

SELF-EFFICACY OF HIGH SCHOOL TEACHERS

Research Paper

INTRODUCTION

Self-efficacy is a belief system which indicates the person's belief in his capability for accomplishing a task different from the actual capability for accomplishing of that particular task. The concept of Self-efficacy has been proposed by Albert Bandura on the premise that individuals create and develop self perception of capability that becomes instrumental to the goals they pursue and to the control they exercise over their environments. Bandura (1986) further indicates that human behaviour and motivation can often be better predicted by the beliefs they hold about their capabilities, which he called Self-efficacy beliefs, than by what they are actually capable of accomplishing, for these self perceptions help determine what individuals do with the knowledge and skills they possess. As per the Social Cognitive Theory of Bandura (1986), Self-efficacy beliefs influence the choices people make and the courses of action they pursue. Individuals tend to engage in tasks about which they feel competent and confident and avoid those in which they do not. Efficacy beliefs also help determine the intensity of efforts of people on an activity and their quality of endurance on the activity during adverse situations (Shunk, 1991). A higher sense of efficacy includes greater effort, persistence, and resilience. Efficacy beliefs influence the amount of stress and anxiety that individuals experience while they engage in an activity (Pajares & Miller 1994). Consequently, self-efficacy beliefs act as powerful influential factors on the level of accomplishment of the individuals.

A teacher's self-efficacy is linked to their students performance. A teacher with a high degree of self-efficacy does not hesitate to affectionately consider difficult students as reachable and teachable. Such teacher views learning problems as surmountable with the needed extra effort and ingenious strategies and helps struggling students. Teachers with a low self-efficacy are likely to state that students with low-abilities may not turn out properly.

Self-efficacy may be viewed as the belief that an individual has the power to produce desired effect. In case of a teacher – it is teacher's self-efficacy. Teacher's

self-efficacy may be viewed as his/her belief about his capacity to influence their students' performance. Keeping in view this significant aspect, the current investigation has been done to find out the presence of self-efficacy otherwise among the high school teachers, as these teachers play a crucial role in shaping, promoting, and strengthening students at the adolescent stage and producing good citizens.

OBJECTIVE OF THE STUDY

To find out the significant difference in the self-efficacy of high school teachers with respect to age, gender, teaching experience, qualification, subject taught, type of management of the schools.

HYPOTHESIS

There is no significant difference in the self-efficacy of high school teachers with respect to background variables.

METHODOLOGY

- Method** : The survey method was adopted for the study.
- Sample** : By using the simple random sampling technique, 30 high school teachers working in 4 Zilla (District) Parishad High Schools and 3 Private Unaided High Schools located in Kuppam Mandal, a countryside area of Chittoor District have been selected for the present investigation.
- Tool** : The Ohio State Teacher Self-efficacy Scale (OSTES) developed by Tschannen-Moran and Wool-folk Hoy (2001) of Ohio State University has been downloaded and used for the current research. It consists of 24 statements. Each statement has five response categories, namely, 'Nothing', 'Very Little', 'Some Influence', 'Quite a Bit', and 'A Great Deal'.

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The minimum and maximum possible scores on this scale are 24 and 120 respectively.

Procedure : The OSTES has been administered on high school teachers and their responses were scored accordingly.

RESULTS

After obtaining the data from a sample of 30 high school teachers, it was analysed by using suitable statistical techniques. From the calculation of the Mean (88.53) and Standard Deviation (15.28) it has been found that the high school teachers possessed a fairly high level of Self-efficacy. Further, it has been thought appropriate to find the differences in Self-efficacy among the chosen teachers due to variation in certain variables, such as, Age, Gender, Teaching Experience, Qualification, Subject Taught, and Type of Management of the School. For the purpose, t-test values have been found out. The t-test values obtained for different variables are shown in Table 1.

TABLE 1

't' - TEST VALUES

FOR DIFFERENT VARIABLES ON ACCOUNT OF TEACHERS' SELF-EFFICACY (N=30)

Variable	Variable Classification	N	Mean	Standard Deviation	t-test value
Age	Below 30 years	18	88.05	17.58	0.19
	Above 30 years	12	89.96	11.58	
Gender	Men	15	87	16.52	0.48
	Women	15	89	14.29	
Teaching Experience	Less than 5 Years	20	89	13.95	0.68
	More than 5 years	10	85.80	18.04	
Qualification	Under Graduation with B.Ed	18	86	15.34	1.03
	Post - Graduation with B.Ed	12	91	14.90	
Subject Taught	Science subjects	17	89	15.46	0.49
	Humanities	13	88	15.32	
Type of Management	Zilla Parishad	15	92	10.19	2.36*
	Private Un-aided	15	82	16.69	

* t-test value significant at 0.05 level; df = 28

The results indicate that the High School Teachers do possess Self-efficacy. It is interesting to note that the general phenomenon is that there is no difference in the self-efficacy of High School Teachers irrespective of the variations in Age, Gender, Teaching Experience, Qualification of the Teachers, and Subject Taught.

However, it is evident that there is significant difference between the Self-efficacy levels of teachers working in Zilla Parishad High Schools and the levels of the teachers of the Private Un-aided High Schools. The Zilla Parishad High School teachers possess relatively better Self-efficacy than the teachers from Private Un-aided High Schools and it needs further detailed investigation to discover the reasons in this regard including those available in the corporate sector schools. But the probable factors for the occurrence of better Self-efficacy among Zilla Parishad High School Teachers may be the higher level of belief due to their competence and also job security and the lower level of Self-efficacy of the Teachers from Private Un-aided High Schools could probably be due to the absence or variation of both the aforesaid factors.

CONCLUSION

It may be concluded from the current investigation that the High School Teachers possess Self-efficacy. There is no variation in Self-efficacy of the High School Teachers due to the variations in Age, Gender, Teaching Experience, Qualification of the Teachers, and Subject Taught. However, there is significant variation between the Self-efficacy in respect of High School Teachers working in Zilla Parishad High Schools and those working in Private Un-aided High Schools.

REFERENCE

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