A Study on the Effects of Teacher's Self-Efficacy on the Students

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Abstract: The term 'self-efficacy' is a common subject of psychological studies and tends to be used as a short hand for the beliefs that human beings have in their own ability and capacity to take action and succeed. During the last decades, several studies have been focused on teacher's self-efficacy. In this study the researcher has used the following tools to measure the self-efficacy of the male and female, rural and urban teachers: (i) Teacher Self-efficacy scale developed by Albert Bandura. A sample size of 300 teachers selected among which 150 were rural and 150 were urban area of Rajasthan. Among both rural and urban teachers 75 were male and 75 were female. The results confirm that the teacher self-efficacy is an integral part of the success that a teacher will have in the areas of instructional, classroom management and efficacy for student engagement. There is a developed belief in the association between teacher self efficacy and high student achievement and the implementation of positive instructional techniques.

Keywords: Self-efficacy, male and female, Urban and rural teachers, Students.

Introduction: Self-efficacy is one of the psychological factors which make a difference in how people feel, think and act. In terms of feeling, low sense of self-efficacy is associated with depression, anxiety and helplessness. In terms of thinking, a strong sense of competence facilities, cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement. In terms of act, self related cognition is a major ingredient of the motivation process. Self efficacy levels can enhance or impede motivation.

People with high self-efficacy choose to perform more challenging tasks. They set themselves higher goals and stick to them. Actions are pre-shaped in thought and people anticipate either optimistic or pessimistic scenarios in line with their level of self-efficacy. Once an action has been taken, highly self-efficacious persons invest more effort and persist longer than those who are low in self-efficacy. When setbacks occur, they recover more quickly and maintain commitment to their goals. Self-efficacy also leads people to self-challenging settings, explore their environments or create a new environment.

Self efficacy is the individual's assessment of one's capabilities to organize and execute the actions required to achieve successful levels of performance (Bandura, 1986). It is a task specific self-confidence. In other words, it is a person's belief about his and her chances of successfully accomplishing a specific task. Wood and Bandura

(1989) stated that self- efficacy refers to belief in one's capabilities to mobilize the motivation, cognitive resources and courses of action needed to meet given situational demands.

Self-efficacy affects behaviour of the individual in different ways: First, self-efficacy influences choice of behaviour. People are likely to engage in tasks in which they feel competent and confident and avoid those in which they do not. Second, self-efficacy may help to determine how much effort people will expend on anxiety and how long they will persevere.

According to Bandura (1994) there are four major sources of self-efficacy-

1. Mastery Experiences

"The most effective way of developing a strong sense of efficacy is through mastery experiences. Performing a task successfully strengthens our sense of self-efficacy. However, falling to adequately deal with a task or challenge can undetermined and weaken self-efficacy.

2. Social Modeling

Witnessing other people successfully completing a task is another important source of self-efficacy. "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed".

3. Social Persuasion

Bandura also asserted that people could be persuaded to believe that they have the skills and capabilities to succeed. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.

4. Psychological Responses

Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self efficacy in these situations. However, Bandura also notes "It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted". By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

Teacher efficacy: "Teacher's confident in their ability to promote student's learning" (Hoy, 2000) - was first discussed as a concept more than 30 years ago. From the beginning, this "early work suggested powerful effects from the simple idea that a teacher's belief in his or her ability to positively impact students learning is critical to

actual success or failure in a teacher's behaviour" (Henson, 2001) Some researcher suggest that the more precise term "teacher sense of efficacy" be used, as what is being discussed is a teacher's sense of competence- not some objective measure of actual competence. From a practical standpoint there are two important questions related to this theoretical construct: (i) How do a teacher's sense of efficacy affect his or her teaching? And (ii) Can it, through its impact on teaching, affect student achievement? Jerald (2007) highlights some teacher behaviour found to be related to a teacher's sense of efficacy. Teachers with a stronger sense of efficacy: Tend to exhibit greater levels of planning and organizing; and Are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students; and Are more persistent and resilient when things do not go smoothly; and Are less critical of students when they make errors; and Are less inclined to refer a difficult student to special education. Researchers interested in the topic have worked to develop longer and more focused instruments to get at the beliefs the first two Rand items were intended to measure. Their work has also increased our understanding of the concept. It is now generally thought that two types of beliefs comprise the construct of efficacy. The first, personal teaching efficacy, related to a teacher's own feeling of confidence in regard to teaching abilities. The second, often called general teaching efficacy, "appears to reflect a general belief about the power of teaching to reach difficult children" (Hoy, 2000). Researchers have also found that these two constructs are independent. Thus, a teacher may have faith generally in the ability of teachers to reach difficult children, while lacking confidence in his or her personal teaching ability.

Factors affecting Self-efficacy

Bandura identifies four factors affecting self-efficacy-

1. Experience or "enactive attainment": The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it. According to psychologist Erik Erikson: "Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better, but what I call their accruing ego identity gains real strength only from wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture".

2. Modeling or "vicarious experiences": Modeling is experienced as, "If they can do it, I can do it as well". When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves.

3. Social Persuasion : Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.

4. Physiological factors: In stressful situations, people commonly exhibit signs of distress: shakes, aches and pain, fatigue, fear and nausea etc. Perceptions of these

Responses in one can markedly alter self-efficacy. Getting 'butterflies in the stomach' before public speaking will be interpreted by someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further, where high self-efficacy would lead to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in the implications of physiological responses that alters self-efficacy, rather than the physiological responses itself.

Purpose

The present investigation has been mainly aimed at studying the effect of rural and urban background and gender on the level of self – efficacy among teachers of Rajasthan.

Objectives:

1. To study the difference in the self-efficacy among male and female rural teachers.
2. To study the difference in the self-efficacy among male and female urban teachers.
3. To study the difference in self-efficacy among rural and urban teachers.

HYPOTHESIS

1. There will be no difference in self-efficacy among male and female rural teachers.
2. There will be no difference in self-efficacy among male and female urban teachers.
3. There will be no difference in self-efficacy among rural and urban teachers.

VARIABLES
Independent variables
- Location- Rural and Urban
- Gender- Male and Female
Dependent variables
- Self-efficacy

Methodology: The present study is conducted in the rural areas Ganganagar, Motasar, Knodiya, Balesar and Jalore And urban Jodhpur, Jaipur, Kota, Udaipur And Sri karanpur of Rajasthan. The study was carried out on 300 teachers (n-300) of secondary school, 150 from rural background and 150 from the urban background, further it was divided equally according to the gender 75 female and 75 male. The subjects were selected by

systemic purposive sampling technique. Subjects were personally contacted for data collection. In the light of the objectives framed for the present research, three data gathering tools were used, namely:

(i)   Teacher Self efficiency scale developed by Albert Bandura.

PROCEDURE

First the permission was taken from university for the data collection. Headmasters of the schools were contacted to seek their co-operation for collecting the data of the study. The testing conditions for all the teachers were kept as constant and uniform as possible.

Then it was insured the teachers were seated in the appropriate place with proper seating facilities where there was no outside disturbance. Before the actual tools were administrated the subjects were acquainted with the purpose of the investigation. This was done to establish the rapport and to make them feel comfortable. They were told that the results of the tools would be kept strictly confidential.

Instructions for each tool, as mentioned in the test manual, were read out to the subjects and they were also requested to go through the instructions printed at cover page of the each tool. Through instructions, subjects were cautioned to give sincere response. They were made to feel that they would enjoy the activities and have fun in these tests. About 5 minutes rest was allowed in between the tests. The response sheets were collected after the allotted time. Care was taken to ensure that all the questions had been answered. Those answer sheets where the answers were missing, were given to the same subjects for completion. For the administration of the tests, about two and a half hours' time was spent in each school including a short break of twenty minutes for refreshment. Same procedure for data collection was adopted by the investigator in other schools.

SCORING

Scoring of response sheets was done by the investigator himself according to the scoring keys given in the manuals of test.

STATISTICAL TECHNIQUE

For the determination of significance of mean differences the student's "t" test were applied between the gender and location of the school, for all the scales of response measures such as psychological well-being and self-efficacy.

RESULTS AND DISCUSSION

Table 1- *Comparison of male and female of rural teachers on self-efficacy.*

Measure	Gender	N	M	SD	t-test
Self- Efficacy	Male	75	2168.13	423.10	0.69
	Female	75	2213.47	374.17	

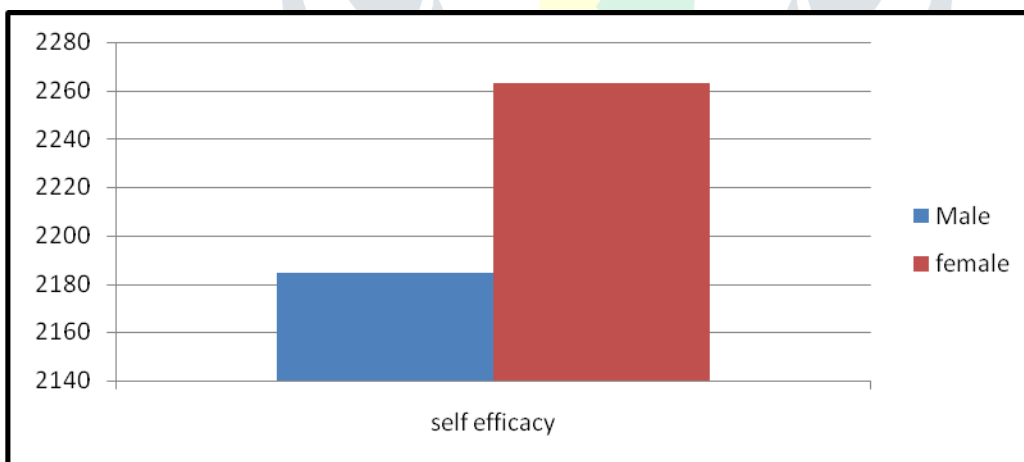** Significant at .01 Level; * Significant at .05 Level
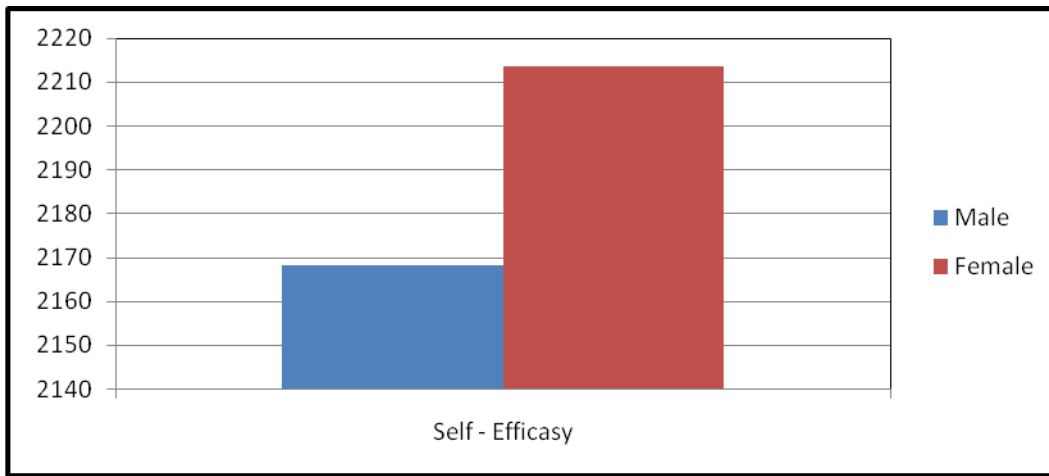
Graph 1 Shows Mean t-value of self-efficacy among male and female of rural teachers.

- Table- 1. **Show** comparison of male and female rural teachers on self efficacy.
- On self efficacy score of mean of male teachers 2168.13, SD 423.10 at N-75 and mean of female teachers 2213.47, SD 374.17 at N-75 and t-value is .69; Result was found non-significant.

Table 2- *Comparison of male and female of urban teachers on self efficacy*

Measure	Gender	N	Mean	SD	t-test
Self Efficacy	Male	75	2184.40	235.88	1.64
	Female	75	2263.20	342.57	

** Significant at .01 Level; * Significant at .05 Level

Graph 2 Shows Mean t-value of self-efficacy among male and female of urban teachers.

Table- 2 reveals comparison of male and female urban teachers on self efficacy.

- On self efficacy score of mean of male teachers 2184.40, SD 235.88 at N-75 and mean of female teachers 2263.20, SD 342.57 at N-75 and t-value is 1.64; Result was found non-significant.

Table 3
Comparison of male and female teachers on self efficacy

Measure	Gender	N	M	SD	t-test
Self-Efficacy	Male	150	2176.27	341.48	1.53
	Female	150	2238.33	358.38	

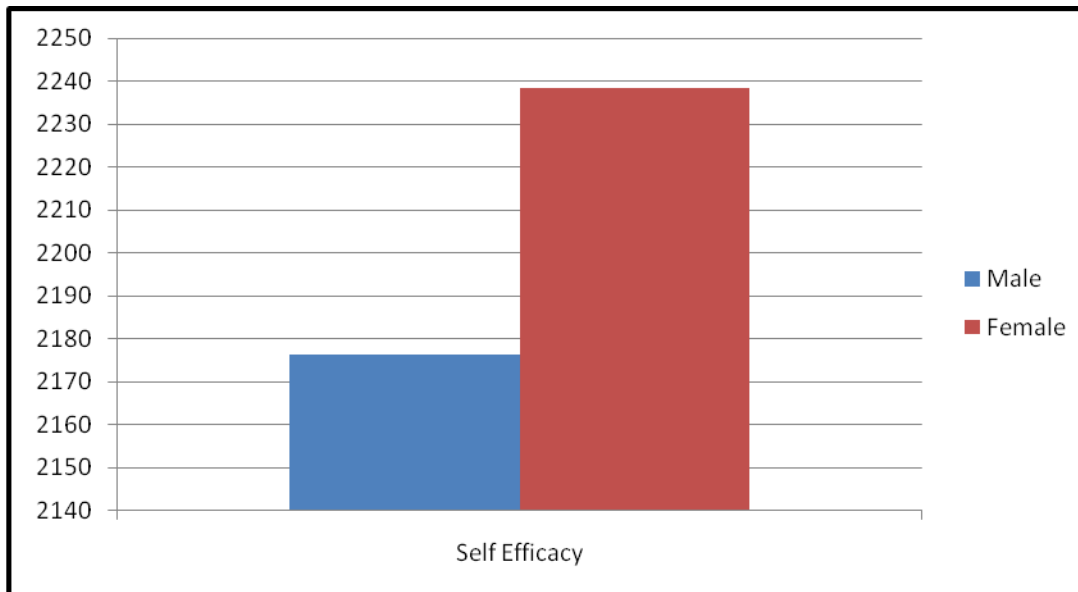** Significant at .01 Level; * Significant at .05 Level

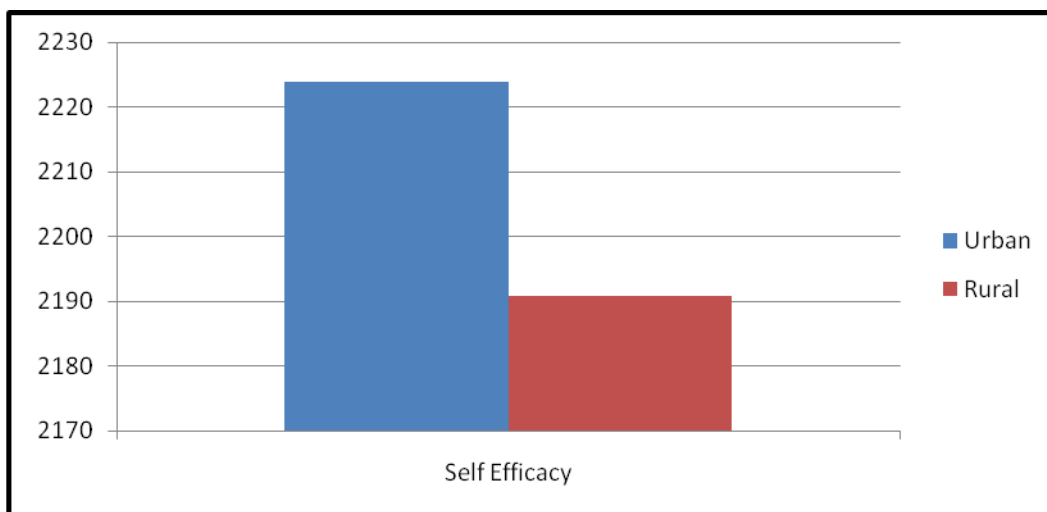**Graph 3** Shows Mean t-value of self-efficacy among male and female teachers.

Table- 3 indicates the comparison of male and female teachers on self efficacy.

- On self efficacy score of mean of male teachers 2176.27, SD 341.48 at N-75 and mean of female teachers 2238.33, SD 358.38 at N-75 and t-value is 1.53; Result was found non-significant.

Table 4- *Comparison of Urban and Rural teachers on self-efficacy.*

Measure	Locality	N	Mean	SD	t-test
Self- efficacy	Urban	150	2223.80	295.77	.81
	rural	150	2190.80	398.69	

** Significant at .01 Level; * Significant at .05 Level

Graph 4 Shows Mean t-value of self-efficacy among rural and urban teachers.

Table- 4 states the comparison of male and female rural teachers on self efficacy.
- On self efficacy score of mean of urban teachers 2223.80, SD 295.77 at N-75 and mean of rural teachers 2190.80, SD 398.69 at N-75 and t-value is .81; Result was found non significant.

DISCUSSION

To examine the research objectives, an independent sample t-test was used to assess the significance the difference self-efficacy among male and female rural teachers, urban teachers and among rural and urban teachers.

It was hypothesized that there will be no significant difference among male and female of rural, urban and among male and female teachers and among rural and urban teachers. It can be clearly observed from the table-1 to IV that there is no significant difference on self-efficacy. Hence, the hypothesis stays accepted.

Research in psychology suggests that high self-efficacy beliefs enhance motivation, encourage superior goal-setting behaviours, increase dedication and persistence, and refine the commitment to goal accomplishment. With self efficacy evident in leaders, teachers, and students, the overall effectiveness of the school will rise to the top. Further, the researcher concluded that "Positively impacting teacher's efficacy beliefs is unlikely outside of longer term professional development that compels teachers to think critically about their classrooms and behave actively in instructional improvement". The development of teacher self-efficacy is significant; there are a number of factors that contribute to teacher self-efficacy and there are a number of components that self efficacy influence. Research proves that building self-efficacy can be done through personal and professional development for teaching staffs as well as effective mentoring programs for novice teachers.

Conclusion:

On the basis of the above interpretation following conclusions can be made:
- Level of self- efficacy on Male and female teachers of rural area was found non-significant.
- Level of self- efficacy on Male and female teachers of urban area was found non-significant.
- Level of self-efficacy on male and female was found non-significant.
- Level of self-efficacy on rural and urban teachers was found non-significant.

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