

## SELF-EFFICACY OF SECONDARY TEACHER EDUCATION STUDENTS

Dr. B.Padma  
S. Jayanthi

### *Abstract*

*The main objective of the study was to find out the significant difference if any, in self efficacy of Secondary Teacher Education Students with respect to background Variables. The investigator adapted the survey method in order to carry out the research. The sample consisted of 100 secondary teacher education students who were selected through the stratified random sampling technique. The findings revealed that there was no significant difference in the self-efficacy of secondary teacher education students based on gender, educational qualification, locality, income group, medium of instructions and disciplines and significant difference in the self-efficacy of secondary teacher education students based on marital status.*

**KeyWords:** Self-Efficacy, Secondary Teacher Education Teachers

### INTRODUCTION

The important Characteristic of a prospective and efficient teacher is self-Efficacy which enables him/her to become a successful teacher to meet the challenges in education and to achieve the goals and aims of teaching and to effectively help the student community. Self -efficacy should be acquired and possessed permanently even from the stage of being a secondary teacher education students. Self-efficacy is an absolute necessity and no a lucid explanation of it is appropriate at this function.

Self-efficacy is defined as "People's judgments of their capabilities to organize and execute course of action required to attain designated types of performance. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses" (Bandura, 1986).

Bandura also affirmed that self-efficacy beliefs develop in response

to four sources of information. These are enactive experience, vicarious experience, verbal persuasion and physiological and affective states. Enactive experience implies that success in the performance of a given task will increase the self-efficacy of the person who has successfully performed the task. The enactive vicarious experience involves “where other people are seen to succeed or fail and how that can affect one's own self-efficacy”.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them.

### **SIGNIFICANCE OF THE STUDY**

National policy of education (1968) stated, “Of all factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend.”

In the era of knowledge explosion where the world is characterized as global village the modern concept of teaching has become child centred. It covers learning and interaction of students with teacher. Thus the teacher of nation has to shoulder new responsibilities which extend far beyond the boundary of the classroom. Teachers especially at secondary level have to deal with the growing generation of the society and are confronted with many physical, mental, emotional and social problems. That's why it is almost mandatory for teachers to be competent enough to deal with these problems.

If the teacher is competent in his profession and has the above qualities then such adverse conditions will not arise. Teacher is role model for his student and he plays vital role in the behaviour

modification of students. Competent teacher must attract the students to class

### **OBJECTIVES OF THE STUDY**

1. To find whether there is any significant difference between male and female secondary teacher education students in their self-efficacy.
2. To find whether there is any significant difference between under graduate and post graduate secondary teacher education students in their self-efficacy.
3. To find whether there is any significant difference between rural and urban secondary teacher education students in their self-efficacy.
4. To find whether there is any significant difference between high level income group, middle level income group and low level income group secondary teacher education students in their self-efficacy.
5. To find whether there is any significant difference between married and unmarried secondary teacher education students in their self-efficacy.
6. To find whether there is any significant difference between tamil medium and english medium secondary teacher education students in their self-efficacy.
7. To find whether there is any significant difference between arts and science secondary teacher education students in their self-efficacy.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference between male and female secondary teacher education students in their self-efficacy.

2. There is no significant difference between under graduate and post graduate secondary teacher education students in their self-efficacy.
3. There is no significant difference between rural and urban secondary teacher education students in their self-efficacy
4. There is no significant difference between high level income group, middle level income group and low level income group secondary teacher education students in their self-efficacy.
5. There is no significant difference between married and unmarried secondary teacher education students in their self-efficacy.
6. There is no significant difference between tamil medium and english medium secondary teacher education students in their self-efficacy.
7. There is no significant difference between arts and science secondary teacher education students in their self-efficacy.

#### **METHOD SELECTED FOR THE PRESENT STUDY**

The investigator has adapted survey method of research to find out the level of Self-efficacy of secondary teacher education students.

#### **TOOLS USED IN THE PRESENT STUDY**

Self Efficacy Scale- Self Constructed and Validated

#### **POPULATION FOR THE STUDY**

The population of the study consisted of Secondary Teacher Education Students from college of Education in Ramanathapuram District, Tamilnadu.

## SAMPLE OF THE STUDY

The investigator used the stratified random sampling technique for selecting the sample from the population. The sample consisted of 100 Secondary Teacher Education Students from two B.Ed., Colleges.

## STATISTICAL TECHNIQUES USED

Statistical technique used in the study are Arithmetic Mean, Standard Deviation (SD), 't' and 'F' ratio test.

## ANALYSIS OF DATA

### Hypothesis 1

There is no significant difference between male and female secondary teacher education students in their self-efficacy.

Dimension	Group	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self - Efficacy	Male	9	95	13.00	0.45	NS
	Female	91	99.7	7.90		

*(At 5% level of significance the table value of t' is 1.96)*

It is inferred from the above table there is no significant difference between male and female secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### Hypothesis 2

There is no significant difference between under graduate and post graduate secondary teacher education students in their self-efficacy.

Dimension	Group	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self - Efficacy	Under Graduate	80	99	8.5	0.61	NS
	Post Graduate	20	100	5.9		

*(At 5% level of significance the table value of t' is 1.96)*

It is inferred from the above table there is no significant difference between Under Graduate and Post Graduate secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### Hypothesis 3

There is no significant difference between rural and urban secondary teacher education students in their self-efficacy.

Dimension	Locality	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self-Efficacy	Rural	60	99	8.6	0.61	NS
	Urban	40	99.5	8.6		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table there is no significant difference between Rural and Urban secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### Hypothesis 4

There is no significant difference between high level income group, middle level income group and low level income group secondary teacher education students in their self-efficacy.

Sources of Variation	Sum of Squares	df	Variance	F	P	Remarks
Between Groups	54.86	2	27.43	0.3720	0.69	S
Within Groups	7151.33	97	73.73			
Total	7206.19	99				

(At 5% level of significance the table value of 'F' is 3.09)

It is inferred from the above table there is no significant difference between High Level Income Group, Middle Level Income Group and Low Level Income Group secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### Hypothesis 5

There is no significant difference between married and unmarried secondary teacher education students in their self-efficacy.

Dimension	Marital Status	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self-Efficacy	Married	23	102.82	5.09	3.06	S
	Unmarried	77	98.25	9.19		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table there is significant difference between Married and Unmarried secondary teacher education students in their Self-efficacy. Hence the null hypothesis is rejected.

### Hypothesis 6

There is no significant difference between tamil medium and english medium secondary teacher education students in their self-efficacy.

Dimension	Medium of Instructions	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self-Efficacy	Tamil	90	95	11.83	1.217	NS
	English	10	99.67	8.07		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table there is no significant difference between Tamil Medium and English Medium secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### Hypothesis 7

There is no significant difference between arts and science secondary teacher education students in their self-efficacy.

Dimension	Disciplines	N	Mean	S.D	Calculated 't' value	Level of Significance Remark at 5% level
Self-Efficacy	Arts	42	100	6.98	0.84	NS
	Science	58	98.62	9.41		

*(At 5% level of significance the table value of t' is 1.96)*

It is inferred from the above table there is no significant difference between Arts and Science secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

### FINDINGS

Self-efficacy of secondary teacher education students does not differ significantly on the basis of Gender, Educational Qualification, Locality, Income Group, Medium of instructions and Disciplines. Self-efficacy of secondary teacher education students differ significantly on the basis of Marital Status. The secondary teacher education students who are unmarried have a higher level of self-efficacy than the students who are married. The level of self-efficacy of secondary teacher education students is high level.

Teachers' self-efficacy beliefs have been repeatedly associated with positive teaching behaviours and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity. Study of teacher efficacy now stands on the verge of maturity, but such

developmental growth will likely be contingent on development of strong theoretical models and effective instrumentation to assess theoretical constructs.

### Reference

- Artino, A. R. (2008). Motivational beliefs and perceptions of instructional quality: predicting satisfaction with online training. *J. Comput. Assist. Learn.* 24, 260–270. 10.1111/j.1365-2729.2007.00258.x
- Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychol. Rev.* 64(6 Pt 1), 359–372. 10.1037/h0043445
- Lent, R. W., Sheu, H. B., Singley D., Schmidt J. A., Schmidt L. C. & Gloster C. S. (2008). Longitudinal relations of self-efficacy to outcome expectations, interests, and major choice goals in engineering students. *J. Vocat. Behav.* 73, 328–335. 10.1016/j.jvb.2008.07.005
- Michaelides, M. P. (2008). Emerging themes from early research on self-efficacy beliefs in school mathematics. *Electron. J. Res. Educ. Psychol.* 6, 219–234.
- Pajares, F. & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: a path analysis. *J. Educ. Psychol.* 86:193 10.1037/0022-0663.86.2.193

