



A STUDY ON SELF-PERCEIVED EFFICACY OF HIGH SCHOOL TEACHERS IN MADURAI DISTRICT

M Siva

Department of Commerce

Madurai Kamaraj University, Madurai, Tamil Nadu (India)

ABSTRACT

Over the past decade, research studies have shown a growing interest in teacher self-efficacy. A high level of self-perceived efficacy among the high school teachers is also supposed to contribute in emerging high academic quality included many other constructive effects on issues like job satisfaction, motivation and performance of high school teachers. It is important to note that self-efficacy is a motivational construct based on self-perception of ability rather than actual level of competence. A high school teacher's self-perceived level of ability may be higher or lower than the appraisal of teaching ability. Self-perceived efficacy is fictional to be a very important factor in effective teaching. The level of self-perceived efficacy among the high school teachers in India would affect the entire learning procedure. The study is to be aimed that the self-perceived efficacy among High School Teachers in Madurai District by surveying method. In addition to that one-way ANOVA will be adopted to examine the significant differences regarding efficacy beliefs of school teachers in Madurai District and factor analysis will be adapted for factors influencing the capability of high school women teacher in Madurai District.

Keywords: Self-perceived efficacy, teaching ability, Women teachers.

Introduction

Over the past decade, research studies have shown a growing interest in teacher self-efficacy. A high level of self-perceived efficacy among the high school teachers is also supposed to contribute in emerging high academic quality included many other constructive effects on issues like job satisfaction, motivation and performance of high school teachers. It is important to note that self-efficacy is a motivational construct based on self-perception of ability rather than actual level of competence. A high school teacher's self-perceived level of ability may be higher or lower than appraisal of teaching ability. Self-perceived efficacy is fictional to be a very important factor in effective teaching. The level of self-perceived efficacy among the high school teachers in India would affect the entire learning procedure. Self-efficacy values are expected to increase awareness in educational research, mainly in the field of intellectual motivation. Teachers are asked to express faith judgments on different subjects such as performance of teacher's classroom

management and influence of family background in student learning, and compare the combined scores of those judgments with outcomes such as student achievement codes and various teaching practices. Successful education can only be ensured through teachers who have the necessary knowledge and skills. Teachers must be skilled if education is to succeed in schools. In other words, teachers' self-efficacy or ability to work effectively is a significant factor in determining successful education.

Statement of Problem

By nature, some teachers are talented and committed; some are ordinary and indifferent to their job. In addition to that, students though they are of different demographic and cultural settings, come to school with more confidence to learn something substantial, and thus qualifying themselves for higher studies and ultimately a good placement. In order to improve the quality of education, the researcher is aimed to study the relationship between the self-perceived efficacies of High School teachers in Madurai District.

Objectives of the Study

- i. To study the association between the various dimensions of self-perceived efficacy of High School teachers in Madurai District.
- ii. To examine the correlation between the various dimensions of self-perceived efficacy of High School teachers in Madurai District.

Methodology

This research is primarily based on an empirical research and survey method. The present study is based on convenient sampling method and the primary sources were collected from 75 higher secondary school teachers in Madurai District.

Analysis of self-perceived efficacy of the Higher Secondary School Teachers

Ho: There is no significant relationship between the various dimensions of self-perceived efficacy of High School teachers in Madurai District

Table 1: Association between the various dimensions of self-perceived efficacy of High School teachers in Madurai District

	Sources of variance	Sum of squares	Degrees of freedom	Means square	"f" value	Sig.
Skill development	Between Groups	0.730	5	0.146	0.749	0.590
	Within Groups	13.456	69	0.195		
	Total	14.187	74	Not-significant		
Professional guidance	Between Groups	12.954	5	2.591	1.340	0.258
	Within Groups	133.392	69	1.933		
	Total	146.347	74	Not-significant		
Classroom atmosphere	Between Groups	1.494	5	0.299	1.214	0.312
	Within Groups	16.986	69	0.246		

	Total	18.480	74	Not-significant		
Interaction with Students	Between Groups	1.756	5	0.351	0.455	0.808
	Within Groups	53.231	69	0.771		
	Total	54.987	74	Not-significant		
Job Commitment	Between Groups	6.375	5	1.275	1.368	0.247
	Within Groups	64.291	69	0.932		
	Total	70.667	74	Not-significant		

Source: Computed Data

NS- Not Significant

*- Significant at 0.05 % level

Table 1 reveals that in the case of respondents belonging to the dimension of skill development 'Within Groups' gets the maximum mean scores (0.195) and 'Between Groups' gets minimum means scores (0.146) among the dimension of Skill Development, professional guidance groups 'Between Groups' gets the maximum mean scores (2.591) and 'Within Groups' gets minimum means scores (1.933), classroom atmosphere groups 'Between Groups' gets the maximum mean scores (0.299) and 'Within Groups' gets minimum means scores (0.246), interaction with student groups 'Within Groups' gets the maximum mean scores (0.771) and 'Between Groups' gets minimum means scores (0.351), job commitment groups 'Between Groups' gets the maximum mean scores (1.275) and 'Within Groups' gets minimum means scores (0.932).

With reference of self-perceived efficacy of the higher secondary teachers, the corresponding F values are not significant at 5 % level. Therefore, the null hypothesis is accepted. There is no significant relationship between the various dimension and the self-perceived efficacy higher secondary school teachers in Madurai District. Hence, it is concluded from the analysis of ANOVA that there is no significant relationship between various dimensions and the self-perceived efficacy of High School teachers in Madurai District.

Table 2: Correlation between the self-perceived Efficacy of High School teachers in Madurai District

Dimensions		Ca- reer	Importance on Profes- sion	Approach on Stu- dents	Flexibility with Stu- dents and Staff	Teaching Competen- cy
Career	Pearson Correlation	1	0.046	0.163	0.027	0.016
	Sig. (2- tailed)		0.694	0.162	0.816	0.892
	N	75	75	75	75	75
Importance on Profes- sion	Pearson Correlation	-0.046	1	-0.751*	0.168	0.233*
	Sig. (2- tailed)	0.694		0.000	0.150	0.044
	N	75	75	75	75	75

Approach on Students	Pearson Correlation	0.163	0.751*	1	-0.205	-0.194
	Sig. (2-tailed)	0.162	0.000		0.078	0.096
	N	75	75	75	75	75
Flexibility with Students and Staff	Pearson Correlation	0.016	0.233*	-0.194	1	-0.057
	Sig. (2-tailed)	0.892	0.044	0.096		0.629
	N	75	75	75	75	75
Teaching Competency	Pearson Correlation	-0.027	0.168	-0.205	-0.057	1
	Sig. (2-tailed)	0.816	0.150	0.078	0.629	
	N	75	75	75	75	75

Source: Computed Data

NS- Not Significant

*- Significant at 0.05 % level

It is reveals from Table 2 that there exists correlation between various dimensions of teaching efficacy of higher secondary school teachers. The r-value 0.751 is positive and significance (2-tailed) value of 0.000 (the p-value) hence, Career and Teaching Competency are highly correlated. The r-value 0.746 is positive and significance (2-tailed) value of 0.000 (the p-value) hence, Importance on Profession and Flexibility with Students and Staff are highly correlated. The r-value 0.233 is positive and significance (2-tailed) value of 0.044 (the p-value) hence, approach on Children and Teaching Competency are highly correlated. The r-value 0.751 is positive and significance (2-tailed) value of 0.000 (the p-value) hence, the Flexibility with Students and Staff and Importance on Profession are highly correlated. The r-value 0.233 is positive and significance (2-tailed) value of 0.044 (the p-value) hence, the Teaching Competency and Approach on students are highly correlated. Thus, the various dimensions of self-perceived efficacy of high school teachers are correlated.

Conclusion

Teachers' self-efficacy is correlated with positive teaching attitudes and is necessary to student outcome successfully. If, the teacher is skilled and has high levels of self-perceived efficacy, his/her students' educational attainment also is important. This kind of teachers are an immense asset to the country for the modern generation of students who will effort towards creating an energetic and wealthy India and also a better world based on equal opportunity and integrity.

Reference

- 1) Diseth, Å., Danielsen, A. G., & Samdal, O. (2012). A path analysis of basic need support, self-efficacy, achievement goals, life satisfaction and academic achievement level among secondary school students. *Educational Psychology*, 32(3), 335-354. <https://doi.org/10.1080/01443410.2012.657159>

- 2) Arigbabu, A. A., & Oludipe, D. I. (2010). Perceived efficacy beliefs of prospective Nigerian science teachers. *Journal of Science Education and Technology*, 19(1), 27-31. <https://doi.org/10.1007/s10956-009-9175-1>
- 3) Bandura, A., Freeman, W. H., & Lightsey, R. (1999). Self-efficacy: The exercise of control. DOI: 10.1891/0889-8391.13.2.158
- 4) Komarraju, M., & Nadler, D. (2013). Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? *Learning and individual differences*, 25, 67-72. <https://doi.org/10.1016/j.lindif.2013.01.005>
- 5) Schunk, D. H., & Gunn, T. P. (1986). Self-efficacy and skill development: Influence of task strategies and attributions. *The Journal of Educational Research*, 79(4), 238-244. <https://doi.org/10.1080/00220671.1986.10885684>
- 6) Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

