

Relationship between Teachers' Self-efficacy and Academic Achievements of students at secondary level in district Muzaffarabad

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ABSTRACT

The research in Education in past few years is mostly focused on correlation between the teacher's self-efficacy and students' academic achievement. However, there was no such research conducted in Azad Jammu and Kashmir. Being a resident of AJK, my research addresses how educational achievements of the students boost by the teacher's self-efficacy. This study aims to determine this relationship at secondary level in Muzaffarabad district. For this purpose, I selected 250 secondary school teachers and their students via multi cluster sampling technique. The research is primary in nature, data is collected through teacher efficacy scale (The Ohio Teacher Efficacy Scale), developed by Tschannen-Moran and Hoy (2001) for teachers and to measure students' academic achievements. For this purpose, annual examination results of Mirpur Board (BISE AJK) of grade 10th validated. Data was analyzed through Pearson Correlation method. This study highlights how the teacher's efficacy has positive implications towards the students' academic achievement. This research also highlights the gaps in the study for the future research.

Keywords: Teacher Self-efficacy, academics achievement, secondary students, school teachers, instructional strategies, classroom management

INTRODUCTION

A good performance in education is required at all stages of schooling in the 21st century due to a number of global, technological, and scientific advancements. These difficulties including such things, quick technological and scientific advancements an increase in the use of information technology, and the ongoing transformation to a knowledge-based society. Academic achievement of students is an important factor affecting the achievement of higher education goals (Zhu, 2016).

Academic achievement indicates the results in the classroom that express how well the students has met their learning objectives. Academic achievement is the sum of academic content which a student learns in a specific time. This can be any way a student has accomplished temporary or

longstanding academic goals within an academic setting. The successful development of young people in society depends on their academic achievement. Students who execute well academically have a more chance of adjusting and getting success in their professions and finances (Spinath (2012).

Although it is impossible to quantify the significance of intellectual capacity in academic achievement, many personality traits have been discovered to play a significant role. Academic achievement, as a whole, refers to the amount of victory or expertise gained in a certain field pertaining to scholastic or academic work. The popular way to determine the gradation of student in academic achievement in a given subject is to use their academic age, educational age, or achievement quotient, or achievement measures.

The systematized method of collecting and interpreting factual data about knowledge, skills, posture, and values in order to improve program and the learning of students is known as educational assessment. To draw out the academic achievement there are some numeric data of previous examinations of secondary school students of Azad Kashmir.

There were 53804 total students who participated in the annual examination for the year 2022, according to the Result Gazette (S.S.C. Part-II, Examination Annual, 2022) of the AJK board of Intermediate and Secondary Education, Mirpur. Which 41923 of them were the successful students? 21760 pupils who passed the test received grades C and D. It demonstrates that they were not adequately prepared for first grade and only received passing grades. (AJK Result Bise Mirpur, 2022)

According to the Result Gazette (S.S.C. Part-II (Composite) Examination Annual, 2022) AJK board of Intermediate and Secondary Education, Mirpur:

RESULT INFORMATION

Table No.1

Regular							Private							Overall						
Details	A + Gr ad e	A	B	C	D	E	Detail ls	A ⁺	A	B	C	D	E	De tail s All	A ⁺	A	B	C	D	E
Applied Candidat es	53 81 6		5	7	1	1	8461							62 27 7						
Appeare d Candidat es	53 80 9	58 07 7	1 7 4	7 7 9	0 9 6	1 4 5		23	1 0 3	2 8 6	7 8 3	1 3 4 3	3 3 0		58 30	52 70	80 60	11 58 2	12 30 4	12 30 4

Pass	41					44
	92		2934			85
	3					7
Pass	77.					72.
percenta	91		37.01			66
ge	%		%			%

In Pakistan, academic achievement and educational levels have increased throughout the previous few years, and the large number of institutions are working to raise educational standards and generate more educated, skilled workers who can fulfil the demands of a rapidly expanding market. The huge amount of previous research on students' academic achievement concentrated on factors including gender differences, classroom dynamics, socioeconomic factors, family educational history and teacher self-efficacy. Among this, the ability to organize and execute the actions needed to reach predetermined forms of performance is known as self-efficacy. The influence of a teachers' self-efficacy levels is important for academic achievement. Since teachers implement the system's policies in the classroom, they often have a significant impact on whether an educational system is successful or unsuccessful. Thus, the usefulness of the educational institutions upsurges with teachers' self-efficacy. The relationship between teacher efficacy and academic achievement was the primary concern of this study.

Teacher Self-efficacy is a teacher "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning" (Tschannen-Moran and Woolfolk-Hoy, 2001, p. 783). Academic performance and professional well-being are significantly impacted by teachers' self-efficacy, or their belief in their capacity to excellently manage the compulsions, expectations, and tasks involved with their specialized activity.

Numerous studies have shown that teachers who have greater levels of self-efficacy are more enthusiastic and gratified with their teaching, more willing and receptive to new ideas to attempt new teaching techniques (Allinder, 1994; Guskey, 1998; Tschannen-Moran & Woolfolk Hoy, 2001, Bamburg, 2004;). In sum, teaching practices and attitudes toward the educational process are influenced by self-efficacy beliefs, which has an effect on both the quality of teaching and learning.

The heuristic model of teacher self-efficacy proposed by Zee and Koomen (2016) links teachers' self-efficacy beliefs to students' achievement outcomes. Findings from the research revealed that Students did better in classes with instructors who worked closely with their trainers and instructors who had a greater belief in the importance of education. The initial researchers to illustrate a connection "between teachers' self-efficacy and student achievement" were

McLaughlin and Marsh in 1978. (Prieto, 2007). Since then, many experts on the issue have supported this relationship (Armor et al., 1976; Gibson and Dembo, 1984; Ashton and Webb, 1986; Hoy and Wollfolk, 1990; Ross, 1992; Muijs and Reynolds, 2001; Caprara et al., 2006; Skaalvik, 2007; Wolters and Daugherty, 2007; Dee and Hoy, 2008).

Analysis of the connection between teacher self-efficacy and students' academic achievement has been receiving a lot of attention in recent years. We cannot continue using outdated teaching strategies in this century of inventions and advancements. The necessity of the hour is to encourage pupils to think critically, and creativity in the classroom is essential. The primary responsibility of a teacher used to be to train students (Gul, 2014), but today it is crucial to teach students specialized skills that will help them in both their academic and personal life, such as making decisions, exercising critical thinking, and preserving an unbiased mentality. The ability to do these duties, or teacher self-efficacy (TSE), is one of several qualities that a teacher must possess. The previous studies offered evidence for the usefulness of teacher self-efficacy, or the degree to which a teacher trusts he or she can influence the students' academic success, in the educational setting (Podell & Soodak, 1993; Muijs & Reynolds, 2001; Tschanen-Moran & Hoy, 2001). The goal of the present study was to highlight the relationship of teacher self-efficacy and students' academic achievement. In order to effectively use teacher self-efficacy beliefs in classrooms, teachers must be aware of their importance.

Statement of problem

Result Gazette (S.S.C. Part-II (Composite) Examination Annual, 2022) AJK board of Intermediate and Secondary Education, Mirpur reported that the total number of students who took the 2022 annual exams was 53804. Which 41923 of them were the successful students? 21760 pupils who passed the test received grades C and D. It demonstrates that they were not adequately prepared for first grade and only received passing grades. There are various elements and reasons for this result, but one of them is the poor instruction provided by teachers. If teachers are not well-prepared to present the lecture in competent manner, it indicates that they are not aware of their self-efficacy.

Fewer researches have been done in Pakistan on teachers' self-efficacy and students' academic achievements. There is a gap in the literature, so it is necessary to investigate at a useful construct to identify teachers who might be missing in or at risk of having low levels of teacher efficacy. The weakness among teacher's self-efficacy may cause of low academic achievement. This research is highlighting the relationship between students' academic achievement and teacher self-efficacy. The study must be helpful for school teachers, administrative staff, policy makers, educational scholars and educational institutes.

Objectives of the study

The objectives of the study were;

To find the predictive value of Teachers' Self-Efficacy and Academic Achievement of students at secondary level in district Muzaffarabad

To find the relationship between Teachers' Self-Efficacy and Academic Achievement of students at secondary level in district Muzaffarabad

Hypothesis of the study

H1: There is a Positive relationship between Teachers' Self-Efficacy and Students' Academic Achievement

Delimitations of the study

The study sought to determine the relationship between teachers' self-efficacy and academic achievement of secondary school students in district Muzaffarabad. According to AJK employee management information system (EMIS) report (2019-20) there are 720 teachers at secondary level who teach almost 3406 students. Due to lack of resources and time I chosen only 250 secondary school teachers and their 10th grade students for my study. The study was delimited from whole Azad Jammu and Kashmir to only one district of Azad Jammu and Kashmir.

OPERATIONAL DEFINITIONS

Academic achievement is the successful completion or performance of educational tasks like examinations, course work, projects, and research. It is an appraisal of a person's expertise, mastery, and aptitude in a specific subject matter or discipline. The operational definition of academic achievement frequently contains particular, observable, and quantitative elements that can be assed objectively. Academic achievements can be measured through numerous criteria including grades, standardized test, awards, honors, and scholarly publications or research projects.

Teacher self-efficacy is referred to as his trust in his capability to carry out certain teaching responsibilities, affect students' learning, and overcome obstacles in the classroom. In teaching context, teacher self-efficacy refers to a teacher's belief in their effectiveness in various aspects of their profession. It includes their assurance in their capacity to instruct, to control classroom dynamics, to engage pupils, and to promote their learning.

LITERATURE REVIEW

Academic achievement refers to performance results that show how well a somebody has achieved targets that were the focus of efforts in educational contexts, in particular in schools, colleges, and universities. The substantial amount of research in the literature that is now available that focuses on this topic demonstrates that instructors and governments are very concerned about students' learning outcomes, such as academic achievement. It is one of the most significant topics in the fields of education and educational psychology.

The process of instructing students starts and ends with the classroom teacher. According to research, the classroom teacher is the most important component in determining a student's education and learning outcomes (Gilbert and Gilbert, 2013). Teachers' self-efficacy and confidence have been linked to both student learning and their own success.

Teachers with low efficacy credit external causes they perceive to be greater than themselves for their mistakes and even accomplishments (Ware and Kitsantas, 2007). Low efficacy teachers have fewer minimal standards for pupils who may not quickly or naturally climb to the educational standard and blame them for their deficiencies as problems arise. Low-efficacy teachers "focus their efforts on the upper ability group, devoting less attention to lower ability children who the teachers regard as possible causes of disruption" (Ross and Bruce, 2007). Furthermore, teachers who have higher levels of self-efficacy are more eager to try innovative things, experimentation, and use instructional innovations that have been implemented as a result of educational reforms (Shaukat and Iqbal, 2012).

Academic Achievements

The word "Academic" can be used to describe the outcomes of academic study, such as academic achievement. "Achievement" is defined as success, establishment; and the end product of a career. Academic achievement is described as a learning effort and study. The outcome of study is what is referred to as achievement.

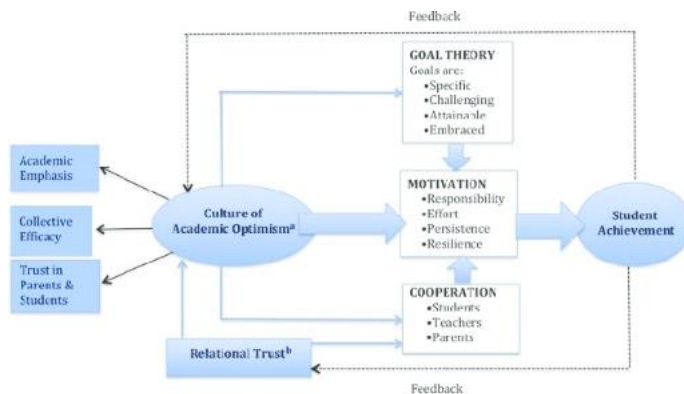
Walberg's (1986) review of the literature on the effects of education at the time was an early one, but it continues to have an impact on current research, such as the examination of academic achievement predictors in some large-scale academic achievement assessment studies (such as the Program for International Student Assessment, or PISA). According to theoretical presumptions, a recent study by Hattie (2009) distinguishes among individual, home, and scholastic factors of academic achievement to present an overview of the empirical data on academic accomplishment.

Source: Hoy (2010)

Hattie's Model on Academic Achievement

Hattie believes that the most potent influences on learning are those of high-quality instruction. After that, Hattie released *Visible Learning for Teachers* (London and New York: Routledge, 2012) to help educators apply the findings in the classroom.

Figure 2.1 A Dynamic Model of Students' Achievement



Hattie's Analysis on Academic Achievement

The most comprehensive examination of academic achievement was probably conducted by John Hattie (2009), who examined and compiled 800 meta-analyses of student performance spanning the previous 15 years. Unsurprisingly, he discovered that the best predictor of academic accomplishment is the caliber of instructors and their methodology. After all, teachers have the closest relationship to teaching and learning in classrooms. Six signposts can be used to sum up his assessment's findings:

Teachers are important. They have the greatest influence on pupils' ability to learn.

Effective teachers are decisive, compassionate, and totally invested in the teaching-learning process.

The ability to design meaningful and pertinent experiences for their pupils is made possible by effective teachers being cognizant of what each student is thinking. For them to be able to give the student helpful feedback as they advance through the curriculum, they must be proficient in and deeply knowledgeable about their subject.

Effective teachers are aware of the material they plan to teach, the best methods for doing it, the signs that each pupil has understood, and the next steps to take if not.

Effective teachers present concepts from a variety of viewpoints so that students can create and reconstruct information; the importance of the learner's production of knowledge cannot be overstated.

Effective school administrators work alongside their teachers to foster a culture of learning in their institutions and in their classrooms. Students should view mistakes as chances to learn, review, and explore without worrying about failing.

These six signposts offer a secure setting for teachers to discuss, assess, and organize their instruction utilizing feedback on their successes and mistakes. The important thing is to perform critical reflection that is informed by data regarding their teaching and students' learning, as opposed to merely performing critical reflection.

Teacher Self-Efficacy

Teachers that have self-efficacy are confident in their talents and have belief in their methods to complete the tasks. According to Putwain, Sander, and Larkin (2013), a teacher's domain-specific self-efficacy refers to their perceptions about their domain-specific competencies, particularly with regard to the educational conceptions they utilize while giving instructions (Putwain et al., 2013).

A teacher self-efficacy is referred to as his confidence in his capability to bring out certain teaching responsibilities, affect students' learning, and overcome obstacles in the classroom.

Self-Efficacy of Teachers

Teacher Self-efficacy is a “judgment of his or her capabilities to bring about desired outcomes of students’ engagement and learning” (Tschannen-Moran and Woolfolk-Hoy, 2001, p. 783). The self-efficacy of teachers, or their belief in their strength to successfully manage the obligations, strains, and issues accompanying with their specialized activity, has a significant impression on both their personal and professional welfare. This includes the achievement and motivation of their students, which are crucial academic outcomes.

Bandura's Social Cognitive Theory

Social cognitive theory claim that self-efficacy beliefs are people's assessments of their ability to bring out a certain course of action. A vast part of research wires the idea that self-efficacy has a substantial impact on person's behavior in a diversity of situations, including education, health, game, and commercial (Bandura, 1997). Researchers are increasingly coming to the conclusion that teachers' sense of self-efficacy plays a vital role in persuading foremost outcomes for teachers and students. In academic settings, research has shown that students' self-efficacy beliefs play an important role in influencing achievement and behavior (e.g., Ross 1992). It has been illustrated that teacher self-efficacy has a fruitful consequence on his/her views on teaching and pedagogical practices “(Skaalvik 2007; Tschannen-Moran et al., 2001), this is thought to have an impact on

student accomplishment and motivation. Teachers who lack self-efficacy face more difficulties in the classroom, are less satisfied with their jobs, and experience more stress at work (Betoret 2006).

Bandura outlined the following four forms of self-efficacy that are essential for teachers: mastery teaching experience, vicarious experience, social persuasion, and physiological and emotional behaviors”.

Mastery teaching experience

Mastery teaching experiences are the most important source of self-efficacy; in this condition, teachers told their own success stories and feel confident about their teaching stratagems, signifying their competence and self-belief. Success generates strong self-beliefs, which leads to confidence in one's abilities and the activities one selects. When these activities are constantly successful, instructors' levels of self-efficacy rise; when the activities are unsuccessful, teachers' levels of self-efficacy fall. Consequently, self-reflection and self-belief also contribute to self-efficacy. Teachers' tactics will become less goal-oriented and raise questions if they initially have low self-efficacy.

Vicarious experience

The way of learning from expertise of others, particularly from the victories of other teachers, is known as vicarious experience. These success stories motivate other educators to use novel strategies and share upbeat viewpoints. Successful teachers behave in a way that increases effectiveness and has a significant influence on other educators.

Social persuasion

Offering compliments and words of support to instructors can also make them feel more confident, which will improve their capacity to persuade others and boost their own social effectiveness. If they obtain support from the community's social elements, their perception of instructors' self-efficacy will undoubtedly increase.

Physiological and emotional behavior

The physiological and emotional responses of teachers have an effect on how effective they feel about themselves. If they act with confidence and excitement, they will accomplish good and exceptional feats. However, if teachers are unhappy or anxious about their behavior, this will have a detrimental effect. The outcomes can be impacted by a teacher's level of confidence. If they suffer with negative beliefs or lack of confidence, even highly educated and trained teachers will

fail. In a way, self-efficacy and self-confidence are directly proportionate to one another, which shows their tight relationship.

Relationship of Teachers' Self-Efficacy with Students' Academic Achievement

There is a direct correlation among teachers' opinions and pupils' success. A better level of academic accomplishment was predicted for students of teachers with stronger beliefs.

In order to examine how the relationship between student and teacher self-efficacy effect the academic achievement. Tournaki and Podell (2005) collected information from three hundred and eighty-four (384) general line teachers. Participants completed a sixteen-item test of a teacher's efficacy and one of thirty-two (32) case studies explaining a student whose gender, reading level, meditation practice, and social behavior were experimentally altered. In their findings, instructors with high efficacy belief predicted pupils less negatively and appeared to vary in their predictions when student characteristics different, whereas teachers with low efficacy appeared to focus on just one trait when making predictions. Additionally, all professors responded the same way to students who displayed both hostile and negligent behaviors; that is, amiable students' negligence was accepted more than hostile students' was.

Ross (1992) studied at a sample size of eighteen (18) teachers of history teaching thirty-six (36) classrooms in grades 7th and 8th to look at the relationship among student success, teacher efficacy, and interaction with designated coaches. The results showed that pupils did well in classes with teachers who received additional coaching interaction and in classes with teachers who had a higher level of confidence on the importance of education. So that it proves the H1 is researchable and has the positive relations between two variables.

Pakistani social scientists did research to see how teachers' levels of self-efficacy impacted pupils' success levels. Gulistan, Hussain, and Mushtaq's (2017) study of the effect of teachers' self-efficacy on students' success scores in Province Punjab included 576 respondents, including 96 teachers and 480 students. Tschannen-Moray and Hoy's (2001) scale was used to collect data from teachers. The relevant board of intermediate and secondary education provided the students' accomplishment scores. Results supported a considerable positive correlation between teachers' beliefs in their students' abilities and their accomplishment levels.

Shahzad and Naureen (2017) used a randomly chosen sample of 160 respondents, 60 teachers, and 100 students from Quetta to look at the relationship between teachers' self-efficacy and learners' scores. According to the study's findings, there is a strong correlation between teachers' self-efficacy and students' achievement scores ($r=.253^{**}$, $n=100$, $p.05$). According to Tournaki and Podell's 2005 research, teachers can be anticipated to meet their goals based on their efficacy.

Salome Charkviani (2019) studied “there is a negative correlation between teacher self-efficacy and number of students with low achievement in the classroom.” As it shown, correlation between teacher’s general self-efficacy and percentage number of students with low achievement in the classroom is adverse (Pearson’s $R = -0.174$), and not numerically significant ($p = 0.68$). It shows that the hypothesis has been rejected. With a standard deviation of 14.16 and a mean proportion of 25.6%, low achievers are present in the classroom. In the classroom, there is a adverse (Pearson's $R = -0.233$) and statistically significant ($p = 0.014$) link between teacher self-efficacy and the percentage of pupils who exhibit low achievement.

The current reports of previous research illustrate that there is contradiction among the various research findings on the relationship between teacher self-efficacy and students' academic achievement; therefore, additional research is required to clarify the precise relationship between teacher self-efficacy and students' academic achievement.

METHODOLOGY

The relationship between teachers' self-efficacy and academic achievement of secondary school students were examined using a quantitative research approach. A quantitative approach interprets analysis of an idea by making specific assumptions and using data collection to either support or refute the assumptions. Population was comprised all male and female secondary school teachers of district Muzaffarabad.

Multi-stage sampling technique was used to select the respondents for the study as follows: Muzaffarabad was stratified along the existing three areas (Urban, Sub-Urban and Rural). The Urban area was also referred to as area 1, while Sub-Urban was referred to area 2 and Rural was referred to area 3. From each area 30% schools were selected randomly. The 30% of Urban (Area 1) were contained 5 schools, while 30% Sub-Urban (Area 2) were contained 6 schools and Rural area (Area 3) were contained 24 schools of 30%. Thus 35 secondary schools were used in the study. From each school 7 teachers and their secondary level students were chosen for study. Hence, the 245 male and female teachers with 2% (5 teachers) margin of 250 teachers and their 10th grade students in the selected schools were used in the study.

Sampled data in tabular form

Muzaffarabad comprises into 3 areas	30 % ratio of each area	Teachers
Area 1: urban	5 schools	7 teachers from each school

Area 3: sub-urban	24 schools	7 teachers from each school
Area 2: rural	6 schools	7 teachers from each school
Total: 3 Areas	35 Schools	245 Teachers

It is acceptable to choose a 10–30% representative sample for the study (Brooks, 2005; Connelly, 2008; Hertzog, 2008; Hill, 2010; Van Belle, 2011). Researcher was used Krejcie and Morgan's table for selection of sample size.

Teacher Self-Efficacy Scale (The Ohio State Teacher Efficacy Scale), developed by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001) was used for analyzing teachers' self-efficacy. Before adopting this tool, different experts were approached and taken their opinions. The scale contains three main factors: Efficacy in Instructional Strategies, Efficacy in Student Engagement and Efficacy in Classroom Management. Secondly, researcher validated students' academic achievements by analyzing their average grade results of annual examination, Mirpur board AJK. The collected data were analyzed through Statistical Package for the Social Science (SPSS) version 21. SPSS 21 vision was used to analyze the data by applying Pearson correlation coefficient.

DATA COLLECTION AND PROCEDURE

This study was conducted under the assumption of a quantitative paradigm since the statistical methods were used to evaluate and measure a theory through a quantitative approach. The researcher was collected the data by survey design. Survey was done through questionnaire.

Written consent was taken from the Institute of Education, University of Azad Jammu and Kashmir to visit several secondary schools of district Muzaffarabad. In the initial phase, researcher met personally with all teachers and information about the visit's purpose and the objectives of the research shared with them. In a relax setting and with the researcher present, each teacher participant filled out the Teacher Self-Efficacy scale on their own. If participants encountered any problem while filling out the questionnaire, the researcher was always present there to assist them. The researcher was collected the annual results of students of secondary level from Board of Intermediate and Secondary Education (BISE 2022), Mirpur AJK. Then, researcher relate the overall result of school with overall score of teachers' self-efficacy by applying Pearson correlation coefficient test.

DATA ANALYSIS

Data collection is one of the most important stage that instruct researchers towards completing research procedure administering standardized instrument. The collected data were analyzed through Statistical Package for the Social Science (SPSS) version 21. SPSS 21 vision was used to analyze the data by applying Pearson correlation coefficient.

Demographic data

Table 1

Teachers' Qualification

Qualification	Frequency	Percent
BA/BSc and B.Ed	129	51.6
MA/MSc and M.Ed	99	39.6
M.Phil	12	4.8
Others	10	4
Total	250	100

Table 1 shows the qualifications of the participants which indicate the majority of teachers 129 (51.6%) out of 250 (100%) were possess qualification of either BA/BSc or B.Ed. On other hand 39.6% were having MA/MSc and B.Ed, 4.8% teachers were having M.phil qualifications and only 4% had others degrees.

Table 2

School Context

Context of School	Frequency	Percent
Urban	71	28.2
Suburban	84	33.6
Rural	95	38
Total	250	100

Table 2 shows that the majority of school teachers 95 (38 %) out of 250 (100%) belongs to rural school. 33.6% schools were belonging to suburban area and only 28.2% schools from the Urban area. The area of district Muzaffarabad contains more rural population and area that is why the majority of school were belong to villages.

Table 3

Teachers' Experience

Experience	Frequency	Percent
1-4 Years	53	21.2
5-10 Years	61	24.4
11-20 Years	91	36.4
21-40 Years	45	18
Total	250	100

Table 3 depicts the frequency and percentage of teachers' experience. The wide range of teachers 91 (36.4%) have got the experience between 11-20 years while 45 (18%) respondents have the higher experience. 24.4% teachers had an experience between 5-10 years, 21.2% teachers had 1-4 years' experience.

Inferential Data

The data were examined using the Pearson product-moment correlation coefficient in SPSS version 21. The given hypothesis was tested:

H1: "There is a Positive relationship between teachers' self-efficacy (TSE) and students' academic achievement"

Table 4

Overall perception of teachers regarding their self-efficacy

The respondents' responses regarding Teacher Self-Efficacy	Mean Score	Standard Deviation
	4.023	.67943

Table 4 clearly expresses the overall mean score and standard deviation of the teacher self-efficacy. The mean score was 4.023, and the standard deviation was .67943, indicating that teachers had positive opinions of their own efficacy. The results also demonstrate the high level of efficacy among teachers.

Table 5

Overall results of students regarding their Academic Achievements

Students' Academic Achievement Score	Mean Score	Standard Deviation
	3.6148	1.10569

Table 5 shows the overall mean score and standard deviation of academic achievement of secondary school students. The mean score was 3.6148 with standard deviation 1.10569 which depicting that the students of secondary level in district Muzaffarabad were having 60-69% academic achievement. It also explained that students were taking first division marks rather than taking A and A⁺ grades.

Table 6

The results of correlation between teacher self-efficacy and student Academic Achievement

Variables	N	Sig (1-tailed)	r
Teacher Self-efficacy	250	.044	.208*
Academic Achievement	405		

*Correlation is significant at the 0.05 level (1-tailed)

Table 6 shows the association between teacher self-efficacy and students' academic achievement using the Pearson correlation coefficient. The results indicate a significant positive relationship between teacher self-efficacy ($M = 4.028$, $SD = .67943$) and students' academic achievement ($M = 3.93$, $SD = 0.7637$). Variables are significantly (.044) correlate with one another. There is a correlation (.208*) between two variables. Given a P-value of 0.044 and an alpha level of 0.05, we would accept the H1 and conclude that there is a significant relationship between teachers' self-efficacy and students' academic achievements.

RESULTS

The study explored the association among teachers' self-efficacy and students' academic achievement. To achieve this, secondary school teachers and their 10th grade students from 35 different schools of district Muzaffarabad were chosen for collection of data. An adopted questionnaire (The Ohio State Teacher Efficacy Scale) was used to collect the data.

According to demographic data, 51.6% teachers having BA/BSc and B.Ed qualifications which shows they were fulfill the academic requirements. The majority of schools with 38% ratio belong to rural area. Among these teachers 36.4% were having 11-20 years' experience while others having less percentages to job experience.

According to inferential data, the overall perception of teachers about teachers' self-efficacy has 4.023 mean score and .67943 standard deviation which depict that the teachers were having positive and high self-efficacy. The results of Pearson correlation coefficient represent teachers' self-efficacy have 0.044 p-value with $r = .208^*$ which indicate the significant and positive relationship between teachers' self-efficacy and students' academic achievement.

DISCUSSION

The research was associated with teachers' self-efficacy and academic achievement of secondary school students in district Muzaffarabad. The objective of research was to find out the relationship between teachers' self-efficacy and students' academic achievement. The results indicate that there is a positive relationship between teacher self-efficacy ($M = 4.028$, $SD = .67943$) and students' academic achievement ($M = 3.93$, $SD = 0.7637$). The results of this study consisted with previous studies which have been done on same topic. It supposed that higher the level of teacher self-efficacy, higher students' academic achievement will be.

The results also found that there is a positive correlation ($r = .208^*$) between teachers' self-efficacy and students' academic achievement which imitate that the hypothesis of research have been accepted. It shows that self-efficacy is a self-perception on doing something definitely and excellently. It boots the confidence level of teachers as Kreitner and Kinicki (2007) stated parallel outcomes that if a person has self-belief, he can execute a given chore easily and can attain the objectives without any misgiving than a person who has any ambiguity about a particular task.

The teacher virtually had the same mindset that Bandura described in his Social Cognitive Theory. Self-efficacy has a significant impact on an individual's performance (Bandura 1989). Bandura's research also shown that effective teachers are more self-assured in managing, resolving issues, and completing duties. Even in the most challenging circumstances, effective teachers may provide a favorable response. Results of current study support the findings of study conducted by Shahzad and Noreen (2007), who discovered that instructors' self-efficacy quality aids them in effectively resolving problems.

Over the past few decades, teachers' self-efficacy has continued to be linked to students' achievement. Numerous scholarly publications have documented the significance of teacher self-efficacy in relation to their students' academic achievement scores (Steca & Malone, 2006; Tai, Hu, Wang & Chen, 2012; Rodríguez, Regueiro, Blas, Valle, Piñeiro & Cerezo, 2014).

A study was conducted by Tai, Hu, Wang and Chen, (2012) on randomly selected 372 teachers and students of Krejie and Morgan districts of Taiwan. Teachers' teaching process also significantly affects students' academic achievements. The study also demonstrated that a teacher's self-efficacy enhances the students' academic achievement and they get higher scores in their examination.

All of these observations and studies unanimously demonstrate that teacher self-efficacy has a positive influence on students.

LIMITATIONS OF RESEARCH

The research can be conducted on enlarge sample by including all classes of schools of public and private sectors. Due to summer vacations researcher was unable to collect data from multi-grades so the study was limited only on 10th grade students and secondary school teachers.

CONCLUSION

Builders of societies and nations are teachers. Teachers make use of their deemed skills to facilitate learning and teaching in ways that consistently raise student achievement levels. The present study aimed to highlight the relationship between teachers' self-efficacy and students' academic achievement at secondary level in district Muzaffarabad. The research hypothesis of current study was found factual data and displayed that there is significantly positive relationship between teachers' self-efficacy and students' academic achievement.

Furthermore, it has been exposed teachers are effective and have high levels of self-efficacy, which has affirmative influence on students' posture, behavior, and, most crucially, academic success. The academic performance of pupils is improved by instructors who have a high value of self-efficacy.

The Tschannen-Moran and Hoy (2001) scale, which consists of 12 items and measures instructors' assessed abilities, was used to gather data. Using Pearson correlation coefficient approaches, data was analyzed in SPSS. The study found that secondary school teachers in the public sector secondary schools in the Muzaffarabad area had high levels of self-efficacy ($M=4.038$), which were strongly correlated with pupils' academic achievement.

Numerous research (Moore and Esselman, Muijs and Reynolds, Ross, 1992, 1998, etc.) have shown that teachers' confidence in their own capabilities to teach effectively have an impact on students' academic progress, performance, and success in their educational endeavors. The vast majority of teachers who have high levels of self-efficacy convictions are more likely than those who have low levels of self-efficacy convictions to be in charge, offer comprehensive pedagogy for students, and set up more effective, striking, inventive, and engaging lessons and curricula in the classrooms. This motivates instructors to test with different teaching approaches rather than sticking to the same standard teaching strategies and to give pupils with unique and intriguing learning needs (Guskey, 1988; Allinder, 1994; Jordan, Krcaali Iftar, & Diamond, 1993).

RECOMMENDATIONS

After the in-depth and profound investigation of the relationship between teachers' self-efficacy and academic achievements of students, the researcher recommends that teachers' self-efficacy has positive impact on students' achievements. After findings of this study researcher recommends that teachers who have more confidence on their teaching skills and methods they taught more effectively in their classes. Therefore, teachers' impact on students' learning would be positive if teachers are allowed to teach subject, they are comfortable with.

The sample size of study can be increased by including teachers and students from all districts of Azad Jammu and Kashmir. The study was unable to cover all of Azad Jammu and Kashmir's districts due to shortage of time and limited resource. The research could be more fascinating and productive if it involved all middle and secondary section classes, as well as both public and private institutions. Academic achievement was the only dependent variable examined in the study, but other researchers might examine additional factors like parental participation, the school environment, and school administration to see how these relate to teacher self-efficacy.

SUMMARY

The research intended to explore the relationship between teachers' self-efficacy and academic achievement of students at secondary level in district Muzaffarabad. A quantitative approach was used to explore this relation and secondary school teachers and their 10th grade students in district Muzaffarabad were selected as the area of study. The sample comprises 250 secondary school teachers and their 10th grade students. An adopted questionnaire (The Ohio State Teacher Efficacy Scale) was used for collection of data. Data were analyzed in SPSS by using Pearson correlation test. The major findings of the study were revealed that there is a significantly positive relationship between teachers' self-efficacy and students' academic achievement. In the end, it was recommended that teachers should strengthen their self-efficacy through applying different techniques to become an efficacious teacher.

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