



A Comparative Study of Self Efficacy Among Government And Private School Teachers

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ABSTRACT

The present research aims for a comparative study of Self Efficacy among Government and Private school teachers. In the present study, a sample of 247 Government and private teachers belonging to Primary and secondary schools of Kanakapura of Ramanagara district, Karnataka during the academic year 2011-2012. Data regarding the Self Efficacy of teachers were collected through simple random sampling technique through survey method. The tool used for the present study was Teacher Self Efficacy scale developed by researcher. The reliability of the test was determined by test-Retest Method. The test-retest reliability was found to be 0.78. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the Self Efficacy scores of various groups of schools was compared. The findings revealed that there is no significant difference of self efficacy among Gender belonging to different type of institutions. There is no significant difference of self efficacy of Male and Female teachers belonging to government and private schools.

KEYWORDS: Teacher Self Efficacy, Type of Institutions, Comparative study

Introduction:

Self-efficacy is a term used in psychology, roughly corresponding to a person's belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life. The concept of self-efficacy lies at the center of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. According to Bandura, a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part of this self-system.

Teacher self-efficacy

Self-efficacy is grounded in the theoretical framework of social cognitive theory emphasizing the evolution and exercise of human agency that people can exercise some influence over what they do (Bandura, 1991 a). Bandura maintains that in this conception, people are self-organizing, proactive, self-regulating, and self-reflecting. From this perspective, self-efficacy affects one's goals and behaviours and is influenced by one's actions and conditions in the environment (Midgley, Carol; Feldlaufer, Harriet; Eccles, Jacquelynne S (1989). Efficacy beliefs determine how environmental opportunities and impediments are perceived (Bandura, 1991 b) and affect choice of activities, how much effort is expended on an activity, and how long people will persevere when confronting obstacles. Based on social cognitive theory teacher self-efficacy may be conceptualized as individual teachers' beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals. Following this conceptualization Bandura's (1986) recommendation for item construction should be followed when measuring teacher self-efficacy: (a) because self-efficacy is concerned with perceived capability the items should contain verbs like "can" or "be able to" in order to make clear that the items ask for mastery expectations because of personal competence, (b) the object in each statement should be "I" since the aim is to assess each teacher's subjective belief about his or her own capability, and (c) each item should contain a barrier. The latter point is underlined by Bandura (1993) stating that "If there are no obstacles to surmount, the activity is easy to perform, and everyone has uniformly high perceived self-efficacy for it."

Need and Importance of the Study:

Teacher Self efficacy is a teacher's willingness to take responsibility for student successes and failures. In general, teacher efficacy is a teacher's belief that he or she can influence how well students learn; even those students considered to be difficult or appear to lack motivation Teacher efficacy refers to the "teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students, and can effect changes in student learning". Teachers have to endure whether they are able to positively impact students and how well students progress academically. In this regard the re-

searcher felt the need of investigating the present study to compare the self efficacy of teachers belonging to Government and private schools.

Review of Related Literature:

Skaalvik, Einar M.; Skaalvik, Sidsel (2007) Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. In this study, the authors developed and factor analyzed the Norwegian Teacher Self-Efficacy Scale. They also examined relations among teacher self-efficacy, perceived collective teacher efficacy, external control (teachers' general beliefs about limitations to what can be achieved through education), strain factors, and teacher burnout. Participants were 244 elementary and middle school teachers. The analysis supported the conceptualization of teacher self-efficacy as a multidimensional construct. They found strong support for 6 separate but correlated dimensions of teacher self-efficacy, which were included in the following subscales: Instruction, Adapting Education to Individual Students' Needs, Motivating Students, Keeping Discipline, Cooperating with Colleagues and Parents, and Coping With Changes and Challenges. They also found support for a strong 2nd-order self-efficacy factor underlying the 6 dimensions. Teacher self-efficacy was conceptually distinguished from perceived collective teacher efficacy and external control. Teacher self-efficacy was strongly related to collective teacher efficacy and teacher burnout.

Objectives of the study:

- To Compare the mean scores of self efficacy among government and private school teachers
- To Compare the mean scores of self efficacy of Male teachers belonging to government and private schools
- To Compare the mean scores of self efficacy of Female teachers belonging to government and private schools

Methodology:

Hypotheses:

In order to pursue the objectives of the study the following hypotheses were framed:

1. There is no significant difference of self efficacy among government and private school teachers
2. There is no significant difference of self efficacy of Male teachers belonging to government and private schools
3. There is no significant difference of self efficacy of Female teachers belonging to government and private schools

Sampling Design:

In the present study, a sample of 247 Government and private teachers belonging to Primary and secondary schools of Kanakapura of Ramanagara district, Karnataka during the academic year 2011-2012. Data regarding the Self Efficacy of teachers were collected through simple random sampling technique through survey method.

Tools of Research:

The tool used for the present study was Teacher Self Efficacy scale developed by Dr.T.Pradeep Kumar (2012). The reliability of the test was

determined by test-Retest Method. The test-retest reliability was found to be 0.78

Statistical techniques employed:

The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the Self Efficacy scores of various groups of schools was compared.

Analysis and Interpretation of the data:

Hypothesis 1 There is no significant difference of self efficacy among government and private school teachers

Self efficacy of teachers belonging to different types of Institution

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Type of Institution	Government	105	78.181	5.562	1.27	Not significant at 0.05 level
	Private	142	77.232	6.056		

Table shows that the obtained t-value 1.27 is lesser than the tabled t-value of 1.97 for the degrees of freedom 245 at 0.05 level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference of self efficacy among government and private school teachers

Hypothesis 2 There is no significant difference of self efficacy of Male teachers belonging to government and private schools

Self efficacy of Male teachers belonging to government and private schools

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Male teachers	Government	46	79.152	5.955	0.94	Not significant at 0.05 level
	Private	23	77.782	5.567		

Table shows that the obtained t-value 0.94 is lesser than the tabled t-value of 1.97 for the degrees of freedom 67 at 0.05 level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference of self efficacy of Male teachers belonging to government and private schools

Hypothesis 3 There is no significant difference of self efficacy of Female teachers belonging to government and private schools

Self efficacy of Female teachers belonging to government and private schools

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Female teachers	Government	59	77.423	5.160	0.33	Not significant at 0.05 level
	Private	119	77.126	6.162		

Table shows that the obtained t-value 0.33 is lesser than the tabled t-value of 1.97 for the degrees of freedom 176 at 0.05 level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference of self efficacy of Female teachers belonging to government and private schools

Findings of the study:

- There is no significant difference of self efficacy among government and private school teachers
- There is no significant difference of self efficacy of Male teachers belonging to government and private schools
- There is no significant difference of self efficacy of Female teachers belonging to government and private schools

Educational Implications:

- The study revealed that there is no significant difference of self efficacy among government and private school teachers. This may be due to, According to Bandura (1994) "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, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy. The findings have revealed that both the government and private school teachers have weakened their self-efficacy.
- The study has showed that there is no significant difference of self efficacy of Male and Female teachers belonging to government and private schools, it is very much essential for the male and Female teachers to involve themselves completely in the process of teaching-learning their by increasing their interest, motivate the students to perform the task and see to that the performance of the students is enhanced, teachers should adopt innovative teaching methods, tactics, strategies, teaching aids to enhance their self efficacy.

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