



Self-Efficacy of Secondary School Teachers

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Abstract:

The purpose of this study was to measure the self-efficacy among secondary school teachers in Guntur district. It consisted of a sample of 100 teachers. For data-collection, self-efficacy scale by Albert Bandura was used. Stratified random sampling technique was also used. The main findings of the study showed that there was a significant difference among male and female teachers. Moreover the results also showed that there was no significant difference among teachers in relation to their teaching location of residency and qualification.

Keywords: Self-efficacy, Teachers, confidence, self-esteem

Introduction:

Peoples level of motivation, affective states, and actions are based more on what they believe in than on what is objectively the case .The term self-efficacy is used in psychology, roughly corresponding to a person's belief in his/her own competence. Self-efficacy has been defined as the belief or faith that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life. The concept of self-efficacy lies at the centre of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. Self-efficacy generally corresponds to the level of competence an

individual feels. Competence can vary from one situation to another.

Self-efficacy: concept and meaning:

Self-efficacy is not self-image, self-worth, or any other similar construct. Self-efficacy is often assigned the same meaning as variables such as these, including confidence, self-esteem, or optimism.

Definitions:

Albert Bandura says that "*In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.*"

According to Mahatma Gandhi: "If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure



that our efficacy beliefs are in line with our aims and not working against them.

Self-Efficacy of Teachers:

Teacher self-efficacy is related to "perseverance;" the stronger the self-efficacy, the greater the perseverance -- and the greater the perseverance, the greater the likelihood that the teaching behaviours will be successful.

Teachers with a strong sense of efficacy tend to be more patient with students with learning difficulties and special needs, they are also willing to adapt to new teaching strategies and are more likely to stay longer in teaching (Tschannen-Moran and Hoy, 2001). These significant influences of teacher efficacy on teaching and learning practice explain the considerable number of research in this field. Teacher's self-efficacy is the personal belief of possessing the ability to perform professional tasks with mastery. The construct of teachers' self-efficacy, which was derived from Social Cognitive Theory, holds that people only do what they believe they are good at doing.

Teachers' self-efficacy, therefore, determines teachers' levels of effectiveness, innovativeness and persistence in their professional work. Furthermore, and found that teachers with a stronger sense of efficacy had higher job satisfaction, were good in planning and organizing their work, were more open to new ideas, more innovative, more persistent, more resilient and less critical of students than teachers with low self-efficacy were. Consequently, several researchers found out those teachers' self-efficacy is important because it has a positive relationship with students' academic performance.

Purpose of the Study:

The purpose of this study was to examine the deference of self-efficacy (Dependent variable) with gender, qualification, teaching subject and teaching experience (Independent variables) among secondary school teachers in Guntur district of Andhra Pradesh state.

Research Questions:

Do the demographic factors (gender, location of residency and qualification) explain the differences in self-efficacy of secondary school teachers?

Objective of the Study:

To study the differences in self-efficacy among secondary school teachers belonging to different gender, location of residency and qualification.

Hypothesis of the Study:

Hypothesis 1: There will be no significant gender difference in self-efficacy among secondary school teachers.

Hypothesis 2: There will be no significant difference in self-efficacy among secondary school teachers with respect to their location of residency.

Hypothesis 3: There will be no significant difference in self-efficacy among secondary school teachers with respect to their qualification

Scope and Delimitation:

This study centers' the self-efficacy of the secondary school teachers on school discipline. It is aimed at all secondary schools in Guntur but because



of time, money and other factors, it will be limited to only 20 Secondary Schools.

Methodology:

This study adopts the descriptive survey design. The population will consist of secondary Schools in Guntur .The sample for the study means the portion of the population selected for the study. Stratified random sampling technique will be used for the study. Five (5) teachers will be randomly selected from each of the 20 selected schools in Guntur to make a total of one hundred respondents (100). The research made use of a constructed questionnaire to data collection for the study. 100 hundred copies of the questionnaire covering the population of the study will be distributed to the 100 sampled teachers. A simple percentage statistical analysis will be used to test the hypothesis.

Tool Used:

The tool is self-efficacy levels Teacher Sense of Efficacy Scale was used. The scale was developed by Albert Bandura). Thus the Teachers self-efficacy scale having 30 items covering 7 areas namely. 1. Efficacy to Influence Decision Making 2.Efficacy to Influence School Resources. 3. Instructional Self Efficacy 4.Disciplinary Self Efficacy 5.Efficacy to Enlist Parental Involvement. 6. Efficacy to Enlist Community involvement 7.Efficacy to create a Positive School Climate. Teachers Self Efficacy Scale. Shown below Table - were constructed on five point scale of Nothing, Very Little, Some influence, Quite a bit, Aggregate Deal.. It included both the positive and the negative statements.

Statistical Techniques Used

The statistical techniques used in study are the following: Descriptive

statistics like Mean, % of mean, Standard deviation and't' test were worked out for the total sample

ANALYSIS AND INTERPRETATION OF THE DATA

The collected data were analysed with the help of Mean, SD &'t' test.

Hypothesis 1: There will be no significant gender difference in self-efficacy among secondary school teachers.

Table 1: Self-Efficacy of secondary school teachers- Gender wise

Variable	Sub-Variables	N	Mean	SD value	't' value
Gender	Male	46	76.86	7.03	1.36 ^{NS}
	Female	54	74.64	8.88	

Review of Table 1 shows that the computed value of critical ratio for self-efficacy among male and female secondary school teachers is 1.36 which was not significant at 0.05 level. It can therefore, be inferred that there were no significant differences in self-efficacy among secondary school teachers with respect to their variable gender.

Hypothesis Testing:

Hence, the Hypothesis 1, that there will be no significant differences in self-efficacy among secondary school teachers with respect to their variable gender was accepted.

Hypothesis 2: There will be no significant difference in self-efficacy among secondary school teachers with respect to their location of residency.



TABLE 2
 Self-Efficacy of secondary school teachers- Location of Residency wise

Variable	Sub-Variables	N	Mean	SD value	't' value
Location of Residency	Rural	30	76.18	7.91	0.45
	Urban	70	75.37	8.24	

Review of Table 2 shows that the computed value of critical ratio for self-efficacy among rural and urban secondary school teachers is 0.45 which was not significant at 0.05 level. It can therefore, be inferred that there were no significant differences in self-efficacy among secondary school teachers with respect to their variable location of residency.

Hypothesis Testing: Hence, the Hypothesis 2, that there will be no significant differences in self-efficacy among secondary school teachers with respect to their variable location of residency was accepted.

Hypothesis 3: There will be no significant difference in self-efficacy among secondary school teachers with respect to their qualification.

TABLE 3 Self-Efficacy of secondary school teachers- Qualification wise

Variable	Sub-Variables	N	Mean	SD value	't' value
Qualifications	U.G	53	84.56	8.09	5.27
	P.G	47	76.00	8.12	

Review of Table 3 shows that the computed value of critical ratio for self-efficacy among U.G and P.G. secondary school teachers is 5.27 which was significant at .05 level. It can therefore, be inferred that there were significant qualification differences in self-efficacy among secondary school teachers. Moreover, the mean value of self-efficacy among U.G. teachers (84.56) was more than that of P.G. teachers (76.00). Therefore, it can be concluded that U.G. teachers have low self-efficacy than their counterparts.

self-efficacy among secondary school teachers was not accepted.

Findings: On the basis of analysis, interpretation and discussion of the results, the main findings have been drawn and are reported as under:

1. There were no significant differences in the self-efficacy among secondary school teachers with respect to their gender and location of residency.
2. There were significant qualification differences in the self-efficacy among secondary school teachers. Moreover, the mean score of

Hypothesis Testing: Hence, the Hypothesis 3, that there will be no significant Qualification differences in



P.G., secondary school teachers came to be more than U.G. teachers which indicates that P.G teachers have high self-efficacy than U.G. teachers.

Educational Implications:

Teaching is the most crucial and challenging profession in the world. Teachers are the builders of the nation. For facilitating teaching learning process and in making teaching more successive, effective and efficient teachers play a very important and central role. It is the teacher who holds the key role to success of any education system and teachers are accountable for successful human development of the nation and for preparing the foundation for social, political and economic development. The present study has accessed the self-efficacy among secondary school teachers.

- 1) Self-efficacy of both male and female government higher secondary school teachers needs to be enhanced by building up their self-esteem and boosting their confidence.
- 2) It is important for the administrators to take care of the personal problems of the teachers and see that they develop good and active inter-personal relations.
- 3) The administrators must ensure good organizational climate and effective working conditions for teaching. They should strive towards providing a clean and efficient administration.
- 4) It is important to develop efficacy for optimum utilization of school resources, efficacy in decision-making and ultimately creating a

positive school climate.

- 5) Teacher education programmes must be redesigned and enriched accordingly. These programs can empower teachers with high self-efficacy beliefs and self-regulation of learning.

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