



## Teachers' Efficacy and Academic Performance of Students of Army Public Schools

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### ARTICLE INFO

#### Article History:

Received: August 25, 2022

Revised: December 26, 2022

Accepted: December 27, 2022

Available Online: December 31, 2022

#### Keywords:

Teacher' Self-belief

Efficacy

Teacher' Motivation

Student Performance

#### Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### ABSTRACT

The relationship between teachers' efficacy and the academic performance of students at Army Public schools was investigated in this article. For this purpose, primary data has been collected from Army Public Schools, Bahawalpur division. The study tells us how teachers' efficacy is correlated with students' academic performance. From the researcher's point of view better work environment and encouraging teachers, their efficacy can be improved which will be beneficial for students. Five core subjects' checkpoint papers and results were taken. Two tools were used by the researcher. First, students' two checkpoints papers and compiled their results and second is the teachers' based scale which is adopted. For teachers, researchers used the teachers' efficacy belief scale for measuring their efficacy beliefs. The teachers' sense of efficacy scale was asked to review their capability regarding instructional strategies, methods, student commitment, and classroom supervision. The research concluded that teachers' efficacy is highly related to their academic qualifications and experience.

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## 1. Introduction

Self-Efficacy is the enthusiasm that one can successfully act upon the actions necessary to generate the result (Dicke et al., 2015). The objective of this study was to observe the concepts of self-efficiency and its relationship with academic performances of students. This study aim was to explore the connection among students' academic achievement and self-concept and efficacy of their teachers. This research study defines there are relationship between students' academic performance and teacher's self-effectiveness. According to Bandura the self-efficacy of teacher is quiet related to performance, experience, ability and capability of teacher. Teacher's efficacy is very important for learner's academic performance. Self-efficacy is the belief in which a person's capabilities to put in order and carry out the course of actions towards performance." In other terminology, self-efficacy is a person's confidence in his or her capacity to do something in circumstances (Weinberg, Gould, & Jackson, 1979).

Army Public Schools and Colleges System is an educational institution with branches, which are located all over the Pakistan. There are 159 branches in the whole country which are served under Pakistan Army. The system provides deliberate support to the intellectual planning, workforce training and Development (Harlech-Jones, Baig, & Sajid, 2005). Teachers' self-efficacy and autonomy is the major requirement for job satisfaction and motivation towards teaching profession (Skaalvik & Skaalvik, 2014). A factor that teacher educators and researchers commonly target to improve the classroom environment is teacher self-efficacy.

Teacher self-efficacy (TSE) portrays the beliefs that a teacher keep up about his or her capability to effectively connect in and sustain courses of action essential to finish a task at some level of ability in a specified framework (Hajovsky, Chesnut, & Jensen, 2020). Teaching is a complex and challenging profession, for the success of a teacher, need in intense understanding and expertise of the relevant subject areas what they teach, how student gain knowledge of that content and an understanding of classroom surroundings, which make the best or most effective use of education (Kintu & Zhu, 2015).

What is the relationship between teachers' efficacy and academic performance of students? In globally efficacy of teacher is considered important in the field of teaching as profession its special effects on the classroom environment, academic performance, enrichment of students learning and ability development among learners. Efficacy of teacher has been completely linked with teachers' personality and teaching practice such as high student stimulation, extra effective classroom management methods and strategies, constructive feedback and more time presented for educational perspective. The Objective of the study is to find out relationship between teachers' efficacy and academic performance of students at Army Public Schools. The Research Question is given as;

- What is the relationship between students' academic performance and teacher's self-efficacy?

The rationale of this research is to better understand how students learn and how teacher's self-efficacy effect academic performance of students. The study will be functional for administrators in Army Public Schools and Colleges to make informed decisions. There are number of factors, which effect students learning. These factors can be traced in school environment, teachers' ability, in due able difference, available facilities, socio economic conditions and many other factors. As this study was delimited to the relationship between teacher's self-efficacy and students' academic performance. This study can be done globally but having a little resources and time to complete the study was delimited to the Students of level five in Army Public Schools of Bahawalpur Division.

## **2. Review of the Related Literature**

Efficacy is the viewpoint as determinants of how people think, behave, and feel about anything (Cherry, 2016). Teaching effectiveness or teacher's confidence about their own value is linked with student success (Brown, Lee, & Collins, 2015). According to Graham, S. (2022). Efficacy of teacher has also been completely linked with teachers' personality and teaching practice such as high student stimulation, extra effective classroom management methods and strategies, constructive feedback and more time presented for educational perspective. In this means teacher with a high intellect help or asses all students to reach their possible goals. Self-efficacy is a considerable motivational construct that change teacher excellence and in the long run class usefulness and management, there are many things which still required to be learned that how it create or developed (Hajovsky et al., 2020). A further important feature of educator worth and effectiveness are teachers' thoughts of consciousness, or how teachers experience tell that who is well organized and now they meet up the demands and challenges of the teaching profession (Brown et al., 2015).

Self-efficacy is present a chance of development for teachers to get particular subject related trainings in a better way. It has been acknowledged with the study that there is a connection between the self-efficacy beliefs of teachers and their students' academic success and that teacher who have far above the ground level of self-efficacy are more concerned about implementing strategies which will guide their students to get high achievements and that those teachers are very influential and show reasonable high level performance (Perera, H. N. and J. E. John, 2020). Subjects and skill base teaching courses are essential for school teacher preparation of lesson and training courses about investigational knowledge as well as practical well beings of those subjects (Moulding, Stewart, & Dunmeyer, 2014).

### **2.1 Teachers' self-efficacy**

Teachers' beliefs and perception of their own teaching styles and abilities make an essential and integral part of their practice in educational field. Researchers believed that self-efficacy is the central variable that influence pre-service and in-service teachers' commitment, willingness to adapt to new reforms, implement new teaching strategies, interaction and improve the overall teaching-learning process during lectures (Rodríguez, Hinojosa, & Ramírez,

2014). Teachers who have well-built self-efficacy beliefs be likely, much fulfilled their work, make obvious additional promises and punctual and timid. Teachers who have far above the ground self-efficacy be likely; stick with in failure situations, take risks and set targets, use new methods and tricks, create higher success and accomplishment and have a lot of provoked and intelligent students (Tella, 2017).

## **2.2 Teachers' traits and self-efficacy**

Self-efficacy is the way of life in the capacity to carry out number on courses of action increase the respected goals, has been well represented in educational research, with a rising acknowledgement of its manipulate of students and teacher's behaviors. A personality of a person depends on three main and essential elements, which are environment, ethics, behaviors, and education that occur formally or informally in their life. A personage self-efficacy control as inter personal stimulus variables that catches and attract the central aspects of human act personified as effort and perseverance applied to completion of targeted goals. Self-efficacy increases the teachers' determination of working with challenging and struggling learners or students, and has been exposed to manipulate teachers' practice of teaching, fanaticism, loyalty, excitement and teaching learning attitudes (De Jong et al., 2014).

According to Klassen and Tze (2014) teachers' Self-efficacy is connected to job agreement and anxiety but its association with teaching efficiency is less well predictable. Research into the extent of the relationship between teachers' emotional uniqueness such as self-efficacy and behavior, and effectiveness would direct to an improved thoughtful of the ways to effective teaching and optimistic learner outcomes in form of results and behavioral change.

## **2.3 Teacher's Self Efficacy Domains:**

The awareness about success of a person should be varies depending on completely different TSE domains. As a result, the researchers have planned three-dimension models that highlight the teaching learning complications of the specific areas during interaction, tutorial methods, classroom management, and motivation of learners.

- The primary domain of teachers' self-efficacy is efficacy of tutorial methods (EIS) addresses to the methods lecturers use so as to assist their students learn a particular material.
- Efficacy of classroom Management (ECM) refers to teachers' observation of their skills to run a smooth class that in reality underlines the effectiveness of the educational methods applied.
- The third domains, efficacy for Student Engagement (ESE), refers to however well an instructor or lecturer will encourage students and make an applicable learning atmosphere in which each students would be present physically and psychologically. The leading and foremost very important pathways to influence students' educational and cognitive development is the one of the believe of this domain (Rodríguez et al., 2014).

## **2.4 Effective Classroom Management needs Trained Teachers**

Student troublemaking and demanding behaviors and struggling learners are major concerns to teachers (Reinke, Stormont, Herman, and Newcomer (2014), many teachers are not prepared effectively to deal with behavior troubles in the classes which are a cause of teachers' huge number are leave the work early in their career. In some cases teachers are not interested or unwilling but due to issues, poor background or fulfillment of needs of the current society they came in this field not by choice (Reinke et al., 2014).

## **2.5 Globalization and their demands**

According to Cocca, Cocca, Martínez, Alvarado, and Rodríguez Bulnes (2018), free flow and globalization of individuals have acceptable for quickly rising economic aggression between countries not only national level also international level. As Batey et al. (2014) said that international dealings of Self-efficacy and capability are wide in nature, working environment, capture common attitudes and thinking in the direction of physical action, and therefore are linked and connected with explicit measures. In the context of behavior detailed, Self-efficacy is clear in linked with perception of people's capability to complete a specific everyday jobs and

activities and overcome problems that may keep away from doing well obligation in the performance and actions (Olivier et al., 2019).

### 2.6 Relationship between Student Behavior and Efficacy of Teacher

The relationship between student’s realization and teachers’ effectiveness and even as there is modest investigational proof concerning how teachers thinking control student attitude and behavior. Relationship between student behavior and efficacy of teacher indicated that there is significant constructive relationship between teachers’ efficacy and replies and answers of the student classroom behavior and learning outcomes. As concern the correlation between student problematic manners and their respective teachers’ supportive worth and “efficacy for addressing outer influence” as a factors of the teacher. Collective efficiency attitude is significantly connected with the number disqualification of learners because of problematic behavior. This study presents, a strong opposite but also shared multi directional relationship between collective efficiency and the level of problematic conduct in schools, both parallel and larger than time (Sørli, Ogden, & Olseth, 2016).

### 2.7 Teachers’ Self-Efficacy Sources

In order to influence or organize one’s level of self-efficacy, four sources ought to be taken into account: expert practice, explicit practices, spoken arguments, and physiological encouragement (Bandura, 1977). Therefore, we may say that Self-regulated learning follows these stages and this inclined our conceptions of the build communication among the recent learning variables. Based on hypothesis, we conclude that motivational confidence (introductory phase) add to educational presentation through the learner’s capability to use definite cognitive knowledge strategies (presentation phase). Our theory was that all educational strategies have the correlation among teacher, education and learners’ motivational attitudes and their academic presentation. In this study, three performance based attitude were measured i.e., persons efficiency, job value, and have power over learning attitude, as they are highly motivated with cognitive policymaking we use and linked with academic performance. (Muwonge, Schiefele, Ssenyonga, & Kibedi, 2018). According to Vatansever, & Kadioğlu, (2019) teachers with the most positive self-efficacy appraised the accomplishment of attachment to the greatest level. Teachers with lower self-efficacy contributed less to the implementation of inclusion.

### 2.8 Types of Self-Efficacy

There are variety of self-efficacy include and documented by researchers in their studies with like, persons with stage phobias and fear, participants overcome the skills to act upon the specific behaviors (e.g., stand on the stage and saw audience) but did not perform them because of feared consequences and situations. All these situations that may effect the teaching ways and performances of teachers (Van Mieghem, A., E. Struyf, et al. 2022).

**Table 1: Types of Personal Efficacy**

TYPE	Definition (Perceived Capability toward...)	Example
Self-efficiency for Performance	execute earlier learned attitudes	12 time set stand or jumping
Self-Efficacy for Learning	Learn new skills, methodologies, strategies, and attitude	Become skilled and apply the quadratic principles
Self-efficiency for Persons Regulated education	Create opinion, feelings, and attitude thoroughly leaning toward achievement of learning targets	revision of chemistry passage to get ready for an assessment
Combined Self efficiency	Working collectively as a group work to accomplish universal objectives	Prepare presentation as a group which are based on research
Teacher (Instructional) Self Efficacy	Helping student to encourage education	Help students understand the causes of the Civil War
Collective Teacher (Instructional) Self Efficacy	Working collectively as a grouping to manipulate learners result, learning and outcomes	Create and develop new mathematics core curriculum

Retrieved from (Schunk & DiBenedetto, 2016)

## 2.9 The Role of Self-Efficacy

A person's self-efficacy has a major role in making goal, develop languages during classroom instructions, everyday jobs, and move toward challenges (Thompson, et al. 2022). Person with a well-built intelligence of self-effectiveness:

- observation of tasks to challenge troubles as to be expert
- well-built intellect of promise to their wellbeing and actions
- hold up and frustration quickly improve

Person with a fragile intellect of self-effectiveness:

- Think that tasks and situations are difficult and has no capability
- Focus on negativity points of self
- lose their confidence quickly (Cherry, 2016)

## 2.10 Quality of classroom Processes

Now a day, the classroom is for the most important part of significant quality education. Research in the quality and excellence of classroom progression is not least because of its pressure, teacher practices and activities, which are related to the innate main areas of educational hold up, classroom management and affective hold. All characteristics of quality classrooms are emotional sustainability, consist of such interpersonal and affective class energetic student and teachers, both relationships, teachers' compassion look upon for student point of view. Students' academic modification mainly effect on efficacy subjective procedures which are believed to do for quality of classroom processes (Zee & Koomen, 2016).

## 2.11 Importance of Appreciation and Feedback

Capability develop inner interest level among individuals for acquire response on actions. Feedback is the main source to provide nonstop info about the work progress to individual own self. Teachers' positive responses, constructive feedback and appreciation has changed the interest level of students (Scarparolo, G. and P. Subban, 2021). Positive response and feedback from students is also enhanced the interest of teacher, they highly motivated and prepare own self for future targets (Firestone & Pennell, 1993). Firestone (2014) suggest four circumstances to help the teachers' accomplishment:

- Organizational hold is very important for constant atmosphere where duties are obvious, regulations are compulsory, and equality is positive followed.
- Sufficient physical services are provided like student desks, chairs cold environment in summer season.
- Appropriate instructional resources such as books, planners, reading kits, and laptops or tablets etc.
- Burden of teachers may effect to lessons preparations and monitoring and analyzing work of students.

Class size, number of periods, nonteaching activities, and unavailable financial support is also may effect on teachers working (Firestone, 2014).

## 2.12 How to enhance Efficacy

- Continuous Professional Development
- High expectation and ambitions enhance performance
- Knowledge sharing behaviors
- Teachers' anxiety and coping
- Teacher as expert with high adjustment capability
- Academic accomplishment and teacher success

## 2.13 Teachers' Sense of Efficacy Scale (TSES)

This Scale is considered a reliable and valid instrument. Ranking from moderate to highly reliable for both, short and long form alpha of the Teachers' Sense of Efficacy Scale. Scales 'overall reliability and validity, Cronbach's alpha was 0.94 in long form alpha and short form alpha was 0.90 (Tschannen-Moran & Hoy, 2001).

### **3. Research Methodology**

This research is quasi experimental in nature as intervention whatsoever was done, only data taken from teachers and schools were used to explore the relation among the variables of this research study.

#### **3.1 Study Design**

By design, this was a descriptive study. Survey method was thought to be appropriate to collect data. A descriptive study explains the current phenomenon. As it was the requirement of this research. It was based on two research tools, first one is already taken students test papers and their results and second was self-efficacy belief scale, adopted for analyzing the relationship between teachers self-efficacy beliefs with students performance (Tschannen-Moran & Hoy, 2001).

#### **3.2 Research Paradigm and Design**

This study aims to investigate teachers' efficacy and academic performance of students, for this purpose the positivist paradigm was used to conduct the study. Positivism is used in quantitative research. It uses deductive reasoning approach to test a hypothesis.

#### **3.3 Research Tools Method of Analysis**

An already prepared and tested research tool, teacher's self-efficacy belief scale was adapted to check teachers' self-efficacy than translate into Urdu and solved by the teachers and checked two checkpoints papers were analyzed to correlate the concept. Following were the research tools:

- Students two checkpoints test papers (Objective/ Subjective type test)
- Teachers' self-efficacy belief scale tool was adapted from Tschannen-Moran and Hoy (2001).

#### **3.4 Population of the Study**

Population was chosen from the level five students from all Army Public Schools of Punjab Pakistan. Both boys and girl's students and their respective subject teachers were included in the population. Five subjects Urdu, English, Math, Science and Islamiyat checkpoint papers and results were taken. All subject teachers of Urdu, Math, Science, English and Islamiyat subjects were included in this study.

#### **3.5 Sample**

The sample includes 88 students and 20 teachers of three schools. Sample was selected as all students from intact classes. There was no mortality as all data was taken from school record and from class teachers. Students of 5<sup>th</sup> class from each school in Bahawalpur division were included in the sample. In this manners census sampling technique was used to extract the sample for both the teachers and the students.

#### **3.6 Data Collection**

Bahawalpur is the city of Palaces located in Cholistan, Punjab Pakistan. Bahawalpur Division contains three districts. These are Bahawalnagar District, Bahawalpur District, Rahim Yar Khan District. The research tool designed for this research was administered personally 88 students by following the procedure sampling. The return rate was 100%. Results of students in core subject of two checkpoints papers and teachers' self-beliefs questionnaire were the main data collecting instruments in this study.

#### **3.7 Validation of Research Tool**

The self-efficacy belief scale was translated in the light of the observations and suggestions. Their observations were accommodated before actual launching. The statements in the testing tool and scale were typed in such a manner that the questions should become clear and legible for teachers. This study contributes to research about Army Public Schools of Bahawalpur and explains how teaches' efficacy contribute to student achievement. Scales 'overall reliability and validity, Cronbach's alpha was 0.94 in long form alpha and short form alpha was 0 .90 (Tschannen-Moran & Hoy, 2001).

#### 4. Data Analysis and Interpretation

In this study, data collected by results and questionnaire was analyzed by software SPSS. Finding, conclusions and recommendations were drawn after interpretation of data collected. Table 2 shows distribution of students' school wise comparison of scores among Army Public Schools of Bahawalpur. Mean scores shows that in the subject of English there is statistically no significant difference of scores among APS Bahawalpur, APS Asrani and APS Rahim Yar Khan.

**Table 2: Students' School Wise Comparison of Scores in English**

(I) SCHOOL NAME	Mean Score	(J) SCHOOL NAME	Mean Difference (I-J)	Difference Significant at ( $\alpha$ )
APS Bahawalpur	7.3200	APS Asrani	- 0.45778	0.371
		APS Rahim Yar Khan	- 0.60500	0.220
APS Asrani	7.7778	APS Bahawalpur	0.45778	0.371
		APS Rahim Yar Khan	- 0.14722	0.807
APS Rahim Yar Khan	7.9250	APS Bahawalpur	0.60500	0.220
		APS Asrani	0.14722	0.807

**Table 3: Students' School Wise Comparison of Scores in Mathematics**

(I) SCHOOLNAME	Mean Score	(J) SCHOOLNAME	Mean Difference (I-J)	Difference Significant at ( $\alpha$ )
APS Bahawalpur	7.9167	APS Asrani	.39333	0.360
		APS Rahim Yar Khan	-1.44000*	0.001
APS Asrani	8.3100	APS Bahawalpur	-.39333	0.360
		APS Rahim Yar Khan	-1.83333*	0.000
APS Rahim Yar Khan	9.7500	APS Bahawalpur	1.44000*	0.001
		APS Asrani	1.83333*	0.000

Table 3 is about Mean scores in mathematics were compared in the above table. Data shows that mean score obtained by the students of APS Bahawalpur and APS Asrani are different but this difference is not statistically significant as mean score obtained by students of APS Bahawalpur is 7.916 and mean score obtained by students of APS Asrani is 8.3100 and it is significant at 0.360 which is greater than 0.05 so this is not statistically significant.

**Table 4: Students' School Wise Comparison of Scores in Science**

(I) SCHOOL NAME	Mean Score	(J) SCHOOL NAME	Mean Difference (I-J)	Difference Significant at ( $\alpha$ )
APS Bahawalpur	8.5278	APS Asrani	0.10222	0.795
		APS Rahim Yar Khan	- 0.15750	0.677
APS Asrani	8.6300	APS Bahawalpur	- 0.10222	0.795
		APS Rahim Yar Khan	- 0.25972	0.576
APS Rahim Yar Khan	8.7875	APS Bahawalpur	0.15750	0.677
		APS Asrani	0.25972	0.576

Table 4 shows distribution of students' school wise comparison of scores among Army Public Schools of Bahawalpur. Mean scores shows that in the subject of Science there is statistically no significant difference of scores among APS Bahawalpur, APS Asrani and APS Rahim Yar Khan.

**Table 5: Students' School Wise Comparison of Scores in Urdu**

(I) SCHOOL NAME	Mean Score	(J) SCHOOL NAME	Mean Difference (I-J)	Std. Error	Difference Significant at ( $\alpha$ )
APS Bahawalpur	7.7750	APS Asrani	.91556*	.29993	.003
		APS Rahim Yar Khan	1.58500*	.28869	.000
APS Asrani	8.4444	APS Bahawalpur	-.91556*	.29993	.003
		APS Rahim Yar Khan	.66944	.35451	.062
APS Rahim Yar Khan	9.3600	APS Bahawalpur	-1.58500*	.28869	.000
		APS Asrani	-.66944	.35451	.062

Table 5 is about Mean scores in Urdu were compared in the above table. Data shows that mean score obtained by the students of APS Bahawalpur and APS Asrani are different but this difference is statistically significant as mean score obtained by students of APS Bahawalpur is 7.77 and mean score obtained by students of APS Asrani is 8.44 and it is significant at 0.062 which is greater than 0.05 so this is not statistically significant.

**Table 6: Students’ School Wise Comparison of Scores in Islamiat**

(I) SCHOOL NAME	Mean Score	(J) SCHOOL NAME	Mean Difference (I-J)	Std. Error	Difference Significant at ( $\alpha$ )
APS Bahawalpur	9.07	APS Asrani	-.097	.317	.761
		APS Rahim Yar Khan	.595	.305	.054
APS Asrani	9.17	APS Bahawalpur	.097	.317	.761
		APS Rahim Yar Khan	.692	.374	.068
APS Rahim Yar Khan	8.48	APS Bahawalpur	-.595	.305	.054
		APS Asrani	-.692	.374	.068

Table 6 shows distribution of students’ school wise comparison of scores among Army Public Schools of Bahawalpur. Mean scores shows that in the subject of Islamiat there is statistically no significant difference of scores among APS Bahawalpur, APS Asrani and APS Rahim Yar Khan.

**Table 7: Teacher’s Self Efficacy Belief**

Measure	Absolute Value	Percentage Value
Mean	159.25	73.73
Mode	140 <sup>a</sup>	64.81 <sup>a</sup>
Std. Deviation	21.40	9.91
Minimum	120	55.56
Maximum	198	91.67

N=20

Table 7 shows Teachers’ Self Efficacy Belief Score in Army Public Schools of Bahawalpur, explain that minimum score perceived by teacher is 120 out of 216, which is equal to 55.56 % and maximum self-rating is 198 out of 216 that is equal to 91.67 % score. Multiple modes exist in the data. Lowest mode in raw score is 140 and lowest mode in terms of percentage is 64.81. Mean value in raw score is 159.25 and in percentage, it is 73.73.

**Table 8: Relationship between Teacher’s Self Efficacy Belief and Class Mean Achievement Score**

Relationship Between	Spearman’s rho Value	Sig.
Teacher’s Self Efficacy Belief and Class Mean Score	0.661**	0.002

N=20\*\*. Correlation is significant at the 0.01 level (2-tailed).

The table 8 shows relationship between Teachers’ Efficacy Belief and Class mean score. Data shows there exists a strong, positive and statistically significant relationship between teachers’ efficacy beliefs and students mean scores as Spearman’s rho( $\rho$ ) value is 0.661 significant at 0.002 which is less than 0.01 hence this is a strong, positive and statistically significant correlation.

## 5. Result and Findings

- Distribution of students’ school wise comparison of scores among Army Public Schools of Bahawalpur, mean scores show that in the subject of English, between groups, statistically, there is no significant difference among scores of, APS Bahawalpur, APS Asrani and APS Rahim Yar Khan. Data shows that overall, mean score in English of APS Bahawalpur is 7.32, APS Asrani is 7.77 and APS Rahim Yar Khan is 7.93. Mean Difference between APS Bahawalpur and APS Asrani is - 0.45778, APS Asrani and APS Rahim Yar Khan is- 0.15 and APS Rahim Yar Khan and APS Bahawalpur is 0.61. In comparative score there is no statistically significant difference found (Table 2).
- Mean scores in mathematics were compared through ANOVA. Data shows that mean score obtained by the students of APS Bahawalpur and APS Asrani are different but this difference is not statistically significant as mean score obtained by students of APS Bahawalpur is 7.916 and mean score obtained by students of APS Asrani is 8.31 and it



is significant at 0.360 which is greater than 0.05 so this is not statistically significant (Table 3).

- School wise comparison of mean scores among Army Public Schools of Bahawalpur show that in the subject of Science there is statistically no significant difference among APS Bahawalpur, APS Asrani and APS Rahim Yar Khan. Data shows that overall, mean score in Science of APS Bahawalpur is 8.527, APS Asrani is 8.63 and APS Rahim Yar Khan is 8.787. Mean Difference between APS Bahawalpur and APS Asrani is 0.102, APS Bahawalpur and APS Rahim Yar Khan is - 0.158 and APS Asrani and APS Rahim Yar Khan is - 0.259. In any of comparative score there is no statistical significant dissimilarity originate in the data (Table 4).
- Data shows that mean scores in Urdu were compared. Data shows that mean score obtained by the students of APS Bahawalpur and APS Asrani are different and this difference is statistically significant as mean score obtained by students of APS Bahawalpur is 7.77 and mean score obtained by students of APS Asrani is 8.44 and it is significant at 0.062 which is greater than 0.05 so this is not statistically significant (Table 5).
- Data shows that overall mean score in Islamiyat of APS Bahawalpur is 9.07, APS Asrani is 9.17 and APS Rahim Yar Khan is 8.48. Mean Difference between APS Bahawalpur and APS Asrani is 0.097, APS Bahawalpur, APS Rahim Yar Khan is .595, and APS Asrani and APS Rahim Yar Khan is .692. In any of comparative score there is no statistical significant dissimilarity originates in the data (Table 6).
- In Army Public Schools of Bahawalpur, Teachers' Self Efficacy Belief Score show that minimum score perceived by teacher is 120 out of 216, which is equal to 55.56 % and maximum self-rating is 198 out of 216 that is equal to 91.67 % score. Multiple modes exist in the data. Lowest mode in raw score is 140 and lowest mode in terms of percentage is 64.81. Mean value in raw score is 159.25 and in percentage, it is 73.73 (Table 7).
- Data shows there exists a strong, constructive and statistical considerable relationship among teachers' efficiency based attitude with students mean scores as Spearman's rho( $\rho$ ) value is 0.661 significant at 0.002 which is less than 0.01 hence this is a strong, positive and statistically significant correlation (Table 8).

## 6. Conclusion

In all Army Public Schools, all teachers' self-belief is high and is better in efficacy. They confidently interact, answer the questions of students, and satisfy their students. Resultantly, students get good scores in their respective subjects. Teachers Self Beliefs and Efficacy was positively related to student achievements. In the light of conclusion, research shows that all Army Public Schools teachers self-belief is high and overall better in efficacy. Teachers confidently interact, answer the questions of students, and satisfy their students according to their needs. Resultantly, students get good scores in their respective subjects. Teachers' Self Beliefs and Efficacy was positively related to student achievements. There is coherence between students' academic performance and teacher's self-efficacy beliefs. Research data shows that there exists a strong, positive and statistically significant relationship between teachers' efficacy beliefs and students' academic achievements. This study is in-line with (Bandura, 1997) who concluded that Self-efficacy is a key influence on the individual's expectation of possible outcomes and further courses of action. There are following policies in this regard.

- Teachers' efficacy can be glanced through students' academic achievements. Schools should take measures to enhance teachers' efficacy.
- Teachers' efficacy is highly related to their academic qualification and experience hence highly qualified teachers should be appointed in Army Public Schools and teacher may be retained for a longer period to gain self-confidence and efficacy.
- Teachers' may be promoted rapidly and paid according to their qualification and experience so that they may have better self-belief.

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