

SELF- EFFICACY AMONG HIGHER SECONDARY SCHOOL TEACHERS: AN EMPIRICAL STUDY

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ABSTRACT

The purpose of this study was to measure the self-efficacy among government higher secondary school teachers in Jammu Division. It consisted of a sample of 300 teachers. For data-collection, self-efficacy scale by Arun Kumar Singh & Shruti Narain was used. Multistage probability 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 subject, qualification and teaching experience.

Keywords: Self-efficacy, Teachers

INTRODUCTION

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence” (Helen Keller)

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

Self-efficacy is the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations (**Bandura, 1994**). In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. **Lent (1996)** states that self-efficacy actually refers to people’s judgment of their capabilities to organize and execute courses of action required in attaining designated types of performance. Self-efficacy helps individuals to decide how much effort they will spend on a task, how long they will persist when experiencing difficulties, and how resilient they will appear in detrimental situations (**Dinther, 2011**).

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 higher secondary school teachers in Jammu division of J&K state.

RESEARCH QUESTION

Do the demographic factors (gender, qualification, teaching subject and teaching experience) explain the differences in self-efficacy of higher secondary school teachers?

OBJECTIVE OF THE STUDY

To study the differences in self-efficacy among government higher secondary school teachers belonging to different gender, teaching subjects, qualification and teaching experience.

HYPOTHESIS OF THE STUDY

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

Hypothesis 2: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their teaching subject.

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

Hypothesis 4: There will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience.

METHODOLOGY

In the present study, the descriptive survey method was used to collect the data. The sample consisted of the 300 government higher secondary school teachers having 146 male teachers and 154 female teachers. Multistage probability sampling technique was used to conduct the present study.

TOOL USED

To collect the data for present study self-efficacy scale developed by **Arun Kumar Singh & Dr. Shruti Narain** was used. The scale has 20 items; each item has five possible alternative responses. The items were scored as Strongly Disagree = 5, Disagree = 4, Undecided = 3, Agree = 2, Strongly Agree = 1 and reverse procedure was followed in case of negative items given in the scale.

ANALYSIS AND INTERPRETATION OF THE DATA

The collected data were analysed with the help of Mean, SD & C.R.

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

Table 1: Values of Mean, S.D., SE_{DM} and CR for self-efficacy among male and female government higher secondary school teachers

Gender	N	Mean	SD	SE _{DM}	CR	Significance level
Male	146	76.86	7.03	0.916	*2.42	Significant at 0.05 level
Female	154	74.64	8.88			

***Significant at 0.01 level of Significance * Significant at 0.05 level of Significance*

Review of **Table 1** shows that the computed value of critical ratio for self- efficacy among male and female government higher secondary school teachers is 2.42 which was significant at .05 level. It can therefore, be inferred that there were significant gender differences in self-efficacy among government higher secondary school teachers. Moreover, the mean value of self-efficacy among male teachers (76.86) was more than that of female teachers (74.64). Therefore, it can be concluded that male teachers have low self-efficacy than their counterparts. Hence, the **Hypothesis No.1**, that there will be no significant gender differences in self-efficacy among government higher secondary school teachers was not accepted.

Hypothesis 2: There will be no significant difference in self-efficacy among government higher secondary school teachers with respect to their teaching subject.

Table 2: Values Of Mean, S.D., SE_{DM} and CR for Self-Efficacy among Government Higher Secondary School Teachers having Science and Arts as their Teaching Subject

Teaching Subject	N	Mean	SD	SE _{DM}	CR	Significance level
Science	130	76.18	7.91	0.937	0.864	Not Significant
Arts	170	75.37	8.24			

Review of **Table 2** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having arts and science as their teaching subject is 0.864 which was not significant at .05 level. It can therefore, be inferred that there were no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching subject. Hence, the **Hypothesis No.2**, that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching subject was accepted.

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

Table 3: Values of Mean, S.D., SE_{DM} and CR for Self-Efficacy among Government Higher Secondary School Teachers Having PG and Above PG Qualification

Qualification	N	Mean	SD	SE _{DM}	CR	Significance
PG	173	75.51	8.09	0.946	0.517	Not Significant
Above PG	127	76	8.12			

Review of **Table 3** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having PG and Above PG as their qualification is 0.517 which was not significant at .05 level. It can therefore, be inferred that there was no significant difference in self-efficacy among government higher secondary school teachers with respect to their qualification. Moreover, the mean value of self-efficacy among teachers having PG or above PG as their qualification was almost same. Therefore, it can be concluded that there was no significant differences in self-efficacy among government higher secondary school teachers with respect to their qualification. Hence, the **Hypothesis No.3**, that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their qualification was accepted.

Hypothesis 4: There will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience.

Table 4: Values of Mean, S.D., SE_{DM} and CR for Self-Efficacy among Government Higher Secondary School Teachers having below 10 years and above 10 Years' Teaching Experience

Experience	N	Mean	SD	SE _{DM}	C.R.	Significance
Above 10	156	76.43	7.71	0.935	1.58	Not Significant
Below 10	144	74.95	8.45			

Review of **Table 4** shows that the computed value of critical ratio for self-efficacy among government higher secondary school teachers having above 10 and below 10 years teaching experience is 1.58 which was not significant at .05 level. It can therefore, be inferred that there was no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience. Moreover, the mean value of self-efficacy among teachers having above 10 years as teaching experience (76.43) was almost same as that of teachers having below 10 years as their teaching experience (74.95). Therefore, it can be concluded that there were no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience. Hence, the **Hypothesis No.4**, that there will be no significant differences in self-efficacy among government higher secondary school teachers with respect to their teaching experience was accepted.

DISCUSSION

Self-efficacy refers to individual's belief on his or her abilities to execute behaviours necessary to produce specific performance attainments (**Bandura, 1977, 1986, 1997**). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. Individuals own self-evaluations not only influence his or her goals for which he or she strives, but also effect the amount of effort used toward the attainment of a goal. In the present study, significant gender differences have been found in the self-efficacy among male and female teachers. The findings were contradictory to the findings of (**Ghaith and Shaaban, 1999; Selaledid, 2008; Kumar and Papaiah, 2009 and Nneji, 2013**). Male teachers possessed better self-efficacy than their counterparts. The finding was contradictory to the findings of (**Dehghani, Sani, Pakmehr and Malekzadeh, 2011**) in which girls were found to have higher self-efficacy than boys. The reason for this difference may be that male teachers were showing stronger beliefs in self-efficacy like failure made them try harder, when they decided to do something in their lives, they started working on it and kept trying until they achieved their goals. The findings also indicated that no significant differences have been found in self-efficacy among government higher secondary school teachers with respect to their teaching subject, qualification and teaching experience. These findings were in line with the findings of (**Kaur, 2013**) which concluded that there was no difference in self-efficacy of secondary school teachers on the basis of their teaching experience.

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 significant gender differences in the self-efficacy among government higher secondary school teachers. Moreover, the mean score of male government higher secondary school teachers came to be more than female teachers which indicates that male teachers have high self-efficacy than female teachers.
2. There were no significant differences in the self-efficacy among government higher secondary school teachers with respect to their teaching subject, qualification and teaching experience.

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 government higher secondary school teachers.

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.

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.

The administrators must ensure good organizational climate and effective working conditions for teaching. They should strive towards providing a clean and efficient administration.

It is important to develop efficacy for optimum utilization of school recourses, efficacy in decision-making and ultimately creating a positive school climate.

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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