

DESCRIPTIVE STUDY OF TEACHER SELF EFFICACY WITH GENDER PERSPECTIVE IN KINDERGARTEN TEACHERS

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Abstract: teachers are not always sure with their own abilities when teaching, hesitant to take action when they meet students who are considered difficult to direct and need support to communicate student progress to parents. The competence of teachers is based on belief in their own abilities, named self-efficacy. Teacher self-efficacy is the belief that a teacher has ability to teach, manage classes, make decisions, motivate and communicate with students effectively. **Objective:** describe teacher self-efficacy and to prove differences in teacher self-efficacy levels based on gender of kindergarten teachers in Tangerang, Indonesia. **Methods:** quantitative research using survey research methods with the non-probability sampling technique of the convenience method. The research subjects (N = 54) were kindergarten teachers. The descriptive statistical test in this study used a comparison between the hypothetical mean scale and the empirical mean. The Crosstabs method to see the relationship between teacher self-efficacy based on gender and the Explore method to determine teachers who have the highest and lowest levels of teacher self-efficacy based on gender. **Results:** with a measurement scale of 1-7, the hypothetical mean is $4 < 5.3188$ the empirical mean of teachers' self-efficacy, shows that kindergarten teachers have a high level of teacher self-efficacy. In addition, Chi-Square = 48,938 with a significance value (p) $0.049 < 0.05$, shows that there is a significant relationship to the teacher self-efficacy based on the gender of kindergarten teachers in Tangerang. **Conclusion:** kindergarten teachers at several kindergarten school in Tangerang have a high level of teacher self-efficacy and there is a significant relationship between teacher self-efficacy and gender.

Keywords: Teacher Self Efficacy, Gender, Kindergarten Teacher.

INTRODUCTION

Teachers play a very important role in the success of the education

system (Shahzad & Naureen, 2017). In other words, the more competent teacher are, the more effective the education system will be. Teacher competence is based on beliefs about one's own abilities or self-efficacy (Shahzad & Naureen, 2017). A good teacher is a teacher who has various qualities. One of the teacher qualities that can best predict the success of a teacher's teaching and learning process is teacher self-efficacy (Henson, 2002; Tschannen-Moran & Woolfolk Hoy, 2001); where there is confidence to carry out these tasks (Shahzad & Naureen, 2017).

A person's self-efficacy in carrying out certain activities can affect the level of effort and personal performance (Ulfa & Aprianti, 2021). Self-efficacy refers to someone's beliefs about the abilities needed to mobilize motivation and complete tasks properly (Stajkovic Luthans, 1998; Harms, Vanhove, and Luthans, 2017; Wardani & Noviyani, 2020). Teacher self-efficacy refers to personal beliefs about the teacher's own capabilities to help students learn. Teacher self-efficacy will influence teacher activity, effort, and tenacity in educating students (Ashton; Ashton & Webb, in Schunk, 2011).

Based on focus group discussions (FGD) conducted with several school principals and teachers in Tangerang, it was concluded that teachers are not always sure of their own abilities in dealing with their own students, especially when teaching and learning activities take place in class. The teachers described their uncertainty with examples such as feeling hesitant in taking action when meeting students who were considered difficult to direct in class, needing motivation to be able to properly communicate the progress of students at school to their parents, and feeling that every time there was a case in children is the responsibility of the counselor or guidance counselor as an expert at school, thus simply handing the case over to the principal or counselor with minimal action in class.

As for previous research related to teacher self-efficacy, namely research conducted by Shahzad & Naureen (2017), *Impact of Teacher Self-Efficacy on Secondary School Students' Academic Achievement*, with the result that teacher self-efficacy has a positive impact on student academic achievement. Another study was conducted by Malinen, et al (2013) regarding the description of teacher self-efficacy in inclusion practices in three different countries, namely China, Finland and South

Africa, with the result that there are different aspects of teacher self-efficacy in these three countries and interactions with children with special needs are considered as a potential source of the mastery experience dimension in the self-efficacy variable. The other research from Concannon & Barrow (2009), a cross-sectional study of self-efficacy beliefs among 519 engineering students at a large research-intensive Midwestern university, found no significant differences in self-efficacy between gender. There is also a study by Kasturi et al., (2021), which aimed to determine whether there is a difference in the self-efficacy in mathematics of male and female MT students, and the results showed that there was no significant difference in mathematics self-efficacy between males and females students.

In the Law of the Republic of Indonesia (UU RI) number 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. It is important to increase a teacher's self-confidence because it can support and provide a foundation for a teacher to work hard, be tenacious, foster strong motivation and courage in facing obstacles in educational programs to support their activities at school. Self-efficacy is very important for teachers, because having self-efficacy will provide a teacher's assessment to estimate the extent of confidence in his abilities and the effort he has in carrying out assignments, facing various challenges that are passed, and completing his duties as a teacher. Teacher self-efficacy is a driving force for teachers which will be seen from the achievements students receive and will also affect student motivation in learning (Schunk, Pintrich, & Meece, 2011).

Based on the background and previous studies, the researcher wanted to update the data by using a sample of teacher subjects with teachers from early childhood education or kindergarten and with research settings that were different from previous studies. The aim of this research is to describe the teacher self-efficacy of kindergarten teachers and also wants to prove differences in teacher self-efficacy levels based on gender at several kindergarten schools in Tangerang.

Teacher Self-Efficacy

Self-efficacy is defined by Bandura as human belief in their ability to exercise a number of measures of control over their own functioning and events in their environment (Feist & Feist, 2018). Teacher self-efficacy according to Bandura (Cansoy, Polatcan & Parlar, 2018; Skaalvik & Skaalvik, 2007) is a teacher's self-confidence towards several abilities. These abilities are in terms of influencing decision making, managing classes, organizing a series of lessons, teaching, motivating students to learn, and communicating with students effectively to support their activities at school in order to achieve educational goals. Teacher self-efficacy is also related to teachers' beliefs in dealing with various student behavior problems in their classrooms (Bandura, in Skaalvik & Skaalvik, 2007).

Teachers who have low self-efficacy may not plan activities that they believe are beyond their capabilities, are not persistent in dealing with students who have problems, do not put much effort into finding materials, and do not teach back materials. lesson in a way that students can understand. Teachers who have higher self-efficacy will tend to develop challenging activities, help students achieve success, and are persistent in dealing with students who have learning problems (Schunk, Pintrich, & Meece, 2011). Lishinski (in Kasturi et al., 2021) added that high or low self-efficacy is also influenced by gender. Male and female have different levels of self-efficacy, when it comes to thinking about how to cope with the problem at hand. Female teachers had higher levels of workload and classroom stress (Klasen & Chiu, 2010). Female teacher tend to approach problems emotionally, while male teacher tend to be more logical. Male teacher think more rationally, while female teacher do the same with feelings (Banes in Kasturi et al., 2021).

There are six dimensions of teacher self-efficacy by Skaalvik and Skaalvik (2009) which resemble the dimensions of teacher self-efficacy created by Bandura, including: 1) instructions (instructions), 2) adapting education to the needs of each individual (adapting education to individual students' needs), 3) motivating students (motivating students), 4) applying discipline (keeping discipline), 5) working with colleagues and parents (cooperating with colleagues and parents), and 6) overcoming changes and various challenges (coping with changes and challenges).

The first dimension, namely instruction, emphasizes the importance of teachers having good confidence when giving instructions, explaining material, advising students, and answering various questions that can increase student understanding. The second dimension, namely the adaptation of education to the needs of each individual, emphasizes the importance of teachers having confidence that they are able to recognize the various special needs of students. The third dimension is motivating students which emphasizes the importance of a teacher having confidence in motivating his students. Because optimal learning depends on student motivation. The fourth dimension is implementing discipline which emphasizes the importance of the teacher having the confidence to be able to maintain the discipline he has set in the classroom. This includes the ability to discipline students with problematic behavior (Skaalvik and Skaalvik, 2009). The fifth dimension is working with colleagues and parents which emphasizes the importance of a teacher having the confidence to work together in a team and share responsibility. In addition, teachers are also expected to continue to work closely with parents in providing information about student progress in class and also in making decisions together with parents. Learning in early childhood education really requires a positive compatibility between the school and the parents (Wisudawati & Damayanti, 2021). The sixth dimension, coping with change and challenges, emphasizes the importance of teachers having the confidence to apply different curricula and teaching plans to students with various special needs in the classroom (Skaalvik & Skaalvik, 2009).

There is four things can influence teacher self-efficacy, namely 1) mastery experiences (experiences of success), 2) vicarious experiences (imitating or modeling), 3) verbal persuasion (verbal persuasion), and 4) emotional arousal (emotional states) (Pendergast, Garvis, & Keogh, 2011). The experience of success that a teacher often gets (mastery experiences) will increase self-efficacy, while failure will decrease self-efficacy. If the success that a person gets is more due to factors outside of himself, usually it will not have an effect on increasing self-efficacy. However, if the success is obtained through big obstacles and is the result of one's own struggle, then this will have an impact on increasing self-efficacy. In addition to the experience experienced by oneself, the success experience of other people (vicarious experience) who have

similarities with individuals in doing a task will usually increase a person's self-efficacy in doing the same task. This self-efficacy is obtained through social models that usually occur in someone who lacks knowledge about his abilities so that it encourages someone to imitate. However, the self-efficacy obtained will not have much effect if the observed model is not similar or different from the model.

The third thing is verbal persuasion, namely the existence of persuasion or suggestions to believe that someone is able to overcome the problems they will face. This verbal persuasion can direct individuals to try harder to achieve goals and success. However, the self-efficacy that grows with this method usually does not last long, especially when the individual experiences an unpleasant traumatic event. The last is the physiological and emotional state of a person. Anxiety and stress that occurs in a person when doing a task is often interpreted as a failure. Self-efficacy is usually characterized by low levels of stress and anxiety, whereas low self-efficacy is characterized by high levels of stress and anxiety.

Research Objective

To describe teacher self-efficacy and to prove differences in teacher self-efficacy levels based on gender of kindergarten teachers in Tangerang, Indonesia.

METHODOLOGY

The research was conducted using non-experimental research, that is quantitative descriptive approach by looking at the description of teacher self-efficacy in several kindergarten schools in Tangerang. The use of non-experimental research methods in this study is because there are no variables that are manipulated or given special treatment.

The sampling method used in this study was non-probability sampling, namely the convenience sampling technique, because it is based on the availability and ease of obtaining respondents and the willingness of respondents to become research subjects. The taking of participants was not distinguished from the aspect of race, gender, or economic background. The total number of kindergarten teachers in Tangerang in this study was 55, but the research sample size used in the study was 54 subjects. The sampling method used in this study is non-probability sampling, namely convenience sampling technique. This study uses non-

experimental research, that is descriptive statistical tests.

The participants in this study were kindergarten teachers at several kindergarten school in Tangerang. In this study, research participants had to meet predetermined criteria, namely a) early adult, with an age range of 18-40 years, b) being a kindergarten teacher, c) domiciled in Tangerang. The researcher choose kindergarten teachers as research participants based on the researcher's assessment that the sample could represent the population, as well as to get a more precise picture of teacher self-efficacy of kindergarten teachers in several kindergarten schools in Tangerang. The measurement tool used to measure teacher self-efficacy variables is the teacher self-efficacy questionnaire arranged according to the teacher self-efficacy measurement tool of Skaalvik and Skaalvik (2007), which consists of 24 items, namely the Norwegian Teacher Self-Efficacy Scale (NTSES).

The descriptive statistical test in this study used a comparison between the hypothetical mean scale and the empirical mean. The Crosstabs method to see the relationship between teacher self-efficacy based on gender and the Explore method to determine teachers who have the highest and lowest levels of teacher self-efficacy based on gender.

RESULTS

The description of the data for teacher self-efficacy using a measurement scale of 1-7 has a hypothetical mean of measurement that is 4, while the empirical mean for teacher self-efficacy scores is 5.3188 with a standard deviation of 1.07513. Compared to the hypothetical mean score of 4, the empirical mean score of 5.3188 is higher, namely the hypothetical mean of $4 < 5.3188$ as the empirical mean. Thus the kindergarten teachers of several school in Tangerang have a high level of teacher self-efficacy. This section discusses the description of the teacher self-efficacy of the research subjects. The data can be seen in table 1. After the reliability test was carried out, the cronbach alpha value was 0.983. The results of the item analysis show that of the 23 items there are no items with a total item correlation value of less than 0.2.

Table 1: Descriptive Analysis of Teacher Self-efficacy

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Self-efficacy	54	1.91	6.83	5.3188	1.07513

In this section, the relationship between teacher self-efficacy based on gender is discussed using descriptive statistics using the Crosstabs method. Based on the results of the analysis it is known that Chi-Square = 48.938 and $p = 0.049 < 0.05$, this means that there is a significant relationship between teacher self-efficacy and gender, or in other words the level of teacher self-efficacy between female and male teachers. The data can be seen in table 2.

Table 2: Correlation Analysis of Teacher Self-efficacy Based on Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.938 ^a	35	.049

This section discusses the description of teacher self-efficacy based on gender in order to determine which teachers have the highest and lowest levels of teacher self-efficacy. The data can be seen in table 3. The description of teacher self-efficacy based on gender was calculated using descriptive statistics using the Explore method. Based on the results of the analysis, it is known that the highest level of teacher self-efficacy is 157.0 for female teachers and 150.0 for male teachers. Meanwhile, the lowest level of teacher self-efficacy was for female teachers at 44.0 and for males at 121.0. The five female kindergarten teachers with the highest teacher self-efficacy, namely IN (157.0), IT (142.0), RI (142.0), LE (141.0), and AF (141.0), and three male kindergarten teachers with the highest teacher self-efficacy, namely NA (150.0), FA (150.0) and SO (147.0). The following are five female kindergarten teachers with the lowest teacher self-efficacy, namely DE (44.0), SI (50.0), PE (64.0), II (69.0), and IR (71.0), three male kindergarten teachers with the highest teacher self-efficacy, namely DZ (121.0), PU (126.0) and ER (127.0).

Table 3: Descriptive Analysis of Teacher Self-efficacy Based on Gender

	Gender		Case Number	Name	Value	
Teacher Self Efficacy	Female	Highest	1	12	In	157.00
			2	6	IT	142.00
			3	42	RI	142.00
			4	3	LE	141.00
			5	9	AF	141.00 ^a
	Male	Lowest	1	31	DE	44.00
			2	27	SI	50.00
			3	12	PU	126.00
			4	12	DZ	121.00
			5	12	ER	127.00

		3	28	PE	64.00
		4	29	II	69.00
		5	34	IR	71.00
		1	22	NA	150.00
	Highest	2	38	FA	150.00
		3	21	SO	147.00
Male		1	39	DZ	121.00
	Lowest	2	11	PU	126.00
		3	15	ER	127.00

DISCUSSION

Based on the results of research conducted on 54 respondents, the results obtained are that kindergarten teachers of several school in Tangerang have a high level of teacher self-efficacy. Teachers who have higher self-efficacy will tend to develop challenging activities, help students achieve success, and are persistent in dealing with students who have learning problems (Schunk, Pintrich, & Meece, 2011). But these results are not in accordance with the phenomena in the field, based on focus group discussions (FGD) conducted with several school principals and teachers in Tangerang, it was concluded that teachers are not always sure of their own abilities in dealing with their own students, especially when teaching and learning activities take place in class. They tend to hesitant to take action when they meet students who are considered difficult to direct, need more support to communicate student progress to their parents and feel that every case in a child is the responsibility of the principal or counselor as an expert at school, so it is sufficient to hand over the case to the principal or counselor with minimal action in class.

There are four things that can influence teacher self-efficacy, namely 1) mastery experience, 2) vicarious experiences, 3) verbal persuasion, and 4) emotional arousal (Pendergast, Garvis, & Keogh, 2011). Mastery experience that is often obtained by a teacher will increase self-efficacy, while failure will decrease self-efficacy. In this case the experience of teachers such as dealing with special needs children or poor communication with parents of students which does not always result in a pleasant experience, seems to be a factor that influences their teachers' self-efficacy. Departing from this unpleasant experience makes self-confidence increase so that teachers tend to rely on school leaders and school counselors to anticipate this experience of failure for them. In line with this, Pendergast, Garvis, & Keogh (2011) stated that if a person's

success is more due to factors outside of themselves, it usually will not have an effect on increasing self-efficacy. However, if the success is obtained through big obstacles and is the result of one's own struggle, then this will have an impact on increasing self-efficacy. In this case, teachers need more empowered experiences for them to be able to improve self-efficacy from day to day.

Added by Pendergast, Garvis, & Keogh (2011) apart from experiences experienced by oneself, experiences of other people's success (vicarious experience) that are similar to individuals in doing a task will usually increase a person's self-efficacy in doing the same task. This self-efficacy is obtained through social models that usually occur in someone who lacks knowledge about his abilities so that it encourages someone to imitate. However, the self-efficacy obtained will not have much influence if the observed model is not similar or different from the model. The biggest possibility is because the teacher sees the experience of colleagues who have the same failure experience, affecting their level of self-efficacy. The third thing is verbal persuasion, namely persuasion or suggestion to believe that someone is able to overcome the problems they will face (Pendergast, Garvis, & Keogh, 2011). This verbal persuasion can direct individuals to try harder to achieve goals and success. However, the self-efficacy that grows with this method usually does not last long, especially when the individual experiences an unpleasant traumatic event. This is because the verbal persuasive support obtained from other people, namely school principals and school counselors makes it difficult for them to maintain their self-efficacy and does not last long, especially for teachers who have experienced unpleasant events.

In addition, from the statistical test, it was found that there is a significant relationship between teacher self-efficacy and gender, or in other words the level of teacher self-efficacy between female and male teachers. Based on the results of the analysis, it is known that the highest level of teacher self-efficacy is 157.0 for female teachers and 150.0 for male teachers. Meanwhile, the lowest level of teacher self-efficacy was for female teachers at 44.0 and for males at 121.0. Lishinski (in Kasturi et al., 2021) added that high or low self-efficacy is also influenced by gender. In this case related to the majority of teacher participants handling one class with two teachers. The division of tasks from the two

teachers, where the female teacher will have more to do with communicating with parents of students and handling difficult student or special needs student, while the male teacher will focus more on teaching. Female teachers had higher levels of workload and classroom stress (Klasen & Chiu, 2010). Male and female have different levels of self-efficacy, when it comes to thinking about how to cope with the problem at hand. Female teacher tend to approach problems emotionally, while male teacher tend to be more logical. Male teacher think more rationally, while female teacher do the same with feelings (Banes in Kasturi et al., 2021).

One of the dimensions of self-efficacy according to Skaalvik and Skaalvik (2009) is coping with changes and challenges, the importance of teachers having the confidence to be able to implement various different curricula and teaching plans for students who have various special needs in the classroom (Skaalvik & Skaalvik, 2009). This makes the majority of female teachers' self-efficacy lower than male teachers because the mastery experience gained by male teachers will be higher due to minimal conflict with parents of students and the handling of children in class outside of teaching activities. Mastery experience that is often obtained by a teacher will increase self-efficacy, while failure will decrease self-efficacy (Pendergast, Garvis, & Keogh, 2011).

CONCLUSION

Based on the data analysis that has been done regarding the description of teacher self-efficacy of kindergarten teachers at several kindergarten school in Tangerang, it can be concluded that kindergarten teachers at several kindergarten school have a high level of teacher self-efficacy. In addition, there is a significant relationship between teacher self-efficacy and gender.

Informed Consent Statement

Data is accessible and there are no consent issues

Conflict of Interest

The author(s) have no conflict of interest to declare.

Ethics Statement

Data is accessible and there are no ethics issues.

Author Contributions

Winy Nila Wisudawati: designing the study/research; analysis and interpretation of data, final review with critical and intellectual participation in the manuscript.

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Data Availability Statement

The contents underlying the research text are included in the manuscript.

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