

## The Effect of Teachers' Efficacy on Students' Motivation and Achievement in English at Elementary Level

\*Rashda Majid, \*\*Dr. Ijaz Ahmad Tatlah, \*\*\*Dr. Sonia Iram

### ABSTRACT

*This study has been conducted to investigate the effect of teachers' efficacy on the students' motivation to learn the English as well as on their achievement in English. The two phase sampling was used for the current research. In the first phase, the cluster sampling technique was used to select the students. The data for the students' motivation and achievement was collected from these selected students. In the second phase, the elementary school were selected. The purposive sampling technique was used for the selection of the teachers. Only those teachers have been selected who were teaching at elementary classes. The total 100 elementary school teachers have been selected including 50% males as well as 50% females. These teachers were from 4 those schools whose students have been selected during the cluster sampling. The data for the teachers' efficacy was collected from these selected teachers. The teachers' efficacy has been measured with the "Teachers' Sense of Efficacy Scale" and the students' motivation to learn English has been measured with the "Students' Motivation Scale". The students' achievement has been measured by taking the students' GPA of English. The Pearson's  $r$  was applied to the collected data for investigating the relationship between the variables followed by the Linear regression in order to find out the effect of independent variable on the dependent variables. On the basis of the findings, it is concluded that the teachers' efficacy has a significant strong effect on the students' motivation to learn English. Similarly, the students' achievement in English is also significantly moderately effected by the teachers' efficacy.*

**Keywords:** Teachers' Efficacy, Students' Motivation, Students' Achievement

### Introduction

The teachers play a significant role in the students' lives regarding their education and training for the adjustment to the society. They instill their life experiences and the knowledge as well in their students for making them able and useful citizens (Tatlah, 2015). No one can deny the effect of the teachers' teaching on the students' learning (Gianina-Ana, 2012). This is what the teachers are regarded to be the mirror of the society. If the society is to be seen, only its teachers should be seen. In this way it would not be wrong to say that the education of any nation depends upon its teachers' teaching (Zulfiqar, 2019). As a pioneer in the field of education, a teacher will surely enhance their students' strengths and passion. Teachers play a key role in promoting a learning environment for students. They mostly do this by promoting students' autonomy and also scaffolding them. The teachers teach the students in a way so effectively that they get motivated for their studies and show good results (Hassan & Akbar, 2019). The teachers encourage students to learn by giving them positive feedback. This helps them to improve self-confidence (Yasmin, Nadeem, Siddique, & Ali, 2020). The Students become influenced of their own learning and a sense of trust in their abilities, when they receive feedback. Teachers who provide students with positive feedback of their work instill in them the confidence that if they work hard enough, they will succeed, can complete tasks and perform well (Shahzad & Naureen, 2017).

\*Educator; Federal Govt. Education Department, Lahore

\*\*Associate Professor; University of Education, Lahore

\*\*\*Ex-Scholar; University of Education Lahore

The students' motivation to learn is affected by their teachers' level of interest in their subject. The teachers who are passionate about their subject or goal bring positive feelings and values to the students regarding their subject by the way they teach (Shaukat & Iqbal, 2012). Teachers' teaching always have an effect on students' achievement regardless their level of expertise and competency in their subject matter. Similarly, the expert and competent teachers' perform in a better way. However, the teachers' teaching depends on their self-efficacy (beliefs in one's own abilities), and a lack of self-efficacy contributes to a number of psychological issues, including low self-esteem and low motivation regarding the profession (Gul, 2014).

The self-efficacy concept has been taken from the Social Cognitive theory presented by Bandura (1997) who argued that it is the confidence possessed by the teachers regarding his/ her teaching. This confidence is influencing on the teachers' ability of teaching. The more a teacher has self-efficacy, the more confidently and effectively he/ she would be able to teach. The teachers' self-efficacy is concerned with the belief regarding own teaching ability and competency. The teachers who have a high self-efficacy are likely to believe that they are able to teach effectively and their efforts/ teaching would be fruitful in terms of the students' achievement. On the other hand, the teachers with low self-efficacy are less sure about own ability as well as the teaching competency. So they believe that their efforts are not effective enough ( Al-Alwan & Mahasneh, 2014). One's self-efficacy impacts one's behavior and even performance. When the teacher uses the teaching methods, strategies and teaching tactics confidently, they focus on their tasks/ teaching completely. On the other hand, the teacher with low self-efficacy would remain unable to focus on own teaching as his teaching are likely to be less effective in the absence of the self-confidence and full of his/ her efforts (Ahmad, Khan, & Rehman, 2015).

It has also been argued that the teacher with high self-efficacy is likely to be influencing for the students because his confidence would be a positive tool for increasing the students' motivation. Similarly, the teacher with high self-efficacy would be motivating the students by telling and making them understand them that they should be excelling the full of their potential and abilities for the sake of their education. This would also lead the students towards the better grades and higher achievement (Aslam & Ali, 2017).

In terms of self-efficacy values, Pakistan has a severe shortage of skilled teachers. When on the job, the majority of teachers do not make use of their efficacy skills. Students are still not being adequately trained to suit national and international educational improvements. They are so far behind in all areas of study (Shahzad & Naureen, 2017). As a result of traditional teaching learning methods used in government-run schools, and the situation is similar in privately run schools. It has been seen that the teachers are still needs to be aware of the importance linked to the self-efficacy do they could use their skills with the efficacy and attain the good results instead of remaining unsure of the outcomes and excelling less of their efforts (Augustyniak, et al., 2016). The prior researches on the same phenomenon are stated below:

Alexander (2020) in her study explored teachers' self-efficacy beliefs by quantitative approach using survey method from 400 school teachers, who are working in backward a and poor areas of Punjab. Findings reveal that there is a strong relationship between teachers' self-efficacy beliefs and students' motivation. This study

also shows that motivational techniques can increase the teachers' self-motivation and efficacy through which students result and motivation can also be improved.

In this study, the data was collected by shahzad & Naureen (2017) from secondary schools of Quetta city using self-efficacy questionnaire targeting the teachers and test was developed to measure the student's achievement. The study's findings indicated that teacher efficacy has a significant effect on students' academic performance. It was also suggested that this study may conducted in other provinces of Pakistan.

Alrefaei (2015) investigated the teacher's efficacy characteristics, teaching experience and highest academic degrees of teachers to check the student's achievement in mathematics and science using 62 fifth grade teachers. The results presented that there is no difference in teachers' efficacy based on teaching experience but based on teachers' degrees significant difference was found.

Ghaffar, Hamid, & Thomas (2019) used causal research design, using purposive sampling. For data collection questionnaire was used to check the teacher's efficacy to motivate the students in intermediate colleges of Karachi. Thus, the results presented the significantly positive effect between teachers' efficacy and students learning achievements in science. The study recommended to conduct teachers training programs to enhance the teacher's self-efficacy.

Mojavezi & Tamiz (2012) conducted a research using the random sampling and selected teachers who were teaching there in the senior schools. The sampling has been done from the cities across Iran. The results that have been revealed in the light of the findings were that the students' motivation as well as their achievement in academics had the positive influence of the teachers' teaching efficacy.

The researches related to the teachers' self-efficacy and its effect on their students' motivation as well as the achievement in academics have been done worldwide. However, there is a lack of the related research in Pakistan especially in the context of English subject. This is why this research study has been conducted to investigate the abovementioned.

A number of studies have shown that a teacher's efficacy has a direct effect on the achievement shown by the pupils. A good teacher is one who is highly effective in the classroom and a successful teacher is one who has a high level of efficacy (Ghaffar, Hamid, & Thomas, 2019). The teacher's efficacy is said to be an effective tool for the increase in their pupils motivation towards the study along with their better achievement regarding the academics (Mojavezi & Tamiz, 2012). Whereas the most of the teachers remain unaware of their efficacy and also with its effect, so, the findings of this study will attract the teachers' attention towards the significance of the teaching efficacy (shahzad & Naureen, 2017). This will make them conscious of teaching with the self-efficacy. As a result their teaching would bore the desired fruit.

Although a number of studies have examined toward teacher efficacy in various subjects, but no study has been conducted to explore teachers' efficacy in teaching English and in the context of the Federal Government Educational Institutions (Cantt/Garrison)- FGEI's (C/G). The English language is quickly gaining popularity

around the world, the issue of English language proficiency is becoming increasingly important (Yasmin, Nadeem, 2020). This study will contribute to the existing body of knowledge on this topic. This research may prove beneficial for more effective elementary-level English teaching. The findings of this study will be helpful for the Directorate FGEI's (C/G) to make teachers aware of the importance of their teaching efficacy while organizing the awareness seminars. Furthermore, the master trainers of the aforementioned will be benefitted by the results of the concerned study while consider these results to enhance the teachers' self-efficacy for improving the students' motivation and achievement through in-service training programs. The findings will provide new insights to future researchers who wish to investigate the relationship between the teachers' efficacy and students' motivation and achievement in English.

The research objectives of this study are as under:

1. To investigate the significant effect of teachers' efficacy on students' motivation to learn English.
2. To find out the significant effect of teachers' efficacy on students' achievement in English.

### **Methodology**

This study has been conducted while using the Positivist paradigm to investigate the effect of teachers' efficacy on the students' motivation to learn the English as well as on their achievement in English. All the Elementary School Teachers and Elementary students of FGEI's (C/G) Lahore region schools were the population for the study and sample was selected from this population. Both the male and female secondary school teachers and students of federal government educational institutions (C/G) were the accessible population. There are 10 schools where there were 2000 students studying in the elementary classes. The two phase sampling was used for the current research. In the first phase, the cluster sampling technique was used to select the students. The data for the students' motivation and achievement was collected from these selected students. In the second phase, the elementary school were selected. The purposive sampling technique was used for the selection of the teachers. Only those teachers have been selected who were teaching at elementary classes. The total 100 elementary school teachers have been selected including 50% males as well as 50% females. These teachers were from 4 those schools whose students have been selected during the cluster sampling. The data for the teachers' efficacy was collected from these selected teachers. There were two research instruments that have been used by the researcher for the data collection. The teachers' efficacy has been measured by the "Teachers' Sense of Efficacy Scale". Tschannen-Moran & Hoy (2001) is the developer of this instrument. It comprises two parts. One of them is "Long Form" which consists of 24 items where as the second part is "Short Form" consists of 12 items. Its validity and reliability have been ensured by the developer of the test as well as a number of researches who used this scale for their researches. The Cronbach's Alpha for this scale is .81 which shows its high reliability. On the other hand, the students' motivation to learn English has been measured by the "Students' Motivation Scale". Mojavezi & Tamiz (2012) adapted this questionnaire which consists of 25 items. The Cronbach's Alpha for this scale is .69 which is acceptable. As far as the students' achievement is concerned, it has been measured by taking the students' GPA of English. The researcher collected the data from the students as well as the teachers while visiting

the concerned schools. The data collection was done after taking the permission from the authorities.

### Data Analysis and Results

The collected data underwent the statistical procedures in the SPSS 22.0 for the analysis. The Pearson’s r was applied to the data for investigating the relationship between the variables followed by the Linear regression in order to find out the effect of independent variable on the dependent variables. The data analysis is stated in two sections that are stated below:

#### Section I

This section deals with the demographic information of the variables that have been attained while using the Mean Scores. Similarly, it also consists of the descriptive detail of the variables along with their Skewness and Kurtosis.

Table 1 *Students’ Demographic Information*

Gender	Male	400
	Female	400
Total		800

There were 400 male and 400 female students who were the participants of this study. All of these were the students enrolled in elementary classes.

Table 2 *Teachers’ Demographic Information*

Gender	Male	50
	Female	50
Total		100

There were 50 male and 50 female teachers who were the participants of this study. All of these were teaching in elementary classes.

Table 3 *Descriptive Statistics*

	M	SD	Skewness	Kurtosis
Teachers’ Efficacy	133.03	23.69	-1.03	1.58
Students’ Motivation	97.88	14.21	-1.41	3.45
Students’ Achievement	3.66	.98	-.78	.514

Table 3 depicts the descriptive statistics of Teachers’ Efficacy. The Mean is 133.03 and SD = 23.69. Whereas the Mean of the Students’ Motivation is 97.88 with SD= 14.21 and Mean of students’ Achievement is 3.66 and SD= .98.

Furthermore, the Skewness and Kurtosis of the data was checked to know that either the data was normally distributed or not. So the decision about the application of Person’s r correlation could be made. The results shows that the Skewness of the Teachers’ Efficacy is -1.03 and Kurtosis is 1.58, for Students’ Motivation the Skewness is -1.41 and Kurtosis is 3.45 whereas the Skewness of the Students’ Motivation is -.78 and Kurtosis is .514 which all are  $\pm 2$  for skewness and  $\pm 7$  for kurtosis is the acceptable range.

#### Section II

The Skewness and Kurtosis of the data was checked to know that either the data was normally distributed or not. The results of the Table 4.3 shows the normality of the data. Therefore, the Person’s r correlation was applied on the data to investigate the relationship between the variables.

Table 4 *Correlation between Teachers’ Efficacy and Students’ Motivation*

	Teachers’ Efficacy	Students’ Motivation
Teachers’ Efficacy	1	.716**
Students’ Motivation		1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 depicts the results regarding the correlation between the teachers’ efficacy and the students’ motivation towards learning English. A significant strong correlation is seen between the both of the variables based on the results as  $r = .716$  along with  $p = .000$  which is less than  $.001$ . Therefore, it is concluded that the  $H_0$ : “*There is no significant relationship between the teachers’ efficacy and students’ motivation towards English*” has been rejected.

Table 5 *Effect of Teachers’ Efficacy on Students’ Motivation*

R Square	Adjusted R Square	Df	F	Sig.
.716	.508	1	103.13	.000

The Table 5 showed the significant relationship between the Teachers’ Efficacy and Students’ Motivation. So, the Linear regression was applied on the data. The results taken from the Table 4.5 revealed that 71% variance exists in the independent variable (Teachers’ Efficacy) and dependent variable (Students’ Motivation). The value of  $F = 103.13$  and  $p = .000$  ( $p < .005$ ) which shows the fitness of the model.

Table 6 *Coefficient of Regression Reflecting the Effect of Teachers’ Efficacy on Students’ Motivation*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
Constant	35.440	6.031		5.876	.000
Efficacy	.453	.045	.716	10.156	.000

The results taken from the Table 6 shows the values of the independent variable (Teachers’ Efficacy) and dependent variable (Students’ Motivation). The Teachers’ Efficacy  $b = .716$  along with the  $p = .000$  ( $p < .005$ ) which shows that the independent variable has a high effect on the dependent variable. Therefore, the “ $H_0$ : *There is no significant effect of the teachers’ efficacy on the students’ motivation*” is rejected.

The histogram is used to present the distribution of the data which is normal. The histogram is given below:

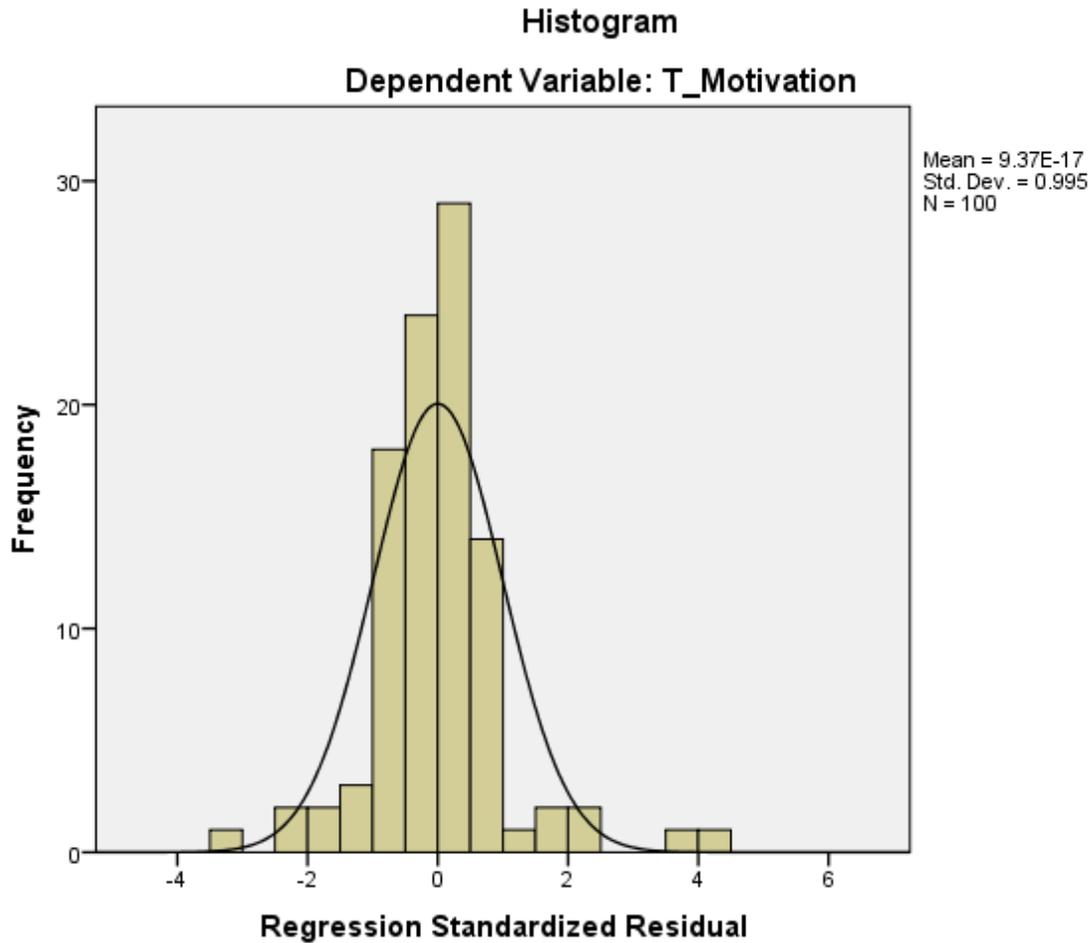


Figure 1 Histogram of Students’ Motivation

Table 7 Correlation between Teachers’ Efficacy and Students’ Achievement

	Teachers’ Efficacy	Students’ Achievement
Teachers’ Efficacy	1	.396**
Students’ Achievement		1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 7 depicts the results regarding the correlation between the teachers’ efficacy and the students’ achievement in English. A significant moderate correlation is seen between the both of the variables based on the results as  $r = .396$  along with  $p = .000$  ( $p < .001$ ). Therefore, it is concluded that the  $H_0$ : “There is no significant relationship between the teachers’ efficacy and students’ achievement in English” has been rejected.

Table 8 *Effect of Teachers' Efficacy on Students' Motivation*

R Square	Adjusted R Square	Df	F	Sig.
.517	.148	1	18.227	.000

The Table 8 showed the significant relationship between the Teachers' Efficacy and Students' achievement. So, the Linear regression was applied on the data. The results taken from the Table 4.8 revealed that 51% variance exists in the independent variable (Teachers' Efficacy) and dependent variable (Students' Achievement). The value of  $F= 18.227$  and  $p=.000$  ( $p<.005$ ) which shows the fitness of the model.

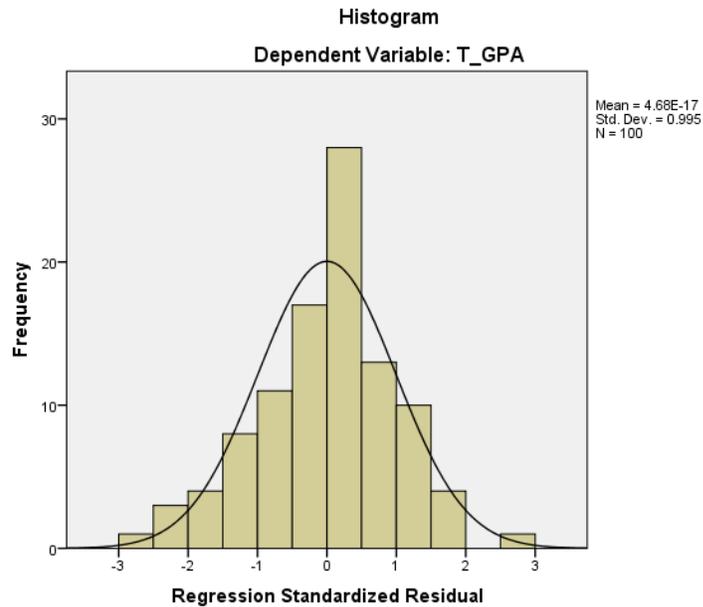
Table 9 *Coefficient of Regression Reflecting the Effect of Teachers' Efficacy on Students' Achievement*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1.145	.560		2.045	.044
Efficacy	.018	.004	.396	4.269	.000

The results taken from the Table 9 shows the values of the independent variable (Teachers' Efficacy) and dependent variable (Students' Motivation). The Teachers' Efficacy  $b = .396$  along with the  $p=.000$  ( $p<.005$ ) which shows that the independent variable has a moderate effect on the dependent variable. Therefore, the ***"Ho: There is no significant effect of the teachers' efficacy on the students' achievement"*** is rejected.

The histogram is used to present the distribution of the data which is normal. The histogram is given below:

Figure 2



Histogram of Students' Achievement

### Conclusion

On the basis of the findings, it is concluded that the teachers' efficacy has a significant strong effect on the students' motivation to learn English. Similarly, the students' achievement in English is also significantly moderately effected by the teachers' efficacy.

### Discussion

The results of this study also supported the findings of Alexander (2020) who in her study explored teachers' self-efficacy beliefs by quantitative approach using survey method from 400 school teachers, who are working in backward a and poor areas of Punjab. Findings reveal that there is a strong relationship between teachers' self-efficacy beliefs and students' motivation. This study also shows that motivational techniques can increase the teachers' self-motivation and efficacy through which students result and motivation can also be improved.

The results of this study also supported the findings of shahzad & Naureen (2017) who collected the data from secondary schools of Quetta city using self-efficacy questionnaire targeting the teachers and test was developed to measure the student's achievement. The study's findings indicated that teacher efficacy has a significant effect on students' academic performance. It was also suggested that this study may conducted in other provinces of Pakistan.

The results of this study also supported the findings of Ghaffar, Hamid, & Thomas (2019) who used causal research design, using purposive sampling. For data collection questionnaire was used to check the teacher's efficacy to motivate the students in intermediate colleges of Karachi. Thus, the results presented the significantly positive effect between teachers' efficacy and students learning achievements in science. The study recommended to conduct teachers training programs to enhance the teacher's self-efficacy.

The results of this study also supported the findings of Mojavezi & Tamiz (2012) who conducted a research using the random sampling and selected teachers who were teaching there in the senior schools. The sampling has been done from the cities across Iran. The results that have been revealed in the light of the findings were that the students' motivation as well as their achievement in academics had the positive influence of the teachers' teaching efficacy.

### Recommendation

On the basis of the results, following recommendations have been made.

1. A mixed methods study should be conducted on the same topic so to get the holistic and in depth view of the phenomenon.
2. The FGEI's Directorate should arrange the awareness seminar for the teachers to make them aware of their teaching efficacy and also with its significance.
3. The teachers should teach with the teaching efficacy so to motivate their students to learn the English.

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