

## **A Study of the Teacher Self-Efficacy of Female Primary Teachers in Relation to Their Educational Qualification**

**<sup>1</sup>Jinesh Mathew**

Research Scholar, Department of Education, Oriental University, Indore

**<sup>2</sup>Dr. Lubhawani Tripathi**

Supervisor, Department of Education, Oriental University, Indore

### **Abstract**

This research explores the relationship between educational qualifications and self-efficacy levels among female primary school teachers in the Gadchiroli district. A sample of 200 teachers was surveyed to identify how their academic achievements influence their confidence in managing classrooms, delivering lessons, and fostering student engagement. The study found a clear positive correlation: teachers with higher educational qualifications, such as Post-Graduation or Professional Degrees (B.Ed., M.Ed.), exhibited significantly higher levels of self-efficacy than their less-qualified counterparts. These findings underscore the importance of higher education and continuous professional development for female educators.

**Keywords:** *Teacher Self-Efficacy, Educational Qualification, Female Primary Teachers, Professional Development, Teaching Effectiveness, Confidence in Teaching, Rural Education, Gender in Education, Student Engagement, Primary Education.*

### **Introduction**

Education is a transformative tool for societal development, and teachers are its primary drivers. Among the various factors influencing teaching effectiveness, self-efficacy plays a crucial role. Self-efficacy refers to a teacher's belief in their ability to plan, organize, and execute tasks necessary for achieving desired educational outcomes. Teachers with high self-efficacy tend to create more engaging and inclusive classrooms, employ innovative teaching strategies, and effectively address diverse student needs.

Educational qualifications are a key determinant of self-efficacy, equipping teachers with the skills and knowledge necessary to handle classroom challenges and improve student learning outcomes. Female primary teachers, especially in rural and socio-economically challenged areas like Gadchiroli, face unique barriers that can impact their confidence and performance. This study investigates the link between educational qualifications and self-efficacy levels among female primary teachers, providing insights into how advanced education enhances their teaching capabilities and overall effectiveness.

### **Objective**

To study the Teacher Self-Efficacy of female primary teachers in relation to their educational qualification.

### **Hypothesis**

**Null Hypothesis (H<sub>0</sub>):** There is no significant relationship between the educational qualifications of female primary teachers and their levels of self-efficacy.

### **Methodology**

#### **Research Design**

A quantitative survey design was employed to examine the relationship between educational qualifications and self-efficacy levels among female primary teachers.

#### **Sample**

- **Population:** Female primary school teachers in the Gadchiroli district
- **Sample Size:** 200 teachers
- **Sampling Technique:** Stratified random sampling to ensure representation across various educational qualification levels

#### **Data Collection Tool**

The **Teacher Self-Efficacy Scale (TSES)** was used to measure self-efficacy. This standardized scale evaluates three core areas: instructional strategies, classroom management, and student engagement.

### Data Analysis

The data were analyzed using descriptive statistics (percentages) to identify patterns and trends. The results were presented in tabular and graphical formats for clear interpretation.

### Analysis and Interpretation

**Table 4.2**

*Percentage Details of Teacher Self-Efficacy of Female Primary Teachers Based on Educational Qualification*

S. No.	Educational Qualification	No. of Teachers	Percentage (%)	Level of Self-Efficacy
1	Intermediate (12th Pass)	35	17.5%	Low
2	Graduation	70	35%	Average
3	Post-Graduation	45	22.5%	Above Average
4	Professional Degree	50	25%	High

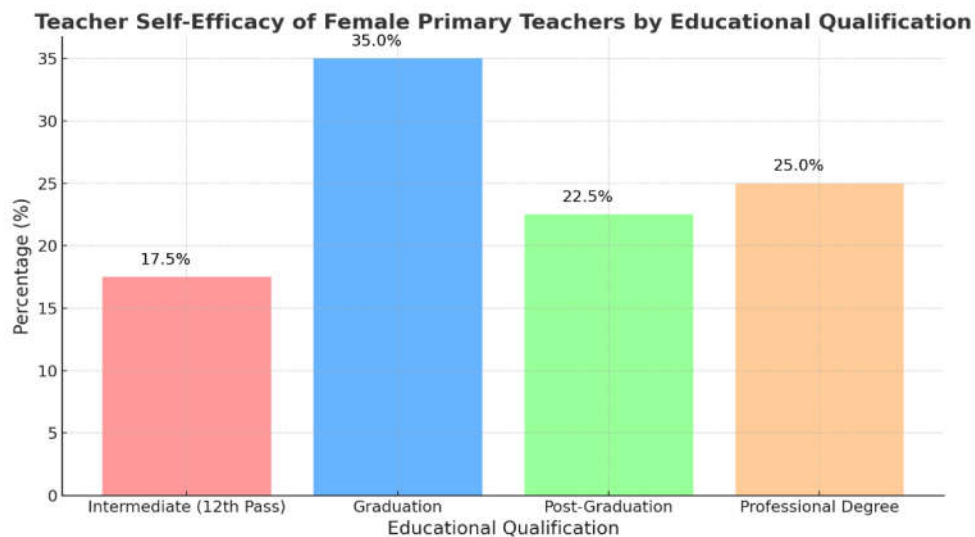
### Key Findings

- Low Self-Efficacy:** Among teachers with Intermediate (12th pass) qualifications, 17.5% exhibited low self-efficacy, indicating a lack of confidence in their teaching abilities.
- Average Self-Efficacy:** Teachers with Graduation qualifications made up 35% of the sample, demonstrating an average level of self-efficacy.
- Above-Average Self-Efficacy:** A notable 22.5% of post-graduate teachers exhibited above-average self-efficacy, reflecting a higher level of confidence and competence.

4. **High Self-Efficacy:** Teachers holding Professional Degrees (B.Ed., M.Ed.) constituted 25% of the sample and displayed high levels of self-efficacy, suggesting that formal teacher training enhances their instructional and classroom management skills.

*Graph 4.2*

**Teacher Self-Efficacy of Female Primary Teachers by Educational Qualification**



The bar graph visually represents the distribution of self-efficacy levels among female teachers based on their educational qualifications. It highlights that higher educational qualifications correlate with higher self-efficacy levels, with Professional Degree holders showing the highest confidence and effectiveness.

**Interpretation**

The analysis demonstrates a clear positive trend between educational qualifications and self-efficacy. Female teachers with advanced qualifications, such as Post-Graduation and Professional Degrees, exhibit greater confidence in their teaching abilities. This can be attributed

to their broader knowledge base, better pedagogical training, and enhanced problem-solving skills, which empower them to handle diverse classroom scenarios effectively. Conversely, teachers with lower qualifications, such as Intermediate (12th pass), show limited confidence, likely due to insufficient training and exposure to modern teaching methodologies.

## **Conclusion**

The study concludes that educational qualifications significantly influence the self-efficacy of female primary teachers. Teachers with higher qualifications display greater confidence and effectiveness in their professional roles, highlighting the importance of promoting advanced education and professional development opportunities. These findings reinforce the need for targeted policies and programs to enhance teacher education, particularly in rural and underserved areas.

## **Educational Implications**

1. **Encourage Advanced Degrees:** Schools and educational authorities should incentivize female teachers to pursue higher qualifications through scholarships, financial aid, and flexible learning opportunities.
2. **Professional Development Programs:** Regular workshops and training sessions should be organized to enhance the skills and self-efficacy of less-qualified teachers.
3. **Resource Allocation:** Schools should provide adequate teaching resources and infrastructure to support teachers in applying their knowledge effectively.
4. **Policy Reforms:** Policymakers must prioritize the continuous professional growth of teachers, ensuring that even those with basic qualifications have access to advanced training.

## **Recommendations for Further Research**

1. Investigate the impact of self-efficacy on student performance and classroom dynamics.

2. Compare the self-efficacy levels of male and female teachers across various regions.
3. Explore the influence of other factors, such as years of teaching experience and administrative support, on teacher self-efficacy.

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