

TEACHER EFFICACY IN RELATION TO GENDER AND TEACHING EXPERIENCES

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Abstract

The objective of this study is to explore teacher efficacy in teaching English as a foreign language based on gender and teaching experiences. The participants of this study were seventy seven teachers from seven universities in Central Java. The instruments used to gather data were depth interview and questionnaire. This study used case study design using qualitative and quantitative analysis. The teacher's background becoming an English teacher is also analyzed. The study found that based on descriptive statistical analysis teacher efficacy based on gender showed that male English teachers have more teacher efficacy than female English teachers. Teachers who have teaching experiences more than twenty years have more teacher efficacy than those who have teaching experiences less than twenty years. However, teachers who have teaching experiences for eleven to twenty years have less teacher efficacy than those who have teaching experiences for one to ten years. Although based on T-Test analysis those differences were not significant enough. Their motivation background becoming an English teacher were first, they became an English teacher because they intended to be a teacher even when they were kids. Second, because of their academic competence during their study and the last because of job vacancy. They got offering to teach English which finally lead him/her as an English teacher.

Keywords: teacher efficacy, English teacher, gender and teaching experiences

INTRODUCTION

Teacher efficacy is very important in particular for the teachers them selves. Because teachers who have strong teacher efficacy will be able to teach students well. They will manage the class well and have strong engagement with their students. According to Bandura (2006) self-efficacy is concerned with perceived capability. This means that teacher believes with his/her competence. According to Richards and Lockhart (in Fauziati, 2015) state that there are five essential teacher's beliefs: believe about English, learning, teaching, program and the curriculum, and believe about language teaching as a profession. Teacher efficacy refers to teacher's belief of his/her competence. The competence does not only refers to teaching methodology and knowledge to transfer but also refers to other competences.

According to UU No.14 .2005 *pasal 10 ayat 1* about teacher and lecturer, it is stated that Indonesian teacher's competence should have four basic competences: pedagogical, professional, social and personality. Pedagogical competence means a teacher understands students, masters pedagogical theories, material, teaching methodology, teaching techniques, and evaluation. Professional competence refers to mastering materials, lesson plan and knowledge deeply. While personality competence refers to personal competence that a teacher as a role model for students who has good attitude, behavior and characteristic. Furthermore, social competence related to competence to communicate well to students, teachers, parents or society. Therefore teacher sense of efficacy is the same as a teacher's sense of competence (Protheroe, 2008).

A competent teacher is a teacher who has a good efficacy in his/her class (Rangkuti & Maulana, 2013). His/her efficacy can encourage and motivate students to learn many things. A teacher who has strong teacher efficacy can run his/her work well. He/she is confident with his/her ability. Thus

teacher efficacy refers to teacher's confidence to support students during their study. He/she will care and pay attention more to students and will encourage them to reach their objective during their study. As a result students will have strong willingness to study and attend the class regularly. Teacher who has strong teacher efficacy will also be more creative in implementing many kinds of teaching techniques to help students. Since teacher's teaching techniques can influence students and improve their achievement (Muhfahroyin, 2009; Septiana, 2009; Muldayanti, 2010; Fadholi, 2010; Lambe, 2011).

A study by Guskey and Passaro (1994) found that students tend to have high learning motivation and high self-efficacy when their teacher also has high teacher efficacy. Teacher efficacy can develop teachers' motivation to create an effective classroom performance (Ashton, 1984). Therefore, teacher who has strong teacher efficacy will be more creative, and effective. Students also will have full spirit of study when they join his/her class. Since they are influenced by what their teachers' do during the teaching learning process.

There were some research about teacher efficacy. The study by Wibowo and Brahma (2013) explored the relationship between job satisfaction and teacher efficacy of Elementary School teachers. The participants of this study were 77 inclusion elementary school teachers in Jakarta, Bogor, Depok, Tangerang, and Bekasi (JABODETABEK). The study found that there was significant relationship between job satisfaction and teacher efficacy on the inclusion elementary teacher. Significant aspect of job satisfaction which influenced teacher efficacy was nature of work which has positive effect. Another study by Ghaith and Yaghi (1997) found that teacher efficacy was significantly related to teachers' attitudes in their practices in the class and also related to instructional improvement efforts in the class.

Furthermore, English is as the foreign language in Indonesia, however, among foreign languages such as Chinese, Japanese, Arabic, Germany. English has important and special role in our country. Since English is the only foreign language which is included as one of materials which is examined in Indonesian final examination from junior high school to senior high school. Moreover, students also still need to study English in university. Therefore English plays important role for Indonesian students. However, they still get difficulties to use and communicate in English (Sembiring 2003). They are not confidence to use their English in communication (Muamaroh, 2013). They also still get trouble in understanding English reference books for their study. Therefore, the English teacher has an important role in his/her English class room to improve students' English competence. The English teacher is as a role model for students in particular in their spoken English in the classroom. Furthermore, English teacher's background may also influence his/her teaching included his/her gender and teaching experiences. This paper will discuss teacher efficacy which is related to gender, teacher's teaching experiences and teacher's intention becoming the English teacher.

RESEARCH METHOD

The participants of this study were seventy seven teachers at state and private universities in central java. This study used a case study research design using qualitative and quantitative analysis based on their gender and teaching experiences. The instruments used to gather data was depth interview and questionnaire developed by by Gibson and Dembo (1984) then developed by Moran and Hoy (2001). Seventy seven English teachers voluntarily filled and returned the questionnaire. However, some questionnaires could not be analyzed because not all participants filled the questionnaire completely. Since it is anonymous questionnaire therefore their gender could not be traced.

Furthermore, seven English teachers consist of three male and four female teachers were interviewed individually. They were chosen randomly to be interview from seven universities. The individual interview was carried out in Indonesia to get more detail data. All data obtained

from participants were coded. The results of interviews were analysed qualitatively, while the data taken from questionnaire were analysed quantitatively using descriptive statistical analysis and T-test to draw conclusions about teacher efficacy in relation to gender, teaching experiences and teacher's intentional and motivational background as the English teacher.

FINDINGS AND DISCUSSION

In view of the results of questionnaire which analyzed using descriptive statistical analysis, it shows in the following table 1:

Gender	Mean	Std. Deviation	N
Male	173.50	15.676	20
Female	170.38	19.347	40
Total	171.42	18.132	60

The table 1 shows that the male English teacher has higher teacher efficacy (173.50) than female English teacher (170.38). Although based on the T-test, that difference is not significant. This might be because men are more logical and rational than female teachers. Therefore they tend to be more objective in giving treatment to students. They might be more confidence to their competence to teach and explain materials. Therefore they can teach students more relax. On the other hand, female teachers might have more considerations in their teaching therefore they might be sometimes not confident and might not believe to their competence. As a result they might not be relax during their teaching.

On the other hand, teacher efficacy related to teachers' teaching experiences was also analyzed in the following table 2:

Teacher's teaching experience	Mean	Std. Deviation	N
0-10 years	169.14	15.328	35
11-20 years	167.88	20.585	32
More than 20 years	178.80	19.095	10
Total	169.87	18.263	77

The table 2 shows that teachers who have been teaching less than ten years have more teacher efficacy (169.14) than those who have been teaching for eleven to twenty years (167.88). This might be because they are still novice teachers, they still have stronger spirit to explore many things. They try and investigate up to date teaching techniques to implement in their classroom. On the other hand, teachers who have been teaching experiences for eleven to twenty years might start being board and tired. However, the English teachers who have been teaching more than twenty years have teacher efficacy more (178.80) than those who were less than twenty years in teaching experiences. This might be because teachers who have been teaching more over than twenty years become experienced teachers. They learn a lot during their teaching learning process in the class. Therefore they understand more and better at class management, material, evaluation, teaching method, teaching techniques even they have good engagement with their students. As result they enjoy teaching in their language classroom.

Furthermore, this study also found that teachers' motivation background might also effect his/her teacher efficacy as the English teacher. Their passion to teach stronger than those who do not have strong motivation background. They totally dedicate their life and give their best effort to support and help their students during the teaching learning process. Even their endless support not only

inside the class but also outside the class.

Based on interviews, some teachers stated that they enjoy and have strong motivation in their teaching. They intended to be a teacher since they were kids. They become a teacher because they want it. They give total effort in their teaching. They give the best thing to help students in the class. The followings are the results from the interviews:

T1SU : Since I was kid I want to be a teacher. However, after graduating from university I ever worked as marketing staff for exporting for two years in Kudus. I was in Kudus and my intended wife was Solo. Then I resigned from my job and moved to Solo. At that time there was job vacancy in [university's name omitted], I applied and accepted in Language center of [university's name omitted].

T4SUI : I cried a lot when I was not accepted to study at the state university. Accepted in [university's name omitted], without test selection [because I had good score at the senior high school] then I promised to my self "one day I will be a lecturer here". This intention motivates me strongly to give my best effort therefore I always got good score. I want to prove my father that I can not be a doctor but I can be a good lecturer.

T4SUI : My passion [being a lecturer] I want to know how to teach students well. If I see someone whose teaching is uninteresting like that ..., I am sure I can teach better than him/her. I look at and notice ..."why does that lecturer teach students like that..?".

T3PUM : Obviously I like to be a teacher even I like teaching since I was kid such as [I played] to teach [friends] in group but to be a lecturer is not my ambition when I was kid. The kids always commonly say that they want to be a teacher or doctor. All of my brothers and sisters study in education.

Moreover, there are some teachers who become English teachers because of their academic competence, and job opportunity. They were smart, had good attitude and good academic record since they were in undergraduate program. Then their senior lecturers offered and recommended them to teach in university after they graduated. Another reason because of job vacancy. They got offering to teach English and then they continually enjoy teaching and finally they realized that their passion becoming English teacher.

T7PUS : I teach here because I was offered from my senior. He is a senior lecturer. Before I graduated from my undergraduate program when I was doing my final project, he asked me whether I am interested in teaching or not. In addition, since I was in the third semester I have taught for English course in some places. Even I earned money and I was able to pay cost of my study my self. When I was in the third and the fourth semester I was still unsure becoming a teacher but after the fifth semester I was sure I wanted to be a English teacher at university.

T6PUV : I take my postgraduate in translation studies in [university's name omitted]. When I was in seven semester in my undergraduate program I want to be a translator. One day there was international workshop in Pekanbaru, students from English department were asked to drill and teach students from farming study program to face that event. I was one of the applicants who was accepted as a mentor. When I taught material, and my students understood what I explain then I felt satisfied. Since from that day I changed my passion I took education. I was interested in teaching. At the beginning my ambition is not as an educator but way of life leads me as an educator. I have taught for 22 years.

T2PUC : It is long story [why I become the English teacher]. After graduating from senior high school I was confused what kind of study program that I will take, do I want to be a lecturer or not. I followed UMPTN and I was accepted in state university. However, after long prayer, finally I was totally sure to take English department in [university's name omitted].

T2PUC : In the third year I have ‘killer lecturer’ I met him when I was reading news at the announcement board. He suddenly asked me: “do you want to be a lecturer in this university? I am surprised. In that year I also had the lecturer graduated from Australia and recruited me as an assistant lecturer. Since that time I liked teaching. Since 1999, I was an assistant lecturer in English department. Graduating from my undergraduate I was recruited as a lecturer. In 2002 then I applied for ADS scholarship, I was accepted that scholarship in 2003 and I finished my post graduate program in 2005.

There is interesting opinion from one of the participants. A teacher should always improve his/her competence. This is because the work of teacher related to many aspects. He/she does not only teach but also does research and write paper for journal as well in particular for a teacher who teaches at tertiary level. Each teacher who teaches at university has to implement “*Tri Darma Perguruan Tinggi*” which covers teaching, research and social work (*pengabdian masyarakat*). Each university teacher has to do all those aspects.

T2PUC : Being a lecturer is not just teaching but I have to do research. Although I think whether I want to be lecturer or not. But I trust and just follow God. I just do what I have to do as a lecturer. In 2010, I am aware from some figures stated that there is relationship between teaching and spirituality. It means that teaching is not only just teaching but also it is soul destination. This encourages me to do research about spirituality in teaching because there are some literatures about this.

CONCLUSION

Teacher efficacy has important role for teachers in their teaching. The study found that based on gender, male English teachers have more teacher efficacy than female English teachers. Teachers who have teaching experiences more than twenty years have more teacher efficacy than those who have teaching experiences less than twenty years. However, teachers who have teaching experiences for eleven to twenty years have less teacher efficacy than those who have teaching experiences for one to ten years. Although based on T-Test analysis those differences were not significant enough. Their motivation background becoming an English teacher were they became an English teacher because they intended to be a teacher even when they were kids, because of their academic competence during their study and the last because of job vacancy.

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