

TEACHER EFFICACY AND ITS EFFECTS ON SCHOOL EFFECTIVENESS IN SOME SELECTED SECONDARY SCHOOLS IN THE KUMBA MUNICIPALITY

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ABSTRACT

The purpose of this study was to investigate the influence of teacher's efficacy on school effectiveness and also to find out if school effectiveness depends on such factors such as teacher's self-efficacy beliefs and teacher's collective efficacy. Questionnaire for teachers was used as instrument to obtain data. A sample of 150 teachers was randomly drawn from five selected secondary schools in Kumba. Data collected was analyzed using t-test analysis. The findings revealed among others that there was a strong positive influence of teacher's self-efficacy on school effectiveness. By implication, the study recommends teachers to work in collaboration with school head to see that the school effectiveness is maintained. Also school heads and the government should try as much as possible to motivate teachers. It was also recommended that the government should constantly organize seminars to keep the teachers a breast with the new pedagogic procedure/knowledge and skill.

Keywords: Teacher Efficacy, Self Efficacy Beliefs, Collective Efficacy Beliefs, Effectiveness

1. Introduction

Education is the bedrock of every society. So a society without education is considered a dead one, there is no sound education without an effective teacher. A society without effective teachers does not bear thinking about. Teachers educate, train, transform, facilitate and mould the minds of the younger generation and prepare them to be contributing citizens to themselves, their specific communities and the world at large.

Nelson (2007) explained that what teachers bring into the classroom dictates the quality of the educational experiences of their students. In order to understand how to create an optimal learning environment that promotes interest in academics, we must explore teachers' efficacy, which is the key indicator of school effectiveness. Agreeably, teachers perform so many tasks including, but not limited to, preparing and delivering lessons, assessing the work of students, managing the classrooms, and enhancing student motivation for achievement. Perhaps one of the best documented attributes of effective teachers is a strong sense of efficacy. Researchers have repeatedly related a

strong sense of teacher efficacy to a variety of positive teaching behavior and student outcomes (Bandura, 1997; Wright, Horn & Sanders, 1997; Saidin et al., 2020).

Teachers' sense of efficacy is the belief of their capacity to make a difference in student learning, to be able to get through even to students who are slow, difficult or unmotivated (Woolfolk & Hoy, 1990). Teacher efficacy has been linked to positive student outcomes (Chong, Klassen, Huan, Wong, & Kates, 2010; Knoblauch & Woolfolk Hoy, 2008) and to student motivation (Poulou, 2007; Yeo, Ang & Quek, 2008). Teachers with a high sense of self efficacy find innovative ways to ensure that students learn (Ginsberg & Wlodkowski 2000; Pollock, 2007; Schunke & Zimmermann, 1994).

Bandura (1997) stated that teacher efficacy depended not only on teacher's efficacy beliefs in their ability to teach subject matter, but also on their efficacy beliefs in maintaining classroom discipline that establishes an environment of learning, in using resources and in supporting parental efforts to help their children learn. 'The arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relationships, and the sharing of information knowledge' (Siegel, 1999). Consideration of the spaces where teachers meet and collaborate is just as important as the design of the classroom (McGregor, 2004).

Efficacy is one of the most popular research terms used in educational studies to show a teachers' beliefs in his/her abilities and how those beliefs can ultimately change the level of success students may experience within the classroom. Unfortunately, a teacher's efficacy can fluctuate drastically in positive and negative directions within the course of their teaching career. In most cases if teachers are left with no assistance in developing methods to increase and maintain a high level of efficacy, the result will be teacher burnout. Teacher burn out is analogous with a teacher's decline in motivation, low morale, low productivity, high absenteeism and a diminished sense of accomplishment (Harberman, 2010). Teacher burnout can significantly impact efficacy beliefs as Haberman (2010) uses a behavioral definition of burnout and defines it as a condition in which teachers remain as paid employees, but stop functioning as professionals. They teach with no emotional commitment to the task and no sense of efficacy. They have come to believe that what they do will make no significant difference in the lives of their students and see no reason to continue caring or spending any effort. Most teachers who reach this point in their teaching career, either change careers or leave the teaching profession or trudge through as an ineffective teacher until retirement. Avoiding this decline in efficacy and ultimate emotional burnout should be a continuous goal of administrators in their efforts to increase achievement. If teachers are experiencing success, they will put forth more effort to increase student achievement and attitudes towards school which are goal indicators of an effective school (Cheng, 1996). Bandura stated that individual efficacy is highly associated with teacher motivation, which in turn affects student's achievement.

Teachers with a strong sense of individual efficacy tend to spend more time planning, designing, motivating and organizing what they teach, they are open to new ideas, willing to try new strategies, set high goals, and persist through setbacks in time of change (Hoy & Woolfolk Hoy, 1993). Moreover, if a teacher is not motivated to teach, he/she will not put forth the efforts necessary to

build relationships, organize effective lessons or develop management strategies to assure minimum classroom disruption. Unmotivated teachers will also be more unlikely to build relationships with their students; which is definitely an important factor to successful teaching and school effectiveness. Over the years, it has been discovered that some students are not motivated to study and develop negative attitude towards school either because of their inter-personal relationships with their teachers and teacher inefficacy or other environmental factors. Jame Rhem, executive director for an online National Teaching and Learning Forum, emphasized the importance of making positive connections with students through relationship building to avoid the self-fulfilling prophecy. He explained that when teachers expect students to do well and show intellectual growth, they generally do (collective efficacy), as defined by Bandura (1997), as “a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required producing given levels of attainment”.

Collective efficacy helps us to understand how working collaboratively with others can enhance a teacher’s efficacy. Sharing ideas as a group can enable teachers to learn from each other and promote their cognitive development (Saidin et al., 2020). Fives and Looney (2009) suggested that, like a personal sense of efficacy, collective efficacy- beliefs for groups, can have an effect on their goal setting, motivation, effort and persistence with challenging task or situations when teachers have no expectation for students, and where performance and growth are not encouraged, students fall into a pattern where they do what is negatively expected of them.

1.1. Contextual Background

Education plays an important role in the life of every nation particularly with respect to man power development (Harbison, 1973). It was on this note that the Cameroon government instituted the education law of orientation: law No. 98/00 of 14th April 1998 to lay down the guidelines for education and to guide its partners (section 2) for an efficient output. In this regard, teachers are paramount in the accomplishment of this goal. Teachers according to Ndongko (1989) are the most important components of the school for the success of any organization. The success of any organization (school) depends on the quality and strength of its personnel (staff).

Dion (1998) argues that good and appropriate teaching learning aids may be provided, but for effective teaching and learning to take place, a good teacher who believes in his/her capabilities must be available. Job satisfaction is important because of its connection with students learning (Lee & Smith, 1996; Rosenholtz, 1989), teacher productivity (Shental, 2011) and teacher retention (Cha, 2008). It has been empirically proven that when teachers feel happy about their job (work), student’s achievement increases (Blackk, 2001), while when they feel unhappy about their work or are dissatisfied, students’ achievement decreases since they are hardly motivated to do their best (Shenet, et al 2011).

Teachers who possess high efficacy characteristics will be able to step into challenging roles with confidence and ability to change the student’s opinion about school and learning while at the same time cultivating a strong desire within the students to learn. These pedagogical strategies help students to become motivated, focused on learning, innovative research minded and succeeds academically (Henson, 2001).

In Cameroon schools today, many practicing teachers have diverse opinions on what efficacy relative to their work is. The interest with which teachers teach in different agencies: public, lay private, or denominational differ significantly just as the motivational incentives allocated each of these groups vary significantly too. The question here is, 'who should do a better job amongst these categories? It is observed that a lot of teachers in our schools show little or no seriousness towards their jobs especially in the public sector (Bessong, 2006). This could be either because of laxity from administrative officials who do not supervise the teaching and learning process or because of share neglect. Many teachers do not appear confident in the instructional delivery processes as well as the overall teaching/learning transaction which could downplay the effectiveness of a school since teachers are paramount indicators in enhancing school effectiveness.

In Kumba particularly, the above observations made by Bessong (2006) and other researchers are very "alive" and present. This does not in any way imply that the administrative officials are doing nothing to improve on the effectiveness of our schools and deliver quality; but their efforts leave much to be desired. With these observations, can the schools afford maximum effectiveness? The answer to this question still hangs in a balance especially when we observe the high failure rates recorded in both class and national examinations such as the General Certificate of Education (GCE), the inability of graduates to effectively communicate and attempt solutions to basic problems as well as even obtaining admissions into higher institutions of learning. For example pass rates at the GCE Ordinary and Advanced Levels between the 2012 and 2016 stand at an average of 41% and 60% respectively nationwide (source GCEB 2016), 2017 at 25.29% and 35%, 2018 stands at an average of 74.24% and 62.15% respectively (source: GCEB). All these coupled with the high rate of school dropout in Kumba. With this observation, one can confidentially say that our school's effectiveness leaves a lot to be described given that they are unable to sufficiently facilitate and transform their students into finished skilled graduates who will be useful to themselves and their respective communities at large. This study therefore attempts to examine the impact either positive or negative teacher efficacy may have on school effectiveness.

1.2 Statement of the Problem

School effectiveness is generally considered as a measure of the school's ability to achieve teaching and learning objectives, promote students' development, continuous teacher development, create and maintain a conducive learning environment leading to high performance orientation standards for students and an overall tone of excellence (Hanushek, 2004). It is however observed that most schools in Cameroon continue to suffer from high failure and school dropouts in what is collectively called educational wastage (Ogabi, 2002, Mbua, 2003).

Despite the efforts of the government and other proprietors to improve the effectiveness of schools in the provision of remuneration and related allowances, further training opportunities (even though limited), seminars, in-service training, refresher courses, inspection and supervision of schools, provision of didactic materials etc. these problems still persist. This ineffectiveness is caused by some plethora problems, one of which could be a lack of efficacy on the part of the teachers. It is against this background that this study seeks to investigate the effect of teacher's efficacy on school effectiveness.

1.3 Specific Objectives

Specifically, the study is aimed at:

Finding out if teacher's self-efficacy beliefs has an influence on school effectiveness.

Finding out if teacher's collective efficacy has an impact on school effectiveness.

1.4 Specific Research Question

How does teacher's self-efficacy belief influence school effectiveness in Kumba Municipality?

How does teacher collective efficacy influence school effectiveness in Kumba Municipality?

1.5 Research Hypothesis

Ho₁: Teachers self-efficacy beliefs has no significant influence on school effectiveness.

Ha₁: Teachers self-efficacy beliefs have a significant influence on school effectiveness.

Ho₂: Teacher's collective efficacy has no significant impact on school effectiveness.

Ha₂: Teacher's collective efficacy has a significant impact on school effectiveness.

2.0 Methods

The design used for this study was the descriptive survey. The target population for this study consisted of all Secondary school teachers within the Kumba I Municipality distributed as shown in table 1 below:

Table 1: Distribution of the target population of the study by school type (teachers).

School Type	Teachers		Total
	Male	Female	
Public schools	175	55	230
Denominational schools	52	18	70
Lay Private	16	04	20

Source: Regional Delegation Meme

Considering this work the accessible population was teachers selected randomly from the six secondary schools in Kumba I Municipality in Meme Division as shown on table 2.

Table 2: Distribution of the Accessible population of the study by schools (teachers)

SCHOOL TYPE	TEACHERS		TOTAL
	Male	Female	
CCAS Kumba	100	30	130
GBHS Kumba	75	25	100
ST. Francis College Kumba	17	03	20
Victory Comprehensive College	17	03	20
ST. John's College Kumba	35	15	50

Source: From the respective schools

The sample for this study comprised of 150 respondents purposively drawn from public, lay private and denominational schools within the Kumba Municipality distributed as shown on table 3 below.

Table 3: Distribution of Sample Population by School (Teacher)

SCHOOL TYPE	TEACHERS		TOTAL
	Male	Female	
CCAS Kumba	28	30	58
GBHS Kumba	25	12	37
ST. Francis College Kumba	10	10	20
Victory Comprehensive College	12	10	22
ST. John's College Kumba	08	05	13
GRAND TOTAL	80	67	150

Source: From the respective schools

Data was collected directly from the respondents through the use of a teacher's questionnaire.

3.0 Results

The table below shows the demographic information of the respondents.

Table 4: Gender, and working experience of respondents

Gender	Male		Female			Total
Frequency (f)	77		73			150
Percentage (%)	51.33		48.77			100
Experience (years)	0-5	6-10	11-15	16-20	20 ⁺	Total
Frequency (f)	55	41	28	19	7	150
Percentage (%)	36.70	27.3	18.70	12.70	4.67	100

The result in table 4 indicates that majority (51.33%) of all the respondents were males while 48.77% of them were females. Regarding teachers' working experience, 36.70% of the respondents are still in the first five years of the teaching careers (0-5 years), while 27.33% of them have worked for between six and ten years. 18.70% of the teachers have worked for between 11 and 15 years; 12.70 of them between 16 and 20 years meanwhile a significant 4.67% of them have put in more than 20 years on the job.

3.1 Analysis of data

3.1.1 Research Question One

It addressed the influence of the teacher's self efficacy on the effectiveness of secondary schools. The distribution of responses pertaining to this research question is presented in table 5 below:

Table 5: Distribution of responses on the influence of teacher self-efficacy on school effectiveness (N=150)

School Type	Number of respondents	Number of items	Mean opinion	Percentage Agree (%)	Percentage disagree (%)
Public	84	7	3.37	87.76	12.24
Denominational	40	7	2.92	65.97	34.04
Lay Private	26	7	2.91	73.10	26.90
Total	150	21	3.06	75.61	24.39
Critical mean opinion			2.50		

The results show that about three-quarters (75.61%) of all the respondents generally agreed (mean =3.06) that teacher self-efficacy has an influence on school effectiveness in the Kumba Municipality, while one quarter (24.39%) of them disagreed. This opinion is comparatively most profound in public schools (87.76%) and then 65.97% and 73.10% for denominational and lay private schools respectively. These findings are an indication that teachers of public schools have a higher self-efficiency than their counterparts of lay private and denominational schools.

3.1.2 Verification of Hypothesis one

The chi-square statistic that follows is to establish whether or not teacher self efficacy influences school effectiveness in secondary schools in the Kumba Municipality.

Table 6: Summary of Chi Square Statistic for Contingency

Df	$(3 - 1) (4 - 1) = 2 \times 3 = 6$	
χ_{crit}^2	12.592	Since $\chi_{cal}^2 (21.860) > \chi_{crit}^2 (12.592)$, H_0 is rejected and H_a is accepted.
χ_{cal}^2	21.86	

H_0 : Teachers self-efficacy beliefs have no significant influence on school effectiveness.

H_a : Teachers self-efficacy beliefs have a significant influence on school effectiveness.

Since the alternative hypothesis is accepted (and the null rejected), it can be concluded that teachers' self-efficacy beliefs significantly affect school effectiveness in the Kumba Municipality. Irrespective of the secondary school type considered, this influence is significant at 0.05% level of confidence.

3.1.3 Specific Research Question Two

This research question was designed to investigate the influence of teachers' collective efficacy on the effectiveness of secondary schools in the Kumba Municipality. The responses are summarized and presented in table 7 below.

Table 7: Distribution of responses on the influence of teachers' collective efficacy on the effectiveness of secondary schools in the Kumba Municipality (N=150)

School Type	Number of respondents	Number of items	Mean opinion	Percentage Agree (%)	Percentage disagree (%)
Public	84	7	3.18	83.30	16.70
Denominational	40	7	2.98	76.43	23.57
Lay Private	26	7	3.08	69.78	30.22
All	150	21	3.08	76.50	23.50
Critical mean opinion			2.50		

The results show that a little above three-quarters (76.50%) of all the respondents generally agreed (mean = 3.08) that teachers' collective efficacy influences the effectiveness of secondary schools in the Kumba Municipality while a quarter (23.50%) of them disagreed. This opinion is comparatively most profound in public schools (83.30%) and a relatively high mean agreement of 3.18. In denominational or confessional schools, the mean agreement is 76.43% with a mean score of 2.98 and least in Lay Private schools (69.78%, mean=3.08). The mean opinions are all greater than the critical mean opinion of 2.50 indicating greater collective efficacy will lead to higher school effectiveness.

3.1.4 Verification of Hypothesis two

The chi-square statistic that follows is to establish whether or not teachers' collective efficacy has a significant influence on the effectiveness of secondary schools in the Kumba Municipality. The result is presented in table 8 below.

Table 8: Summary of Chi Square Statistic for Contingency

Df	$(3 - 1)(4 - 1) = 2 \times 3 = 6$	
χ_{crit}^2	12.592	Since $\chi_{cal}^2 (20.21) > \chi_{crit}^2 (12.592)$, H_0 is rejected and H_a is accepted.
χ_{cal}^2	20.21	

H₀2: Teacher's collective efficacy has no significant influence on school effectiveness in the Kumba Municipality.

H_a2: Teacher's collective efficacy has a significant impact on school effectiveness in the Kumba Municipality.

Since the alternative hypothesis is retained (and the null rejected), it can be concluded that the teachers' collective efficacy significantly influences school effectiveness in the Kumba Municipality. Irrespective of the school, this influence is significant at 0.05% level of confidence because the critical value of the chi-square statistic (12.95) is less than the calculated value of 20.210.

4.0 Discussion

The results showed that:

-There is a significant relationship between teacher self-efficacy and school effectiveness in the Kumba Municipality. This significance is attested to by 75.61% of all the respondents across the three school types.

-There is a significant relationship between teachers' collective efficacy and the effectiveness of secondary schools in the Kumba Municipality. This opinion is attested to by three-quarters of the respondents (75.60%).

4.1 Teacher's self-efficacy belief and its influence on school effectiveness

Based on the findings above, which reveals that teacher's self-efficacy belief has a very strong positive influence on school effectiveness it shows that if students are being motivated adequately by teachers, it will lead to an improvement in their academic achievement and consequently will lead to adequate school effectiveness. An efficacious teacher is one that sees beyond expectation and a school with such vicious and assiduous teacher will guarantee maximum school effectiveness and safety even among parents.

The finding from this study concurs to what was theorized by Albert Bandura (1986), who posited in his Social Cognitive theory that behavior is caused by personal behavioural and environmental influences. Social cognitive theory in learning is based on the idea that people learn by observing others. These learned behaviours can be central to one's personality. For example, each behavior witnessed can change a person's way of thinking.

In this light, students will always like to model the life style of their teacher and as such teacher self concept and self-efficacy should be extrinsically motivating which will lead to an improvement in school effectiveness. According to Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. The result here was also in conformity to the findings of Ashton and Webb (1986), Smylie (1989), and Ross (1992), who in different studies found out that highly efficacious teachers tend to be more organized, display greater skills of instruction, display various skills of questioning, explaining, providing feedback to student communication by using a variety of models to meet the needs of all learners which will consequently leads to school effectiveness.

4.2 Teacher's collective efficacy and its impact on school effectiveness

The finding for the second question revealed that above $\frac{3}{4}$ of respondents generally agreed that teacher's collective efficacy has a significant impact on school effectiveness. Teacher's collective efficacy here is in the form of cooperation among themselves for the betterment of the learners and the good of the institution. Both the school administrators and general staff should be able to help the students achieve good and outstanding results. The result here was in line with that posited in Rotter's (1954) Social learning theory of personality. Rotter (1966) explained locus of control as the

manner in which people control reinforcement of their actions. Individuals are either more internal or external in their sense of controlling what happens in their lives. Teachers with an internal locus of control have the potential of demonstrating confidence and enthusiasm in discharging their duties while the reverse will occur for teachers with external loci of control.

According to Bandura and Rotter, the loci of control are an important tenet in the personality of all individuals including teachers. It can therefore be concluded that teachers with an internal locus of control have greater possibility of contributing to school effectiveness than their counterparts.

4.3 Implications of the Study

The findings of this study have some important educational implications for the government, policy makers of the ministry of secondary education, teachers and school administrators.

- 1) Based on the findings of this study, most of the teachers are qualified to teach especially as it was recorded that most of the teachers provided opportunity for students to brainstorm in class, motivate them to learn. An efficacious teacher will lead the students to perform an act without any difficulties. In this respect therefore, the findings herein suggest that government should do everything possible to furnish government schools in Kumba Municipality with trained, self-conscious, well morale and qualified teachers from Higher Teachers' training institutions.
- 2) Teachers in the Kumba Municipality agreed on the extent to which teacher's collective efficacy influence school effectiveness. That is, respondents were of the opinion that teachers with collective efficacy will deliver the lesson in an accurate and concise way than those without since they will sit together and discuss pertinent issues plaguing their school, attending seminars and conferences to acquire and acquaint themselves with the reality on ground so as to improve school effectiveness. But then government and school heads should always involve all teachers and those on the field rather than a selected few as always the case due to limited funds to run such programmes. The ministry of secondary education needs to constantly organize seminars to keep teachers abreast with new pedagogic knowledge.
- 3) When the school environment is conducive, teachers are motivated to work harder towards student academic achievement and consequently by default will leads to an effective school environment. But then the school administration should make sure that teachers are constantly motivated especially those teachers who are very assiduous on their task. This will influence the output and consequently influence school effectiveness which will be reflected on positively students' achievement.

5. Recommendations of the Study

In view of the findings above, the following recommendations were made;

- 1) Teachers should work in collaboration with school head to see that the school effectiveness is maintained. Also the government and school heads should take it as a challenge in motivating teachers especially the newly recruited ones by providing them with necessary incentivizes such as adequate salaries and fringe benefits.

- 2) The government should constantly organize seminars to abreast teachers on the new pedagogic procedure/knowledge and skill to improve on students' academic outcome.
- 3) There should be effective monitoring of teachers for the purpose of school effectiveness because if teachers are constantly monitored, they will be forced to put in their best so as to increase students' academic attainment which will encourage more students' to come to school.
- 4) To further improve school effectiveness of secondary schools, the government should give priority to the employment of professional and qualified teachers and ensure that such teachers are retained to enable them acquire experience on the job.
- 5) Finally, to maintain professional competence and teaching quality standards, the issues of training and retaining of teachers at all levels of education should be given priority by all the stakeholders in the business of education in Cameroon.

6. Suggestions for Further Study

This study is in no way exhaustive and it is on this note that I suggest that some study should still be carried in this domain in the following areas.

- 1) The influence of classroom management and control on students learning interest and its impact on school effectiveness.
- 2) Causes and effects of examination malpractice among secondary school students and its effect on school effectiveness.
- 3) The importance of lesson planning and lesson presentation in fostering professional knowledge and skills of student teachers on internship.

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