

**EXPLORING THE RELATIONSHIP BETWEEN TEACHER SELF-
EFFICACY AND TEACHER EFFECTIVENESS: ROLE OF
PERSONALITY, COLLABORATION AND PRINCIPAL LEADERSHIP**



सिद्धिमूलं प्रबन्धनम्
भा. प्र. सं. इन्दौर
IIM INDORE

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By

Prachee Sehgal

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Thesis Advisory Committee:

Prof. Ranjeet Nambudiri

(Chairperson)

Prof. Patturaja Selvaraj

(Member)

Prof. Sushanta Kumar Mishra

(Member)

Abstract

For the fulfilment of India's dream of becoming a super power by 2020, it is essential that India's most important asset i.e. her immense youth base, is educated and skilled, so that, it can contribute its maximum to the nation. The duty of educating the young minds rests with teachers and more so, with school teachers who influence and shape the thought process of children in their tender years. While everyone acknowledges the importance of teachers, unfortunately in India, there is not only shortage of teachers in terms of numbers, but also dearth of good quality of teachers (UNESCO report on Teachers & Educational Quality, 2006). Sourcing and managing good talent in teaching is the biggest challenge for schools (Glewwe & Kremer, 2006). This study is a step in the direction to help schools and teachers understand which factors make teachers more effective and how teachers' self-efficacy can be enhanced in order to make their teaching more effective. Taking Bandura's 'Self-efficacy theory' (1977) as the theoretical foundation, an attempt has been made to understand the role of collaboration among teachers and principal leadership in influencing teacher self-efficacy. The moderating role of the teacher's personality in these relationships has also been examined.

On the basis of literature review, it was hypothesized that teacher self-efficacy is positively associated with teacher effectiveness. Further, an association of collaboration and principal leadership with teacher self-efficacy was also hypothesized. The moderating role of personality in the terms of 'Big-Five' personality traits, in the relationship of collaboration and principal leadership with teacher self-efficacy has also been hypothesized.

For the purpose of this study, a sample of 575 teachers and 6020 students, from classes sixth to twelfth, from 25 English medium, privately owned schools in Delhi, Indore and Gujarat, participated in the survey. On an average, randomly chosen ten students taught by the

teacher, filled the teacher effectiveness rating form for that teacher. Hierarchical Linear Regression technique was used to analyse the data collected. During the analysis, qualification, work experience and age of the teacher were taken as control variables.

Positive association between teacher self-efficacy and teacher effectiveness has been confirmed by the results from data analysis. Collaboration and principal leadership have been found to be positively associated with teacher self-efficacy. Agreeableness and conscientiousness have been found to moderate the relationship between collaboration and teacher self-efficacy, whereas agreeableness and emotional stability have been found to moderate the relationship between principal leadership and teacher self-efficacy.

These results indicate that collaboration and principal leadership play an important role in shaping teacher self-efficacy, and teachers who are high on self-efficacy are more effective in terms of teaching. However, the personality of the teachers affects these relationships. Teachers who are high on agreeableness, collaborate more and are able to more effectively utilize the support coming from principal, which strengthens their self-efficacy more, as compared to those who are low on agreeableness. Similarly, for teachers who are high on conscientiousness, the relationship between collaboration and teacher self-efficacy is stronger as compared to those who are low on conscientiousness. The relationship between principal leadership and teacher self-efficacy is stronger for teachers who are high on emotional stability, than those who are low on the same. Thus, these results indicate that personality traits like agreeableness, emotional stability and conscientiousness are important for teachers.

It is hoped that the results of this study will help schools in performance management of teachers by creating more avenues for collaboration and effective principal leadership. The results also indicate that individual personality traits of teachers cannot be

ignored. Through collaboration, principal leadership and by keeping individual personality traits in mind, there is a possibility of increasing teachers' self-efficacy and subsequently, their effectiveness.

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