



A Probe into the Sense of Efficacy of the Teacher Educators of Self-Financed B.Ed. Colleges

Malay Halder^{1*}, Santosh Mukherjee², Samirranjan Adhikari³

^{1*}Research Scholar, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India

²Professor, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India

³Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

***Corresponding Author:** Malay Halder

Email: malayhalder1990@gmail.com

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ABSTRACT

Self-efficacy is a particular set of beliefs that determines a person's ability to complete a plan of action (**Bandura, 1977**). It is a capability to produce desired results and judgements about one's ability to do a certain things. Teachers' sense of efficacy refers to their determination and belief in their ability to accomplish important teaching tasks. Sense of efficacy play an important role in improving teachers' teaching and ultimately student outcomes. To find out the status of sense of efficacy of the teacher educators, **Teachers Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001)** was administered on a random sample of 305 teacher educators of self-financed B.Ed. colleges of South 24 Parganas. It was reflected from the result that male teacher educators expressed their very high sense of efficacy and female teacher educators exposed high sense of efficacy; and male teacher educators manifested their (statistically) significantly higher sense of efficacy than the female teacher educators. It may be concluded that the teacher educators, irrespective of gender have very high sense of efficacy.

Keywords: Self-efficacy, Sense of Efficacy, Student Outcomes, Self-financed

1. Introduction

The sense of efficacy of the teacher educators is a critical factor in determining the quality of education. To sustain with the upgraded and technology based education system, teachers need to become more efficacious. One essential element of academic achievement is teacher efficacy, which includes teachers' self-assurance in their capacity to manage classrooms, engage students and use successful teaching techniques. Self-efficacy is the conviction that one can succeed in particular circumstances or complete a job. **Bandura (1986)** refers to employees' self-efficacy as their faith in their own skills to perform tasks, overcome obstacles and resolve issues. Self-efficacy is crucial since it affects both how you see yourself and your ability to accomplish your life's objectives. According to **Guskey and Passaro (2014)**, self-efficacy is related to a teachers' belief in her ability to affect her students' conduct, academic success and learning motivation. In educational environments, teacher self-efficacy can affect students' outcomes (**Soodak & Podell, 1993; Tschannen-Moran & Hoy 2001**). Teacher self-efficacy has been linked to both effort and perseverance while facing challenge (**Gibson & Dembo, 1984; Soodak & Podell, 1993**) and self-efficacy beliefs have been linked to both motivation and academic achievement (**Skaalvik & Skaalvik, 2019**). To understand the teacher educator's perceptions about their ability, this study explore their self-efficacy at self-financed B.Ed. colleges.

1.1 Significance of the Study

The foundation of the educational system is comprised by teacher educators, whose sense of effectiveness directly affects the standard of education. The effects on educational institutions and teacher education

programs will worsen if teacher educators are ineffective. This study is significant because it may highlight on the variables influencing teacher educator's perceptions of their own efficacy. The study can assist in identifying particular difficulties experienced by teacher educators in self-financed B.Ed. colleges or develop a strong sense of efficacy which is essential for their performance and effectiveness in teaching.

1.2 Objective of the Study

The present study was designed to recognize the following specific objectives –

- i) To know about the present status of Sense of Efficacy of the male teacher educators of self-financed B.Ed. colleges;**
- ii) To know about the present status of Sense of Efficacy of the female teacher educators of self-financed B.Ed. colleges;**
- ii) To compare the Sense of Efficacy of the male and female teacher educators of self-financed B.Ed. colleges.**

Research Questions were –

- i) What is the present state of Sense of Efficacy of the male teacher educators?**
- ii) What is the present state of Sense of Efficacy of the female teacher educators?**
- iii) Is there any difference between the male and female teacher educators with regard to their Sense of Efficacy?**

The hypotheses were –

H₁: The male teacher educators have high Sense of Efficacy.

H₂: The female teacher educators have high Sense of Efficacy.

H₃: The male and female teacher educators do not differ with respect to their Sense of Efficacy.

2. Sense of Efficacy – the Construct

A person's confidence in their capacity to finish a job or reach a goal is known as self-efficacy. This idea was first presented by psychologist **Albert Bandura** in **Social Cognitive Theory (1977)**. It has a significant impact on our behaviour, motivation and mental health, making it essential to both personal and professional success. As to **Bandura (1993)**, self-efficacy is a component of the self-system, which is made up of an individual's talents, attitudes and cognitive capabilities. This system has a significant impact on our perception of and reactions to various circumstances. According to **Cherniss (2017)**, self-efficacy is the confidence that one can overcome obstacles and effectively finish a task. **Albert Bandura** defined self-efficacy as "The belief in one's abilities to organize and execute the courses of action required to manage prospective situations". It includes their self-assurance that they can manage their conduct, have an impact on their surroundings and maintain motivation while working toward their objective. Self-efficacy may exist in a variety of contexts and domains, including relationships, the workplace, education and other crucial areas.

A crucial component of this self-efficacy is sense of efficacy. The term teacher sense of efficacy describes a teachers' confidence in their capacity to successfully direct and impact the behaviour and learning of their students. According to **Goddard, Hoy and Hoy (2000)**, a teachers' self-efficacy is their belief in their capacity to advance their pupils' learning. Teachers' feeling of efficacy is based on how certain they are in their capacity to promote learning and student involvement (**Tschannen-Moran & Hoy, 2001**). Teacher attributes are linked to both instructional quality and student accomplishment. This idea is important because it affects the way that educators approach their work, engage with students and apply teaching tools. Teacher self-efficacy is a crucial element of effective classrooms (**Guo, Connor, Yang, Roehrig & Morrison, 2012**). Teachers' who have a strong feeling of effectiveness tend to be more creative, tenacious and resilient which significantly effects student motivation and success.

3. Review on Sense of Efficacy

Teacher self-efficacy is the ability to engage in activities that make them feel good about themselves and that they can accomplish new tasks that have an impact on their profession. **Bandura (1993)** carried out studies to look at several ways that people viewed their own efficacy. The study's conclusions demonstrated how instructors' personal effectiveness influences the various learning environments they provide to support and encourage learning and assist students' advance academically. The study also investigated the considerable contribution that collective instructional effectiveness makes to students' academic success. **Bakar (2006)** conducted a study with 114 educators from Putra University in Malaysia. According to the study's findings, the majority of respondents were highly confident about their ability to engage students, use instructional tactics, maintain classroom order and deliver computer-based lessons. **Fisher and Kostelitz (2015)** investigated how teachers' commitment affected their sense of self-efficacy. A sample of 319 Israeli

elementary school teachers provided the data. The study's conclusion showed that the educational component of commitment and the school leadership team both depended on teachers' self-efficacy. Research was done by **Loerman, Sharma, and Forlin (2014)** to ascertain how teaching effectiveness, attitudes and concerns about inclusive education have changed over time. The results of the study showed that concern, acceptance and self-efficacy were important contributors to changes in teaching and learning. **Menon and Sobha (2017)** carried out a study to ascertain the level of self-efficacy among 350 secondary school teachers who are residents of Kerala state. The study showed that instructors in secondary schools have an average degree of self-efficacy. The study also discovered that there are notable differences were found between the mean teacher effectiveness scores according to gender and location.

According to **Al-Alwan and Mahasneh (2014)**, there was a substantial correlation between students' views toward education and the efficacy of their teachers'. **Mojavezi and Tamiz (2012)** found that there was a positive correlation between students' motivation and teachers' self-efficacy. Therefore, students' motivation affected by the teachers' sense of efficacy. This study also revealed that teachers' self-efficacy affected students' academic performance. **Rani and Jain (2023)** conducted a comparative analysis of gender and experience in the self-efficacy of Indian teacher educators. The study involved 160 teacher educators, found no discernible differences in the teacher educator's overall self-efficacy based on their gender or level of teaching experience (with regard to efficacy for student engagement, instructional strategies and classroom management). **Shahzad and Naureen (2017)** revealed that a strong positive correlation was observed between teachers' self-efficacy and students' academic achievement. A strong relationship was found between teachers' effectiveness and classroom management techniques (**Lay, 2021**). According to this finding, proficient teachers may enhance student learning and achievements through interactive teaching with the support of efficient classroom management techniques.

4. Methods

The descriptive survey method was used to conduct the current investigation. The specifics of the sample, instrument, data collecting process and statistical method are described below.

4.1 Variables

Job Satisfaction was the only variable of the present study.

4.2 Sample

Stratified Random Sampling Techniques were used to create a representative sample. A total of 305 teacher educators (188 men and 117 women) were chosen at random from South 24 Parganas, West Bengal, India's self-finance B.Ed. colleges for the current study.

4.3 Tool of Research

The present study employed the subsequent research instrument to gather data. Using criteria like relevance, appropriateness, validity, reliability, and suitability, the instrument was chosen. Below is a brief summary of the tool.

4.3.1 Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001)

In this study, the tool "Teachers' Sense of Efficacy Scale" was used. There are a total of 24 long form items and 12 short form items on this scale. These items are divided into three subscales: (1) Efficacy for student engagement (SE; 8 items), Efficacy for instructional strategies (IS; 8 items), and Efficacy for classroom management (CM; 8 items). There were nine alternative answers on the nine-point Likert scale, which ranged from 1 (nothing) to 9 (a great deal), or 1 and 2 = nothing, 3 and 4 = very little, 5 and 6 = some influence, 7 and 8 = quite a bit, and 9 = a great deal.

Table- 4.3.1: Subscale Wise Distribution of Items

Sl. No.	Subscales	Items
1.	Efficacy for student engagement	8
2.	Efficacy for instructional strategies	8
3.	Efficacy for classroom management	8

The mean score of the scale was normalized and the normalization procedure was as follows:

Normalized mean = Sum of the item responses in a total scale/Total number of items in the scale.

Then, the normalized mean fell within the range extending from 1 to 9 with 5 as the mid-point (moderately satisfied).

The range of Normalized means score of "**Teachers' Sense of Efficacy Scale (TSES)**" may be interpreted as –

1.00 to 2.99 : Very low

3.00 to 4.99 : Low
 5.00 to 6.99 : High
 7.00 to 9.00 : Very high

4.4 Procedure for Data Collection

To obtain authorization to gather the data, the heads of the institutes were approached. Applying the aforementioned instruments to the research participants in compliance with the instructions included in the tool's handbook allowed for the collection of pertinent data on several constructions.

4.5 Statistical Techniques

The descriptive statistics as well as inferential statistics was found by computing with the help of SPSS-20 software.

(a) To prove the hypothesis (i.e., ***The teacher educators have high Sense of Efficacy.***) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

(b) To prove the hypothesis (i.e., ***The male and female teacher educators do not differ with respect to their Sense of Efficacy.***) different inferential statistics such as F test, t-test have been calculated.

5. Results

Quantitative research in **descriptive survey method** was adopted to explore the sense of efficacy level of Teacher Educators of Self-Financed B.Ed. colleges of West Bengal.

Results are presented in two separate subsections –

a) Descriptive Presentation b) Comparative Analysis

5.1 Descriptive Presentation

The results are presented herewith.

5.1.1 Descriptive Presentation of the Male Teacher Educators

Descriptive statistics of the scores of **Teachers Sense of Efficacy** of the male Teacher Educators of Self-Financed B.Ed. colleges are reported herewith in the following table.

Table-5.1.1: Descriptive Statistics of Teachers Sense of Efficacy Scale Score of Male Teacher Educators

Dimensions of Sense of Efficacy	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Student Engagement	188	5.25	3.75	9.00	7.06	1.06	Very High
Instructional Strategies	188	5.50	3.50	9.00	7.18	1.07	Very High
Classroom Management	188	5.37	3.63	9.00	7.10	1.03	Very High
Sense of Efficacy (in Totality)	188	5.37	3.63	9.00	7.11	0.99	Very High

Table-5.1.1 depicts the descriptive statistics of “**Teachers Sense of Efficacy Scale**” scores obtained by the male teacher educators of self-financed B.Ed colleges. In case of ***Student Engagement*** the “minimum” of the scores was 3.75 and the “maximum” of the scores was 9.00 and the range was 5.25; the “mean” and “standard deviation” of the said distribution were 7.06 and 1.06 respectively. Then in case of ***Instructional Strategies*** the “minimum” of the scores was 3.50 and the “maximum” the scores was 9.00 and the range was 5.50; the “mean” and “standard deviation” of the said distribution were 7.18 and 1.07 respectively. Next, in case of ***Classroom Management*** the “minimum” of the scores was 3.63 and the “maximum” the scores was 9.00 and the range was 5.37; the “mean” and “standard deviation” of the said distribution were 7.10 and 1.03 respectively. Finally, in ***Sense of Efficacy (in totality)*** the “minimum” of the scores was 3.63 and the “maximum” of the scores was 9.00 and the range was 5.37; the “mean” and “standard deviation” of the said distribution were 7.11 and 0.99 respectively.

Figure-5.1.1 depicts the bar diagram of different Dimensions of Teachers Sense of Efficacy Scale scores of male teacher educators.

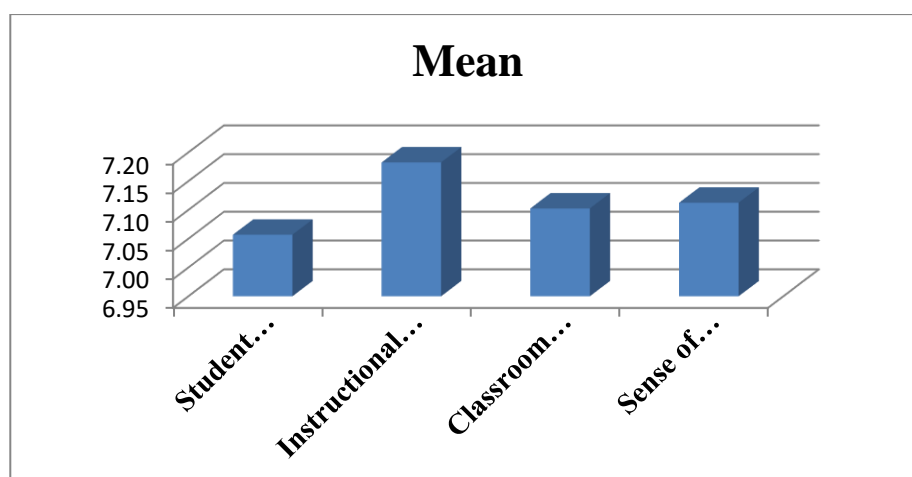


Figure-5.1.1: Bar Diagram Histogram of Different Dimensions of Teachers Sense of Efficacy Scale Scores of Male Teacher Educators

Figure-5.1.1(a) depicts the histogram with normal curve of “**Teachers Sense of Efficacy Scale Score**” of the male Teacher Educators of Self-Financed B.Ed. colleges. We can see from the visual observation that the aforementioned distribution was close to normal (**Fein, Gilmour, Machin & Hendry, 2022**).

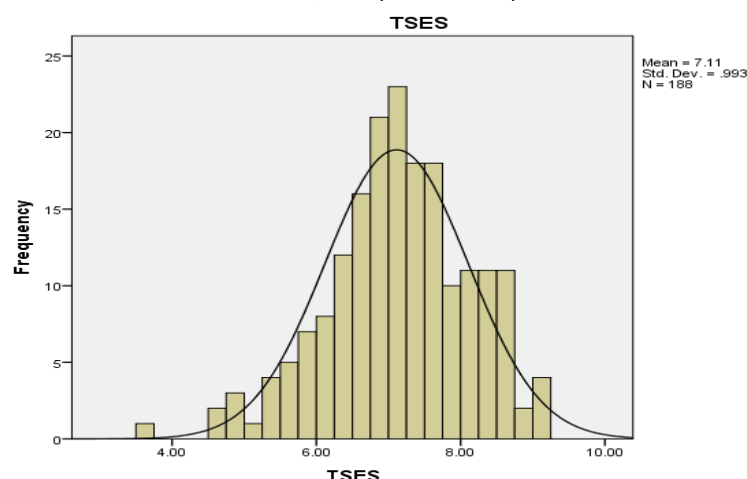


Figure-5.1.1(a): Histogram with normal curve of Teachers Sense of Efficacy Scale Scores of Male Teacher Educators

5.1.2 Descriptive Presentation of the Female Teacher Educators

Descriptive statistics of the scores of **Teachers Sense of Efficacy** of the female Teacher Educators of Self-Financed B.Ed. colleges are reported herewith in the following table.

Table-5.1.2: Descriptive Statistics of Teachers Sense of Efficacy Scale Score of Female Teacher Educators

Dimensions of Sense of Efficacy	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Student Engagement	117	7.12	1.88	9.00	6.82	1.28	High
Instructional Strategies	117	7.62	1.38	9.00	6.94	1.31	High
Classroom Management	117	6.62	2.38	9.00	6.82	1.19	High
Sense of Efficacy (in Totality)	117	7.12	1.88	9.00	6.86	1.22	High

Table-5.1.2 exhibits the descriptive statistics of “**Teachers Sense of Efficacy Scale**” scores obtained by the female teacher educators of self-financed B.Ed colleges. In case of **Student Engagement** the “minimum” of the scores was 1.88 and the “maximum” of the scores was 9.00 and the range was 7.12; the “mean” and “standard deviation” of the said distribution were 6.82 and 1.28 respectively. Then in case of **Instructional Strategies** the “minimum” of the scores was 1.38 and the “maximum” the scores was 9.00 and the range was 7.62; the “mean” and “standard deviation” of the said distribution were 6.94 and 1.31 respectively. Next,

in case of **Classroom Management** the “minimum” of the scores was 2.38 and the “maximum” the scores was 9.00 and the range was 6.62; the “mean” and “standard deviation” of the said distribution were 6.82 and 1.19 respectively. Finally, in **Sense of Efficacy (in totality)** the “minimum” of the scores was 1.88 and the “maximum” of the scores was 9.00 and the range was 7.12; the “mean” and “standard deviation” of the said distribution were 6.86 and 1.22 respectively.

Figure-5.1.2(a) depicts the bar diagram of different Dimensions of Teachers Sense of Efficacy Scale scores of female teacher educators.

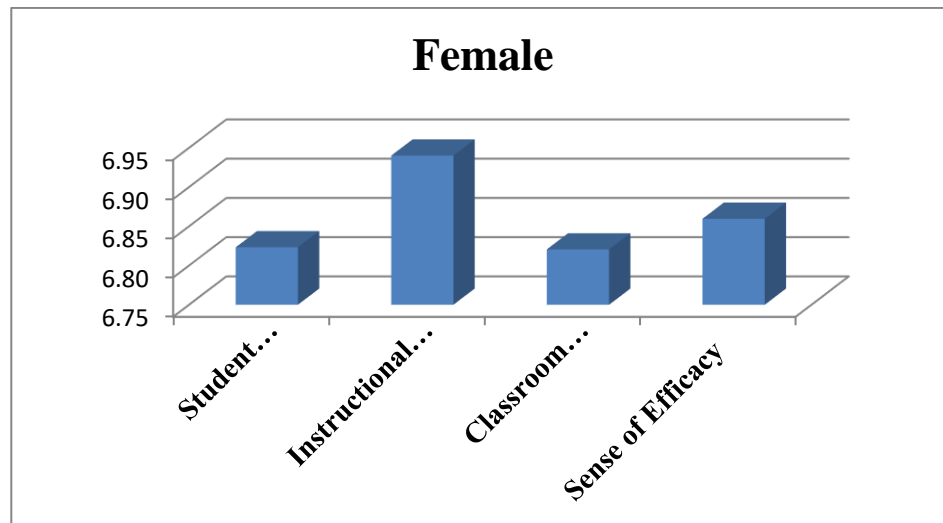


Figure-5.1.2(a): Bar Diagram Histogram of Different Dimensions of Teachers Sense of Efficacy Scale Scores of Female Teacher Educators

Figure-5.1.2(b) depicts the histogram with normal curve of Teachers Sense of Efficacy Scale Scores of female teacher educators. We can see from the visual examination that the aforementioned distribution was close to normal (Fein, Gilmour, Machin & Hendry, 2022).

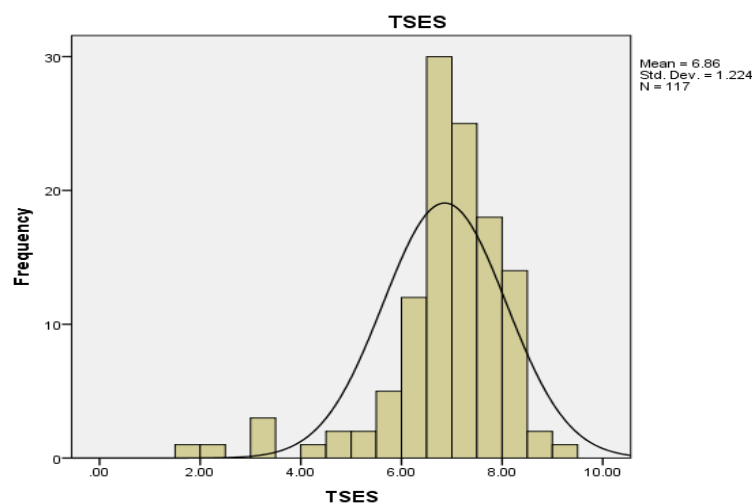


Figure-5.1.2(b): Histogram with normal curve of Teachers Sense of Efficacy Scale Scores of Female Teacher Educators.

5.2 Comparative Analysis

The results of the comparative analysis in Teachers' Sense of efficacy of teacher educators are presented in tabular forms:

Table-5.2(a): Group Statistics of Teachers Sense of Efficacy Scale Scores of Male and Female Teacher Educators

Dimensions of Teachers Sense of Efficacy	Gender	N	Mean	Std. Deviation	Remarks
Student Engagement	Male	188	7.06	1.06	Very High
	Female	117	6.82	1.28	High

Instructional Strategies	Male	188	7.18	1.07	Very High
	Female	117	6.94	1.31	High
Classroom Management	Male	188	7.10	1.03	Very High
	Female	117	6.82	1.19	High
Teachers Sense of Efficacy (in Totality)	Male	188	7.11	0.99	Very High
	Female	117	6.86	1.22	High

Table-5.2(a) exhibits the group statistics of **Teachers Sense of Efficacy** scores of male and female teacher educators. In case of **Student Engagement** the mean of male and female teachers were 7.06 and 6.82 respectively; again the standard deviations were 1.06 and 1.28 respectively. Next, in case of **Instructional Strategies** the mean of male and female teachers were 7.18 and 6.49 respectively; again the standard deviations were 1.07 and 1.31 respectively. Then in **Classroom Management** the mean of male and female teachers were 7.10 and 6.82 respectively; again the standard deviations were 1.03 and 1.19 respectively. Finally, in **Sense of Efficacy (in totality)** the mean of male and female teachers were 7.11 and 6.86 respectively; again the standard deviations were 0.99 and 1.22 respectively.

Figure-5.2(a) shows the bar diagram of means of Different Dimensions of Teachers Sense of Efficacy Scale scores of male and female teacher educators.

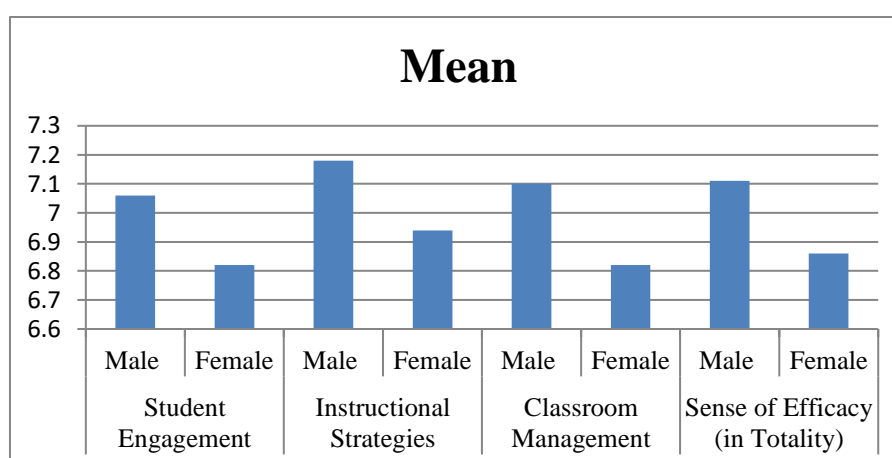


Figure-5.2(a): Bar Diagram of Mean Scores on Different Dimensions of Teachers Sense of Efficacy Scale of Male and Female Teacher Educators Separately

Table-5.2(b): Results of Independent Samples Test of Gender Wise Comparison of Means of Teachers Sense of Efficacy Scale Scores of Teacher Educators

Dimensions of Teachers Sense of Efficacy		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Student Engagement	Equal variances assumed	0.15	0.70	1.72	303.00	0.09
	Equal variances not assumed			1.65	212.22	0.10
Instructional Strategies	Equal variances assumed	0.20	0.65	1.77	303.00	0.08
	Equal variances not assumed			1.68	209.22	0.09
Classroom Management	Equal variances assumed	0.21	0.65	2.19	303.00	0.03
	Equal variances not assumed			2.12	219.12	0.04
Teachers Sense of Efficacy (in Totality)	Equal variances assumed	0.18	0.67	1.98	303.00	0.05
	Equal variances not assumed			1.88	208.76	0.06

From table-5.2(b) it is transparent that the two groups (female and male) differed (statistically) significantly in the dimensions of Classroom Management and Sense of Efficacy (in Totality) of Teachers Sense of Efficacy Scale. But it was observed that the two groups (male and female) did not differ (statistically) significantly in the dimension of Student Engagement and Instructional Strategies of Teachers Sense of Efficacy Scale.

6. Discussions

It was observed from the results of table-5.1.1 that on an average the male teacher educators expressed their **very high** sense of efficacy in all dimension of sense of efficacy scale (Instructional strategies, Student Engagement and Classroom Management) and also in totality. Therefore, the hypothesis **H₁** was **accepted**. The similar finding is also reported by **Ekta (2020)**, revealed that the male secondary school teachers' showed their high sense of efficacy in workplace. Similarly, **Shaukat and Iqbal (2012)** found that male teachers had more positive feedback about their classroom management, due to their ability to uphold discipline and regulate student behaviour. **Goswami, Karmakar, Saha and Adhilari (2024)** found that school teachers' had relatively high levels of efficacy at workplace. Additionally, the instructors may be adept at managing the children in the classroom, effectively developing instructional techniques for the classroom and actively engaging the students in all academic tasks. In another study, **Sen (2017)** showed that secondary school teachers' self-efficacy was higher than the average. Regarding self-efficacy, almost 25.96% secondary school teachers' had high and 24.80% had low levels. A moderate level of self-efficacy was demonstrated by around half (49.24%) of the instructors.

It was observed from the results of table-5.1.2 that on an average the female teacher educators excelled **high** sense of efficacy in all dimension of sense of efficacy scale (Instructional strategies, Student Engagement and Classroom Management) and also in totality. Therefore, the hypothesis **H₂** was **accepted**. The same result was found by **Shaukat and Siddiqulah (2007)**, they observed that the female teachers' have high sense of efficacy and they are more independent than male. Similarly, **Rao and Hasena (2009)** found that the female secondary school teachers' had a high level of self-efficacy at school. Female teachers showed high self-efficacy in their classroom (**Atta, Ahmad, Ahamed & Ali, 2012**). In another study by, **Karmakar, Saha and Adhikari (2023)** indicated that on an average school teachers' of Purulia district have high efficacy in all subscales of sense of efficacy.

In self-financed B.Ed. college, teacher educators enjoy a supportive work environment, excellent connections with colleagues and administrative head and autonomy over their work. As a result, they experience high job satisfaction and feel more effective. So, the male teacher educators expressed their very high sense of efficacy and female teacher educators showed their high sense of efficacy in their workplace.

From the results of the table-5.2(a) and in 5.2(b) it was observed that the two groups (male and female) differed (statistically) significantly in the dimensions of Classroom Management and Sense of Efficacy (in Totality) and did not differ (statistically) significantly in the dimensions of Student Engagement and Instructional Strategies of **Teachers Sense of Efficacy Scale**. So, on an average the male teacher educators expressed their (statistically) significantly higher sense of efficacy in the dimensions of Classroom Management and also in Sense of Efficacy (in Totality) than the female teacher educators. Therefore, the hypothesis **H₃** was **rejected**. This finding are supported by several research studies such as – **Rani and Jain (2023)** observed that male teacher educators exhibited greater levels of self-efficacy compared to female counterpart and also possess superior teaching techniques and classroom management skills; In comparison to female secondary school teachers, men teachers had a mean self-efficacy score that was much higher (**Sen & Sood, 2016**). In another study, **Rao and Samiullah (2019)** found gender and type of management had no significant impact on self-efficacy of the school teachers. Both male and female teachers working in government and private school have similar levels of self-efficacy. **Habib (2019)** revealed that there was no discernible difference between male and female secondary school teachers' levels of self-efficacy.

Female teacher educators may experience higher levels of stress in the classroom due to student misbehaviour and workload, which can impair their confidence in their ability to engage students and manage classrooms, ultimately affecting their self-efficacy. It is possible that male teacher educators are more assured of their ability to handle the classroom and student engage. This assurance may increase their sense of self-efficacy. Male teacher educators have better access to use of educational resources and teaching strategies, which can boosts their sense of efficacy.

7. Conclusion

From the result and subsequent discussion of descriptive presentation of the present study, it might be concluded that Self-Financed B.Ed. college teacher educator's have very high level of sense of efficacy. Opportunities for ongoing professional development with the newest teaching techniques and educational

trends are available at self-financed B.Ed colleges. This can improve educator's sense of effectiveness by improving their ability to teach. Both the male and female teacher educators have good control over the class and also play effective role in engaging student, these might enhance their sense of efficacy.

From the result and subsequent discussion of gender wise comparative analysis of the present study, it might be concluded that there was a gender difference in sense of efficacy of the teacher educators of Self-Financed B.Ed. colleges. Male teacher educators excelled high sense of efficacy than the female teacher educators. Male teacher educators attempted to become more effective due to the current shortage of jobs, however female teacher educators are unable to do so. Traditional gender role-aware male teacher educators frequently feel more effective compare to the female teacher educators, when it comes to classroom control and apply of teaching methods.

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