

ORIGINAL ARTICLE

Relationships among Teachers Sense of Efficacy, Self-Perceptions of the Teaching Roles and Selected Background Characteristics

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Abstract

The central concerns of this study were two-fold: to investigate what relationships exist among patterns of teachers' sense of efficacy, self-perception of the teaching roles and selected background characteristics; and examine mean score differences between male and female teachers in terms of the variable compared. Eighty-six teachers were selected using stratified random sampling. Scale questionnaire was used as data collection instrument. Pearson Correlation Coefficient, multiple regression and two samples t-test were employed for data analysis. Stepwise regression analysis demonstrated that teachers' integration role predicted teachers' sense of efficacy. T-test revealed that female teachers scored higher mean score in personal teaching efficacy and time investment of the teaching role. But no mean score differences were observed on the other pattern of sense of efficacy and self-perception of teaching roles observed. Co relational analysis indicated that there was significant relationship between sex and time investment in teaching, teachers' competence and time investment in teaching, and teachers' sense of efficacy and time investment in teaching. Moreover, the two patterns of teachers' sense of efficacy, personal and general efficacy were inversely related and were found to be quite distinct measures. The two patterns of teachers' sense of efficacy also related differently to perceptions of the teaching roles and background characteristics. In conclusion, since teachers' sense of efficacy is related to students achievement gains, it is important to determine how teachers who possess different levels of efficacy behave in the classroom. Such data may help explain why some teachers are able to produce better student learning than other teachers. It was recommended that male teachers need to develop their efficacy by internalizing their judgments about their capability as demanded by the profession. Moreover, male teachers should spend more time in reading to widen their knowledge stipulated by the teaching business and get prepared to gain pleasure out of the lessons they impart.

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INTRODUCTION

Teachers' sense of efficacy has been identified as a variable accounting for individual differences in teaching effectiveness, particularly in terms of student achievement.

Teacher efficacy denotes teachers' confidence in their own ability to handle things in their classrooms. Ashton (1984) contended that teachers' self-efficacy is related to students' achievement and proposed that this variable be used as a framework for teacher education programs. He also extended his view that when teachers have stronger self-efficacy, they are more likely to have the confidence to take risks and to experiment, thus are more likely to improve. He also found that highly efficacious teachers were more positive and more willing to try new ideas. Similarly Good (1981) revealed that effective teachers expect their students to learn and believe that they are capable of helping them learn.

According to Bandura (1997), the task of creating learning environments conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of teachers. He also indicated that teachers' beliefs in their instructional efficacy partly determine how they structure academic activities in their classrooms and shape students' evaluation of their intellectual capabilities.

Teachers' sense of efficacy refers to teachers' beliefs concerning their capabilities to help students learn (Ashton and Webb, 1986). Teachers' belief in his or her ability to affect student performance (Green Wood, Olejnik & Parkay, 1990); is an important factor in predicting students achievement and sense of competence (Parkay, Green Wood, Oleinik & Proller, 1988). Teachers' evaluation of their capabilities to bring about positive student change (Gibson & Dembo, 1984); is a belief that teachers can help even

the most difficult or unmotivated students (Woolfolk & HOY, 1990). Teachers' confidence in their own ability to handle things in their class rooms (Sparks, 1988) is important component.

Ashton and Webb (1986), and Ashton (1985) found that teachers with higher self-efficacy were more likely to have a positive classroom environment, support students' ideas and meet the needs of students in the class. Higher teacher efficacy was positively associated with teachers' use of praise, individual attention to the students and frequent checking on students' progress in learning. Tschannen-Moran and Woolfolk Hoy (2001) reported that efficacy was powerfully related to numerous educational outcomes including effective student engagement, instructional strategies and classroom management. They found that researchers consistently experienced persistent measurement problems that plagued their efforts to study teacher efficacy. The construct was determined to be more context-specific. Ashton's (1984) finding showed that teachers' efficacy related positively to students' achievement and proposed this variable be used as a framework for teacher education programs.

Woolfolk & Hoy (1990) maintained that teachers' beliefs in their efficacy affect their general orientation toward the educational process as well as their specific instructional activities. Those who have a low sense of instructional efficacy follow a custodial orientation that takes a pessimistic view of students' motivation, emphasize control of classroom behavior through strict regulations, and rely on extrinsic inducements and negative sanctions to get students to study.

Bandura (1977) suggests that motivation is influenced by both outcome expectations (i.e., judgments about the consequences of specific behavior in a particular situation)

and efficacy expectations (i.e. the individual's belief that he or she is capable of achieving a certain level of performance in that situation). Moreover, outcome and efficacy expectations are interrelated. Bandura notes that the types of outcomes individuals anticipate depend largely on their judgments of how well they perform in given situations.

Based on Bandura's assertion, Gibson & Dembo (1984) clarified that teachers who believe student learning can be influenced by effective teaching, and who also have confidence in their own teaching abilities, should persist longer, provide a greater academic focus in the classroom, and show different types of feedback than teachers who have lower expectations concerning their ability to influence student learning.

Ashton & Webb (1986) Argued that teachers' classroom behavior is best predicted by general personal efficacy and teaching efficacy acting together. In line with Bandura, Ashton and Webb, Gibson & Dembo (1984) proposed a teacher-efficacy scale that yield two independent factors: general teaching efficacy-the belief that any teacher's ability to bring about change is constrained by external factors such as student home environment, family background or a student's intelligence and personal teaching efficacy-an evaluation of one's personal ability to influence student learning.

As to how these types of efficacy influence teachers' performance (Dembo & Gibson, 1985) stressed that a teacher's sense of competence and self-esteem will be secured when faced with frustrations of low achieving students. If he or she believes that forces outside of her control determine students' achievement then one suffers less loss of self-esteem by believing that there is not much any teacher can do. If a teacher has a low sense of general teaching efficacy, poor student

performance can produce dissatisfactions, because that teacher believes that all teachers are unable to produce positive results with some students. But, for the teacher with a low personal sense of teaching efficacy, the stress and dissatisfaction with poor student performance would likely be much greater (Dembo & Gibson, 1985).

Individuals who believe that teaching is a potentially powerful factor in students' learning may believe either that they are effective or that they lack the ability to make a difference in their own students. On the other hand teachers may believe that teaching in general can have little impact on students and that they are or are not exceptions to these rules (Woolfolk Hoy, 1990; Bandura, 1997).

A study conducted by Brophy & Everston (1977) indicted that teachers who were successful in producing student learning gains tended to have higher expectations and assumed personal responsibility for making sure that students learned.

Teachers' efficacy ought to influence teaching behavior: choice of activities, effort expended and persistence are useful to explain the behavior of teachers (Schunk, 1989). It is argued that teachers' belief in their abilities to instruct students may account for individual differences in effectiveness. Beliefs evolve as individuals are exposed to the ideas and mores of teachers and significant others. They are acquired and fostered through schooling or the informational observation of others and they are usually persisting, unmodified, unless intentionally or explicitly challenged (Gibson & Dembo, 1984).

A significant difference between school levels and teacher efficacy was observed by Parkey et al., (1988) who reported that elementary school teachers expressed greater responsibility for student success

than either junior or high school teachers. The elementary teachers compared with either the middle school teachers or the high school teachers also expressed a great sense of efficacy.

Bandura (1989); Darling-Hammond (1990) & Parvin (1989), as cited by Cole and Chan (1994), identified dimensions to the professional role in teaching. They claimed that teaching requires commitment to ethical and professional standards, perceived efficacy, analytical strategies, reflective cognitive style; knowledge of the content of the curriculum, high levels of literacy and numeracy.

Apart from teachers' sense of efficacy, Fritz et al., (1995) proposed self-perception of the teacher's professional role that indicate the importance of the various teacher roles that one needs to accomplish as a teacher. This is like one's feelings of competence in and satisfaction with the teaching role, time investment in reading in the field and the integration of the teacher role with other social roles one must maintain as a teacher.

Since the introduction of the new education and training policy in 1994, major activities have been carried out. The policy has been implemented with the view to give due emphasis to teachers' professional competence in teaching. The policy incorporates the development of problem solving capacity, research oriented activities on the part of teachers. The role of the teacher becomes more concerned with support for the learner than being possessor of knowledge. Teachers should incorporate problem solving learning, active learning; devise assessment methods which show students' weak areas and strengths, and produce materials for all students; different learning needs, rather than rigidly delivering the same program for all students (MOE, 2003). To attain these, the need for investigation of

teachers' sense of efficacy is unquestionable because it is teachers who are supposed to implement instruction at classroom level. This study therefore highlights what relationships exist among teachers' sense of efficacy, and self-perception of the teaching roles and background characteristics on teachers of Bahir Dar Secondary Schools.

According to Bandura (1997), a teacher might see the world of teaching and learning as operating in a certain fashion, but may not feel individually capable or operating in that way. One can understand from this that teachers' belief about teaching and learning may have positive or adverse effects on their motivation and performance in producing positive changes in their students.

Local studies conducted on teachers and teaching related behaviors revealed that older teachers exhibited higher mean score in satisfaction than younger teachers; degree holder teaches had higher mean score than TTI and diploma teachers; job satisfaction tends to be higher for older and more qualified teachers; there was no mean score difference in sex, age and experience in teaching (Getachew, 1999). Fritz et al., (1995) found that teachers who participated in professional development training demonstrated a high sense of efficacy, personal competence in meeting the needs of their students, and perceived fewer external constraints on students learning, greater satisfaction as a teacher and integrated their professional roles with other social roles.

Seyoum (1998) found out that 63.3% of teachers in Addis Ababa were not participated in any professional development workshop or seminars in 1996/97 academic year. That could help them to improve their efficacy and related training which probably enhance their

instructions with newly emerging teaching methods. In this case it seems less research work has been carried out that showing the pattern of efficacy beliefs held by teachers regarding their actions and abilities to influence the learning of their students.

Moreover, teachers' sense of efficacy beliefs and self-perception of the teaching roles may relate differently to background characteristics such as age, gender, and level of education. Teaching experience and professional development training variables need further investigation in the context of our school system to have a better understanding as to how these variables affect the profession of teaching, practices and the teacher.

Furthermore, so far, local research works conducted to date on self-efficacy and related characteristics emphasized student achievement behavior (Yalew, 1996, 1997). It is therefore, essential to illuminate a glimpse on teachers' sense of efficacy and related characteristics at high school level. Therefore, the following basic research questions provided the focus of this study.

1. Are sex of the teacher, self perception of teaching roles, and teachers' sense of efficacy related to each other?
2. Are teaches' and background variables predict teachers sense of efficacy and self perception of the teaching roles,
3. Are there differences in teachers' sense of efficacy and self-perceptions of the teaching roles as the function of sex, level of education, teaching experience, and professional training?

The study, therefore, momentous in identifying the viewpoint held by teachers about teaching and learning and to see teachers' self-perceptions toward the teaching roles they are identified with in relation to teachers background characteristics. Studying teachers' sense of self-efficacy and teaching roles

accomplishments provide an indispensable input to view the judgments or beliefs apprehended by high school teachers about their capability to change their students' performance or not and the way they examine the world of teaching as a profession in general.

The general objective of the study is to assess relationships among teachers sense of efficacy, self-perceptions of the teaching roles and selected background characteristics.

The specific objectives of this study were:

- To investigate the relationship between teachers' age, self-perception of the teaching roles and sense of efficacy;
- To examine whether age and self perception of the teaching roles predict teachers' sense of efficacy and,
- To examine whether there exist difference in teachers' sense of efficiency and self-perception of the teaching roles as the function of sex, level of education, teaching experience, and professional training.

Studying teachers' sense of efficacy and their perception of the teaching roles related to their background characteristics have immense contribution in promoting the teaching and learning venture. The study helps to identify whether secondary school teachers view teaching can be made possible if the efforts made by teachers can change students performance or their conceptions. That is, teaching that it says the teacher has no any ability to change their students' performance rather the students their own ability matters to bring a change in students achievement. This study also tries to locate how teachers perceive the various teaching roles in school and out of school. It also tries to show how their beliefs of efficacy and recognition of the teaching roles are influenced by their age, level of education, teaching experience and professional development training.

This study is mainly delimited to teachers who have been teaching different subjects, in both Tana and Ghion Secondary Schools of Bahir Dar Town on teachers sense of efficacy and perceptions of the teaching roles and background variables.

Although the study tried to illuminate the type of relationships among the variables and mean score difference between both male and female teaches on the variables under discussion, it has its own shortcomings. This study used two secondary schools of Bahir Dar Town. It would have been good enough if more sample schools were used for the study to be reasonable at regional level. The other limitation was from the total of 119 participants who were selected to fill out the questionnaire, only 86 usable questionnaires were returned, most teachers are bored of filling in the questionnaire.

Operational Definitions of Terms

Teachers' Sense of efficacy: teachers' belief in their capabilities to produce desired effects on students by their own actions or efforts.

Self-perception of the teaching roles: how a teacher see teaching from his own point of view to accomplish or maintain such as competence; the knowledge and the skill he has; satisfaction; personal satisfaction in teaching; investment; the time teachers devote in reading subjects related to teaching and subjects currently they teach; and integration:- teachers participation in social life like in family and other social tasks other than teaching.

Teaching experience is categorized into high and low based on their services rendered in teaching positions. The benchmark was made between teachers who had above and below ten years of

teaching services in the profession as high and low teaching experience respectively.

METHODS

Design of the Study: the study followed quantitative research design in order to address the research questions promised in the study. Correlation coefficient, regression and two samples t-test were used as part of quantitative design.

Population and site: - The target population of this study was male and female secondary school teachers who teach in both Tana Haik and Ghion secondary schools of Bahir Dar town. Bahir Dar is located north west of the country, the capital of Amhara National Regional State. The study conducted in 2011 first semester.

Sample and Sampling Technique

From the three secondary and preparatory schools found in Bahir Dar Town, two schools namely, Tana Haiq and Ghion schools were selected using simple random sampling method. From the total of 119 teachers teaching in both Tana Haiq and Ghion Secondary Schools, 86 were selected as participants of the study using stratified random sampling method from grades 9 to 12. The stratification was made based on sex, level of education, teaching experience and professional development workshops or seminar attended. From the total participants, 71 (83%) were males and 15 (17%) females. The mean age was 40.24, SD = 7.76; years of teaching experience, Mean = 18.29, SD = 7.95; level of education bachelor degree 65%, diploma 35%. Teachers composition by grade level were, 9th grade 33 (38.37%); 10th 27 (31.40); 11th 12 (13.96%) and 12th grade 14 (16.28). 29 (33%) of the teachers were participated in professional development training and 57 (67%) did not take part in any kind of training at all.

Instrument: Questionnaire was used as data collection instrument. The questionnaire had two parts. Part one dealt with participants' demographic characteristics. Participants were requested to indicate their background information such as age, gender, and level of education, teaching experience and professional development training participated. Part two consisted of scales that inquired teachers' sense of efficacy and self-perception of the teaching roles. Before the questionnaire was administered to the sample participants, pilot test was conducted to see whether the items could serve as intended or not. The internal consistency of the items was determined using Chronbach alpha and inter items correlation between the items of the scales were found to be adequate. The internal consistency indices are indicated in the various sections for each measure. The validity of the items of the scales controlled using expert opinions or using that proved the content of each scale found to be appropriate to measure the variables under investigation.

Teachers Sense of Efficacy: This measure was adopted from (Gibson & Dembo, 1984) which has a two 8-item scale of general teaching efficacy and personal teaching efficacy scales. A general teaching efficacy scale assesses the belief that external factors constrain any teacher's ability to be a change agent in the classroom ($\alpha = 0.78$). Personal Teaching Efficacy scale assesses the belief in one's personal ability to bring about change in students learning and behavior ($\alpha = 0.70$). The responses scored on a five point scale from strongly disagree (1) to strongly agree (5) for positively phrased items and strongly disagree (5) to strongly agree (1) for negatively worded items.

Self-perception of the Teaching Roles: the scale was adapted form (Fritz et al. 1995). It contained statements that define

teachers' feelings, attitudes and behaviors related to their teaching roles. The scale consists of four dimensions of self-perceptions of the teaching roles. These are Satisfaction, Competence, Time, Investment and Integration.

Satisfaction with the teaching profession assesses feelings of regret about becoming a teacher versus a satisfying experience. Four items measured this sub scale and the scoring for the responses was made on a five point scale ranging from (1) strongly agree to (6) strongly disagree. The internal consistency reliability calculated was ($\alpha = 0.68$). Feelings of competence are assessed in terms of doubts about techniques used and one's ability to determine students' needs ($\alpha = 0.69$). Time investment in the teaching role is assessed through reports of reading in the filed and time spent thinking about teaching, lesson preparation and reading. The internal consistency reliability calculated for this sub scale was ($\alpha = 0.72$). Integration of management of role strain assessed with regard to doing teaching activities and time spent with family, friends and participating in social or community activities. Four items measured this sub-scale and the scoring of the responses was made on a five point scale ranging from (1) strongly agree to (6) strongly disagree for negatively worded items and (6) strongly agree and (1) strongly disagree for positively phrased items. The internal consistency reliability calculated using coefficient alpha was 0.76.

Data Analysis

After the data were collected for the main study, it were coded, tabulated and categorized and made ready for statistical analysis. Pearson coefficient of correlation was performed to determine relationships between teachers' age, self-perception of the teaching roles and sense of efficacy. Multiple regressions were calculated to see whether age, self perception of the teaching roles and predict significantly teachers'

sense of efficacy. T-test was used to examine differences in teachers' sense of efficacy and self-perceptions of the teaching roles as the function of sex, level of education, teaching experience, and professional development training. Alpha level was determined at 0.05

Ethical considerations

Prior to the administration of the questionnaire, official letter was obtained from the Department of Psychology, Bahir Dar University, and was presented to the principals of the selected schools to get permission for data collection. Consents were obtained from the schools and teachers to participate in the study as well. Confidentiality of the responses of the participants were communicated to keep responses strictly at all times. The investigator explained the purpose of the questionnaire to the participants that was to assess the belief held by teachers' sense of efficacy in class room teaching and their self-perception of the teaching roles in general. Questionnaire that contained teachers' background characteristics, teachers' sense of efficacy and self-perceptions of the teaching roles scales prepared in a booklet form and administered to the participants during a regular schedule class time where teachers were taking recess at their respective schools.

The investigator gave instruction and examples on how to fill in the questionnaire. No time restriction was made to participants to complete and return the questionnaire. After participants completed filling in the questionnaire, the investigator collected the questionnaire and thanked for their participation.

RESULTS

The means, standard deviation and correlation for the patterns of teachers' sense of efficacy, self perceptions of the teacher role and background characteristics were computed and the results are presented below.

Table 1: Means, Standard Deviations and Intercorrelations between the Variables in the Study for Total Group (N = 86): [Sex codes were 0 = females, 1 = male] Coefficient of Correlation

Variables	M	SD	Sex	EdLe	PDT	INVT	COMP	INTN	SATN	GTEF
Sex	-	-	1.00							
EdLe	-	-	-	1.00						
TeEx	18.29	7.95	.893	-.265*	.214*					
INVT	18.85	3.71	-.243*	.261*	.055	1.00				
COMP	19.77	4.88	.016	.171	.130	.286*	1.00			
INTN	17.38	4.19	.046	-.149	.010	.093	.171	1.00		
SATN	14.69	4.34	.038	.150	.058	.134	.174	.075	1.00	
GTEF	15.81	5.23	.005	.197*	.116	.115	.097	.093	.001	1.00
PTEF	42.38	7.11	.157	-.152	.041	.044	.087	.230*	.050	-.254*

P*=0.05

Note:-

PDT: Professional Development Training INVT: Time Investment SATN: Satisfaction.
 PTEF: Personal Teaching Efficacy COMPS: Competence INTN: Integration
 GTEF: General Teaching Efficacy EdLe: Educational level
 TeEx: Teaching Experience

As shown in Table 1, negative significant correlation was observed between Sex and INVT ($r = -.243$, $P < 0.05$), and PTEF and GTEF ($r = -0.254$, $P < 0.05$). On the other hand, statistically significant positive correlation was observed between COMP and INTN ($r = 0.289$, $p < 0.05$), PTEF and INTN ($r = .328$, $p = 0.05$), EdLe and INVT ($r = .261$, $p < 0.05$), EdLe and GTE ($r = .197$, $p < 0.05$) and TeEx and PDT, ($r = 0.214$). There is no significant relationship observed between other variables.

The other purpose of the study was to examine whether teachers' background variables (such as chronological age of the teachers, sex of the teacher, years in teaching, educational level and workshops attendance, predict teachers sense of efficacy and self perception of the teaching roles. To do this regression analysis was conducted and the results are presented in Table 2.

Table 2: Stepwise Regression Analysis of Background Variables and Teaching Roles on Sense of Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1						
Constant	35.591	3.223			11.044	0.000
Integration	.391	.180	0.230		2.167	0.033

Dependent Variable: PTEF

Excluded Variables (b)

Model	Beta In	t	Sig	Partial Correlatio	Collinearity Statistics Tolerance
Age	-.017(a)	-.161	.873	-.018	.984
Sex	-.147(a)	-1.389	.168	-.151	.998
Level of Edu	-.157(a)	-1.473	.145	-.160	.978
Teach EX	.075(a)	-.706	.482	-.077	.994
Prof Devt	-.060(a)	-.562	.576	-.062	1.000
INVT	.066(a)	.613	.542	.067	.991
COMP	.049(a)	.449	.654	.049	.971
SATN	-.067(a)	-.631	.530	-.069	.994

a. Predictors in the Model: (Constant), Integration

b. Dependent Variable: PTEF

As indicated in Table 2, the stepwise regression analysis results indicated that there was a significant contribution of teachers' integration of social roles to the teaching role found to predict their sense of efficacy. Among all the background and teaching roles variables entered in the model only the integration role was found to predict teachers' sense of efficacy. On

the other hand, as indicated in the model, background characteristics and other teaching roles were not statistically significant in predicting teachers' sense of efficacy.

The third objective of this study was to examine mean score differences in Sex, LED, TEX and PDT on the patterns of

teachers' sense of efficacy and self-perception of the teacher role dimensions. To do this, independent t-test was

performed and the results are indicated in Tables 3, 4, 5 and 6 below.

Table 3: Sex Difference in mean Scores on the Variables

Variables	Male (n=71)		Female (n = 15)			
	M	SD	M	SD	t-test	p-value
PTEF	33.676	6.026	36.067	4.621	-1.447	<0.05
GTE	21.676	5.901	21.133	7.651	0.307	>0.05
SAT	13.549	4.081	14.467	3.159	-0.819	>0.05
COM	19.803	4.941	19.600	4.763	0.145	>0.05
INV	18.437	3.656	20.800	3.406	-2.301	<0.05
INT	17.296	4.224	17.800	4.127	-0.422	>0.05

df = 84 [Sex codes, were 1 = male, Female = 0]

As indicated in Table 2, females scored higher means in PTEF and INVT ($p < 0.05$). This shows that female teachers had higher sense of efficacy than their male counterparts. Similarly, female teachers showed that they spend more time in reading and preparing their lessons than

male teachers do. However, no significant differences were observed between these other variables. This shows that both male and female teachers demonstrate similar sense of efficacy and teaching roles demanded by the profession.

Table 4: Level of Education Difference in Mean Scores on the Variables

Variables	Degree (n=56)		Diploma (n = 29)			
	M	SD	M	SD	t-test	p-value
PTE	33.464	5.762	35.724	6.025	1.045	>0.05
GTE	22.589	7.032	19.724	3.634	-2.053	<0.05
SAT	14.357	3.782	12.655	3.967	-1.935	=0.05
COM	20.395	4.864	18.552	4.896	-1.655	>0.05
INV	19.500	3.459	17.517	3.915	-2.395	<0.05
INT	16.929	4.036	18.276	4.471	1.406	>0.05

df = 83

As shown in Table 4, degree holders produced higher means in GTE, SAT and INV than diploma holders. This means that degree teachers view the world of teaching in general and believe that they do not make any difference in students achievement by their own efforts: being a teacher is a satisfying experience to these teachers and they are more involved in time investment in reading materials demanded by the profession to up grade themselves

than diploma holders. But, there was no significant difference observed on other variables between degree and diploma holder teachers.

Table 5: Teaching Experience Difference in Mean Scores on the Variables

Variables	High Teaching Experience (n=63)		Low Teaching Experience (n = 23)			
	M	SD	M	SD	t-test	p-value
PTE	34.048	6.384	34.218	4.178	.118	>0.05
GTE	21.000	6.133	23.174	6.184	1.452	>0.05
SAT	13.747	4.016	13.609	3.787	.142	>0.05
COM	19.401	4.964	20.608	4.659	.965	>0.05
INV	18.842	3.686	18.861	3.842	.031	>0.05
INT	17.429	4.238	17.261	4.137	.163	>0.05

df = 84

As indicated in Table 5, there was no significant mean score difference between teachers having high teaching experience and teachers with low teaching experience on their sense of efficacy and self-perceived the teaching role variables. Teaching experience is categorized into

high and low based on their services rendered in the teaching position. The benchmark was made between teachers who had above and below five years of teaching services in the profession as high and low teaching experience respectively.

Table 6. Professional Development Training Difference in Mean Scores on the Variables

Variables	Attended (n=28)		Not attended (n = 58)			
	M	SD	M	SD	t-test	p-value
PTE	33.75	5.82	34.269	5.66	.376	>0.05
GTE	22.61	7.16	21.09	5.66	1.069	>0.05
SAT	14.04	3.29	13.55	4.23	.532	>0.05
COM	18.86	4.28	20.21	5.13	-1.204	>0.05
INV	19.14	3.62	18.71	3.77	.509	>0.05
INT	17.32	4.62	17.41	4.00	-.095	>0.05

df = 84

As shown in Table 6, no significant difference was observed between teachers who attended and teachers who did not attend professional development trainings on the patterns of teachers' sense of efficacy and self-perception of the teacher role dimensions. This result probably underscore those teachers who attended professional development training not at their own advantage to promote their sense of self-efficacy and the teaching roles they are expected to display. This may inform us that the trainings offered were not relevant to be efficacious in teaching and in their teaching roles, which rather proved them to

be similar to those teachers who did not attend any training at all.

DISCUSSION

The main purpose of this study was to investigate what relationships exist between patterns of teachers' sense of efficacy, self-perception of the teacher role and selected teachers background characteristics. To do this, Pearson coefficient of correlation was performed.

Results of correlation analysis demonstrated that significant negative relationship was obtained between sex and

INV in reading. As the results of the study showed Female teachers reported that they had sufficient time to involve in reading in the field they are qualified with than their male teachers counterparts. One possible explanation related to this would be that in this modern life, most female teachers' household menial works are covered by maids. That is why they say they had sufficient time to read materials related to their profession. Teachers' sense of efficacy beliefs have also been found to relate with self-perception of the teaching roles such as competence, satisfaction, reading in the field and management of role strain, and it is argued that teachers' sense of efficacy and self-perception of the teaching roles may relate differently to teachers background characteristics (Fritz et al., 1995).

Teachers' level of education was also associated with general teaching efficacy. As teachers' qualification increases, their belief that any teacher's ability to bring about change in students learning in the classroom is constrained by external factors will dominate. For these teachers, the influence of students' home experiences, background and discipline cannot be overcome by good teaching. Concerning this, Bandura (1986) pointed out that teachers who do not believe that they are capable of meeting high standards in the classroom are more likely to blame others for students' low level of achievements.

Teachers' level of education has been correlated with self-perception of the teacher role of time investment in reading materials related to their fields of study or what they were supposed to teach. Gibsion & Dembo (1984) found out inverse relationship of efficacy with years of teaching experience, that show something in the experience of teaching works against maintaining a sense of efficacy. Gibson and Brown (1982) as indicated by Dembo & Gibsion (1985), showed that teachers'

sense of efficacy varies with experience. They also tried to see variations in teacher efficacy and personal teaching experience; pre-service teachers with the least amount of training demonstrated the least personal teaching efficacy. For these teachers, with increased levels of course work and teaching experience, personal efficacy scales increased with higher level of education. These scores increased from 5-10 years of experience, then decreased with more time spent with the profession. These writers also revealed that pre-service teachers with the least amount of training demonstrated the least efficacy in their teaching skills; they had the highest teaching efficacy scores among all teachers, indicating a strong idealistic belief that they could overcome external factors by good teaching. In general, these writers underscore that teaching efficacy scores decreased with experience.

Teachers' teaching experience had a significant relation with professional development training. Teachers who had higher experience in teaching were participated in professional trainings. This finding is in agreement with the modern view of the interaction between teaching experience and training. It is not the number of years a teacher served that is important, but how much relevant workshops or seminars attended to the changing characteristics of knowledge and teaching methodologies in action (Fritz et al., 1995). Sun (1995) examined the relationship between elementary school teachers demographic characteristics and school organizational conditions of teacher efficacy. The findings showed that elementary school teachers exhibited a mixture of low and moderate levels of efficacy beliefs; teachers' years in teaching, grade assignment and location of school are significantly related to teacher efficacy, while teacher's sex, school size and classroom size are not. The writer suggested implications for teacher

education. These were the need to identify the importance of teacher efficacy in teaching; to give training for beginning teacher to enhance their sense of efficacy; to encourage teachers to participate in school decision making and change their work environment.

Teachers' personal teaching efficacy - the belief that teacher's personal ability to influence student learning had strong significant inverse association with teachers' general teaching efficacy the belief that teachers' ability or effectiveness is constrained by external forces. A study conducted on 48 high school basic skills teachers, Ashton, Webb and Doda, 1983, found significant correlations between the teacher' beliefs (personal efficacy) that she can succeed with difficult or unmotivated students and the teacher's tendency to accept personal responsibility (internality) for student success and the teachers tendency to accept responsibility for student failure. They also reported significant positive correlations between teacher efficacy and student achievement. Likewise a study carried out on a discrete subject, Armor et al. (1976) reported grater teachers' efficiency the more their students advanced in reading achievement. Ashton & Webb (1982), as cited by Dembo & Gibson (1985), a significant relationship between teachers' sense of efficacy and student achievement in mathematics and language. With respect to teachers' efficacy and their background characteristics Parkay et al., (1988) reported that teacher efficacy correlated with sex, years of teaching and race but not with age and years at current school. This result is in consonant with the findings reported by Gibson & Dembo (1984); Dembo & Gibson (1985), Greenwood, Olejnik & Parkay (1990) who measured dimensions of teachers' sense of efficacy. Fritz et al., (1995) the two factors are orthogonal; Bandura (1977) claimed that one's behavior is determined by both a

general outcome expectancy (belief that behavior will lead to desirable outcomes) as well as a sense of efficacy (belief that one has the requisite skills to bring about the outcome). When applied to the construct of teacher efficacy (Gibson & Dembo, 1984) outcome expectancy would essentially reflects the degree to which students can be thought given their family background, socio economic status (SES) and school conditions thus General Teaching Efficacy. Bandura's self efficacy would also indicate a teacher's ratings of his or her own abilities to perform the necessary tasks to bring about positive student change which is represented by the factor of Personal Teaching Efficacy.

Personal Teaching Efficacy positively and significantly related with the teacher role of integration (management of role strain). Teachers who have sense of personal teaching efficacy had time to do other activities, visit their family and friends apart from the time they devote in teaching. This result is consistent with Fritz et al., (1995) who found out that teachers with personal teaching efficacy do not feel that their time is restricted or confined by their profession, they see enough of their friends and family often with work demands and more successfully integrate the teaching role with their other adult roles so that experience less role strain. The study reported by Fritz et al., (1995) revealed the relationship between the patterns of sense of teachers' efficacy and self-perception of the teacher roles they are identified with. Their finding showed that personal teaching efficacy had significant inverse relation with general teaching efficacy. It had significant positive association with competence, satisfaction and integration of the teacher roles. On the other hand, general teaching efficacy had significant negative relation with satisfaction and integration roles, but it had no association with competence and investment roles.

The four self-perceptions of the teacher roles were significantly associated among each other. The researchers concluded that teachers who felt more competent and invest more time in reading were more satisfied with their teaching and experienced less role strain.

Teachers' competence was significantly related with satisfaction in teaching. Teachers who were competent enough in teaching were much more satisfied with teaching. Similar findings were observed in a study conducted by Fritz et al., (1995) that showed competent teachers feel that they were doing a good job for their students' needs as a result enjoying becoming a teacher or the profession. Similarly, teachers' competence in teaching was significantly correlated with time investment in reading materials related to their field of study. In support of this Fritz et al., (1995) noted that competent teachers who feel confident about their teaching abilities and think pretty capable as teachers were also doing a lot of reading to be good teacher, and learn everything possible to improve themselves. Wollfok & Hoy (1990) indicated teachers' superintendents or the teachers' competence relates to their satisfaction with their career choice and to ratings efficacy scores. Studies of teaching satisfaction among teachers have indicated that satisfaction tends to be higher for older and more experienced teachers. Gibson and Dembo (1984) conducted an investigation on school climate variables affecting achievement found that teachers in high achieving schools spent more time on instruction and demonstrated greater concern for and commitment to their students achievement.

The other purpose of this study was to examine whether teachers' background characteristics and dimensions of the teaching roles predict teachers' sense of efficacy. To do this, stepwise regression

was performed and the results of regression analysis demonstrated that among all background characteristics and teaching role variables, integration of social roles of teachers to the teaching roles was found to predict teachers' sense of efficacy. This finding is consistent with the findings reported by Frietiz et al., (1995) who demonstrated that if teachers integrate their social role to the teaching roles demanded by the profession they feel they had enough time to visit their friends and family along with work demands. Moreover, teachers feel that they do not stop doing the things they like to do just because of their profession, that is their time is not restricted or confined by their profession rather participate in other roles demanded by the society at large.

The other intent of this study was to examine mean score differences in sex, level of education, experience in teaching and professional development training on the patterns of teachers' sense of efficacy and self-perception of the teacher roles.

As the findings show, sex difference was observed on the variables of personal teaching efficacy and time investment in the teaching role where females teachers scored significantly higher means than male teachers. However, t-value revealed no sex difference on the other variables. Female teachers claim that they are more effective in classroom teaching than male teachers. Similarly, female teachers invest a lot of time in reading about how to be a good teacher. This probably because in our context, female teaches have ample time because household jobs are covered by employed maid. In connection to this, Cortis (1973) reported higher satisfaction for females than males in teaching roles. A study conducted on satisfaction of middle school teachers, Kyriacou and Sutcliffe, (1979) found no significant difference between male and female teachers on level of education and length of teaching experience and satisfaction in teaching. A

study conducted on time allocation in instruction (Sparks, 1998) revealed that successful teachers maintain a strong academic focus and spend less time in non-academic activities. The amount of time a teacher allocated for academic instruction, the time the teacher is actually engaged in that instruction, and the time a student is engaged may be quite different.

Likewise, level of education difference in mean scores on the variables was observed. The results depicted that except teaching experience where diploma teachers have shown higher mean score; general teaching efficacy, satisfaction and investment in the teaching roles were in favor of degree graduate teachers. This finding underline, that teachers commitment, skill, and venture in the profession increase as their level of education augmented.

There was no significant mean score difference between high teaching and low teaching experienced teachers and between teachers who participated in professional development training and who did those note taking part in a training related to improving teaching. This result is inconsistent with Fritz, et al, (1995) who found out that teachers who participated in professional development training demonstrated high sense of efficacy in personal competence, greater satisfaction as a teacher, and integrated their professional roles with other social roles.

CONCLUSION

This study tried to disclose the relationships of teachers' efficacy with their self-perceived teaching roles and selected background characteristics based on the data obtained through questionnaire from two secondary schools of Bahir Dar Town. The results of t-test revealed that female teachers scored higher means in personal teaching efficacy, teacher's belief in his or her ability to affect student's

performance or teacher's evaluation of his/her own capability to bring about positive changes in student learning. Moreover, female teachers exhibited higher mean score in time investment in teaching than their male counterparts.

From this study, one can infer that female teachers had more time to engage themselves in academic activities more than their male counterparts do. Similarly, they are found to be more efficacious in a sense that having teaching abilities, they can reach even difficult students, they use effective teaching techniques or better ways of teaching even in the presence of difficult students. Teachers who have a high sense of instructional efficacy devote more classroom time to academic activities, provide students who encounter difficulties with the guidance they need to succeed, and praise their academic accomplishments.

RECOMMENDATIONS

Based on the finding of the study, the following recommendations were forwarded.

- Teachers need to build their teaching competence along with other social roles demanded by the society out of the schools. As teachers become efficacious enough in their profession, they harmonize the teaching roles with other social roles in the community. Teachers need to be given the opportunity to advance in their level of education so that they can manage their roles assigned in the teaching positions as well as in the community. Professional development training should be given to teachers who served in the profession for a long time to acquaint them with newly emerging methodologies and approaches in teaching in general and their subject matters in particular.

- There was a significant contribution of teachers' integration of social roles to the teaching roles to predict their sense of efficacy. Supplementary efficacy sensitization seminar and workshop seem important in order to boost teachers' roles both in teaching and foster participation in the community at large.
- Female teachers scored higher means in personal teaching efficacy scores and time investment in teaching. Male teachers need to develop their efficacy by internalizing their judgments about their capability that is demanded by the profession. Moreover, male teachers should spend more time in reading to widen their knowledge stipulated by the teaching business and get prepared or enjoy the lesson they impart to facilitate their expertise.
- Diploma holder teachers should upgrade their qualification since being a teacher is a satisfying experience as it is supported by further training and updating oneself with the dynamism of knowledge so as to be more involved in time investment in reading relevant materials required by the profession.
- The study also indicated that the two patterns of efficacy have been found to be inversely related. The two constructs of self-efficacy are orthogonal in their relationships. This result is consistent with the existing findings. Since teachers' sense of efficacy is related to students achievement gains, it important to determine how teachers who possess different levels of efficacy behave in the classroom. Such data may help explain why some teachers are able to produce better student learning than other teachers. Finally, further research studies need to be initiated with a large sample size in order to have a

comprehensive picture of teachers' sense of efficacy at regional and higher learning institutions level. Moreover, it would be more reasonable if research works are conducted at school subject or course level.

Finally, it appears noteworthy that the study probably has both practical and theoretical value to understand the sources of efficacy information. Any effort either in teacher preparation programs or in school organizations that would cultivate efficacy beliefs of teachers is worthwhile. This is to say that considering the potential results such as teacher competence, teacher morale, and, most importantly, improved teaching and student learning.

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