Comparison of Punjab Public Elementary School Teachers' Self-Efficacy Beliefs

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ABSTRACT

Self-efficacy or personal efficacy refers to the reflection of an individual's beliefs about his or her capabilities to perform a task in a particular context (Bandura, 1997). Self-efficacy beliefs provide the basis for the wellbeing, motivation, and personal development of the individuals and facilitate to find out the outcomes one expects. Therefore, this study was particularly designed to compare the self-efficacy beliefs of elementary school teachers regarding their gender and locale in public sector schools in Punjab, Pakistan. This study was descriptive survey type and the researcher adopted a quantitative approach to conduct this study. All elementary school teachers of the public sector schools of the province Punjab were the target population, while all elementary school teachers who were working in public sector schools in district Faisalabad were taken as the accessible population. A sample of 154 male and 361 female elementary school teachers was drawn through Proportionate Stratified Random Sampling Technique. The findings of this study revealed that: i) Female teachers had higher efficacy beliefs than males teachers; ii) Male teachers were more efficacious than females regarding classroom management but female teachers had greater efficacy than male teachers regarding instructional strategies and student engagement iii) A non-significant mean difference was found between rural and urban areas teachers on mean self-efficacy score; and iv) A statistically significant effect for gender on elementary school teachers' efficacy was identified. But the main effect for locale and the interaction effect between gender and locale did not reach statistical significance.

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Introduction

Potential and competent teachers perform a significant role in improving classroom practices such as classroom management, instructional activities, and students' learning outcomes, and so on. In this regard more efficacious teachers do their work in a better way than less efficacious teachers because a teacher's self-efficacy belief has significant effect on the academic achievement of students within a specific context (Tschannen-Moran & Hoy, 2001).

According to Ross (1992), there is more likelihood that teachers with higher efficacious beliefs can easily adopt new paradigms, interventions, use latest teaching and learning methodologies and technologies; and they have strong passion about their instructional activities than teachers who possess lower efficacious beliefs. In another study Rohrbach, Graham and Hensen (1993) found that teachers who possess higher self-efficacy level accept new teaching innovations without any reluctance than those teachers who possess low efficacy level.

Self-efficacy or personal efficacy refers to the reflection of an individual's beliefs about his or her capabilities to perform or complete a task in a particular context (Bandura, 1997, p. 2). Teacher self-efficacy is a strong self-regulatory quality through which teachers exercise their potentials and capabilities to improve their students' learning and academic achievement. According to Tschannen-Moran and Woolfolk Hoy (2001, p.783) teacher self-efficacy means a teacher's "judgment of his/her capabilities to bring about the desired outcomes of student engagement and learning, even among students who may be difficult or unmotivated".

Self-efficacy performs a role of mediator between an individual's perceptions of his/her competencies and his/her future actions (Bandura, 1986). Self-efficacy beliefs provide the basis for the wellbeing, motivation, and personal development of the individuals; and facilitate to find out the outcomes one expects. The sense of self-efficacy is positively correlates with the effort, persistent, and resilience of the individuals. Self-efficacy beliefs also build the type of self-fulfilling insight in which an individual attains what he/she believes that he/she can attain. Also, self-efficacy is one of the major predictors of the behavioral consequences; and confident persons predict successful consequences during performing their task (Nayak & Rao, 2002).

According to Marsh, Waker, and Deber (1991) self-efficacy focuses on a person's capabilities to successfully accomplishes a specific job with no needs of making comparisons   the question is whether an individual do it, not whether others would be successful because self-efficacy or personal efficacy beliefs are strong predictors of individuals' behavior.

Self-efficacy is one of the major factors of the social-cognitive theory (Bandura, 1986; Malone, 2001). According to Bandura's Social-Cognitive Theory (SCT), self-efficacy has two dimensions: (i) efficacy expectation,

and (ii)outcome expectancy. The efficacy expectation is the conviction that a teacher possesses the capacity, knowledge, and skills to effectively perform the behavior or actions which are required to produce the desired outcomes(s). The outcome expectancy represents a teacher's estimate of the expected consequences to execute a task at the self-expected level of performance. Therefore, outcome expectancy is such a conviction that a given action or behavior will surely lead to the expected outcome(s).

For successful practitioners, they must possess both the high efficacy expectations and the outcome expectancy. If a teacher has the former and not the latter, it is unlikely that the teacher will be successful teacher even if the teacher is professionally well-qualified. According to Bandura's Social-Cognitive Theory (1986), there are four sources which enhance a teacher's self- efficacy: i) Mastery learning experiences, ii) Vicarious experiences, iii) Social persuasion, and iv) Physiological and Emotional states.

The construct of self-efficacy belief has several dimensions with respect to various levels and strengths. A person may perceive more or less efficacious in a number of activities according to the nature of a specific task; and these beliefs may be weak, moderate, strong, or somewhere in between them. Moreover, the self- efficacy beliefs are not constant attributes of an individual, and these may vary with respect to a person's judgment about her/his achievement and performance in a particular area and at a given point in time. Consequently, self-efficacy beliefs perform a role of a moderator between an individual's knowledge of his/her skills and future actions (Bandura, 1986).

Dynamics of Self-efficacy

Magnitude, strength, and generality are the three dimensions of self-efficacy (Gist, 1987). Magnitude focuses on the degree of an individual's belief that she or he can performs or completes a task with ease or difficulty. Second, strength describes an individual's confidence regarding accomplishing the various components of his or her job, or the magnitude of the task difficulty is weak or strong. And finally, generality illustrates the extent to which the expectation of an individual's on one task can be generalized across other related domains or contexts, i.e. academic domain (Marakas, Johnson & Clay, 2007).Another foundation of self-efficacy is that it varies over time with new experience and information as self-efficacy is a dynamic process not static (Gardener & Pierce, 1998).

Domains of Teachers Self-Efficacy

According to Woolfolk (2004), teaching efficacy means "a teacher's belief that he or she can reach even the most difficult students and help them learn" (p. 404). Tschannen-Moran and Hoy's (2001) work on teachers self-efficacy found three domains regarding teachers' self-efficacy: i) teachers'

efficacy in their instructional strategies, ii) teachers' efficacy in classroom management, and ii) teachers' efficacy in student engagement that were measured on the Teacher Self-Efficacy Scale (TSES). A Teacher's efficacy in instructional strategies refers to a teacher's self-belief in his/her competence to exercise the latest and innovative techniques which promote students' learning and academic achievement. A Teacher's efficacy in student engagement means the teacher's beliefs about his/her capability through which he/she motivates his/her students to learn (Moalosi,2012). Similarly, a teacher's efficacy in classroom management refers to the teacher's beliefs in his/her capability to build such environment which facilitates and supports both the academic and social-emotional learning through the use of suitable instructional ways (Oliver, Wehby & Daniel, 2011).

The self-efficacy level moves upwards or downwards according to an individual's insight about his/her performance as failure or success. Self-efficacy is an indicator of teaching commitment, and helps educators in minimizing their anxiety and burnout (Van Dick & Wagner, 2001). Therefore, a teacher's efficacy has a positive effect on his/her orientations and behaviors about control, discourse and interaction with students, attitude towards improvement in instructional activities (Pajares, 1996).

Greater efficacy leads to greater endeavor and perseverance in the face of setbacks; and self-efficacy affects motivation through setting goals. If individuals possess greater sense of self-efficacy in a particular field, then they will set higher goals, be less afraid of failure (Bandura, 1997; Zimmerman, 1995)

Sources Developing Self-Efficacy Beliefs

According to Bandura (1977) individuals can develop their efficacy beliefs through four sources: i) mastery experiences, ii) vicarious experiences, iii) social persuasion, and iv) physiological states.

The first and foremost powerful source of developing individuals' higher sense of self-efficacy is by mastery experiences or enactive mastery or past performance because success increases self-efficacy, whereas failure lessens self-efficacy. Mastery experiences or performance attainment are direct or personal experiences to improve self-efficacy (Woolfolk, 2004), because mastery is attributed to an individual's own skill and effort (Smith, 2002). It is assumed that successful or effective experiences raise teachers' self-efficacy beliefs and continue for future circumstances, while failure or unsuccessful experiences mitigate self-efficacy beliefs (Mulholland& Wallace, 2001).

According to Bandura (1994) the second major source of enhancing individuals' self-efficacy beliefs is by the vicarious experiences or modeling performed by social models (human beings). Observing other individuals during performing actions is the considerable attribute of attaining vicarious

experiences (Moran & Hoy, 2007). Through Vicarious experiences one can modify his/her prior experiences after observing others in a new situation (Lankard, 1999).

The third source of developing individuals' self-efficacy beliefs is social persuasion or verbal persuasion. Persuasive or convincing mode plays a significant role in developing individuals' self-efficacy beliefs (Pajares, 2002). Encouraging and motivating comments or feedback from experienced members may increase individuals' performance regarding their particular task (Mulholland & Wallace, 2001).

Physiological states (Somatic and Emotional) or affective or emotional arousal such as depression, fear, stress, anxiety, fatigue, and so forth are ways to obtain information about efficacy beliefs of individuals. Anxiety or fear strengthen or weaken the individuals' self-efficacy level and it may result in success or failure. Empowerment techniques and strategies on the job can enhance individuals' self-efficacy beliefs. Therefore, by modifying individuals' feelings and perceptions their efficacy beliefs can be developed (Conger & Kanungo, 1988; Pajares, 2002).

Factors Affecting Teachers Self-Efficacy Beliefs

Several factors which may affect teachers' efficacy can be categorized into two major groups: demographic and contextual factors. Factors like age, gender, experience, designation, academic and professional qualification, etc. all are fall into the category of demographic factors. On the other side, teacher self-efficacy is a context-specific paradigm that is dependent on a particular setting, and teacher self-efficacy can be influenced by various factors such as school climate, supervision, leadership, support of peers, school level, physical environment, students' characteristics, and so on (Dellinger et al., 2008; Tschannen-Moran & Hoy, 2007). Consequently, demographic and contextual factors are statistically significant indicators of a teacher's efficacy; and may predict his/her success or failure.

Gender and Teachers' Self-Efficacy Beliefs

Self-efficacy varies with respect to gender of the teacher. According to Judge and Bono (2001) teachers' self-efficacy positively correlates with their job satisfaction and job performance because teachers' self-efficacy contributes statistically significant towards their students' academic achievement (Caprara et al., 2006).

It was found through several studies that female teachers possess higher efficacy level than males (Anderson, Greene & Lowen, 1988; Raudenbush et al., 1992) because teaching is generally perceived as a female occupation (Ross et al., 1996). In a study Karimvand (2011) found that female teachers were significantly possessed greater self-efficacy level than male teachers in Iranian context. Similarly in another study Ross (1998) also explored that

teacher efficacy was lower in male teacher than in females. According to Rubie-Davies, Flint, and McDonald (2012) efficacy of female teachers was highly significant in instructional strategies, classroom management, and student engagement than males and a large effect size was found regarding in these three variables regarding efficacy of the teachers. Also, in a study conducted by Ahmad, Khan and Shafiuqe (2015) investigated that female teachers had higher self-efficacy level than male teachers regarding three subscales: i) classroom management, ii) instructional strategies, and iii) students engagement.

But on the other side, in another study Klassen and Chiu (2010) explored that male teachers had higher self-efficacy regarding classroom management than females but no significant difference was found between male and female teachers regarding students' engagement and instructional strategies. In another study Butucha (2013) found that there were significant differences between male and female teachers regarding classroom management. The findings of his study indicated that male teachers had higher self-efficacies than females about classroom management. But Mir (2003), Tajeddin and Khodaverdi (2011) explored through their studies that there was no statistically significant effect of gender on teachers' efficacy.

Locale and Teachers Self-Efficacy Beliefs

Locale of school is also a significant indicator, and plays a key role in changing teacher efficacy. Consequently, teacher efficacy differs according to locale of school whether school is situated in a rural area or an urban area (Hughes, 2006). But, there was no significant effect of school location on teachers' efficacy (Murshidi, 2005). AlsoPadala (2012) explored through his study that there was no significant difference between rural and urban teachers' self-efficacy beliefs.

By keeping in view the importance of self-efficacy beliefs of teachers, this study was designed to compare the self-efficacy beliefs of elementary school teachers regarding their gender and locale in public sector schools in Punjab, Pakistan.

Statement of the Problem

A Teacher's self-efficacy belief is a significant indicator of improving classroom management, instructional strategies, and student engagement (three sub-scales of self-efficacy). Teachers' self-efficacy beliefs play a vital role in the success or failure of teachers. The literature indicates that along with other demographic attributes of a teacher, gender and locale have significant effect regarding classroom management, instructional strategies and student engagement. Therefore, the present study was designed to compare the self-efficacy beliefs of elementary school teachers regarding their gender and locale in public sector schools in Punjab, Pakistan.

Objectives of the Study

The following objectives guided the study:
1. To compare the self-efficacy beliefs of male and female teachers of public elementary schools,
2. To compare the self-efficacy beliefs of rural and urban teachers of public elementary schools, and
3. To compare the self-efficacy beliefs of public elementary schools' male and female teachers of rural and urban areas.

Research Questions

Consistent with the objectives, the study was driven by following four research questions:
1. Do male and female elementary school teachers are different on mean self-efficacy score?
2. Do male and female elementary school teachers have different mean self-efficacy score regarding three sub scales of Teachers Sense of Efficacy Scale (classroom management, instructional strategies, and student engagement)?
3. Do rural and urban teachers of public elementary schools have different mean self-efficacy score?
4. Do male and female elementary school teachers of rural and urban areas have different self-efficacy score on Teachers Sense of Efficacy Scale?

Delimitations

Due to limited time and other resources, the current study was delimited to:
1. Public elementary schools of Faisalabad district only, and
2. Only two categorical variables gender and locale were used to compare elementary school teachers' self-efficacy beliefs.

Materials and Methods

This study was descriptive survey type and the researcher adopted a quantitative approach to conduct this study. A cross-sectional survey design was used to explore the perceptions of male and female elementary school teachers regarding their efficacy beliefs about classroom management, instructional strategies, and students' engagement in this study.

Population

All male and female elementary school teachers (ESTs) of the public sector schools of the province Punjab were the target population of the

present study, while all the ESTs who were working in district Faisalabad were taken as the accessible population for the drawing of the sample.

Sample

There were working 1,538 male and 3,614 female teachers in public elementary schools in district Faisalabad. Ten percent of the male and female teachers were taken in the sample through Proportionate Stratified Random Sampling Technique from the sampling/accessible population. Therefore, 154 male and 361 female elementary school teachers were included in the sample. Out of males, 60 teachers were belonged to urban areas and 94 teachers were selected from rural areas while out of 361 females, 125 teachers were selected from schools of urban areas and 236 were included from rural areas.

Instrument

To determine the Elementary School Teachers' (ESTs) self-efficacy beliefs, Teachers Sense of Efficacy Scale (TSES) was taken. This research tool was prepared by Tschannen-Moran and Woolfolk (2001). Long form of this instrument has 24 items while its short form has 12 items which are assessed on a 9 points Likert's rating scale (1=Nothing, 3=Very Little, 5=Some Influence, 7=Quite a Bit, and 9=A Great Deal). This scale has three subscales (Efficacy for instructional strategies, Efficacy for classroom management, and Efficacy for student engagement), and every subscale consists of 8 items. The reliability of the original scale was .93 for short form (12items), and .94 for long form (24 items). Long form of this scale was used to conduct the present study. In the present study, the Teachers Sense of Efficacy Scale was translated into Urdu language with the help of language experts. The overall reliability of the research scale was estimated through Cronbach's alpha. The coefficient of Cronbach's alpha indicated that overall internal consistency of this scale was .84.

Data Collection Procedure

The researcher personally visited and administered the scale to the participants in the field. Where feasible, a short meeting was conducted with the participants of the study before filling in the demographic information and the scale. During this process, the concerned head teachers of both male and female elementary schools made a great corporation and showed great patience during the data collection process. Mostly research subjects (teachers) filled in and returned the scale on the spot. Approximately, every participant took thirty minutes to complete the demographic information and scale. Majority of participants completed the scale easily due to lack of misunderstanding of words or phrases because the scale was translated into Urdu language. The mobile phone was also used in data collection process

where some research subjects were not available on the spot or they do not complete the scale due to already allotted assignments regarding instructional activities or other school's matters.

Data Analysis Techniques

After data collection process, the collected data were organized and summarized. The researcher adopted both the descriptive and inferential statistical techniques to analyze the data. Data analysis process was performed through SPSS (Version 20). The frequencies, percentage, mean, and standard deviation were used as descriptive statistics to summarize the data, while Independent samples *t*-test, two-way Analysis of Variance (ANOVA), and Multivariate Analysis of Variance (MANOVA) were used as inferential statistical techniques to make inferences from the sample to the target population.

Interpretation of the Results

This section deals with the data analysis regarding demographic variables and comparison of elementary school teachers' (ESTs) perceptions on Teachers Sense of Efficacy Scale (TSES) regarding gender and locale.

Table 1
Distribution of Research Subjects with respect to their Gender and Locale

Variable	Category	*F*	%
Gender	Male	154	30
	Female	361	70
Locale	Urban	185	36
	Rural	330	64
Urban	Male	65	35
	Female	120	65
Rural	Male	89	27
	Female	241	73

Table 1 portrays the distribution of elementary school teachers regarding gender and locale. There were 154 males (30%) and 361 females (70) in the sample. Out of 515 teachers, 185 (36%) belonged to urban area while 330 (64%) from rural area. Furthermore, out of 185 urban area teachers 65 (35%) were males while 120 (65%) were females; and out of 330 rural area teachers 89 (27%) were belonged to male category while 241 (73%) from female category.

Research Question 1: Do male and female elementary school teachers are different on mean self-efficacy score?

Table 2
Comparison of perceptions of male and female elementary school teachers on mean self-efficacy score

Category	N	M	SD	MD	t	p
Males	154	147.16	18.82	-15.97	-9.771	.000
Females	361	163.12	11.56			

***p<.001, df=513

Independent samples t-test was used to measure significant mean difference between perceptions of male and female elementary school teachers self-efficacy score. A very highly significant difference was found between mean perceptions of males and females, $t(513)=-9.771$, $p<.001$. Furthermore, in public elementary schools female teachers ($M= 163.12$, $SD = 11.56$) were more efficacious about their task than male teachers ($M= 147.16$, $SD= 18.82$)

Research Question 2: Do male and female elementary school teachers have different mean self-efficacy score regarding classroom management, instructional strategies, and student engagement?

Table 3
MANOVA for the differences between perceptions of male and female elementary school teachers on classroom management, instructional strategies, and student engagement

Wilk's	F	Hypothesis df	Error df	p	Partial Eta Squared
.589	1.19	3	511	.000	.41

***p<.001

A significant difference was found between male and female elementary school teachers' perceptions when compared jointly on three dependent variables (classroom management, instructional strategies, and student engagement) regarding Teachers Sense of Efficacy Scale, Wilk's = .589, $F(3,511)= 5.23$, $p< .001$, partial $^2= .41$.

Table 4
Univariate ANOVA for the differences between male and female elementary school teachers on classroom management, instructional strategies, and student engagement

Variable	Gender	n	M(SD)	MD	F	p	Partial η^2
Classroom Management	Male	154	50.73 (10.30)				
	Female	361	46.90 (7.66)	3.83	21.86	.000	.04
Instructional Strategies	Male	154	49.11 (11.20)				
	Female	361	57.91 (6.84)	8.81	118.9	.000	.19
Student Engagement	Male	154	47.31 (11.16)	11.01	205.35	.000	.29
	Female	361	58.32 (6.15)				

$^{***}p<.001$

A separate ANOVA was applied for three dependent variables (classroom management, instructional strategies, and student engagement), with each ANOVA evaluated at an alpha level of .025.

There was a very highly significant difference between male and female elementary school teachers' perceptions on classroom management, $F(2,512)= 21.86$, $p<.001$, partial $\eta^2 = .04$ with male teachers' score($M= 50.73, SD = 10.30$) higher than female teachers' score ($M= 46.90, SD = 7.66$).

There was a very highly significant difference between male and female elementary school teachers' perceptions on instructional strategies, $F(2,512)= 118.90$, $p<.001$, partial $\eta^2 = .19$ with female teachers' score ($M= 57.91, SD = 6.84$) higher than male teachers' score ($M= 49.11, SD = 11.20$).

There was a very highly significant difference between male and female elementary school teachers' perceptions on student engagement, $F(2,512)= 205.35$, $p<.001$, partial $\eta^2 = .29$ with female teachers' score ($M=58.32, SD = 6.15$) higher than male teachers' score ($M= 47.31, SD = 11.16$).

Research Question 3: Do rural and urban teachers of public elementary schools have different mean self-efficacy score?

Table 5
Comparison of perceptions of rural and urban areas' elementary school teachers on mean self-efficacy score

Category	n	M (SD)	MD	t	p
Urban	186	157.44 (16.62)	-1.42	-0.98	.330
Rural	329	158.86 (15.47)			

p>.05, df = 513

The output of Independent samples t-test indicates a non-significant mean difference between perceptions of rural and urban areas' elementary

school teachers on mean self-efficacy score, $t(513)= -0.976$, $p>.05$. Therefore, it is inferred from the Table 5 results that rural and urban areas teachers' perceptions did not differ significantly regarding their efficacy beliefs.

Research Question 4: Do male and female elementary school teachers of rural and urban areas have different self-efficacy score on Teachers' Sense of Efficacy Scale?

Table 6

Two-way between groups ANOVA regarding gender and locale of elementary school teachers on Teachers Sense of Efficacy Scale

Source	SS	df	MS	F	p	Partial η^2
Gender	26819.92	1	26819.92	134.13	.000[***]	.208
Locale	31.34	1	31.34	.18	.692	.000
Gender* Locale	118.19	1	118.19	.59	.442	.001
Error	102174.33	511	199.950			

$p>.05$(ns), [***]$p<.001$

A two-way between groups ANOVA was used to determine the impact of elementary school teachers' gender and locale on their efficacy beliefs, as measured by Teachers Sense of Efficacy Scale (TSES). There was a statistically significant main effect for gender on elementary school teachers' efficacy [$F(1,511)= 134.13$, $p<.001$];however, a large effect size ($\eta_p^2=.21$) was found. But the main effect for locale [$F(1,511)=.18$, $p>.05$, partial $\eta^2=.000$], and the interaction effect between gender and locale [$F(1, 511)=.59$, $p>.05$, partial $\eta^2=.001$] did not reach statistical significance.

Findings

1. A very highly significant difference was found between mean perceptions of males and females, $t(513)=-9.77$, $p<.001$. Furthermore, in public elementary schools female teachers ($M= 163.12$,$SD = 11.56$) were more efficacious about their task than male teachers ($M= 147.16$,$SD= 18.82$).
2. A significant difference was found between male and female elementary school teachers' perceptions when compared jointly on three dependent variables (classroom management, instructional strategies, and student engagement) regarding Teachers Sense of Efficacy Scale, Wilk's lambda $=.589$, $F(3,511) = 5.23$, $p<.001$, partial $\eta^2 = .41$ (very large effect size).
   i. There was a very highly significant difference between male and female elementary school teachers' perceptions on classroom management, $F(2,512)= 21.86$, $p<.001$, partial $\eta^2 =.04$ (small effect size).Moreover, male teachers ($M= 50.73$,$SD = 10.30$)were more efficacious than females ($M= 46.90$, $SD = 7.66$)regarding classroom

management.
ii.   There was a very highly significant difference between male and female elementary school teachers' perceptions on instructional strategies, $F(2,512) = 118.90$, $p<.001$, partial $^2 =.19$ (large effect size). Female teachers had greater efficacy ($M= 57.91$,$SD = 6.84$) than male teachers($M= 49.11$,$SD = 11.20$) about instructional strategies at elementary level classes.
iii. There was a very highly significant difference between male and female elementary school teachers' perceptions on student engagement, $F(2,512) = 205.352$, $p<.001$, partial $^2=.29$ (large effect size). Furthermore, regarding student engagement females had greater efficacy ($M=58.32$, $SD = 6.15$) than males ($M= 47.31$,$SD = 11.16$)at elementary level classes.
3. A non-significant mean difference was found between perceptions of rural and urban areas' elementary school teachers on mean self-efficacy score, $t(513) = -0.98$, $p>.05$.
4. A statistically significant main effect for gender on elementary school teachers' efficacy was identified. A large effect size (partial $^2=.21$) was found regarding gender. Female teachers reported more efficacy ($M= 163.12$, $SD = 11.56$) than male teachers ($M = 147.16$, $SD= 18.82$).But the main effect for locale and the interaction effect between gender and locale did not reach statistical significance.

Discussion

This section deals with the findings of the current study with the findings of the prior studies conducted about comparison teachers' self-efficacy beliefs regarding their gender and locale. According to the findings of Andersen (2011); Anderson, Greene, and Lowen (1988); Arslan (2013); Karinvand (2011); Ongowo and Hungi (2014); Raudenbush et al. (1992); and Tison et al. (2011) that female teachers had higher efficacy level than male teachers regarding their task. The finding of the present study is also consistent with the findings of the said studies that female teachers were more efficacious about their task than males in public sector elementary schools because teaching is consider as females' profession (Ross et al., 1996).

According to Butucha (2013); Ferrara (2013); Klassen and Chiu (2010); and Martin et al. (2006) that gender is a significant predictor of self-efficacy regarding classroom management. Male teachers had higher self-efficacy regarding classroom management than females. In current study, when male and female teachers compared on classroom management, male teachers found more efficacious than females regarding classroom management. Therefore, the finding of this study was similar to Butucha (2013); Ferrara (2013); Klassen and Chiu (2010); and Martin et al. (2006) who investigated that male teachers had higher self-efficacy regarding classroom management

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than females.

Ahmad, Khan and Shafiuqe (2015); and Rubie-Davies, Flint and McDonald (2012) found that gender significantly effects teachers' self-efficacy with female teachers have higher self-efficacy than males in the instructional strategies. Their findings agreed with the present study's finding that female teachers had greater efficacy beliefs than male teachers about the instructional strategies at elementary level classes.

There was a very highly significant difference between male and female teachers on student engagement with a large effect size (partial $^2 = .29$). Regarding student engagement females teachers had greater efficacy than males. This finding is in agreement with the findings of Ahmad, Khan and Shafiuqe (2015), Rubie-Davies, Flint and McDonald (2012), and Tison et al. (2011) who found that regarding student engagement female teachers possessed a higher efficacy level than males.

A non-significant mean difference was found between urban and rural areas' teachers on mean self-efficacy score. It means that locale of teachers does not effect on their self-efficacy beliefs. This finding is also corroborated with the findings of Ahmad, Khan and Shafiuqe (2015), Mishra and Acharya (2011), and Padala (2012) that locale of teachers was not a significant predictor of teachers' efficacy beliefs; and no significant relationship was found between locale and teachers' efficacy beliefs.

The current study portrays that there was a statistically significant main effect for gender on elementary school teachers' efficacy. In this regard a large effect size (partial $^2 =.21$) was found because female teachers revealed more efficacy than males. This finding was also similar to the findings of Arslan (2013) and Ongowo and Hungi (2014) who revealed that females owned higher efficacy beliefs than male teachers. Mishra and Acharya (2011) and Padala (2012) found that there was no significant main effect for locale on teachers' self-efficacy beliefs. This finding is also agreed with the current study finding in which research determined that that there was no statistically significant effect of locale on teachers' self-efficacy beliefs.

Conclusions and Recommendations

The present study was designed to compare the self-efficacy beliefs of elementary school teachers regarding gender and locale in public sector schools in Punjab, Pakistan. Therefore, on the basis of the findings of the current survey study, it was concluded that there was a very highly significant difference between mean perceptions of males and females self-efficacy beliefs. Furthermore, female teachers were more efficacious than male teachers at public elementary school level.

It was also concluded that male and female elementary school teachers' have different perceptions when compared jointly on three dependent variables (classroom management, instructional strategies, and student engagement) regarding Teachers Sense of Efficacy Scale. Male teachers

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were more efficacious than females regarding classroom management but female teachers had higher self-efficacy beliefs than male teachers on instructional strategies and student engagement.

It was further concluded that rural and urban areas' elementary school teachers had similar self-efficacy beliefs. There was a statistically significant main effect for gender on elementary school teachers' efficacy beliefs. This significant difference portrayed a large effect size regarding gender. Female teachers reported more efficacy than male teachers. But the main effect for locale and the interaction effect between gender and locale did not reach statistical significance.

The present study was conducted only in one district of the province Punjab, and only at elementary level in public sector schools due to scarcity of time and other material resources, therefore, some potential recommendations are made for the improvement of weak areas of teachers' self-efficacy belief and for further studies.

1. The Punjab Education Department should conduct workshops and launch professional development programs from time to time to improve the weak domains of both male and female elementary school teachers' self-efficacy beliefs.
2. This was conducted only in one district of the province of Punjab, therefore it is suggested that similar studies should be conducted on a large scale among several districts to compare the elementary teachers' self-efficacy beliefs in public sector.
3. Similar studies should also be conducted to compare the self-efficacy beliefs of public and private sectors elementary level school teachers.
4. It is also recommended that a study should be conducted to compare the self-efficacy beliefs of Primary School Teachers, Elementary School Teachers, and Secondary School Teachers of public and private sector schools in the province Punjab.

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