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Review Of Research

SELF EFFICACYAMONG SECONDARY SCHOOL TEACHERS VIS-À-VIS THEIR SCHOOL'S LOCATION ANDTEACHING EXPERIENCE

Abstract:-

Quality education is not possible without self efficacious and committed teachers. Therefore, it has become very important to understand teachers' perceptions and beliefs about their selves. The present study was conducted to find out self efficacy among secondary school teachers vis-à-vis their school's location and teaching experience. Descriptive survey method was used and a sample of thousand secondary school teachers drawn from six districts of Punjab was raised for the study. The results found no difference in self efficacy between rural and urban teachers. However, self efficacy increased with the increase in teaching experience.

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Keywords:

Vis-à-Vis , Self Efficacy , Secondary School Teachers , Quality education .

INTRODUCTION

It is difficult to imagine our society without effective and committed teachers. It is teachers who form the nucleus and are the most dominating factor in educational scenario. Teachers are expected to motivate students, control the class, prepare lesson plans, present them and evaluate student's work. Understanding teacher's perceptions and beliefs is important if their performance in the classroom is to be assessed.

CONCEPTUAL FOUNDATION

The theoretical foundation of self efficacy is found in Social Cognitive Theory developed by Bandura (1977, 1997). In his seminal work, Self efficacy: Toward a unifying theory of behavioural change', Bandura defined self efficacy as "beliefs in one's capabilities to organize and execute the course of action required to produce given attainment". Over the last quarter of a century, Bandura continued to develop and defend the idea that our beliefs in our abilities powerfully affect our behaviour, motivation and ultimately our success or failure.

According to Bandura's theory, people with high self- efficacy are most likely to take up difficult tasks as something of a challenge. Challenging goals raise the level of motivation and performance success (Loche& Latham, 1990). Self- efficacy, infact is a key motivational variable.

Bandura (1997) points to four factors affecting self -efficacy:

1. Mastery experience which is that success raises self -efficacy, failure lowers it.
2. Vicarious experience- when a person is unsure of himself but when he sees another with the same ability succeeding, he is encouraged.
3. Social persuasions meanencouragementsor discouragements.
4. Physiological factors impair enhanced self- efficacy beliefs and thereby influence subsequent performance.

Self -efficacy beliefs influence the choices people make, determine how much effort they make to accomplish the task,how long they persevere when confronting obstacles and how resilient they will be in the face of adverse situations. The higher the sense of efficacy, the greater the effort and resilience.

Self-efficacy has been identified as one of the dimensions of the teacherempowerment (Short &Rhinehart, 1992). The teachers feel that they have the skills and abilities to help students learn, have feeling of mastery in their subject and that results in desired outcomes. The beliefs of teachers affect their instructional activities and study environment management strategies.They also positively influence students' learning experiences and academic outcomes. Ross(1984) reported that teachers' self- efficacy have been linked to their behaviours. According to him, teachers with high self-efficacy are more likely to use new approaches and strategies for teaching and provide special help to low achieving students.

OBJECTIVES

1.To study and compare self- efficacy of secondary school teachers on the basis of the school's location.
2.To study and compare self -efficacy of secondary school teachers with respect to length of their teaching experience.

HYPOTHESES

1. There exists no difference in self-efficacy among secondary school teachers with respect to their school's location.
2. There exists difference in self-efficacy among secondary school teachers with respect to their teaching experience.

Method

Descriptive survey method was used.

Sample

A sample of 1000 government secondary school teachers from six districts of Punjab was drawn. 500 teachers were taken from rural schools and 500 were selected from urban schools. Stratified random sampling was done.

Research Tool

Teacher Self- efficacy Scale by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner (1999) was used to collect data. The scale consisted of 10 statements rated on a 4 point scale. As it was a foreign test, its suitability had to be seen in the Indian conditions. Therefore,to overcome cultural

differences it was cross validated (N=50) and its reliability found.Cronbach's alpha was found to be 0.89. The reliability was calculated by splithalf method and reliability coefficient was found to be 0.86.

RESULTS AND DISCUSSION

Table 1
Location Wise Mean, SD and Significance of Difference of Self-Efficacy

Location	N	Mean	SD	SEd	t- ratio	Significance
Urban	500	33.86	5.96	0.35	1.12	Not Significant
Rural	500	34.26	5.24			

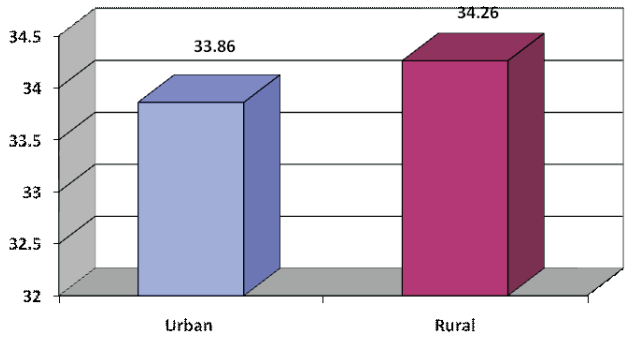

Figure 1- Location Wise Mean Scores of Self-Efficacy

Table 1 and corresponding Figure 1 shows that the mean and standard deviation of self- efficacy of teachers teaching in urban schools was 33.86 and 5.96.The mean and the standard deviation of self -efficacy of teachers teaching in rural schools was 34.26 and 5.24.The t-value for location difference was 1.12 which was found to be not significant. Therefore, no difference was found in the self- efficacy of urban and rural teachers and the first hypothesis was retained.

The possible reason for this is that the qualifications of both categories of respondents are more or less the same and their recruitment has been based on the same basic qualifications. Moreover, teachers teaching higher classes are always conscious of their image than those teaching junior classes.

Further, difference in self-efficacy of secondary school teachers was seen on the basis of the length of their teaching experience. The results obtained were as follows (Table 2)

Table 2
Teaching Experience Wise Mean and SD Scores of Self- Efficacy

Teaching Experience	N	Mean	SD
Less than 10 Years	401	33.50	5.64
10 to 19 Years	396	34.47	5.56
More than 20 Years	203	34.35	5.57

The mean and standard deviation of self- efficacy of teachers having teaching experience of less than 10 years was 33.50 and 5.64. The mean and standard deviation of self- efficacy of teachers having teaching experience between 10 to 19 years was 34.47 and 5.56. The mean and standard deviation of self-efficacy of teachers having teaching experience of more than 20 years was 34.35 and 5.57(Table 2 and corresponding figure 2 below).

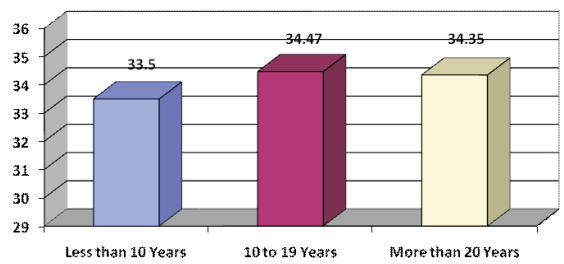

Figure 2- Teaching Experience Wise Mean Scores of Self- Efficacy

Table 3
Summary of ANOVA for Self-Efficacy

Variation	Sum of Squares	Df	Mean Square	F	Significance
Between Groups	212.592	2	106.30	3.39*	Significant
Within Groups	31215.159	997	31.31		
Total	31427.751	999			

* Significant at .05 levelof significance.

Table 3 shows that the F-value for teaching experience difference was 3.39 which is significant at 0.05 level of significance.Therefore,the hypothesis that there is significant difference in self-efficacy of secondary school teachers of Punjab on the basis of their teaching experience stands accepted.

The results indicated that self-efficacy increased with the increase in teaching experience. However, this does not seem to hold true after one has put in about twenty years of teaching experience.

The results showed no difference in self-efficacy of urban and rural secondary school teachers of Punjab. In the studies reviewed, the investigator did not come across any study where self- efficacy had been investigated on the basis of school's location. Also no difference was found in self-efficacy of secondary school teachers of Punjab on the basis of their teaching experience. The perusal of related literature revealed that Ghaith and Shaaban (1999) found that teaching experience and personal efficacy were negatively coorelated. Hodge (2003) reported that teaching experience played a moderating role in teachers' self-efficacy beliefs. Desouza (2004) concluded that teaching experience was important but not necessarily enough to increase teachers' outcome expectancy beliefs. A study by Woolfolk Hoy and Burke – Spero (2005) reported changes in teacher efficacy from entry into a teacher preparation programme through the induction year (higher to lower). Tschannen-Moran and Woolfolk Hoy (2007) found that contextual factors were more important in the self-efficacy beliefs of novice teachers whereas mastery experience held importance for the experienced teachers. Selaladid (2008) found inconsistent relationship between teaching experience and self- efficacy. Kumar and Papaiah (2012) found no variation in self-efficacy on the basis of teaching experience.

To sum up, it can be said that the administrators should look after the personal problems of teachers and most nourish their beliefs and convictions. They must ensure good working conditions and conducive organisational climate. Teacher education programs both pre-service and in-service must empower teachers and make them self efficacious.

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