

**AN INVESTIGATION OF TRAINED SCHOOL TEACHERS'
SELF-EFFICACY BELIEFS AND THEIR IMPACT ON
THE TEACHING-LEARNING PROCESS:
A FOCUS ON THE EASTERN PROVINCE**

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This study delves into the self-efficacy beliefs of trained teachers in the Eastern Province of Sri Lanka. Specifically, it examines whether trained teachers retain their self-efficacy beliefs upon transitioning from National Colleges of Education (NCOE) to formal schools. The research aims to assess the self-efficacy beliefs of teachers trained in NCOEs currently serving in formal schools. The following research objectives were formulated to achieve the study's purpose: to identify the factors that influence the self-efficacy beliefs of trained teachers and to examine whether there are differences in self-efficacy beliefs among trained teachers in terms of gender. The study employs a survey research design using a quantitative approach. Utilising the stratified sampling technique, 230 trained teachers were selected from 2332 trained teachers in the Eastern Province. Researchers administered the Teacher Sense of Efficacy Scale (TSES) questionnaire that Tschannen-Moran and Woolfolk Hoy (2001) developed. The instrument was adapted and translated into Tamil, validated by expert opinion, and checked for Cronbach's alpha reliability. The Cronbach's alpha value for the translated version of the instrument exceeded 0.70 for all items. The collected data were analysed using frequencies, means, and t-tests. The study's findings indicate that the mean of student engagement is 5.62, and its standard deviation is .92. Accordingly, student engagement is characterized by self-efficacy beliefs as measured by the self-efficacy scale. Similarly, the mean of teaching techniques is 5.84, and its standard deviation is 1.04. It is more efficacious than student engagement. Similarly, the mean for classroom management is 7.21, and its standard deviation is .50. Accordingly, classroom management is highly efficacious. Student engagement was significantly correlated with classroom management self-efficacy beliefs across all three (mean 7.21, standard deviation .50); Also had low (coefficient 5.62, standard deviation .92) self-efficacy beliefs. Male teachers exhibit slightly higher self-efficacy beliefs than female teachers in engaging students in learning, utilizing instructional techniques, and managing classrooms. Additionally, the study revealed that the subject taught and the type of training institution attended influenced teacher self-efficacy beliefs, while the type of school did not. Therefore, it is recommended that teacher training programs incorporate strategies to enhance self-efficacy beliefs, particularly among female teachers. Training institutions like NCOEs focus on developing teachers' self-efficacy in teaching specific subjects, and continuous professional development initiatives are implemented to support and strengthen teachers' self-efficacy beliefs.

Keywords: Classroom management, Instructional strategies, Teacher self-efficacy beliefs, Student engagement