



## Relationship between teachers' self-efficacy and age, gender, and marital status among teachers at rural high schools

<sup>1</sup>Dieketseng Nonhlanhla Mbongo 

<sup>1</sup>Free State Department of Education, South Africa

<sup>1</sup>Primary author: [2016221109@ufs4life.ac.za](mailto:2016221109@ufs4life.ac.za)

**Abstract**—This study determines the relationship between teachers' self-efficacy and age, gender, and marital status among teachers at rural high schools in the free state. To measure the effect of demographic variables in efficacy Influence, decision making, efficacy to influence school resources instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental Involvement, and efficacy to enlist Community Involvement. This study used the quantitative method and the Bandura Teacher Self-efficacy questionnaire to establish the correlation between variables. Participants were randomly selected from the Thabo-Mofutsanyana district of Free State rural high schools. A descriptive research design was used to interpret the findings, and it was concluded that there was no significant relationship between teacher self-efficacy and gender, marital status, age, and educational level. This means that teachers' self-efficacy could not depend on demographic variables.

**Keywords:** Age, Gender, Teachers' self-efficacy, School adversities

To cite this article (APA): Mbongo, D. N. (2024). Relationship between teachers' self-efficacy and age, gender, and marital status among teachers at rural high schools. *International Journal of Studies in Inclusive Education*, 1(1), 93-98. <https://doi.org/10.38140/ijisie.v4i1.1288>

### I. INTRODUCTION

KEY elements of workplace adversity in teaching are negative and dissatisfactory working conditions, lack of resources, workload, and shortage of teachers. Workplace adversities negatively impact teachers' mental health and physical and emotional health. Schools located in rural areas Teachers located in rural schools' experience adversities more than teachers in the city. "Rural consciousness entails a perspective that society unfairly allocates more resources and support to cities, focusing on the needs of minority populations while ignoring rural community needs" (Bright, 2018, p. 4). Schools do not operate in isolation, and the surrounding community also affects the school. The shortage of teachers in rural settlements also contributes to teachers' workload.

Moreover, teachers born in cities struggle to adapt to teaching in rural schools, which may lead to stress and frustration, affecting teachers' health. However, teachers with high levels of efficacy can work under critical conditions. Teachers' self-efficacy is defined as a teacher's belief in his or her capabilities to bring about desired outcomes of student engagement and learning (Bandura, 1994).

This study aims to determine the relationship between teachers' self-efficacy and demographic variables such as age, gender, marital status among teachers at a rural high school in the free state. It is significant to understand teachers' self-efficacy and demographic variables. Teachers' self-efficacy as an enabler of action involves teachers' self-judgments about their ability to affect learners' outcomes, especially for those who appear unmotivated or difficult to teach" (Bandura, 2012; Ross, Romer & Horner, 2012). (Bandura 1994; Hoy & Spero 2005). Several studies have established that teachers with high levels of self-efficacy seem keen to experiment with new methods and strategies to accommodate learners' needs (Cousins & Walker, 2000).

### II. PROBLEM STATEMENT

The relationship between demographic variables and coping with school adversities is essential to understanding the correlation between these variables. Rajagopalan (2019) states that teaching is an effective interaction between teachers and learners. However, the correlation between these variables may create chaos in the classroom. Coping and resilience in the current South African education system hold great value for both teachers and learners. The problem with this quantitative study is that it limits the study in understanding critical responses from participants. Critical race theory theorists maintain that the broad problem is that educational inequity and its intersection with gender, class, and race in the educational setting affect learners' ability to perform well in their studies (Kunesh & Noltemeyer, 2019).

Furthermore, Bandura instrument teachers' self-efficacy uses closed-ended questions that consist of the following questions: demographic information, efficacy to influence decision making, efficacy to Influence School Resources, disciplinary Self-efficacy, efficacy to enlist Parental Involvement, efficacy to enlist community involvement, efficacy to create a positive school climate it does not help to answer this correlation between these question and demographic variables mentioned in this study. There are negative factors that teachers will experience when applying coping strategies. Adapting and learning new ways of doing things can be frustrating. Hence, teachers need support from the department, community, and parents. Moreover, teacher and learner safety might be compromised by exploring ways to deal with adversities (Maphosa & Shumba, 2010, p. 395).

### III. LITERATURE REVIEW

Literature, discussing and examining what other scholars have discovered in the field of study. The literature review for this study will provide evidence and examination of the relationship between coping with school adversities, self-efficacy, and demographic variables among teachers at a rural high school in the free state. Efficacy, adversities,

coping strategies, and demographic variables differ between teachers based on years of experience, resources, school environment, age, cultural difference, and gender. Furthermore, this study will use Social Bandura's (1994) social cognitive theory and Bronfenbrenner's Bio-ecological theoretical framework systems to determine the relationship.

#### **Relationship between self-efficacy and school adversities among teachers at schools**

Bandura (1986, p. 391) developed the self-efficacy method based on people's self-judgment in organising and executing required performance. Teachers' self-efficacy is empirical, and teachers are strained due to the workload within the working environment, Aloe (2014) defined teacher self-efficacy as the ability to teach learners in difficult situations and learners who are not motivated to learn. In addition, Fackler and Malmberg (2016) defined teachers' self-efficacy as a theoretical construct that is very relevant in the teaching context, shaped by teachers' characteristics such as gender, teaching experience, and classroom characteristics, for instance, performance level. Furthermore, according to Mukuna (2021), teachers self-efficacy refers to understanding contextual elements, like resources, effective teaching, and learner support, which are critical components of teacher efficacy. It can be concluded that self-efficacy refers to the ability to teach learners utilising limited resources, under challenging circumstances, and with unmotivated students. South African teachers work under unfavourable conditions, including limited resources, stress, etc. Mukuna (2021) However, participants in this group were restricted, only Basotho teachers were included in the study.

For this reason, this study focuses on understanding the relationship between coping with school adversities and demographic variables among teachers at rural high schools in the Free State, not only Basotho educators. Researchers have proven self-efficacy is related to positive performance (Mosoge, Challens & Xaba, 2018). Furthermore, this study focuses on how teachers cope with adversities and apply self-efficacy when faced with challenges.

Association with teachers' self-efficacy, burnout, and stress (Daniilidou, Platsidou & Gonida, 2020). This study explores teachers' resilience and self-efficacy and states teachers have a dynamic process in which their characters interact with their work. The workload and the burnout teachers experience may affect their personality and health. This study's findings prove that job-related stress's effects on teachers can be physical, psychological, and behavioural. This study used The Multidimensional Teacher Resilience Scale (MTRS; Mansfield & Wosnitza, 2015), the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), and the Perceived Stress Scale (Reis, Hino & Añez, 2010). These tests are effective in terms of testing psychometric properties. These tests proved the relationship between self-efficacy and coping with burnout negatively affects teachers., However, Luthar, Lyman, and Crossman (2014) believe that the presence of trauma and threat creates a positive adaptation to adversity. This study shows a gap in the literature; it was conducted based on primary teachers. Coping mechanisms are not presented or recommended in this study.

Teachers coping with adversities in a working environment can affect their mental health. Yuksel (2022). A study determined the correlation between teachers' self-efficacy perceptions and tolerance and psychological well-being. The study showed teachers' self-efficacy is not a significant predictor of their tolerance no significant in teachers' self-efficacy; however, the study showed a positive and significant correlation was found between teachers' self-efficacy perceptions and their psychological well-being. Teachers with high Self-efficacy can cope with stress and do not allow it to affect their mental health.

#### **Impact of demographic variables in the classroom**

Mitchell (2019) examined the relationship between teacher self-efficacy and classroom management while looking at teachers' demographic variables (such as age, gender, teacher training, teaching experience, and class size). The results showed no significant variation in teacher efficacy. This study indicated no influence of demographic

variables on teaching and learning. This study focuses on age and teachers' self-efficacy, indicating no significant teachers' self-efficacy in instructional strategy or classroom management. The descriptive statistics for age and teachers' self-efficacy showed no significance, and teachers are not affected by age in classroom management and self-efficacy. According to Achurra and Villardón (2020), teachers' self-efficacy is significant because it affects teachers' instructional quality and student motivational beliefs. It is positively related to instructional quality, which in turn is positively associated with student motivational beliefs. Based on the literature presented, we can conclude that teachers' 'in this study have a high level of self-efficacy. However, Tran (2015) found statistically significant differences between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. The findings indicated that male teachers with higher perceptions of the school-level environment regarding professional interest, affiliation, mission consensus, student support, resource adequacy, and principal leadership had greater job satisfaction. In contrast, female teachers with positively low perceptions of school-level environments had lower job satisfaction. The findings highlight that factors in the school environment play an essential role in high school teachers' job satisfaction.

Cultural differences in the classroom between a teacher and a learner may be problematic. Voevoda (2020) states that a lack of understanding one's culture researchers posited may contribute to classroom management problems. Marshall-Sterling (2022) showed no correlation between culturally responsive classroom management self-efficacy predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender.

## **IV. THEORETICAL FRAMEWORK**

Bandura's (1994) social cognitive theory and Bronfenbrenner's Bio-ecological theoretical framework systems. Cheng et al. (2020) described self-efficacy as an individual's ability to perform professional tasks and the expectation of performing such professional behaviours successfully. According to Achurra and Villardón (2020), teachers' self-efficacy is crucial because it influences instructional quality and helps teachers reflect and improve. This theory explains the importance and impact of teacher self-efficacy. This theory will assist this study in understanding teachers' coping methods and how they respond to classroom adversities. In addition, Bronfenbrenner's different individuals interact differently with certain aspects of their environment. This theory this study will assist the study in understanding the way teachers develop in environments in stressful environments.

### **Social cognitive theory**

Bandura's (1994) social cognitive theory introduced the concept of self-efficacy to determine and explain the teachers' efficacy and how they cope with adversities. Bandura defined self-efficacy as "the conviction that one can successfully execute the behaviours required to produce outcomes" (p. 193). Self-efficacy is considered to lead the individual. Bandura believed that teacher self-efficacy promotes high levels of performance. Bandura (1994) states teachers' self-efficacy influences behaviours through cognitive, motivational, and affective processes because efficacy expectations are influenced by how teachers initiate the behaviours' and how persistent the teacher performs.

Teacher self-efficacy as a belief is expected to guide teachers in their behaviours, decisions, and motivation concerning teaching. The power of self-efficacy is rooted in its ability to guide teachers' decisions during their roles. According to Bandura's (1994) self-efficacy proposal, coping behaviours will be initiated, how much effort will be expended, and how long it will persist in the face of aversive experiences" (p. 191).

### **Bronfenbrenner's Bio-ecological**

The use of Bronfenbrenner's Bio-ecological theoretical framework systems. This theory was developed by Bronfenbrenner Urie in 1979. Bronfenbrenner defined ecological theory as studying human development in context or enduring environments (Bronfenbrenner,

1974). Bronfenbrenner's Bio-ecological theory of human development is one of the most widely known theoretical frameworks across various disciplines and fields of practice in the social sciences. (Vélez-Agosto, Soto-Crespo, Vizcarrondo-Oppeneimer, Vega-Molina and García Coll, 2017). This theory will be suitable for this study because it is based on human development. Teachers need to develop and adapt to new ways of doing things to avoid stress and frustrations in the workplace.

According to Bronfenbrenner (1977), individuals interact differently with certain aspects of their environment. These interactions yield varying outcomes, which, in turn, influence these individuals' perceptions of those aspects. According to Bronfenbrenner (1977), an individual develops within four nested systems: micro-system, exo-system, and macro-systems. This is classified as the bio-ecological model of development. The bio-ecological model focuses on the relationship between the teachers' working environment, teachers' coping with adversities at work, and demographic variables, which is the focus of this study. This theory explains this study ideally; teachers must constantly develop themselves to cope with strategies and come up with new ones.

This theory is essential to this study because it produces a thorough and reasonable explanation of what influences human development. Bronfenbrenner (1979, p. 7) states that the ecological environment is 'conceived as extending far beyond the immediate situation directly affecting the developing person and includes the links or interconnections that directly and indirectly influence the person. This study will focus on the microsystem. Bronfenbrenner (1979, p. 22) defines the microsystem as "a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics". The environment in which teachers work affects teachers' well-being. This proves there is a need for human development.

## V. HYPOTHESES OF THE STUDY

Null Hypothesis 1 ( $H_{01}$ ): There is no relationship between teacher self-efficacy and age.

Alternative Hypothesis 2 ( $H_{a2}$ ): There is a relationship between teacher self-efficacy and gender.

Alternative Hypothesis 3 ( $H_{a3}$ ): A relationship between teacher self-efficacy and marital status exists.

## VI. OBJECTIVE OF THE STUDY

This study examines the relationship between teachers' self-efficacy, age, gender, and marital status among teachers at a rural high school in the free state.

## VII. METHODS

### Research approach

This study adopts a quantitative approach to determine the relationships between adversities and variables. Quantitative research refers to objectively collecting and analysing numerical data to describe, predict, or control variables of interest. The quantitative findings are likely to be generalised to a whole population or a sub-population because it involves a larger sample, which is randomly selected (Carr, 1994). According to Creswell (2008, p. 46), quantitative research is research that helps the researcher to decide what to study, asks specific, narrow questions, collects quantifiable data from participants, analyses these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. According to Leedy and Ormrod (2001) and Williams (2011), "quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claims".

Then, quantitative research is to be based on the positivist paradigm of measuring variables (Kauber, 1986). Language proficiency assessment research, for example, conducted by Carroll and Bailey

(2016) shows that there are different variables, such as EFL students and non-EFL students, and tests in four sub-domains: speaking, writing, reading, and listening. It is also noticed in another study of second language fluency by Préfontaine, Kormos, and Johnson (2016) that various variables were used, such as class variables: beginning, intermediate, and advanced; native speaker variables: British, American, and Canadian.

Bryman and Cramer (2012, p. 35) defined quantitative research as, "a research strategy that emphasises quantification in the collection and analysis of data..." It means quantitative research denotes amounting to something. This research method attempts to investigate the answers to the questions, starting with how many, how much, and to what extent (Rasinger, 2013). In other words, the method stresses measuring something or variables in the social world. Payne (2011) stated, "quantitative methods, which is normally used a deductive logic and seek regularities in human lives, by separating the social world into empirical components called variables. These could be represented numerically as frequencies or rates, whose associations can be explored by statistical techniques and accessed through researcher-introduced stimuli and systematic measurement (Payne, 2011). This approach focuses on aspects of social behaviours that can be quantified and patterned rather than just finding them out and interpreting the meanings the people bring to their actions (Payne, 2011).

### Research design

This study adopts correlational research. The correlational design investigates and describes the relationship between two or more variables (MacDonald, Wong, & Dionne, 2015). Correlational research is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. This design will be appropriate for this study because the focus is based on the relationship between coping with adversities and demographic variables. However, correlation cannot measure casual relationships, meaning it cannot determine whether one factor causes changes in another factor.

### Participants

Fifty ( $N=50$ ) participants were teachers selected randomly from a rural high school in the Free State province, South Africa.

### Data collection tools

This study used a questionnaire of teachers' self-efficacy Scale of Bandura as an instrument to collect data. Self-efficacy is the ability to measure self-belief and self-motivation. This questionnaire will show how teachers' cope with adversities and demographic variables in day-to-day life. This instrument uses closed-ended demographic information questions: Efficacy to influence Decision-making, Efficacy to Influence School Resources, Disciplinary Self-Efficacy, Efficacy to Enlist Parental Involvement, Efficacy to Enlist Community Involvement, Efficacy to Create a Positive School Climate.

### Research site

This study was conducted at a selected rural high school in the Thabo Mofutsanyane District, Free State Province, South Africa.

### Data analysis

Data were analysed through percentages, standard deviation (SD), and correlation statistical data analysis. Quantitative data on teachers' self-efficacy descriptive statistics used Statistical Package for Social Sciences (SPSS) version 22 and Microsoft Excel. The hypotheses were tested at the 95% level of confidence. The null hypotheses were tested, and the null hypothesis was rejected if the p-value obtained was less than 0.05. However, the null hypothesis was accepted if the p-value was greater than 0.05.

### Ethical considerations

The University of the Free State ethics committee provides ethical clearance. Permission letters were obtained from principals to conduct research at schools to grant access. Participants received consent forms; the identity of participants was protected by using Pseudonyms. Participants were not subjected to any harm, and their participation was

voluntary. They had the right to withdrawal and confidentiality. There are no anticipated threats to the participants.

**VIII. RESULTS**

The previous chapter discussed the research methodology used to collect data and the methodologies used to analyse it. This study focuses on the interpretation of data using a quantitative, descriptive method to analyse it. Moreover, this study describes and analyses participants' responses based on the demographic variables and adversities they encounter in their workplace. In this study, the null hypothesis was tested, and if the p-value was less than 0.05, the null hypothesis was rejected. However, the null hypothesis would be accepted if the p-value was greater than 0.05.

**Demographic results of participants**

A total of 50 participants were randomly selected from 3 High Schools in the Thabo Mofutsanyane district in the Free State. The following tables provide descriptive statistical analysis on Age, Gender, Marital status, and qualifications.

**Age**

Participants of age are presented in Table 1 below:

Table 1: Age of participants

Age	Frequency	Percent
25-30	12	24
36-40	16	32
41-45	5	10
46-55	2	4
56-60	6	12
61-65	18	36
Total	50	100

Using data presented in Table 1, Category A, 12 participants (24%) were between the ages of 25-30. Category B, 16 participants (32%) were between the ages of 36-40, Category C 5 participants (10%) were within the ages of 41-45, Category D 2 participants (4%) were within the ages of 46-55, Category E 6 participants (12%) were within the ages of 56-60, Category F 18 participants (36%) were within the ages of (61-65). Statistics show that participants between 61 and 65 have a slightly higher frequency than participants between 36 and 40.

**Gender**

Participants of gender are presented in Table 2 below:

Table 2 Gender of participants

Gender	Frequency	Percent
Female	26	52,0
Male	24	48,0
Total	50	100,0

Demographic data collected from the questionnaire showed that the number of female participants (26 or 52% out of 50) was slightly higher than that of male participants (24 or 48% out of 50 participants).

**Marital status**

Participants of marital status are presented in Table 3 below:

Table 3: Marital status of participants

Participants	Frequency	Percent
Single	20	40,0
Married	23	46,0
Free Union	4	8,0
Widowed	3	6,0
Total	50	100,0

Referring to the data presented in Table 3 (20 or 40% out of 50) are single participants, (23 or 46% out of 50) participants are married, (4 or 8% out of 50) participants live in Free union, (4 or 8% out of 50) are widowed. The difference between married and single participants is 6%. A slight difference exists between living in a free union and widowed participants 2%.

**Qualifications**

Participants of qualifications are presented in Table 4 below:

Table 4: Qualifications of participants

Qualifications	Frequency	Percent
High School	3	6,0
Technical career	8	16,0
Teachers' College	21	42,0
Bachelor	18	36,0
Total	50	100,0

The above Table 4 indicates the teachers' qualifications, high school level (3 or 6% out of 50) participants, technical career (8 or 16% out of 50) participants, teacher's college (21 or 42% out of 50) participants, while Bachelor (18 or 36% out of 50) participation. Referring to the data displayed, most teachers obtained their qualifications in a teacher's college, but there is a slight difference between them and a bachelor's degree. High school level 3% is slightly lower than technical career at 8%.

**Relationship between teachers' self-efficacy and age**

Table 5: Relationship between teachers' self-efficacy and age

Teachers' self-efficacy	Age		Asym Sign (2-sided)	Conclusion
	Value	df		
Efficacy to Influence Decision-making	17,529 <sup>a</sup>	16	,352	No significant
Efficacy to Influence School Resources	164,904 <sup>a</sup>	192	,922	No significant
Instructional Self-Efficacy	544,083 <sup>a</sup>	504	,105	No significant
Disciplinary Self-Efficacy	225,485 <sup>a</sup>	240	,741	No significant
Efficacy to Enlist Parental Involvement	354,515 <sup>a</sup>	360	,572	No significant
Efficacy to Enlist Community Involvement	490,819 <sup>a</sup>	504	,655	No significant

a. 24 cells (88,9%) have an expected count of less than 5. The minimum expected count is 12.

The study rejects the null hypothesis since the p-value exceeds our chosen significance level  $\alpha = 0.05$ . It concludes that there is no significant relationship between teachers' self-efficacy and age. This means teachers' self-efficacy could not depend on age.

**Relationship between teachers' self-efficacy and gender**

Table 6: Relationship between teachers' self-efficacy and gender

Teachers' self-efficacy	Gender		Asym sign (2-sided)	Conclusions
	Value	df		
Efficacy to Influence Decision-making	5,772 <sup>a</sup>	8	,673	No significant
Efficacy to Influence School Resources	11,987 <sup>a</sup>	8	,152	No significant
Instructional Self-Efficacy	17,882 <sup>a</sup>	21	,656	No significant
Disciplinary Self-Efficacy	9,378 <sup>a</sup>	10	,497	No significant
Efficacy to Enlist Parental Involvement	5,214 <sup>a</sup>	11	,920	No significant
Efficacy to Enlist Community Involvement	15,321 <sup>a</sup>	15	,429	No Significant

a. 24 cells (88,9%) have an expected count of less than 5. The minimum expected count is 12.

This study rejects the null hypothesis since the p-value exceeds our chosen significance level  $\alpha = 0.05$ . It concludes that there is no significant relationship between teachers' self-efficacy and gender. This means that teachers' self-efficacy could not depend on gender.

**Relationship between teachers' self-efficacy and marital status**

Table 7: Relationship between teachers' self-efficacy and marital status

Teachers' self-efficacy	Marital status			Conclusions
	Values	df	Asy Sign (2-sided)	
Efficacy to Influence Decision-making	36,136 <sup>a</sup>	24	,053	No significant
Efficacy to Influence School Resources	22,316 <sup>a</sup>	24	,560	No significant
Instructional Self-Efficacy	75,065 <sup>a</sup>	63	,142	No significant
Disciplinary Self-Efficacy	23,308 <sup>a</sup>	30	,802	No significant
Efficacy to Enlist Parental Involvement	33,165 <sup>a</sup>	33	,459	No significant
Efficacy to Enlist Community Involvement	50,966 <sup>a</sup>	45	,251	No significant

a. 24 cells (88,9%) have an expected count of less than 5. The minimum expected

count is 12.

The study rejects the null hypothesis since the p-value exceeds our chosen significance level  $\alpha = 0.05$ . It concludes that there is no significant relationship between teachers' self-efficacy and marital status. This means that teachers' self-efficacy could not depend on marital status.

## IX. DISCUSSION

To conclude on the findings presented in this study, Table 5, which demonstrates the relationship between teachers' self-efficacy and age, indicated no significant influence of teachers' self-efficacy at the  $p < 0.5$  of teachers' age. In addition, Table 6 relationship between teacher' self-efficacy and gender showed no significance in the relationship between teachers' self-efficacy and gender. Table 7 shows the relationship between teachers' self-efficacy and marital status, indicating no significant influence on teachers' self-efficacy at  $p < .05$  for teachers of different marital statuses. Subsequently, there was no significant influence of marital status, gender, and age on teachers' self-efficacy in student engagement and classroom management. However, some scholars reported that univariate results illustrated the significant influence of marital status on teachers' self-efficacy in instructional strategy (Odanga, Aloka & Raburu, 2015). This study did not significantly influence marital status or teachers' instructional self-efficacy. The study rejects the null hypothesis since the p-value exceeds our chosen significance level  $\alpha = 0.05$ . It concludes that there is no significant relationship between teachers' self-efficacy, age, gender, and marital status. This means that teachers' self-efficacy could not depend on demographic variables presented in this study.

## X. LIMITATIONS

This study had several limitations. Firstly, this study used quantitative research methodology and Bandura questionnaire self-efficacy, which failed to determine deeper underlying meaning and explanation, limiting participants from talking about their experiences. Secondly, the sample size was restricted to teachers from primary and intermediate schools were not included. Furthermore, teachers from other districts in the Free State were not included. Thabo-Mofutsanyane was the only district included. The academic literature limit could focus on coping with adversities and demographic variables. This study uses a single data collection method (questionnaire), which may be insufficient. Further research is needed to explore these relationships and new coping strategies for educators.

## XI. CONCLUSION

In this quantitative study, the correlation between teachers' self-efficacy, age, gender, and marital status among teachers at a rural high school in the free state was insignificant. As stated in the problem statement, Critical race theory theorists maintain that the broad problem is that educational inequity and its intersection with gender, class, and race in the educational setting affect learners' ability to perform well in their studies (Kunesh & Noltemeyer, 2019). this study used closed-ended questions that prohibited participants from giving explanatory answers and understanding their experiences. The study rejects the null hypothesis since the p-value exceeds our chosen significance level  $\alpha = 0.05$ . It concludes that no significant relationship exists between teachers' self-efficacy, marital status, age, gender, cultural differences, and educational level. Teachers' self-efficacy could not depend on marital status, age, gender, cultural differences, or educational level.

## XII. RECOMMENDATIONS

Teachers in the rural Free State were participants in this study. This study proved demographic variables have no influence on teachers' efficacy to influence, decision-making efficacy, efficacy to Influence School Resources, Instructional Self-efficacy, disciplinary Self-efficacy to Enlist Parental Involvement, and efficacy to enlist Community

Involvement. Based on this study, teachers in rural Free State do not allow their teaching experience, educational level, age, gender, and marital status to become a barrier in the classroom. Moreover, teachers in the Free State have high self-efficacy.

## XIII. CONFLICTS OF INTEREST

There are no conflicts of interest in this study.

## REFERENCES

- Achurra, C., & Villardón, L. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modelling. *Learning and Instruction*, 66, 101302. <https://doi.org/10.1016/j.learninstruc.2019.101302>
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (ed.), *Encyclopedia of Human Behaviour* (Vol. 4) (pp. 71-81). New York: Academic Press.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of management*, 38(1), 9-44. <https://doi.org/10.1177/0149206311410606>
- Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child Development*, 45, 1-5. <https://doi.org/10.2307/1127743>
- Bryman, A., & Cramer, D. (2012). *Quantitative Data Analysis with IBM SPSS 23: A Guide for Social Scientists*. Abingdon-on-Thames: Routledge. <https://doi.org/10.4324/9780203180990>
- Carr, L. T. (1994). The strengths and weaknesses of quantitative and qualitative research: What method for nursing? *Journal of Advanced Nursing*, 20(4), 716-721. <http://dx.doi.org/10.1046/j.1365-2648.1994.20040716.x>
- Cheng, L., Cui, Y., Chen, Q., Ye, Y., Liu, Y., Zhang, F., ... & Hu, X. (2020). Paediatric nurses' general self-efficacy, perceived organizational support and perceived professional benefits from Class A tertiary hospitals in Jilin province of China: the mediating effect of nursing practice environment. *BMC Health Services Research*, 20, 1-9. <https://doi.org/10.1186/s12913-019-4878-3>
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Daniilidou, A., Platsidou, M. and Gonida, E., (2020). Primary school teachers' resilience: association with teacher self-efficacy, burnout and stress. *Electronic Journal of Research in Education Psychology*, 18(52), 549-582. <https://doi.org/10.25115/ejrep.v18i52.3487>
- Kauber, P. (1986). *What's Wrong with a Science of MIS*" (pp. 572-574). Honolulu, HA: Proceedings of the 1986 Decision Science Institute.
- Kunesh, C. E., & Noltemeyer, A. (2019). Understanding Disciplinary Disproportionality: Stereotypes Shape Pre-Service Teachers' Beliefs About Black Boys' Behavior. *Urban Education*, 54(4), 471-498. <https://doi.org/10.1177/0042085915623337>
- Luthar, S. S., Lyman, E., & Crossman, E. J. (2014). Resilience and Positive Psychology. In M. Lewis, & K. D. Rudolph (Eds.), *Handbook of Developmental Psychopathology* (pp. 125-140). New York, NY: Springer. [https://doi.org/10.1007/978-1-4614-9608-3\\_7](https://doi.org/10.1007/978-1-4614-9608-3_7)
- MacDonald, D. E., Wong, E., & Dionne, M. M. (2015). Correlational designs. In R. L. Cautin & S. O. Lilienfeld (Eds.), *The Encyclopedia of Clinical Psychology* (pp. 1-6). Hoboken, NJ, USA: John Wiley & Sons, Inc. Retrieved from <http://doi.wiley.com/10.1002/9781118625392.wbecp401>
- Maphosa, C., & Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African journal of education*, 30(3). 387-399. 1 <https://doi.org/10.4314/saje.v30i3.60033>
- Marshall-Sterling, F. (2022). *Teachers' Years of Experience, Race/Ethnicity, and Gender as Predictors of Their Culturally Responsive Classroom Management Self-Efficacy Beliefs: A Correlational Study* (Unpublished PhD thesis). Lynchburg: Liberty University, United States. <https://digitalcommons.liberty.edu/doctoral/3760>

- Mitchell, M. (2019). *Teacher self-efficacy and classroom management* (Unpublished PhD thesis). Washington: Walden University, United States.
- Mukuna, R. (2021). Exploring enabler actions influencing Basotho teachers' wellbeing to cope with schools' adversities at a rural school. *Journal of Educational and Social Research*, 11(3), 227-240. <https://doi.org/10.36941/jesr-2021-0065>
- Odanga, S. J., Aloka, P. J., & Raburu, P. A. (2015). Influence of marital status on teachers' self-efficacy in secondary schools of Kisumu County, Kenya. *Academic Journal of Interdisciplinary Studies*, 4(3), 115-124. <https://doi.org/10.5901/ajis.2015.v4n3p115>
- Payne, G. (2011). Mapping the academic landscape of quantitative methods. In G. Payne and M. Williams (eds). *Teaching quantitative methods: Getting the basics right* (pp. 9-31). London: SAGE.
- Préfontaine, Y., Kormos, J., & Johnson, D. E. (2016). How do utterance measures predict raters' perceptions of fluency in French as a second language?. *Language Testing*, 33(1), 53-73. <https://doi.org/10.1177/0265532215579530>
- Rajagopalan, I. (2019). Concept of teaching. *Shanlax international journal of education*, 7(2), 5-8. <https://doi.org/10.34293/education.v7i2.329>
- Rasinger, S. M. (2013). *Quantitative research in linguistics: An introduction*. A & C Black. (2<sup>nd</sup> ed). London: Bloomsbury.
- Reis, R. S., Hino, A. A., & Añez, C. R. (2010). Perceived stress scale. *Journal of health Psychology*, 15(1), 107-114. <https://doi.org/10.1177/1359105309346343>
- Tran, V. D. (2015). Effects of Gender on Teachers' Perceptions of School Environment, Teaching Efficacy, Stress and Job Satisfaction. *International Journal of Higher Education*, 4(4), 147-157.
- Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's bio ecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, 12(5), 900-910. <https://doi.org/10.1177/1745691617704397>
- Voevoda, E. V. (2020). Intercultural communication in multicultural education space. *Training, Language and Culture*, 4(2), 11-20. <https://doi.org/10.22363/2521-442X-2020-4-2-11-20>
- Yuksel, N. (2022). The correlation between teachers' self-efficacy perceptions and tolerance and psychological well-being. *International Online Journal of Education and Teaching (IOJET)*, 9(3), 1307-1327.