3.184 with 478 degrees of freedom and a significance level of .002 indicate a significant difference in means. These findings support the conclusion that there is a statistically significant difference in the mean self-efficacy levels between males and females. Based on the data analysis conducted by (Kusurkar *et al*., 2011) [10] it can be concluded that the observed difference in self-efficacy levels between genders is unlikely to be due to chance alone.

H_{02}

There is no significant difference between self-efficacy of married and unmarried school teachers.

Table 2: Self Efficacy of Senior Secondary School Teachers with respect to Marital Status

	Marital Status	N	Mean	Std. Deviation	t-value	p-value
Self-Efficacy	Unmarried	168	1.7446	0.45489	4.754	0.000
	Married	312	1.9538	0.46203		

***Source*:** Data Processed through SPSS
df = 478

Table 2 indicates that married participants have a higher self-efficacy score (1.9538) compared to unmarried participants (1.7446). Married individuals exhibit higher self-efficacy compared to their unmarried counterparts. This notable difference highlights a significant disparity in self-efficacy related to marital status (Odanga *et al*., 2015) [17]. Since the p-value (Sig. 2-tailed) is 0.000, which is less than 0.05, the difference in mean self-efficacy scores between the two groups is statistically significant. The t-value and mean difference indicate that the first group (unmarried individuals) has a lower mean self-efficacy score compared to the second group (married individuals). The mean self-efficacy score is significantly higher in one group (married individuals) compared to the other (unmarried individuals), highlighting a notable disparity based on marital status. This suggested that married individuals, on average, report higher self-efficacy compared to unmarried individuals. This difference is statistically significant, indicating that marital status impacts self-efficacy scores.

H_{03}: There is no significant difference between self-efficacy of private and government school teachers.

Table 3: Self Efficacy of Senior Secondary School Teachers with respect to organization type

	Status	N	Mean	Std. Deviation	t-value	p-value
Self-Efficacy	Private	312	1.9746	0.46038	6.198	0.000
	Govt	168	1.7049	0.43870		

***Source*:** Data Processed through SPSS
df = 478

Table no. 3 indicates that Private group have a higher average self-efficacy score (1.9746) compared to respondents in the Govt group (1.7049). With a significance value of 0.004, which is below the conventional threshold of 0.05, This signifies a significant difference in the variances of self-efficacy scores between the two groups. The t-test confirms a significant difference in self-efficacy scores between the Private and Govt groups. For self-efficacy, the data indicates that employees in private organizations have a higher mean score compared to those in governmental organizations. This suggests that the type of organization impacts self-efficacy, with employees in private organizations exhibiting a higher degree of self-efficacy than those in government organizations (Zamir *et al*., 2017) [30].

H_{04}: There is no significant difference between self-efficacy as per duration of school teachers

Table 4: Self efficacy of senior secondary school teachers with respect to Experience

	Experience	N	Mean	Std. Deviation	t-value	p-value
Self-Efficacy	1-5 Years	143	1.8846	0.45638	-3.775	0.000
	6-10 Years	337	2.0706	0.44187		

***Source*:** Data Processed through SPSS
df = 478

Table 4 presents self-efficacy scores, comparing two groups based on years of experience: 1-5 years and 6-10 years. There are 143 participants with 1-5 years of experience and 337 participants with 6-10 years of experience. Respondents with 1-5 years of experience have a mean self-efficacy score of 1.8846, while those with 6-10 years of experience have a higher mean score of 2.0706. This suggests that individuals with 6-10 years of experience, on average, report higher self-efficacy compared to those with 1-5 years of experience. As for self-efficacy, the respondents with 6-10 years of experience have a mean score that is higher than those with 1-5 scores. This means that depending on the number of years, duration begins to effect self-efficacy. People with 6-10 years have more self-efficacy than those having one year to five years. The key discrepancy points out a remarkable disparity of the belief in one's own competence, which is grounded on experience length. (Anyadubalu, 2010) [2]. The test suggests that there is no significant difference in the variances of self-efficacy scores between the two groups.

H_{05}: There is no significant difference between self-efficacy of urban and rural school teachers

Table 5: Self Efficacy of Senior Secondary School Teachers with respect to Area

	Area	N	Mean	Std. Deviation	t-value	p-value
Self-Efficacy	Urban	268	1.9310	.46929	2.604	0.01
	Rural	212	1.8191	.46472		

***Source*:** Data Processed through SPSS
df = 478

Table 5 represents self-efficacy scores, comparing two groups based on area of residence: urban and rural. Urban participants have a higher self-efficacy score (1.9310) compared to rural participants (1.8191). This suggests that individuals living in urban areas, on average, report higher self-efficacy compared to those living in rural areas. The t-test, statistical analyses, affirm the significance of this contrast. This implies that self-efficacy varies depending on geographical location, with urban individuals displaying higher levels compared to their rural counterparts. The significant gap observed highlights a distinct divergence in self-perception, seemingly linked to the urban-rural dichotomy. (I. M. Riggs, 1991) [19]

Conclusion

The research seeks to contribute to the existing body of knowledge on teacher efficacy by specifically examining the influence of demographic variables in the context of senior secondary education. By shedding light on these dynamics, we endeavor to offer actionable insights that can inform policies and practices aimed at enhancing teacher effectiveness and, consequently, improving student learning outcomes in senior secondary schools. The significance of this research lies in its potential to inform policy-making, teacher training programs, and school leadership initiatives aimed at bolstering teacher effectiveness and fostering a conductive learning environment in senior secondary education. The study has found a significant difference in the self-efficacy levels between males and females, married comparing to unmarried, employees in private organizations than those in government organizations and urban individuals displaying higher levels of self-efficacy compared to their rural counterparts. By identifying demographic factors that either enhance or hinder teachers' self-efficacy, stakeholders can tailor strategies to provide targeted support, resources, and professional development opportunities to empower educators and optimize student learning outcomes.

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