Interpersonal Self Efficacy Among Teachers in Light of Two Variables: Gender (Male/Female) and Years of Experience

Samer Abdel-Hadi*

College of Arts & Humanities, Al Falah University, Al Garhoud, Dubai, UAE

***Correspondence to:** Samer Abdel-Hadi, College of Arts & Humanities, Al Falah University, Al Garhoud, Dubai, UAE, Email: cah@afu.ac.ae; samer.adnan@afu.ac.ae

Abstract

The present study aimed to identify the level of interpersonal self-efficacy among a sample of male and female teachers in the National Charity Schools - Dubai branch, and the Modern Academic School; the study sample consisted of (N= 130) male and female teachers. The Arabian version of the teacher interpersonal self-efficacy scale was applied which consists of 24 items. The results showed a high level of interpersonal self-efficacy among the study sample. The study also found that there is no significant statistical difference between male and female teachers with different years of experience in perceived self-efficacy in classroom management. The perceived self-efficacy in eliciting support from colleagues was higher among male teachers with years of experience from 5 to less than 10 years comparison with male teachers with 1 to less than 5 years experience and male with 15 years experience or more with no significant statistical difference between female teachers with different years of experience. The results also showed that perceived self-efficacy in eliciting support from principals was higher among male teachers with years of experience from 1 to less than 5 years comparison with male teachers with 10 to less than 15 years experience and higher among male teachers with years of experience from 5 to less than 10 years comparison with male teachers with 10 to less than 15 years experience but less comparison with male teachers with experience 15 years or more. It also showed from the study results that perceived self-efficacy in eliciting support from principals was higher among female teachers with years of experience from 1 to less than 5 years comparison with female teachers with 5 to less than 10 years experiences

Keywords: *Self-Efficacy, Interpersonal Relations, Education, Adjustment.*

Introduction

Interpersonal communication is essential for success in teaching, but when interpersonal communication is weak may cause ineffective class management, insufficient support and lack of social support from co-workers, lack of effective communication with principals, beliefs of the ineffectiveness, beliefs of inability to help, perceived difficulties and obstacles related to motivation and discipline when dealing with students (Spilt et al., 2011; Carcia-Ros, Fuentes & Fernandez, 2015). the resulting weak interpersonal communication play a key role in the development of stress & burnout for many teachers (Spilt, Koomen & Thijs, 2011). Usually, teachers have high aspirations and high ambitions towards interpersonal communication in the teaching profession; however, not all teachers feel capable of realizing this ambition, as this confidence can be considered part of their self-efficacy. In general, the teacher's self-efficacy research has shown the correlation of self-efficacy with variables such as the student's academic achievement, the teacher's commitment (Chesnut and Burley 2015), sense of professionalism, willingness to adapt, and effort (Wheatley 2000; Wheatley, 2002). There is also a significant role in interpersonal communication in job satisfaction, psychological well-being, classroom management, and maintaining order in the classroom (Brouwers & Tomic, 2000; Brouwers, Evers and Tomic, 2001; Friedman, 2003). Self-efficacy in teachers indicates their ability to build and maintain interpersonal communication, which are positive and productive for student learning (Veldman, Admiraal, Mainhard, Wubbels & Van Tartwijk, 2017). Self-efficacy is a fundamental concept referred to in Bandura's social learning theory (Bandura, 1977). It is expressed as an individual's subjective beliefs or judgments about the ability to accomplish specific and desired behaviors in events that affect life. The concept of self-efficacy denotes the individual's decisions about his/her ability to perform a task and perform an activity or event. That is, the individual's effectiveness is the belief that the individual is capable or unable to produce the desired behaviors.

According to Bandura (1977), the individual's beliefs affect his/her behavior and the events surrounding him/her, depending on what the individual believes instead of the actual circumstances or situation. Thus, an individual's beliefs about his/her ability may be more deterministic than his/her essential ability and play a crucial role in determining what will perform with the ability that he/she possesses or masters. This fact explains the differences in the performance of individuals having similar capabilities. Self-efficacy beliefs that are less than existing actual capabilities keep the individual away from using the abilities he/she possesses appropriately, while firm self-efficacy beliefs usually positively affect an individual's performance. Self-efficacy beliefs determine how individuals feel, how they think, individual motivation and behavior, and individuals possess low or high self-efficacy beliefs (Yildiz, Ciftci & Ozdemir, 2019). The perceived self-efficacy beliefs are the basis for what the teacher thinks, how he/she feels, how he/she makes confident choices, and how he/she works to develop his/her motivation. The teacher who has high effectiveness looks for success in tasks and feels less pressure; he/she is a more caring person and has patience and persistence.

As Guskey & Passaro (1994, p. 627) pointed out, a teacher's self-efficacy is his/her beliefs about self-confidence toward teaching his/her students effectively and positively affecting student learning. Cherniss (1993) pointed out that self-efficacy includes three domains: the task domain related to the teacher's job role and activities' technical dimension. The domain of interpersonal communication that provides for building, forming, and maintaining fair, effective relationships with colleagues, supervisors, students, and co-workers in a lot of work and the organization's field related to the dimensions of the job role and the organization's policy (Yazici, 2010). When the teacher faces different life events or experiences, self-efficacy plays a significant role in determining the teacher's psychological state. If he/she believes that he/she can adapt to challenging circumstances and challenges, then he/she can take actions that achieve this adaptation. Self-efficacy is a

dynamic process that can change over time and influence the teacher's motivation, activities, and emotions. That is why how the teacher judges his/her abilities has a significant effect on the dimensions of motivation, feelings, and behavior. Self-efficacy comes in several forms, including academic self-activity, social self-activity, and emotional self-activity (Aydogdu, Celik & Eksi, 2017).

Self-efficacy

The individual acquires interpersonal self-efficacy from experience directly or indirectly, and subsequent actions in the social context mediate self-efficacy (Zimmerman, 2000); an individual's judgment of his/her abilities determines, in some way, the choice of activities, the rate at which the skill is acquired, and the mastery of performance. Self-efficacy promotes the individual's development of his/her skills, a person with a low level of self-efficacy among people is less satisfied with his/her interaction with others, and his/her social skills are negatively affected by his/her beliefs about his/her ability to use those skills or behaviors that will lead to outcomes of satisfaction with interpersonal communication. Self-efficacy mediates adequacy and pleasure in interpersonal communication (Yildiz et al., 2019).

Bandura (1986, p. 2) defined self-efficacy as people's judgments about their ability to organize and implement several actions to produce the required achievement. Thus, self-efficacy can be understood as an individual's beliefs about what an individual can do successfully (Veldman et al., 2017). Perceived self-efficacy refers to an individual's beliefs about his/her ability to organize and execute several actions required to achieve goals. The belief in self-efficacy is a primary personal resource considered when analyzing outcomes in employment and achievement (Friedman, 2003). Perceived self-efficacy thus clarifies people's beliefs about their abilities to demonstrate significant performance levels for events affecting these people's lives. The activity of the perceived self-occupies an important place in the unique construction of the social cognitive theory because effectiveness beliefs influence adaptation and change and are the basis for what people think, how they feel, how they make confident choices, and how they work to develop their motivation (Yazici, 2010). Bandura posits that self-efficacy is more than an expectation of future action. Instead, self-efficacy is a generative capacity about which resources or sub-skills are composed or organized towards successful performance; this is supported by the fact that individuals who have high effectiveness towards a task are superior to those who have low efficacy. Self-efficacy predicts future performance better than past or previous performance and is part of the performance variance after controlling power. Bandura adds that self-efficacy is a judgment of the ability to perform, which combines the expected effort taking into account the characteristics of the task, the conditions of performance, and the ability expected in a particular judgment position (Gist, Stevens & Bavetta, 1991). Based on Bandura (1977), an individual with high self-efficacy believes that he/she can use skills and communicate effectively in interpersonal situations. Self-efficacy consists of the magnitude dimension in terms of how difficult or easy the task is the strength dimension where the ability to perform a specific behavior and strength is related to perceived self-sufficiency, and the generality dimension in terms of privacy or public. Bandura believes that people have expectations about self-efficacy that they can perform a specific behavior; these expectations influence their actual behavior; this is also to people's expectations about the outputs or the belief that a particular behavior will or will not lead to the achievement of the specified outcomes. The extent of the correlation between the expectations of the effectiveness and the expectations of the outputs, as if there is a mismatch between the expectations of the activity and the expectations of the outputs, the result is anxiety and fear, if the activity is less than adequate, the result is negative, high anxiety or low fear and satisfaction. If the perceived effectiveness and sufficiency are the same, then the product is high satisfaction, less fear, and interaction with others is a reward. Self-efficacy is expected to affect communication outcomes in terms of anxiety, satisfaction, and reinforcement; when success increases, the chances of failure decrease—expectations of agency influence the choice of activities as people avoid threatening situations and activities that are inadequate. The difficulty of the task affects and is affected by self-efficacy; difficult situations affect, hypothetically or predictably, future behaviors as people tend to avoid activities in which they lose sufficiency and manage to avoid threatening situations (Rubin, Mrtin, Bruninga & Powers, 1993). Studies examined the relationship between self-efficacy and gender, work experience, some of these studies showed that females exhibit higher levels of self-efficacy compared to males (Vera, Salanova & Martín del Río, 2011), other studies have shown the opposite, with males higher levels of self-efficacy compared to females (Klassen & Chiu, 2010), on the other hand some studies showed a direct relationship between self-efficacy and work experience, those studies indicated that academic training and relationships at work are less in the early stages of the teaching experience compared with later professional stages, This leads to a lower level of self-efficacy in the early years of experience (Woolfolk Hoy & Burke, 2005)

Sources of self-efficacy

Bandura (1994) indicated that individuals acquire self-efficacy from the following sources:

Mastery experiences: fulfilling tasks and realizing success and beliefs based on real experiences.

Vicarious experience: observing others, desired peers, and modeling behaviors and accomplishments, believing that those accomplishments and actions are achievable. The success of the social model leads to the development of the feeling that the individual can, on the other hand, the failure of the social model leads to doubts about the ability of the individual to attain, taking into account the role of demographic characteristics (age, level of learning, gender).

Social persuasion: appears when others reinforce and encourage attempts and provide feedback about new behaviors, and in return, negative verbal remarks or comments weaken the self-efficacy of individuals, awareness of the physiological response (psycho-emotional state): the individual's ability to interpret physiological reactions in stressful situations and manage performance-related stress factors through behavior modification (Bumann & Younkin, 2012; Yildiz et al., 2019).

Self-efficacy of teachers

Literature showed attention to the concept of teacher self-efficacy. The term self-efficacy was associated with time for the teacher with critical academic variables such as student achievement, motivation, student self-esteem, socially acceptable attitudes, teacher adoption of innovation, teacher decisions about special education, and teacher's commitment to the classroom, facing stress and combustion, many studies have shown a strong relationship between self-efficacy of the teacher and student performance and learning, as the strong relationship between self-efficacy of teachers and job outcomes. A teacher with a high level of self-efficacy is more committed, has job satisfaction and a desire to adopt and implement specific efforts, has a lower level of anxiety and burnout, and a higher level of personal achievement, commitment, and job satisfaction (Veldman et al., 2017). A teacher's perceived effectiveness was defined as the teacher's

belief that he/she can influence student performance, and his/her beliefs in his/her ability to perform specific tasks in teaching with an exceptional level of discrimination in a particular situation (Brouwers & Tomic, 2001, p. 433; Veldman et al., 2017, p. 411). Teachers who believe that they have a sufficient ability to teach their students are considered highly effective teaching beliefs, while teachers who doubt their ability in this field are considered to have weak influential beliefs in teaching. Although the focus of research on self-efficacy among teachers in general, more recent studies have dealt with the context and the environment, indicating that the teacher's self-efficacy may differ from one specific task to another. The teacher may realize that he/she has the adequacy of the objective assessment of students' knowledge, but this teacher may doubt his/her ability to develop activities that develop motivation in the classroom. Therefore, self-efficacy is the teacher's belief about his/her ability to organize and implement several actions required to achieve a specific teaching task in the successfully identified context (Garcia-Ros, Fuentes & Basilio, 2015). Cherniss (1993) indicated that self-efficacy includes three domains: which are the mission domain (related to the technical dimension of the job role), the interpersonal domain (forming and building good and effective relationships with everyone in the school and maintaining those relationships), and the organization field (the policy on the professional role and activities designed to influence decision-makers within the organization). Teacher self-efficacy is an essential topic in educational psychology research. Self-efficacy is related to teaching variables, such as motivation, academic results for students, teacher effectiveness in teaching, motivation development, job satisfaction, stress, and burnout levels. The teacher's self-efficacy has aspects of its application in teaching planning, development, professional career growth, evaluation of the teacher's methods, and the effort he/she exerts to achieve the required outputs. The teacher who possesses a high level of self-efficacy tends to believe that students' difficulties can be solved through appropriate support, activities, and evaluation methods, which means the teacher's presence and participation. On the other hand, the teacher who has a low level of self-efficacy tends to believe that he/she has less influence on the students, this means that the teacher will show less participation and involvement and less likelihood of reaching a state of contentment (Garcia-Ros, et al., 2015).

Interpersonal self-efficacy among teachers

The current study focuses on interpersonal self-efficacy among teachers, which reflects the teacher's beliefs about his/her ability to build satisfying, effective and beneficial relationships with co-workers, students and supervisors and to maintain those relationships (Garcia-Ros, et al., 2015; Yazici, 2010; Moshtaghi and Fathi, 2017) . The teacher seeks in the work environment to develop and maintain good relationships and obtain the necessary support from students and the rest of the school staff, including staff and the administration team. Previous studies showed in this context that the perceived level of social support of the teacher affects his/her self-efficacy, especially the new teacher compared to the more experienced teacher. The perception of the lack of social support from staff and the school is one of the primary sources of stress for the teacher and the perception of the job's difficulty and the lack of motivation and organization (Garcia-Ros, et al., 2015). Grayson & Alvarez (2008) showed that teachers who manage to maintain positive interpersonal communication and successfully communicate with their students are more likely to be motivated and perseverance in the teaching profession and enjoy their work. The positive perception of interpersonal communication in the school environment and the classroom and confidence like the relationship between the teacher and the student is an essential source for achieving the teacher's job in the long run, as the teacher feels that his/her hard work has been strengthened and appreciated by the students. Relationships between people in the classroom when they are more positive correlate with teacher job satisfaction (Veldman et al., 2017). The interpersonal theory (Horowitz & Strack, 2011) provides a framework for describing interpersonal communication. This theory indicated two independent dimensions, both necessary and effective to describe the process of interpersonal communication, namely, the two dimensions of agency ((agency, participation/cooperation)) (Communion. The agency dimension denotes social influence and control and ranges from dominance to submission, while participation focuses on affiliation and warmth and ranges from Agreeable / Quarrelsome to Trouble / Aggression. These two dimensions can be combined into a circle called the Interpersonal Relations Circle (IPC), a mixture of weighty agency and communication levels, for example, strong leadership or a directive that reflects a high degree of agency and a moderately high degree of communication. The Interpersonal Circle (IPC) Agency / Communion refers to 8 interpersonal relationship messages that the teacher can convey to the classroom, which are: to be: Directing, Helpful, Understanding, Compliant, Uncertain, Dissatisfied, Confrontational, and Imposing.

Öncü (2019) examined the psychometric properties of the Teachers Interpersonal Self-Efficacy Scale (TISES) and to analyze teachers' beliefs about interpersonal self-efficacy based on some demographic variables. The study included (360) teachers specializing in physical education in Turkey. The researcher applied factor analysis to verify the global structure of the scale. The researcher also used the Pearson coefficient to measure the correlation between factors and the Cronbach's alpha coefficient's use to determine the scale's reliability. Three factors appeared for the scale's internal structure with a positive correlation between sub-scales, and acceptable values for the alpha coefficient were appeared, as these values showed that the scale has high stability indications. The study results revealed that physical education teachers have beliefs of interpersonal self-efficacy at a high level, and there was no statistically significant differences between male and female teachers in interpersonal self-efficacy beliefs. The study also found statistically significant differences between teachers' interpersonal self-efficacy due to years of experience and the school stage they teach. Teachers who had more experience obtained higher scores in the measure of interpersonal self-efficacy than teachers who have fewer years of experience. Teachers who teach at the secondary level have higher scores on the scale of interpersonal self-efficacy in comparison with teachers who teach the middle stage. Yavuz (2018) conducted a study to measure interpersonal self-efficacy beliefs among teachers working in inclusive classes in light of several variables. The study was conducted in Edirne's Turkish city in the 2016-2017 academic year, with (148) teachers teaching in comprehensive classes randomly selected. The researcher used the scale of interpersonal self-efficacy prepared by Browwers & Tomic (2001). Also, a questionnaire was used on personal and demographic information prepared by the researcher. The results indicated that the levels of interpersonal self-efficacy in female teachers' were higher than male teachers. The study also found no statistically significant differences in the study sample scores on the measure of interpersonal self-efficacy due to age.

Veldman, Admiraal, Mainhard, Wubbels & Tartwijk (2017) concluded that there is a statistically significant relationship between the scores of teachers on the QTI-SE scale and their scores on the sub-scales: class management from the TSES scale, controlling the classroom system, and taking into account the classroom from the TCES scale. The study looked for the level of interpersonal self-efficacy considering the age variable. The results showed that the average marks of male and female teachers on interpersonal self-efficacy

scale at the mid-career stage (from 28 to 55 years old) do not differ statistically compared to each of the younger group (age 28 years or younger), or the veteran group (55 years and older). Moshtaghi and Fathi (2017) conducted a correlational study aimed at examining the relationship between interpersonal self-efficacy and self-efficacy in computers among (278) teachers from Dezful City, Turkey (75% females, 43% males) were chosen randomly. The study found that the level of self-efficacy in using computers among the study sample was average. The Pearson correlation coefficient showed the existence of a positive statistically significant relationship between interpersonal self-efficacy and self-efficacy in using computers among male and female teachers. In contrast, (23%) of the variance in self-efficacy among male and female teachers in computers can be fundamentally predicted by interpersonal self-efficacy. The study of Carcia-Ros, Fuentes & Fernandez (2015) sought to examine the predictive ability of interpersonal self-efficacy with a teacher's burnout. The sample of the study included (103) male and female teachers of different educational levels, including (55) female and (48) male teachers, whose ages ranged from (24 to 56 years). The researcher used several measures represented as follows: The Interpersonal Self- Efficacy Scale, the Spanish version of the Maslach Burnout Inventory, and the Teacher's Social-Personality Scale (gender, years of teaching experience, and educational level). The results indicated that interpersonal self-efficacy scale showed statistically significant correlations with the combustion scale domains and appeared as cursors to combustion, perceived self-efficacy in classroom management subscale. As the scale of interpersonal self-efficacy explained (42.6%) of the variance from the Emotional Exhaustion sub-scale in the Burnout Scale, and (45.3%) the variance in the Depersonalization sub-scale, and (48.8%) from the Personal Accomplishment sub-scale. The study also found a statistically significant relationship between perceived self-efficacy in classroom management subscale and teachers' social variables (gender, years of experience, and education).

The aim of the study of Yazici (2010) was to find out the level of interpersonal self-efficacy among a sample of pre-service teachers who teach from the first year to the fourth year in the Department of Social Studies of the College of Education at Nigde University in light of two variables: Gender (male and female) and school year. The study sample consisted of (262) pre-service male and female teachers. The study found no statistically significant differences between male and female teachers attributed to the school year. Simultaneously, there are statistically significant differences between males and females in the level of interpersonal self-efficacy in favor of male teachers. Through the results of previous research, the importance of interpersonal self-efficacy has become evident in the teacher's success in communication and social interaction, as interpersonal self-efficacy helps the teacher maintain positive relationships with students, administration, and co-workers, and enhance motivation and perseverance in the teaching profession. These results demonstrate the need for field research that examines the level of interpersonal self-efficacy among male and female teachers in schools. The current study differs from previous studies to measure the level of interpersonal self-efficacy and investigate the role of gender, academic qualification, specialization, and experience in the level of interpersonal self-efficacy among the sample members.

Study problem and questions

Educational efforts geared more towards showing the importance of the relationship between people in general and within the classroom, between the teacher and the student, in particular, as the positive perception of interpersonal communication in the classroom and providing confidence in the teacher's relationship is a primary and essential source in achieving the teacher's job in the long run. The teacher who possesses a high level of interpersonal self-efficacy seeks to form positive relationships with co-workers and management members while demonstrating assertiveness and social integration and has a sense of security and belonging. The study's problem is to reveal the level of interpersonal self-efficacy in the school's teaching staff according to gender and years of experience, the teacher's gender (male or female) and years of academic work experience may affect the level of interpersonal self-efficacy. Teachers who succeed in maintaining positive interpersonal communication with students communicate better with their students, are motivated and perseverance in the teaching profession, love their work, feel job satisfaction, and face fewer classroom management problems. This study attempts to answer the following questions:

1. What is the level of interpersonal self-efficacy among teachers at the National Charity Schools - Dubai Branch, and the Modern Academic School?
2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) or less in the level of interpersonal self-efficacy among teachers due to the interaction between gender and years of experience?

Importance of the study

The current study is a scientific addition in the field of interpersonal self-efficacy among male and female teachers, as this study seeks to indicate the importance of interpersonal self-efficacy among male and female teachers and to study the role of interaction between gender and years of experience on interpersonal self-efficacy. The current study is considered an addition to the Arab psychological, educational literature due to the lack of Arab studies about interpersonal self-efficacy. The current study also provides a measure of interpersonal self-efficacy, which has been modified to suit the Arab environment.

Limits of the study

The results of this study are determined by:

Spatial limits: National Charity Schools - Dubai Branch, and the Modern Academic School.

Time limits: the first semester of the academic year (2019-2020).

The characteristics of the sample: The small sample size and sample members are the male and female teachers in National Charity Schools - Dubai Branch, and Modern Academic School.

The psychometric characteristics of the study tool: It is prepared for the current study, which is: The Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2001).

Study terms

Interpersonal Self-Efficacy: Yazici (2010: 373) believes that interpersonal self-efficacy among teachers is "the efforts carried out by the teacher to build and form good and effective relationships and maintaining them with co-workers, supervisors, vendors and customers, and students. According to the current study, interpersonal self-efficacy is defined procedurally as the teacher's degree in the teacher interpersonal self-efficacy scale prepared by Brouwers & Tomic (2001).

Methodology

In this study, the researcher adopted a descriptive approach because it suits the current study's purposes. The study aimed to identify the level of interpersonal self-efficacy among teachers working in the

National Charity Schools (Dubai branch) and the Modern Academic School, and the extent of the difference in interpersonal self-efficacy according to gender variable (male/female) and years of experience.

Population and sample of the study

The study population consisted of all teachers who speak Arabic in the National Charity Schools (Dubai Branch), and the Modern Academic School of (196) teachers according to the statistics of the Human Resources Department in the first semester of the academic year (2019/2020). The teaching staff members who speak Arabic were chosen, as the scale items were written in Arabic. Table (1) shows the distribution of the study's male and female population according to years of experience.

The study sample included (N = 30) teachers taken from the National Charity Schools (Dubai branch) (N = 58), and the Modern Academic School (N = 72). Table (2) shows the distribution of the study sample, males, and females, according to years of experience.

Instrument

The Teacher Interpersonal Self-Efficacy Scale, developed by Brouwers & Tomic, 2001 was used in the current study. The analysis results of the original version of the scale indicated that scores on the subscales were internally consistent. The correlations between perceived self-efficacy in eliciting support subscales and perceived self-efficacy in managing the classroom subscale were (0 .32) and (0.42); the correlation between perceived self-efficacy in eliciting support from colleagues, and perceived self-efficacy in eliciting support from managers was (0.57) (Brouwers and Tomic, 2001). The scale was modified to suit the study population. The researcher translated the scale and presented it in its English and translated versions to a professor specializing in the English language and a professor specializing in the Arabic language. some items were modified to suit the arbitrators' comments. The number of scale items in its original form (24) describes the teacher's interpersonal self-efficacy. The items are divided into three subscales: The first subscale: Perceived Self-Efficacy in Classroom Management, which are the numbers (1, 4, 5, 8, 9, 10, 11, 13, 14, 15, 17, 18, 22, 24). The second subscale: Perceived Efficacy in Eliciting Support from Colleagues, which are the numbers (3, 7, 20, 21, 23). The third subscale: Perceived Self-Efficacy in Eliciting Support from Principals, which are the numbers (2, 6, 12, 16, 19). The scale items are answered on a six-point scale; (Strongly disagree, disagree, agree, neutral, strongly agree), and all the scale items are positive. The lowest score that a respondent can get is (24), and the highest is (144), and the higher the respondent's score is this was an indication of his/her high level of interpersonal self-efficacy, and vice versa.

Scale validity in its Emirati version

Referees' validity: The tool was presented to (7) arbitrators with specialization in the fields of counseling, mental health, and educational psychology at Al-Ahliyya Amman University, Abu Dhabi University, and the Arab Open University (Jordan Branch), each arbitrator was asked to express his opinion on the clarity of the items and its measurement of the concept prepared for it and its relevance to the sub-scale. Some items were modified to suit the arbitrators' comments. Table (3) shows the items that have been paraphrased in Arabic.

Table 1: Distribution of the study population according to gender and years of experience

School	Years of Experience								Total
	1 to less than 5 years		5 to less than 10 years		10 to less than 15 years old		15 years and more		
	Female	Male	Female	Male	Female	Male	Female	Male	
National Charity Schools (Dubai Branch)	13	17	3	5	4	7	14	24	87
Modern Academic School	28	10	39	13	7	2	8	2	109
Total	41	27	42	18	11	9	22	26	196

Table 2: Distribution of the study sample according to type and years of experience

School	Years of experience/gender								Total	Percentage
	1 to less than 5 years		5 to less than 10 years		10 to less than 15 years old		15 years and more			
	Female	Male	Female	Male	Female	Male	Female	Male		
National Charity Schools (Dubai Branch)	9	11	2	3	3	5	9	16	58	44.6
Modern Academic School	18	7	26	9	5	1	5	1	72	55.4
Total	27	18	28	12	7	6	15	17	130	100.0
Percentage	34.6		30.8		10.8		23.8		100.0	

Table 3: Items that have been paraphrased in Arabic

Item Number	Item
3	I am confident that, if necessary, I can ask my colleagues for advice.
9	I can communicate to students that I am serious about getting appropriate behavior
10	I am not always able to execute several activities at once
13	I can keep defiant students involved in my lessons
15	I can respond adequately to rebellious students
16	When it is necessary, I can get principals to support me
17	I can keep a few problem students from ruining an entire class
19	I am confident that if necessary, I can ask principals for advice
20	If I feel confronted by a problem with which my colleagues can help me, I can approach them.
21	When it is necessary, I can ask a colleague for assistance
24	I can begin the scholastic year so that students will learn to behave well

Internal construct validity

The scale was applied to an exploratory sample from outside the study sample consisting of (25) teachers, a correlation was found between the item and the subscale. The analysis results showed that all the values of the correlation coefficients are statistically significant at the level of significance ($\alpha = 0.05$) in all subscales, enhancing the validity of the internal construct of the scale items. Table (4) shows the coefficients of correlation between the item and the overall score for each subscale

The scale was applied twice (Test-Retest) to verify its reliability with a time interval of two weeks on a sample consisting of (25) male and female teachers outside the study sample, and the Person Correlation coefficient was calculated between the two applications. The researcher calculated the internal consistency reliability coefficient by using "Cronbach's alpha". The reliability coefficients of the scale subscales ranged from (0.803) for perceived self-efficacy in eliciting support from colleagues subscale to (0.873) for perceived self-efficacy in classroom management subscale, the reliability coefficient of the overall degree of the scale (0.874), and this indicates that the scale has an acceptable degree of internal consistency that makes it a suitable tool that meets the purposes of the current study. Table (5) shows the results of calculating the reliability coefficient.

The data analysis was performed using the "Statistical package for social sciences" IBM-SPSS version 22. In the descriptive analyses, the researcher used: Arithmetic averages, standard deviations and items ranking to measure the level of interpersonal self-efficacy among teachers. To interpret the responses of the study sample on the interpersonal self-efficacy scale, the following criterion was used:

- The low level (1.00 - 2.66), based on 1.00 + 1.66 = 2.66.
- The average level from (2.67 - 4.33), based on 2.67 + 1.66 = 4.33.
- The high level from (4.34 - 6.00), based on 4.34 + 1.66 = 6.00.

However, for inferential statistics, the Multiple Analysis of Variance - MANOVA (Bray & Maxwell, 1985) was implemented to evaluate the statistical differences in the level of interpersonal self-efficacy among teachers due to the interaction between gender and years of experience. In all statistical tests, the p value less than 0.05 is considered as significant result.

Results

Interpersonal self-efficacy among teachers

Means and standard deviations of the performance of teachers on the scale subscales were calculated, the subscales are: Perceived self-efficacy in classroom management, perceived self-efficacy in eliciting support from colleagues, perceived self-efficacy in eliciting support from principals, and the scale. Table (6) shows the level of interpersonal self-efficacy among teachers in National Charity Schools - Dubai Branch, and the Modern Academic School based on the means.

It is noticed from Table (6) that the means of the subscales of interpersonal self-efficacy among teachers in National Charity Schools - Dubai Branch, and the Modern Academic School ranged between (5.00-5.13). The mean of the tool as a whole was (5.05), and it was found from the table also that all the averages are within the high level, and this indicates that teachers in the National Charity Schools - Dubai Branch, and the Modern Academic School have a high level of interpersonal self-efficacy. Following all the means and standard deviations of each subscale's items separately.

The first subscale: Perceived self-efficacy in classroom management. The arithmetic means and standard deviations were calculated for all the items of perceived self-efficacy in classroom management subscale. Table (7) shows that:

It is noted from Table (7) that the means of the items of the subscale of perceived self-efficacy in classroom management ranged between (2.92 - 5.66), and that the highest mean was for the item (if a student disables the lesson, I can redirect it quickly) whose arithmetic mean was (5.66) with a standard deviation (0.83). The lowest mean was for the item (I am not always able to perform many activities at the same time) with a mean of (2.92) and standard deviation (1.84).

Table 4: Item correlation coefficients with the overall degree of subscale

Perceived self-efficacy in managing the classroom		Perceived self-efficacy in eliciting support from colleagues		Perceived self-efficacy in eliciting support from managers	
N	Correlation	N	Correlation	N	Correlation
1	.539**	3	.549**	2	.765**
4	.650**	7	.680**	6	.802**
5	.834**	20	.793**	12	.725**
8	.755**	21	.767**	16	.810**
9	.511**	23	.638**	19	.790**
10	.622**				
11	.599**				
13	.676**				
14	.844**				
15	.862**				
17	.846**				
18	.782**				
22	.550**				
24	.640**				

Reliability of scale in its Emirati version

Table 5: Results of calculating the reliability coefficient

N	Subscale	test-retest reliability	Cronbach's alpha
1	Perceived self-efficacy in classroom management	0.821	0.873
2	Perceived self-efficacy in eliciting support from colleagues	0.778	0.803
3	Perceived self-efficacy in eliciting support from principals	0.734	0.814
(The tool as a whole)		0.845	0.874

Data analysis

Table 6: Means and standard deviations of the performance of teachers on the subscales, and the scale

N	Subscale	Mean	Standard deviation	Rank	Level
1	Perceived self-efficacy in classroom management	5.13	0.62	1	High
2	Perceived self-efficacy in eliciting support from colleagues	5.03	0.34	2	High
3	Perceived self-efficacy in eliciting support from principals	5.00	1.09	3	High
The scale		5.05	0.52		High

Table 7: Means and standard deviations for all items that measure the level of perceived self-efficacy in classroom management among teachers in the National Charitable Schools - Dubai Branch, and the Modern Academic School

N	Item	Mean	Standard deviation	Rank	Level
1	If a student disrupts the lesson, I can redirect him quickly	5.66	0.83	1	High
11	I can manage my class very well	5.59	0.70	2	High
9	I can communicate to students that I am serious about getting appropriate behavior.	5.54	0.75	3	High
8	I can take adequate measures that are necessary to keep activities running efficiently	5.51	0.75	4	High
22	I know what rules are appropriate for my students	5.50	0.64	5	High
18	If students stop working, I can put them back on track	5.49	0.60	6	High
24	I can begin the scholastic year so that students will learn to behave well.	5.49	0.68	6	High
17	I can keep a few problem students from ruining an entire class	5.40	0.58	8	High
13	I can keep defiant students involved in my lessons	5.21	0.72	9	High
14	I am always able to make my expectations clear to students	5.14	1.09	10	High
15	I can respond adequately to defiant students.	4.78	1.31	11	High
5	I can get through to the most difficult students	4.65	1.33	12	High
4	There are very few students that I cannot handle	3.48	1.94	13	Moderate
10	I am not always able to execute several activities at once	2.92	1.84	14	Moderate
General arithmetic mean		5.03	0.34		High

Table 8: Means and standard deviations for all the items that measure the level of perceived self- efficacy in eliciting support from colleagues among teachers at the National Charity Schools - Dubai Branch, and the Modern Academic School

N	Item	Mean	Standard deviation	Rank	Level
3	I am confident that, if necessary, I can ask my colleagues for advice.	5.55	0.92	1	High
21	When it is necessary, I can ask a colleague for assistance	5.48	0.83	2	
20	If I feel confronted by a problem with which my colleagues can help me, I can approach them about this.	5.01	0.93	3	High
23	I can approach my colleagues if I want to talk about problems at work.	4.91	1.41	4	High
7	Can always find colleagues with whom I can talk about problems at work	4.69	1.56	5	High
General arithmetic mean		5.13	0.62		High

Table 9: Means and standard deviations for all the items that measure perceived self-efficacy in eliciting support from the principals among teachers at the National Charity Schools - Dubai Branch, and the Modern Academic School

N	Item	Mean	Standard deviation	Rank	Level
19	I can communicate to students that I am serious about getting appropriate behavior.	5.25	1.18	1	High
12	I am confident that, if necessary, I can get principals to help me.	5.08	1.24	2	High
2	I can approach principals if I want to talk about problems at work.	4.96	1.31	3	High
16	When it is necessary, I can get principals to support me.	4.95	1.43	4	High
6	When necessary, I can bring up problems with principals	4.76	1.53	5	High
General arithmetic mean		5.00	1.09		High

The second subscale: Perceived self-efficacy in eliciting support from colleagues. Means and standard deviations were calculated for all items of this subscale. Table (8) explains that:

The results presented in Table (8) indicate that the means of the items of the subscale perceived self-efficacy in eliciting support from colleagues ranged between (4.69-5.55). The highest mean was for the item (I do not mind consulting a colleague about a problem I am facing at work) whose mean is (5.55) with a standard deviation (0.92), while the lowest mean was for the item (it is always possible to find colleagues with whom I can talk about problems at work) with a mean (4.69), and a standard deviation (1.56). It is clear from the table that the means for all items of this subscale fall within the high level and indicate teachers' efforts to elicit colleagues' support at work.

The third subscale: Perceived self-efficacy in eliciting support from principals: Means and standard deviations were calculated for all items measuring perceived self-efficacy in eliciting support from principals, as shown in Table (9):

It is evident from Table (9) that the means of the items of perceived self-efficacy in eliciting support from principals ranged between (4.76-5.25), and that the highest mean is for the item (I do not mind asking the manager for advice if necessary) with a mean (5.25), and a standard deviation (1.18). It is also noticed from the table that the lowest arithmetic mean is for the item (if necessary, I will be able to present problems to the manager to discuss) with a mean (4.76) and a standard deviation (1.53).

Interpersonal self-efficacy among teachers in light of gender (male/female), years of experience and its interaction

Means and standard deviations were calculated to measure the level of interpersonal self-efficacy among teachers in the National Charity

Table 10: Means and standard deviations of the subscales according to the two variables (gender and years of experience)

Scale Subscales	Type	Years of Experience	Mean	Standard deviation	N
Perceived self-efficacy in classroom management	Male	1 to less than 5 years	5.21	0.36	18
		5 to less than 10 years	5.08	0.21	12
		10 to less than 15 years old	5.05	0.12	6
		15 years and more	4.99	0.50	17
		Total	5.09	0.37	53
	Female	1 to less than 5 years	4.69	0.26	27
		5 to less than 10 years	5.12	0.18	28
		10 to less than 15 years old	5.36	0.15	8
		15 years and more	5.04	0.18	14
		Total	4.98	0.31	77
	Total	1 to less than 5 years	4.90	0.39	45
		5 to less than 10 years	5.11	0.19	40
		10 to less than 15 years old	5.22	0.21	14
		15 years and more	5.01	0.38	31
		Total	5.03	0.34	130
Perceived self-efficacy in eliciting support from colleagues	Male	1 to less than 5 years	5.32	0.50	18
		5 to less than 10 years	5.88	0.29	12
		10 to less than 15 years old	5.50	0.24	6
		15 years and more	4.93	0.61	17
		Total	5.34	0.59	53
	Female	1 to less than 5 years	4.96	0.67	27
		5 to less than 10 years	4.77	0.54	28
		10 to less than 15 years old	5.30	0.30	8
		15 years and more	5.26	0.58	14
		Total	4.98	0.60	77
	Total	1 to less than 5 years	5.10	0.63	45
		5 to less than 10 years	5.11	0.70	40
		10 to less than 15 years old	5.39	0.29	14
		15 years and more	5.08	0.61	31
		Total	5.13	0.62	130
Perceived self-efficacy in eliciting support from principals	Male	1 to less than 5 years	5.38	0.60	18
		5 to less than 10 years	5.52	0.29	12
		10 to less than 15 years old	3.50	1.22	6
		15 years and more	4.86	0.49	17
		Total	5.03	0.85	53
	Female	1 to less than 5 years	5.36	0.48	27
		5 to less than 10 years	4.41	1.84	28
		10 to less than 15 years old	5.13	0.61	8
		15 years and more	5.31	0.32	14
		Total	4.98	1.23	77
	Total	1 to less than 5 years	5.36	0.52	45
		5 to less than 10 years	4.74	1.62	40
		10 to less than 15 years old	4.43	1.21	14
		15 years and more	5.06	0.47	31
		Total	5.00	1.09	130
Total	Male	1 to less than 5 years	5.30	0.43	18
		5 to less than 10 years	5.49	0.16	12
		10 to less than 15 years old	4.68	0.53	6
		15 years and more	4.93	0.39	17
		Total	5.16	0.46	53
	Female	1 to less than 5 years	5.00	0.37	27
		5 to less than 10 years	4.77	0.75	28
		10 to less than 15 years old	5.26	0.24	8
		15 years and more	5.20	0.24	14
		Total	4.98	0.54	77
	Total	1 to less than 5 years	5.12	0.42	45
		5 to less than 10 years	4.98	0.71	40
		10 to less than 15 years old	5.01	0.48	14
		15 years and more	5.05	0.35	31
		Total	5.05	0.52	130

Table (10) showed apparent differences between the arithmetic averages in the subscales (perceived self-efficacy in classroom management, perceived self-efficacy in eliciting support from colleagues, perceived self-efficacy in eliciting support from principals, and the scale as a whole), depending on the variables of gender and years of experience.

Schools - Dubai Branch, and the Modern Academic School in light of two variables (gender: male/female, and years of experience). Multiple Analysis of Variance - MANOVA was applied to the subscales. Table (10) shows the results of calculating the means and the standard deviations.

A 4 (Years of Experience) × 2 (Gender) between-subjects multivariate analysis of variance was performed on three dependent variables: Perceived self-efficacy in classroom management, perceived self-efficacy in eliciting support from colleagues and perceived self-efficacy in eliciting support from principals. Independent variables are levels of years or experience ([1,5), [5,10), [10,15); [15,∞)) and Gender (Male, Female). Results of evaluation assumptions of normality, homogeneity of variance-covariance matrices The Box's M of 282.93 indicates that the homogeneity of covariance matrices across groups is not assumed ($F(36, 8817.07) = 7.119$, $p < 0.001$); therefore Pillai's criterion is implemented to check the MANOVA assumptions (Bray & Maxwell, 1985). Also, linearity, and multi-collinearity were satisfactory, by using of Pillai's criterion; the combined dependent variables were significantly different by levels of gender (Pillai's Trace = 0.136, $F(3,120) = 6.296$, $P< 0.001$, $\eta =0.136$) and the levels of year of experience (Pillai's Trace = 0.263, $F(9,366) = 6.296$, $P< 0.001$, $\eta =0.088$) as well as within the level of its interactions (Pillai's Trace = 0.500, $F(3,120) = 8.124$, $P< 0.001$, $\eta =0.167$) are statistically significant. The results are given in Table 11.

To investigate the impact of the interaction on the individual DVs, a univariate F-test using an alpha level of .05 was performed. The results are given in Table 12:

Table 11: Multivariate Tests[a]

Effect		Value	F	df	Error df	Sig.	Partial Eta Squared
Gender	Pillai's Trace	.136	6.296[b]	3.000	120.000	.001	.136
	Wilks' Lambda	.864	6.296[b]	3.000	120.000	.001	.136
	Hotelling's Trace	.157	6.296[b]	3.000	120.000	.001	.136
	Roy's Largest Root	.157	6.296[b]	3.000	120.000	.001	.136
Experience	Pillai's Trace	.263	3.914	9.000	366.000	.000	.088
	Wilks' Lambda	.740	4.283	9.000	292.199	.000	.096
	Hotelling's Trace	.348	4.588	9.000	356.000	.000	.104
	Roy's Largest Root	.336	13.664[c]	3.000	122.000	.000	.251
Gender * Experience	Pillai's Trace	.500	8.124	9.000	366.000	.000	.167
	Wilks' Lambda	.573	8.340	9.000	292.199	.000	.169
	Hotelling's Trace	.623	8.217	9.000	356.000	.000	.172
	Roy's Largest Root	.303	12.317[c]	3.000	122.000	.000	.232
a. Design: Intercept + Gender + Experience + Gender * Experience							
b. Exact statistic							
c. The statistic is an upper bound on F that yields a lower bound on the significance level.							

Table 12: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Management	4.839[a]	7	.691	8.488	.000	.328
	Colleagues	13.859[b]	7	1.980	6.728	.000	.279
	Principals	34.374[c]	7	4.911	5.025	.000	.224
Intercept	Management	2593.563	1	2593.563	31847.565	.000	.996
	Colleagues	2773.555	1	2773.555	9425.144	.000	.987
	Principals	2457.099	1	2457.099	2514.260	.000	.954
Gender	Management	.027	1	.027	.326	.569	.003
	Colleagues	2.880	1	2.880	9.788	.002	.074
	Principals	1.421	1	1.421	1.454	.230	.012
Experience	Management	.856	3	.285	3.504	.018	.079
	Colleagues	1.595	3	.532	1.806	.150	.043
	Principals	12.068	3	4.023	4.116	.008	.092
Gender * Experience	Management	2.769	3	.923	11.336	.000	.218
	Colleagues	8.458	3	2.819	9.581	.000	.191
	Principals	20.984	3	6.995	7.158	.000	.150
Error	Management	9.935	122	.081			
	Colleagues	35.901	122	.294			
	Principals	119.226	122	.977			
Total	Management	3297.714	130				
	Colleagues	3467.880	130				
	Principals	3403.600	130				
Corrected Total	Management	14.774	129				
	Colleagues	49.760	129				
	Principals	153.600	129				
a. R Squared = .328 (Adjusted R Squared = .289)							
b. R Squared = .279 (Adjusted R Squared = .237)							
c. R Squared = .224 (Adjusted R Squared = .179)							

The results indicated that there is a significant impact of the interaction between the independent variables (Years of Experience × Gender) and the perceived self-efficacy in classroom management ($F(3,122) = 11.336$, $P< 0.001$, $\eta =0.218$); perceived self-efficacy in eliciting support from colleagues ($F(3,122) = 9.581$, $P< 0.001$, $\eta =0.191$); and perceived self-efficacy in eliciting support from principals ($F(3,122) = 7.158$, $P< 0.001$, $\eta =0.150$). The following Figures give a better visual result for the interaction between the independent variables levels:

Comparison using Bonferroni was conducted to find out the differences between the independent variables levels. The results are given in Tables 13, 14:

The results showed that there is no significant statistical difference between male and female teachers with all years of experience in perceived self-efficacy in classroom management. For the perceived self-efficacy in eliciting support from colleagues, **t**here was a significant difference ($p= 0.018$) between years of experience 1 to less than 5 years (Mean = 5.32; SD = 0.5) and 5 to less than 10 years (Mean = 5.88; SD = 0.29). This result means the perceived self-efficacy in eliciting support from colleagues at a higher level among male teachers with years of experience from 5 to less than 10 years than its level among male teachers with 1 to less than 5 years experiences. There was a significant difference ($p < 0.001$) between years of experience 1 to less than 5 years (Mean = 5.88; SD = 0.5) and 15 years or more (Mean = 4.93; SD = 0.63). This result means the perceived self-efficacy in eliciting support from colleagues at a higher level among male teachers with years of experience from 5 to less than 10 years than its level among male teachers with 15 years experience or more. The data analysis also showed that there was no significant statistical difference between all years of experience among the female teachers.

For the perceived self-efficacy in eliciting support from principals, there was a significant difference ($p < 0.001$) between years of experience 1 to less than 5 years (Mean = 5.38; SD = 0.6) and 10 to less than 15 years (Mean = 3.5; SD = 1.22). This result means the perceived self-efficacy in eliciting support from principals at a higher level among male teachers with years of experience from 1 to less than 5 years than its level among male teachers with 10 to less than 15 years experiences. There was a significant difference ($p < 0.001$) and ($p=0.037$) between male teachers with years of experience 5 to less than 10 years (Mean = 4.41; SD = 1.84) and both 10 to less than 15 years (Mean = 3.5; SD = 1.22); and 15 years or more (Mean = 5.31; SD = 0.32); respectively. This result means that perceived self-efficacy in eliciting support from principals at a higher level among male teachers with years of experience from 5 to less than 10 years than its level among male teachers with 10 to less than 15 years experience but less level than male teachers with experience 15 years or more. The results also found a significant difference ($p = 0.023$) between female teachers with years of experience 1 to less than 5 years (Mean = 5.36; SD = 0.48) and 5 to less than 10 years (Mean = 4.41; SD = 1.84). This result means that perceived self-efficacy in eliciting support from principals at a higher level among female teachers with years of experience from 1 to less than 5 years than its level among female teachers with 5 to less than 10 years experiences.

Conclusion

The aim of this study was to examine the level of interpersonal self-efficacy for a sample of teachers in Dubai due to the interaction between gender and years of experience. Although the importance of teachers' interpersonal self-efficacy has been acknowledged in literature current years, there are no adequate studies on interpersonal self-efficacy among teachers in the Arab world, and the current study

Table 13: Male Pairwise Comparisons[a]

Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.[c]
Colleagues	1 to less than 5 years	5 to less than 10 years	-.561*	.180	.018
		10 to less than 15 years old	-.178	.227	.968
		15 years and more	.393	.163	.113
	5 to less than 10 years	1 to less than 5 years	.561*	.180	.018
		10 to less than 15 years old	.383	.241	.530
		15 years and more	.954*	.182	.000
	10 to less than 15 years old	1 to less than 5 years	.178	.227	.968
		5 to less than 10 years	-.383	.241	.530
		15 years and more	.571	.229	.093
	15 years and more	1 to less than 5 years	-.393	.163	.113
		5 to less than 10 years	-.954*	.182	.000
		10 to less than 15 years old	-.571	.229	.093
Principals	1 to less than 5 years	5 to less than 10 years	-.139	.228	.991
		10 to less than 15 years old	1.878*	.288	.000
		15 years and more	.519	.207	.089
	5 to less than 10 years	1 to less than 5 years	.139	.228	.991
		10 to less than 15 years old	2.017*	.306	.000
		15 years and more	.658*	.230	.037
	10 to less than 15 years old	1 to less than 5 years	-1.878*	.288	.000
		5 to less than 10 years	-2.017*	.306	.000
		15 years and more	-1.359*	.290	.000
	15 years and more	1 to less than 5 years	-.519	.207	.089
		5 to less than 10 years	-.658*	.230	.037
		10 to less than 15 years old	1.359*	.290	.000
Based on estimated marginal means					
*. The mean difference is significant at the .05 level.					
a. Gender = Male					
c. Adjustment for multiple comparisons: Bonferroni					

Table 14: Female Pairwise Comparisons[a]

Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.[c]
Management	1 to less than 5 years	5 to less than 10 years	-.429*	.056	.000
		10 to less than 15 years old	-.667*	.084	.000
		15 years and more	-.345*	.069	.000
	5 to less than 10 years	1 to less than 5 years	.429*	.056	.000
		10 to less than 15 years old	-.237*	.084	.036
		15 years and more	.084	.069	.781
	10 to less than 15 years old	1 to less than 5 years	.667*	.084	.000
		5 to less than 10 years	.237*	.084	.036
		15 years and more	.321*	.093	.005
	15 years and more	1 to less than 5 years	.345*	.069	.000
		5 to less than 10 years	-.084	.069	.781
		10 to less than 15 years old	-.321*	.093	.005
Colleagues	1 to less than 5 years	5 to less than 10 years	.184	.156	.811
		10 to less than 15 years old	-.344	.233	.607
		15 years and more	-.302	.191	.531
	5 to less than 10 years	1 to less than 5 years	-.184	.156	.811
		10 to less than 15 years old	-.529	.232	.145
		15 years and more	-.486	.190	.073
	10 to less than 15 years old	1 to less than 5 years	.344	.233	.607
		5 to less than 10 years	.529	.232	.145
		15 years and more	.043	.257	1.000
	15 years and more	1 to less than 5 years	.302	.191	.531
		5 to less than 10 years	.486	.190	.073
		10 to less than 15 years old	-.043	.257	1.000
Principals	1 to less than 5 years	5 to less than 10 years	.948*	.317	.023
		10 to less than 15 years old	.231	.473	.997
		15 years and more	.041	.387	1.000
	5 to less than 10 years	1 to less than 5 years	-.948*	.317	.023
		10 to less than 15 years old	-.718	.471	.573
		15 years and more	-.907	.385	.120
	10 to less than 15 years old	1 to less than 5 years	-.231	.473	.997
		5 to less than 10 years	.718	.471	.573
		15 years and more	-.189	.521	.999
	15 years and more	1 to less than 5 years	-.041	.387	1.000
		5 to less than 10 years	.907	.385	.120
		10 to less than 15 years old	.189	.521	.999
Based on estimated marginal means					
*. The mean difference is significant at the .05 level.					
a. Gender = Female					
c. Adjustment for multiple comparisons: Bonferroni.					

Figure 1. The interaction between independent variables (years of experience × gender) and perceived self-efficacy in classroom management

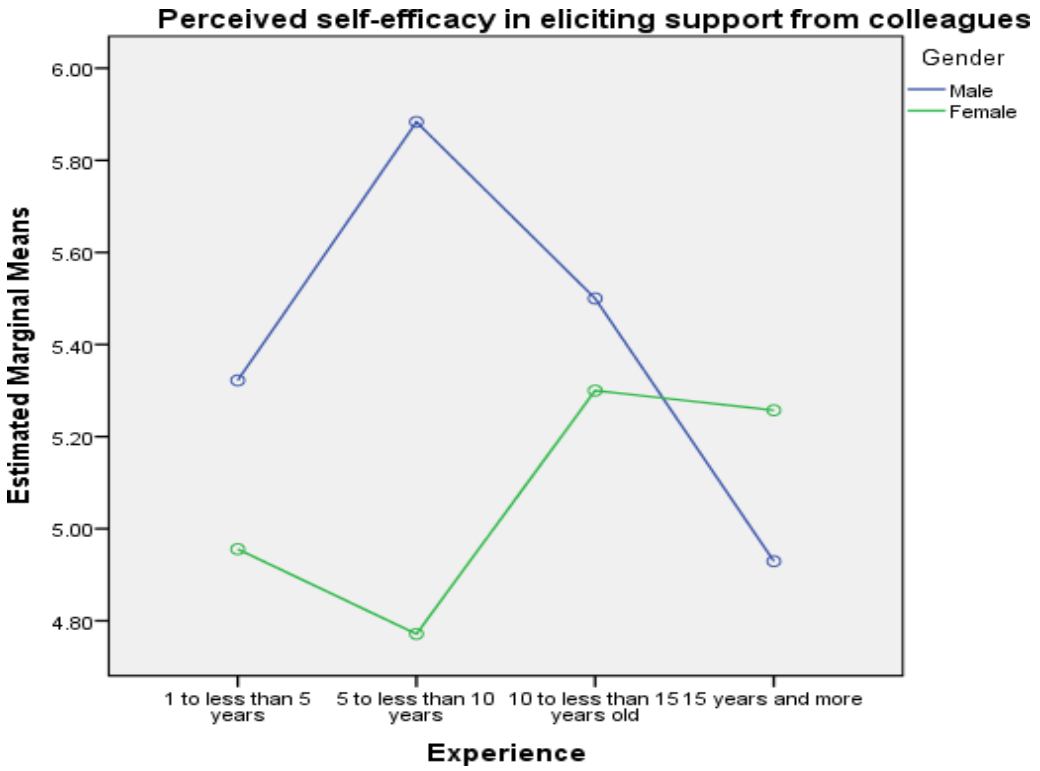

Figure 2. The interaction between independent variables (years of experience × gender) and perceived self-efficacy in eliciting support from colleagues

Figure 3. The interaction between independent variables (years of experience × gender) and perceived self-efficacy in eliciting support from principals

considered the psychometric characteristics in Arabic adaptation of the teacher interpersonal self-efficacy scale. The study results revealed a high level of interpersonal self-efficacy among the sample members. It is possible to explain this result considering what Bandura (1994) pointed out the factors that lead to the individual reaching a strong sense of interpersonal self-efficacy. One of these factors is mastering experiences, as the individual's success in social relationships builds a strong belief in self-efficacy. In contrast, failure to form effective social relationships weakens the sense of interpersonal self-efficacy, especially if failure experience appear before self-efficacy has been firmly established. The second factor contributing to building strong self-efficacy beliefs is the diverse experience that social models provide; watching similar individuals succeed after making a sustained effort increases the observer's belief that he/she can possess mastery abilities for activities identical to those of the social models. The third factor that Bandura pointed to is social persuasion; individuals who are verbally persuaded that they have what leads them to succeed in their relationships with others are more likely to make more sustained effort to build successful relationships. Also, the sample members' culture greatly influences the interest in the social aspect and interpersonal communication, and then the reflection of those ideas on the interest of the sample members in having high interpersonal self-efficacy beliefs. This study's results are consistent with the study of Öncü (2019) regarding teachers' ownership of highly interpersonal self-efficacy beliefs.

The results also showed that there is no significant statistical difference between male and female teachers with different years of experience in perceived self-efficacy in classroom management. This result agrees with the results of the study of Öncü (2019), which concluded that there were no statistically significant differences in interpersonal self-efficacy between male and female teachers, and Yavuz (2018) study, which showed that female teachers possess a higher level of interpersonal self-efficacy compared to male teachers. The result of this study differed with the results of the study of Yazici (2010), which concluded that there are statistically significant differences in perceived self-efficacy in classroom management in favor of males. this result may be because the sample members belong to the same community and were exposed to similar experience, circumstances and educational system which have a role in the convergence of the sample members in interpersonal self-efficacy. It provides similar opportunities for the development of interpersonal self-efficacy.

Male teachers with years of experience from 5 to less than 10 years showed higher level of perceived self-efficacy in eliciting support from colleagues comparison with male teachers with 1 to less than 5 years experience and male teachers with 15 years experience or more, with no significant statistical difference between female teachers with different years of experience. This result may be attributed to the assumption that male teachers have the persistence at a higher level, the ability to plan and organize work, and open to new ideas and self-sufficiency development (Odanga, Raburu & Aloka, 2015), also culture and socialization may play a role in males confidence that they are capable and have the abilities to seek help from colleagues without feeling ashamed or reluctance to ask for support. Based on social cognitive theory (Bandura, 1977) males may possess beliefs that they can influence others, and that they are able to manage problems that may arise during the working day. They may also be confident in their ability to maintain an appropriate working environment, and collaborate in the school (Moalosi, 2015; Odanga et al., 2015). Experienced teachers (5 to less than 10 years) have higher level of perceived self-efficacy in eliciting support from colleagues, the researcher attributes this result to what the literature has emphasized that self-efficacy beliefs increase with time and experience, as Bandura (1997) explained that the formation of self-efficacy beliefs in an individual could only be achieved when the individual goes through direct life experiences, those experiences that are considered one of the essential information-rich sources for the individual. (Bandura, 1995; Bandura, 1997). Bandura added that experiences are one of the most critical factors affecting self-efficacy beliefs and that positive experiences contribute to the growth and development of self-efficacy beliefs (Bandura, 1986). It was noted that the results of this study agree with the results of the study of Öncü (2019), which concluded that there are statistically significant differences in interpersonal self-efficacy between depending on the years of experience variable in favor of experienced teachers. The results of this study contradict with some previous studies, as shown by the results of the study conducted by (Yavuz, 2018) and the study (Veldman, Admiraal, Mainhard, Wubbels & Tartwijk, 2017), which showed no significant differences between teachers on interpersonal self-efficacy scale according to variable years of experience.

The results also showed that the level of perceived self-efficacy in eliciting support from principals in new and less experienced teachers more than experienced teachers, male teachers with years of experience from 1 to less than 5 years have higher level of perceived self-efficacy in eliciting support from principals comparison with male teachers with 10 to less than 15 years experience, and male teachers with years of experience from 5 to less than 10 years have higher level of perceived self-efficacy in eliciting support from principals comparison with male teachers with 10 to less than 15 years experience but less comparison with male teachers with experience 15 years or more. Female teachers with years of experience from 1 to less than 5 years showed higher level of perceived self-efficacy in eliciting support from principals comparison with female teachers with 5 to less than 10 years experiences. This result can be explained in the light that less experienced individuals seek to develop and maintain good relationships with principals and obtain support in work (Garcia-Ros, et al., 2015).

Based on the study results, the following recommendations can be drawn up: To educate teachers in schools about the importance of interpersonal self-efficacy and the consequences of achieving success in social relations, social adaptation, and compatibility in the work environment. Awareness and education can be implemented through professional development meetings about interpersonal self-efficacy for teachers, spreading a culture in the school on importance of interpersonal self-efficacy, and focusing on social models that have achieved success in building effective relationships with students, co-workers, and leaders. To hold training courses or/and scientific meetings to develop interpersonal self-efficacy for teachers in schools. To enhance interpersonal communication skills for male and female teachers with little experience. In the pre-service stage for teachers, the curriculum and the teaching-learning process can be restructured so that interpersonal communication subjects, sessions are presented more and teach those topics based on theories applications. During the work experience, training sessions can be organized periodically on interpersonal communication and self-efficacy, these sessions are based on theories of self-efficacy and its applications, with a follow-up to assess teachers 'skill in interpersonal communication after participating in these sessions and provide the opportunity for the teacher to have constructive feedback about the level of performance by the direct supervisor.

References

1. Aydogdu, B., Celik, H. & Eksi, H. (2017). The predictive role of interpersonal sensitivity and emotional self –efficacy of psychological resilience among young adults. *Eurasian Journal of Educational Research*, 69 (1): 37-54.
2. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84 (2): 191–215
3. Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press
4. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
5. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman
6. Bandura, A. (1995). *Self-efficacy in changing societies*. New York; NY: Cambridge University Press
7. Bumann, M. & Younkin, S. (2012). Applying self-efficacy theory to increase interpersonal effectiveness in teamwork. *Journal of Invitational Theory & Practice*, 184 (1): 11-18
8. Bray, H. & Maxwell, E. (1985). *Multivariate analysis of variance: Quantitative applications in the social sciences*. California: Sage Publications.
9. Brouwers, A., Evers, W.J.G., & Tomic, W. (2001). Self-efficacy in eliciting social support and burnout among secondary-school teachers. *Journal or Applied Social Psychology*, 31 (7): 1474-1491.
10. Brouwers, A. & Tomic, W. (2001). The factorial validity of scores on the teacher interpersonal self-efficacy scale. *Educational and Psychological Measurement*, 61 (1): 432–445
11. Carcia-Ros, R., Fuentes, M. & Basilio, F. (2015). Teachers' interpersonal self-efficacy: Evaluation & predictive capacity of teacher burnout. *Electronic Journal of Research in Educational Psychology*, 13 (3): 483-502
12. Cherniss, C. (1993). Role of professional self-efficacy in the etiology and amelioration of burnout. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), Series in applied psychology: Social issues and questions. *Professional burnout: Recent developments in theory and research* (p. 135–149). Taylor & Francis.
13. Chesnut, R. & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review*, 15 (1):751–766
14. Friedman, I. (2003). Self-efficacy & burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education*, 6 (11): 191-215
15. Garcia-Ros, R., Fuentes, M. & Fernandez, B. (2015). Teachers' interpersonal self-efficacy: Evaluation and predictive capacity of teacher burnout. Journal of Research in Educational Psychology, 13 (3): 1696 – 2095.
16. Gist, M., Stevens, C., & Bavetta, A. (1991). Effects of self-efficacy and post-training intervention on the acquisition and maintenance of complex interpersonal skills. *Personnel Psychology*, 44 (4): 837–861
17. Grayson, J. & Alvarez, H. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching & Teacher Education*, 24 (5): 1349-1363.
18. Guskey, T. & Passaro, P. (1994). Teacher efficacy: A study of construct dimensions. American *Educational Research Journal*, 31(3): 627-643
19. Horowitz, L. & Strack, S. (2011). *Handbook of interpersonal psychology: Theory, research, assessment & therapeutic interventions*. Canada: John Wiley & Sons.
20. Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102:741-756.
21. Moalosi, W. (2015). Self-efficacy levels and gender differentials among teacher trainees in colleges of education in Botswana. *Journal of Education and Learning*, 4 (3): 1-13
22. Moshtaghi, S. & Fathi, N. (2017). Relationship between the components of interpersonal self-efficacy among teachers in Dezful city. *Virtual learn Med Sci*, 8 (1):1-7
23. Odanga, S., Raburu, P. & Aloka, P. (2015). Influence of gender on teachers' self-efficacy in secondary schools in Kisumu County, Kenya. *Academic Journal of Interdisciplinary Studies*, 4 (3): 189-197.
24. Öncü, E. (2019). An examination of Turkish physical education teachers' interpersonal self-efficacy beliefs. *Physical Education of students*, 1:37-44
25. Rubin, R., Martin, M., Brunning, S., & Powers, E. (1993). Test of a self-efficacy model of interpersonal communication competence. *Communication Quarterly*, 41 (1): 210-220
26. Spilt, J., Koomen, H. & Thijs, J. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology*, 23: 457-477
27. Veldman, I., Admiraal, W., Meinhard, T., Wubbels., T & Van Tartwijk (2017). Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy, and age. *Social Psychology of Education*, 20: 411–426
28. Vera, M., Salanova, M., & Martín-del-Río, B. (2011). Self-efficacy among university faculty: how to develop an adjusted scale. *Anales de Psicología*, 27(3): 800-807
29. Yavuz, M. (2018). Examination of the self-sufficient interpersonal beliefs of teachers working at inclusive classes. *Kastamonu Education Journal*, 26 (6): 2057-2067
30. Yazici, K. (2010). The analysis of social studies pre-service teachers' interpersonal self-efficacy. *Education*, 131 (2): 372- 380
31. Yildiz, p., Ciftci, K. & Ozdemir, E. (2019). Mathematics self-efficacy beliefs and sources of self-efficacy: A descriptive study with two elementary school students. *International Journal of Progressive Education*, 15 (3): 194-206
32. Wheatley, K. F. (2000). Positive teacher efficacy as an obstacle to educational reform. Journal of *Research and Development in Education*, 34 (1): 14–27
33. Wheatley, K. F. (2002). The potential benefits of teacher efficacy doubts for educational reform. *Teaching and Teacher Education*, 18 (1): 5–22.
34. Woolfolk Hoy, A. & Burke, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teacher and Teaching Education*, 21*:* 343-356
35. Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25 (1): 82–91.