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Teacher Efficacy among B.Ed. Teacher Educators With Respect to Gender and Teaching Experience

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ABSTRACT

The present investigation was carried out to study the teacher efficacy among B.Ed. teacher educators with respect to their gender and teaching experience. Survey technique under descriptive method of research was adopted in this present investigation. Total sample of 449 B.Ed. teacher educators were selected from six district of Himachal Pradesh by adopting convenient sampling technique. For measuring the teacher efficacy of B.Ed. teacher educators Teacher Efficacy scale by Sood and Sen(2017) was used. The collected data were analyzed by employing Analysis of Variance (Two way). The major findings of the study revealed that there exists no significant gender-wise difference among B.Ed. teacher educator with regard to their teacher efficacy. The study also revealed that there was no significance difference in teacher efficacy among B.Ed. Teacher educator with respect to their teaching experience. Therefore, it may be interpreted that B.Ed. teacher educators with different teaching experience (length of services) possessed nearly similar level of teacher efficacy. On the other hand, there were no significant interactional effect between gender and teaching experience with respect to teacher efficacy among B.Ed.

teacher educators. So, it is concluded that gender and teaching experience (in combination with each other) did not influence teacher efficacy of B.Ed. teacher educators significantly. At the end of the paper, discussion and educational implications have been discussed in detail.

Introduction

The ability of teachers to be effective depends on their teacher efficacy, which means that they believe they can affect student learning results .Teacher efficacy based on "Bandura's Social Cognitive Theory is essential in developing instructional strategies while managing classrooms and involving students .Educators who demonstrate strong efficacy tend to try new teaching approaches and show both resilience and belief in their teaching choices. The essential nature of technology in education requires examination of how teaching skills based on technology can enhance teacher efficacy among B.Ed. Teacher educators who prepare future instructors .Educational programs for teacher training exist to develop future instructors with fundamental abilities and principles needed for successful instruction. The fast-paced technological growth presents new obstacles that force teacher educators to maintain their expertise in implementing "Information and Communication Technology" (ICT) across their teaching practices.

The teacher efficacy derives from “Social Cognitive Theory” through “Albert Bandura” work to demonstrate human behavior requires belief systems related to self-efficacy. Self-efficacy according to Bandura means the ability to execute tasks successfully and ability determines how people motivate themselves along with their ability to continue reach their goals. Educators who demonstrate strong self-efficacy tendencies are motivated to implement. Creative instructional methods as well as discover novel approaches to online teaching platforms and technological tools. Teaching professionals with low self-efficacy tend to shy away from complicated situations but they also develop burnout symptoms while avoiding professional development activities. According to Bandura’s theory teacher efficacy develops through personal qualities and experiential learning that includes mastery experience together with peer support as well as observational learning and emotional control. People who demonstrate self-efficacy maintain strong belief in their ability to complete tasks properly because this belief drives their motivational power and their determination to reach their objectives. Teaching professionals who exhibit strong self-efficacy show higher propensity to pursue educational chances alongside using novel educational methods and embracing technological developments in education. The belief system of

educators who feel ineffective usually leads them to shun complex environments while their feelings of exhaustion intensify and their interest in learning growth diminishes. According to Banduras theory teacher efficacy develops through individual traits along with their educational encounters. Teachers holding outcome expectations use their teaching methods to produce beneficial student outcomes and support authentic learning development. These instructors spend additional time creating teaching methods and choosing motivational approaches for students who need extra help. When teachers exhibit low self-efficacy beliefs, they direct their energy towards focusing on external variables such as student motivation and socio-economic status concurrently their instructional abilities deteriorate .A teacher efficacy develops through both individual life events and organizational backing systems. Training programs require a complete understanding of these influence factors to create confidence-building programs that enhance teaching performance. Experiences from previous teaching roles help teachers gain more confidence regarding their instructional skills. Effective teaching that engages students serves to increase teacher& confidence in their instructional ability. Teacher efficacy suffers from multiple teaching failures together with student criticism and classroom management challenges. Academic institutions establish

Teacher efficacy levels by providing professional development opportunities alongside mentoring support and enough resources. Educational institutions offer workshops, peer collaboration sessions, technology integration training to teach modern teaching methods, and innovative approaches. School leadership backing together with a collaborative workplace environment help teachers develop higher efficacy levels. Student participation and connection to the lesson also shape teacher effectiveness. The ability of students to respond appropriately and their motivation and academic achievement strongly affect how teachers evaluate their effectiveness. Educators who complete training regarding classroom management approaches alongside differentiated teaching methods and motivational teaching techniques become more capable of managing student conduct, leading to sustained high levels of highlighted how self-efficacy beliefs affect educational technology use in classrooms. The research showed that technology knowledge becomes ineffective when teachers do not feel capable of using it properly for classroom instruction. Educators beliefs about teaching combined with social environment characteristics determined their methods of using technology in classroom instruction. Professional self-efficacy development leads teachers to practice independent and creative approaches to teaching. The study concluded that teachers who strengthen their confidence in technology use develop superior capabilities to build active and successful learning spaces for their students. Teacher efficacy influenced by students motivation, teacher-student relationship, feedback and evaluation, resources, classroom environment.

Some studies show female teachers tends higher efficacy in building relationships and classroom management and male show higher efficacy in some subjects math and science. More experienced teachers have higher efficacy and new teachers struggle with classroom management. **Saxena (2019)** conducted a study to know teacher efficacy relates to digital competencies. Study focused teacher training programs should include self-efficacy development methods because they help to build both competence and or professional development. Result showed that teachers show self-efficacy that developed stress and burnout symptoms. Teachers need digital competence development to sustain their teaching effectiveness and achieve desired educational results. **Bas (2021)** studied to know the levels of teacher efficacy in inclusive education. The result showed that teaching efficacy in inclusive classrooms receives significant influence related to educational environment student-related predictor and class size as the strongest influence. The study concluded that bettering these factors would strengthen teacher effectiveness in inclusive learning. **Kasa (2021)** examined classroom teacher self-efficacy beliefs and technological pedagogical content knowledge. The result revealed that there was a positive significant relationship between technological pedagogical content knowledge and self-efficacy beliefs of teachers. **Juan-Manuel (2022)** studied digital self-efficacy and the amount of perceived support from the school can improve teacher motivation to increase the use of information and communication technology in the class room. The findings showed that by classifying teachers based on their digital competence, effective teaching environments that encourage the use of ICT in teaching practice can be designed and pedagogical strategies can be expanded. **Clipa, Delibas and Mat (2023)** aimed to measure the level of integration of ICT in teaching, learning, and assessment practices during the COVID-19 pandemic. The study found that a correlation between gender, environment, barrier level and teachers' attitude, self-efficacy, and skills. Also, the teachers' attitude mediates the association between ICT skills and ICT integration in the educational process. The results reveal high positive scores in terms of ICT integration in teaching practices, teachers' attitude, self-efficacy, and ICT skills. **Banga (2024)** explored how self efficacy influences B.Ed. students professional teaching attitudes. The research showed that positive teacher attitude develop good teacher self efficacy. **Willian (2025)** investigated the elements of teachers' self-efficacy in technology integration during teaching learning process. The result showed that program design enhances positive conditions to help student participation and engagement and development in teacher efficacy during technology integration. Teachers need both technological expertise and teacher self efficacy development to successfully implementation of technology their classroom across different educational settings.

OBJECTIVES OF THE STUDY

1. To study the gender-wise difference among B.Ed. teacher educators with respect to their teacher efficacy.
2. To study the difference in teacher efficacy among B.Ed. teacher educators with regard to teaching experience.
3. To study the interactional effect of gender and teaching experience with respect to teacher efficacy among B.Ed. teacher educators.

HYPOTHESES OF THE STUDY

4. There will be no significant gender-wise difference among B.Ed. teacher educators with respect to their teacher efficacy.

1. There will be no significant difference in teacher efficacy among B.Ed. teacher educators with respect to teaching experience.
2. There will be no significant interaction between gender and teaching experience with respect to teacher efficacy of B.Ed. teacher educators.

METHODOLOGY

For conducting the present investigation, survey technique under descriptive method was used.

SAMPLING

In the present stud, representative sample of 449 B.Ed. teacher educators were selected by employing incidental sampling technique. The data were gathered from the six districts of Himachal Pradesh i.e.Mandi, Bilaspur, Shimla, Solan, Kangra and Hamirpur.

RESEARCH TOOLS USED

For measuring the teacher efficacy among B.Ed. teacher educators, Teacher Efficacy Scale by Sood and Sen (2017) was usedin the present investigation.The collected data were analyzed by employing statistical method of Analysis of Variance (Two Way).

ANALYSIS OF DATA

In order to study the main effect of types of gender and teaching experience on teacher efficacy among B.Ed. teacher educators with their interactional effect, two way analysis of variance (2x3factor design) involving two types of gender i.e. male and female and three levels of teaching experience (highly, moderately and less) was applied on the mean scores of teacher efficacy. The means and

standard deviations of teacher efficacy scores with respect to gender and teaching experience are given Table 1.

TABLE 1

MEANS AND STANDARD DEVIATIONS OF TEACHER EFFICACY SCORES WITH REGARD TO GENDER AND TEACHING EXPERIENCE

Sr. No.	Level of Teaching Experience / Gender		Mean of Teacher efficacy score			
			Highly Experienced	Moderately Experienced	Less Experienced	Total
I	Male	Mean	234.05	223.36	233.24	230.59
		S.D.	35.773	28.654	35.038	33.614
		N	38	44	70	152
II	Female	Mean	230.80	234.77	226.31	229.89
		S.D.	26.098	32.938	27.838	28.733
		N	99	73	125	297
III	Total	Mean	231.70	230.48	228.80	230.12
		S.D.	29.002	31.758	30.710	30.437
		N	137	117	195	449

From the mean teacher efficacy scores of B.Ed. teacher educators with respect to gender and level of teaching experience, F-values were computed. The summary of the results is given in Table 2 as follows:.

TABLE 2

SUMMARY OF RESULTS OFANALYSIS OF VARIANCE FOR TEACHER EFFICACY AMONG B.Ed. TEACHER EDUCATORS WITH REGARD TO GENDER AND TEACHING EXPERIENCE

Sr. No.	Source of Variation	Sum of Squares	d_f	Mean Square	'F' Ratio
1	Gender (A)	0.015	1	0.015	0.00^{NS}
3	Teaching Experience (C)	638.866	2	319.433	0.416^{NS}

5	Gender and Teaching Experience (AXC)	735.256	2	367.628	0.479^{NS}
8	Error Variance	335708.231	437	768.211	
9	Total	22976029.00	449		

NS…….Not Significant

Main effects

(a) Gender (A)

The calculated value of 'F-Ratio' for the main effect of gender on teacher efficacy among B.Ed. teacher educators, for a degree of freedom 1 and 437, was found to be 0.00 which is much below the F-table value (3.86) even at 0.05 level of significant. Hence, the Hypothesis No. 1 that, "There will be no significant gender-wise difference among B.Ed. Teacher educator with regard to their teacher efficacy" was accepted. Therefore, it may be interpreted that male and female B.Ed. teacher educator possessed almost similar level of teacher self efficacy. The male B.Ed. teacher educator had shown mean teacher efficacy score of 230.59 and female B.Ed. teacher educator shown mean teacher efficacy score of 229.89. On the basis of mean score, it can be concluded that male B.Ed. teacher educator have reflective almost similar teacher self efficacy.

(b) Teaching Experience (B)

The calculated value of 'F' for the main effect of teaching experience on teacher efficacy of B.Ed. teacher educator irrespective of their gender and teaching experience, for d_f 2 and 437, came out to be 0.416 which is below to table value (3.01) even at 0.05 level of significance. Hence, the Hypothesis no. 2 that, "There will be no significance difference in teacher efficacy among B.Ed. Teacher educator with respect to their teaching experience "was accepted. Therefore, it may be interpreted that B.Ed. teacher educators with different teaching experience (length of services) possessed nearly similar level of teacher efficacy. This is also evident from weighted mean teacher efficacy score of highly experienced, moderately experienced and less experienced B.Ed. teacher educators which came out to be 231.70, 230.48 and 228.80 respectively. However, highly experienced B.Ed. teacher educators have shown higher mean (231.70) teacher efficacy score as compared to moderately experience (230.48) and less experienced B.Ed. teacher educators (228.80).

(c) Gender and Teaching Experience (AXC)

The calculated value of 'F' for the interactional effect of gender and teaching experience on teacher efficacy among B.Ed. teacher educators, for the d_f 2 and 437 came out to be 0.479 which is much less than the table value of 'F' (3.01) at 0.05 level of significant. Hence, the Hypothesis no. 3 that, "There will be no significant interactional effect between gender and teaching experience with respect to teacher efficacy among B.Ed. teacher educators" was retained. Therefore, it may be said that gender and teaching experience (in combination with each other) did not influence teacher efficacy of B.Ed. teacher educators significantly.

DISCUSSION OF FINDINGS AND IMPLICATIONS

The present investigation was undertaken to study teacher efficacy of B.Ed. teacher educators with respect to gender and teaching experience. After analyzing the study's findings the study revealed that there exist no significant gender-wise differences among B.Ed. teacher educator with regard to their teacher efficacy. The study also revealed that there was no significance difference in teacher efficacy among B.Ed. Teacher educator with respect to their teaching experience. Therefore, it may be interpreted that B.Ed. teacher educators with different teaching experience (length of services) possessed nearly similar level of teacher efficacy. On the other hand, there were no significant interactional effect between gender and teaching experience with respect to teacher efficacy among B.Ed. teacher educators. So, it is concluded that gender and teaching experience (in combination with each other) did not influence teacher efficacy of B.Ed. teacher educators significantly. Therefore, it is essential that teacher efficacy is directly influences their confidence, motivation, and effectiveness in shaping future teachers. High levels of teacher efficacy enable educators to adopt innovative teaching strategies, manage classrooms effectively, and respond constructively to diverse student needs. It fosters a positive professional attitude, encourages reflective practice, and enhances their ability to mentor pre-service teachers with conviction and clarity. Strengthening teacher efficacy also promotes resilience, adaptability to educational reforms, and a proactive approach to professional development. As teacher educators become more self-assured in their instructional roles, they contribute to building a competent, confident, and pedagogically sound teaching workforce, ultimately improving the quality and outcomes of teacher education programs. When teacher educators possess a strong sense of efficacy, they are more likely to adopt innovative pedagogical approaches, integrate technology confidently, and create inclusive, engaging learning environments. This belief in their own teaching capabilities positively influences their commitment, resilience, and willingness to address diverse learning needs and challenges within teacher education. Enhanced teacher efficacy also leads to better classroom management, higher expectations for student success, and more consistent use of reflective and research-based practices. It motivates educators to pursue continuous

improvement through professional development, action research, and collaboration. Furthermore, teacher educators with high efficacy serve as strong role models, inspiring confidence and competence in pre-service teachers. By nurturing teacher efficacy, institutions contribute to the development of a capable, motivated, and future-ready teaching force, aligned with the goals of national education policies such as NEP 2020, which emphasize quality teacher education and lifelong learning.

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