

SELF-EFFICACY AMONG PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALE

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ABSTRACT

The present research study was undertaken to investigate self-efficacy among prospective teachers in relation to gender and locale. Descriptive survey method was employed for the present investigation. Incidental sampling technique was used to select the sample of 200 teachers from kangra districts of Himachal Pradesh. Teachers' Self Efficacy Scale developed by Sood and Sen (2017) were used to gather the data. The data were analyzed by descriptive statistics and t-test. It was revealed that male prospective secondary school teachers were significantly more self-efficacious as compare to female prospective secondary school teachers. Male and female prospective secondary school teachers differed significantly from each other with respect to their self-efficacy score. It may be concluded that means self-efficacy score (231.84) of male prospective secondary school teachers is significantly higher than the mean self-efficacy score (230.80) of female prospective secondary school teachers. Urban and rural prospective secondary school teachers did not differ significantly from each other with respect to self-efficacy score. The educational implications of the study have been discussed in the end of research paper.

Keywords: Self-efficacy, Prospective teachers

INTRODUCTION

Self-efficacy is an individual's belief in his or her innate ability to achieve goal. Albert Bandura defines it as a personal judgment of -how well one can execute courses of action required dealing with prospective situation. Self- efficacy is -people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Self- efficacy is specific to the task being attempted. However, having high self- efficacy does not necessarily be successful. While self-efficacy indicates how strongly student's beliefs they have the skills to do well, they may believe other factors will keep them from succeeding. As self-efficacy beliefs can be changed through experience and time and vary depending upon the context and specificity of tasks, the development of teacher efficacy beliefs among prospective teachers has generated a great deal of interest. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work, and their personal lives. Not only they act as trainers while introducing children to mathematics, language, science, and social studies to their academic progress, but also they act as facilitators for their overall problems. Self-efficacy theory posits that students who believe they to be capable are more likely to be motivated; those who believe themselves incapable will not be motivated. There is evidence for transfer of self-efficacy and motivation in academic domains but the transfer typically has been confined to generalization. Much research shows

that self-efficacy influences academic motivation and learning achievement. In this study, firstly we investigated the self- efficacy of prospective teachers in relation to certain Demographic and academic variables then researched whether a correlation existed between prospective teachers' self-efficacy and their academic achievement.

TEACHERSES' SELF-EFFICACY

This study integrates of teacher's self-efficacy research to explore theconsequence of teacher self-efficacy for the quality of classroom process, student, academic adjustment and teacher's psychological wellbeing. Self-efficacy, which has been described as an important construct has a great impact on teachers' motivation and personal accomplishments. According to Tweed (2013), teachers with low self-efficacy appear to have low self-esteem and harbor pessimistic thoughts concerning their ability to accomplish tasks. Thus, self-efficacy levels of teachers can affect motivation. –It is important to note that self-efficacy is a motivational construct based on self- perception of competence rather than actual level of competencell.

Bandura (1995) postulated that teachers who perceive task as difficult will be slow to embrace the task. This implies that the self-efficacy of a teacher could have a greater impact on how successful he/she is at implementing instructional strategies, managing classroom and engaging students.

Thus, teachers' perceived self-efficacy is not an assessment of their skill set, but rather a belief about what they can or cannot accomplish under various circumstances, given the skills they do possess. Self-efficacy belief act as a mediator between individual teacher's knowledge of their skills and their future actions. Consequently, when compared to their non-efficacious counterparts,efficacious individuals are likely to avoid challenging activities that might exceed their capabilities, are less likely to extend more effort and persist longer in the face of difficulty and are less likely to dwell on personal shortcomings or see potential challenges as more difficult than they really are (Bandura, 1986). Teachers with a high sense of efficacy feel a personal accomplishment, have high expectations students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning. Given the specific nature of efficacy beliefs, according to Bandura (1997), measures must be modified to specific activity- oriented domains and represent varying degrees of task demands with those domains. **Coston (2010)** revealed that there was no significant difference in the teacher self-efficacy between alternative certified teachers. There were no significant differences in culturally responsive teacher self-efficacy between alternatively certified teachers and traditionally certified teachers. Sample population of Hispanic teachers scored themselves as having high teacher self-efficacy and culturally responsive self-efficacy. **Jimison (2010)** found that a statistically significant relationship between teachers' self-efficacy and student achievement. The subscale in this study which was most highly correlated with teachers' self-efficacy was efficacy in student engagement. **Younger (2011)** indicated that levelsof teaching efficacy in classroom management and student engagement were not significantly based upon whether or not the faculty member held a teaching degree. However, a statistically significant difference was found among those faculties who held a teaching degree for their level of instructional practices efficacy. It was also indicated that no statistically significant relationship between the variables of years of teaching service and years of industry experience when compared to the three types of teaching efficacy, classroom management, instructional practices and student engagement. **Ravi (2013)** found that attitudinal aspects towards teaching profession such as; social and psychological, co-curricular, economic and total attitude had positive and significant relationship with the self-efficacy factor influence of decision-making. There existed no relationship between the attitudinal factor, academic

aspect and administrative aspect with self-efficacy factor influence of decision making. Attitudinal aspects towards teaching profession such as; academic, administrative, social and psychological, co- curricular, economic and total attitude had positive and significant relationship with the self-efficacy factor (instructional self-efficacy). **Kilimo (2014)** showed that demographics like gender, class size, type of disability and training in special needs education did not relate significantly to teacher' attitudes and self-efficacy towards inclusive education. Furthermore, the results revealed that teachers face a lot of problems in the implementation of inclusive education, specifically in managing pupils with different disabilities due to shortage of teaching and learning materials and lack of training and poor working environments. Multiple regression analysis showed that teachers with low self-efficacy faced more problems with the implementation of inclusive education. **Wang, Hall and Rahimi (2015)** revealed that there was no empirical support for attributions as a mediator of self-efficacy effects. Results further showed that self-efficacy for student engagement, and personally controllable attributions, to most strongly predict teachers' psychological well-being, physical health, and quitting intentions. **Daisy and Selvi (2023)** concluded that the level of academic Self-efficacy of prospective-teacher is moderate in nature and there is no significant difference between men and women prospective teachers in their academic self-efficacy. There is no significant difference between UG and PG degree holder of prospective-teachers in their self-efficacy.

In the lines of these efforts, the present research study is an attempt to know self-efficacy among prospective teachers. Hence, present study was designed with the following objective:

OBJECTIVES

1. To study gender-wise difference in the self-efficacy among prospective teachers.
2. To study locale-wise difference in self-efficacy among prospective teachers.

HYPOTHESES

1. There will be no significant gender-wise difference in self-efficacy among prospective teachers.
2. There will be no significant locale-wise difference in self- efficacy among prospective teachers.

METHODOLOGY

The present study was aimed at studying the self-efficacy among prospective secondary school teachers. So, Survey Method' under 'Descriptive Research' was used for the conduct of the study.

Sampling

The sample in the present investigation included 200 prospective teacher studying in B.Ed. second year (3rd semester) was selected by employing stratified sampling along with incidental sampling technique. These 200 prospective teacher were selected from four B.Ed. colleges of one district i.e. Kangra district of Himachal Pradesh.

RESEARCH TOOL USED

In order to measure the self-efficacy of prospective secondary school teachers Self-Efficacy Scale, by Sood and Sen (2017) was used.

ANALYSIS OF DATA

The data were analyzed with the help of descriptive statistics and t-test was used to study differences in self-efficacy among prospective teacher in relation to gender and locale.

MAIN FINDINGS

The mean self-efficacy scores among prospective teachers with respect to gender and locale along with number, SDs and t-values are given Table 1.

TABLE 1

Means, Standard Deviations, Standard Error of Difference between Means and t-values in respect of Self-Efficacy among Prospective Teachers with respect to their Gender and Locale

Variables		Mean	S.D.	df	t-value
Gender	Male	231.84	26.011	198	2.112*
	Female	223.80	27.805		
Locale	Rural (N=120)	226.55	27.883	198	0.809(NS)
	Urban (N=80)	229.73	26.084		

*- Significant at 0.05 level of Significance

NS---- Not Significant

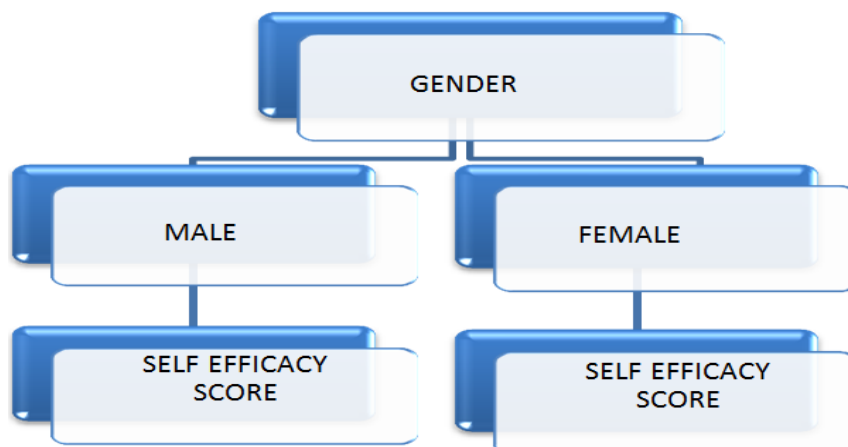
It may be observed from Table 1 that mean scores on the variable of self-efficacy of male and female prospective secondary school teachers are 231.84 and 223.80 respectively .The calculated value 't' for comparing the means of self-efficacy scores of male and female prospective secondary school teachers came out to be 2.112, which is higher than the table value (1.96) and hence , significant at 0.05 level of significance for df 198 .Hence, it may be to averred that male and female teachers differed significantly from each other with respect to their self-efficacy.

Hence, the Hypothesis No.1 that, "There will be no gender-wise difference in self-efficacy among prospective secondary school teachers" was not accepted.

So, it may be interpreted that male prospective secondary school teachers were significantly more self-efficacious as compare to female prospective secondary school teachers.

On the other hand, the mean scores on the variables of self- efficacy of urban and rural prospective secondary school teachers are 229.73 and 226.55 respectively. The calculated value of 't' for comparing the means of self- efficacy score of urban and rural prospective secondary school teachers came out to be 0.809 which is less than the table value (2.58) at 0.05 level of significance, for df 198. Hence, it may be averred that rural and urban area prospective secondary school teachers do not differ significantly from each other with respect to their self-efficacy. Hence, the Hypothesis No. 2 that, "There will be no significant locale-wise difference in self-efficacy among prospective secondary school teachers" was accepted. Hence, it may be interpreted that rural and urban prospective teachers were almost equally self-efficacy.

GENDER AND SEF-EFFICACY SCORES



LOCALITY AND SEF-EFFICACY SCORES



DISCUSSION OF FINDINGS AND IMPLICATIONS

The present investigation was conducted to study self-efficacy among prospective teacher relation to gender and locale. Male prospective secondary school teachers were significantly more self-efficacious as compare to female prospective secondary school teachers. However, no significant difference was observed in self-efficacy among prospective teachers with respect to locale. After drawing out of the results from the study, it has been found that self-efficacy positively affect the prospective secondary school teachers. Hence, there is need for teachers to bemore effective. The teaching must be effective with the help of variousmodern media, means and methods. The modern age to science and technology demands therefore, radio, television, films tapes, etc. Which should be used with profit along the traditional media and materials? If the teacher wants to become more efficacious in the class he should plan his strategies as well as lesson plan according to needs and interests of the students, before entering in class. This study has revealed that the teachers need to have basis skills as a part of their repertoire of self-efficacy. For this, a module for the development of teaching skills at in-service training level needs to be developed. Teachers should use new methods, skills, audio-visual aids for making their teaching effective. The teacher should have mastery over the subject. Teachershould possess positive outlook towards their profession.

To provide pre-service teachers with the competence to create effective learning environments, along with strengthening their techno-pedagogical competence, can significantly enhance their readiness and confidence as they enter the teaching profession.

This, in turn, contributes positively to their self-efficacy perceptions. On the other hand, teacher candidates 'ability to analyze students' psychological states and their immediate or past experiences should also be considered as an important factor in their self-efficacy. In general, it can be said that the quality of the education programs applied to the prospective teachers will both affect the in-service performances of the prospective teachers and contribute to the self-efficacy perceptions of the candidates before the service.

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