

Effect of Teacher Efficacy Beliefs on Motivation

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The purpose of this investigation was to explore meanings of the construct of teacher efficacy and its effect on teacher motivation. Teacher efficacy comprises Teaching Efficacy (TE) and Personal Efficacy (PE) as two constituent dimensions. The two interact in terms of their effect on teacher motivation. More specifically we sought to find whether teachers would be more motivated when levels of TE and PE were high than when any one or both were low. In-service 227 secondary school teachers completed three quarters of their M.Ed. training at the time of this assessment and had, on average, 5.3 years of teaching experience. They were administered Teacher Efficacy Scale along with three measures of motivation namely Task Motivation, Ability-Effort Attribution and Beliefs about Ability as Incremental Quality. Across the median split of TE and PE scores four levels / groups of teachers were created to compare strength as well as motivation pattern of these groups. One of the findings was that task motivation and effort-attribution predicted TE strongly ($p < .01$) but PE was predicted with ability attribution and incremental ability percept in the inverse direction ($p < .05$). Thus PE dimension was found different or independent from TE. However, levels of analysis technique indicated that teachers high on both PE and TE dimensions were motivationally adaptive: They dominantly attributed 'effort' as cause of success / failure unlike low PE and high TE groups which displayed a mixed attribution of 'ability' and 'effort'. Motivation was modest where both the dimensions were weak. These findings bring out the significance of both competence or teaching efficacy and confidence or personal efficacy beliefs as reciprocally boosting teacher motivation.

Keywords: teacher efficacy, teacher motivation, ability as incremental quality, effort-ability attribution