



Measuring level of self-efficacy of Male and Female teachers of colleges

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ABSTRACT

This study measured and compared self-efficacy of male and female teachers of university. Samples of 70 teachers where 35 male and 35 female teachers of different colleges of Devi Ahilya Vishwa Vidhyalaya, Indore were collected by convenient sampling. In order to measure the self-efficacy of the teachers 23 itemed instrument The New Millennium in Mind survey (1998a) developed by Tebbs with some modification was used. The analysis of result revealed there is significant difference in the self-efficacy of male and female teachers of university.

KEYWORDS : Self-efficacy, teacher's self-efficacy, male university teacher's, female university teachers

INTRODUCTION

In today's scenario, the world is focussing on education. The educational institutes which have well trained and reputed teachers are able to attract more students than those having unprofessional teachers. This proves that students need highly trained and professional teachers as they help in improving the educational standards so as to meet the standard requirement of businesses.

Despite of the reputed teachers, it is also realised that these teachers are not able to use their full expertise. Time to time they require improvement in themselves so that they can make their standing in this competitive and challenging environment, according to needs of students. The use of teachers in various administrative works of colleges and universities like punching marks, marking roll numbers on benches, exam duties (including Sunday), etc., or Elections, Censes & other government activities are causes of rising stress level in them. This leads to absenteeism from work, lack of concentration, impact on efficiency & on personal, social as well as professional and social life also.

This descriptive research address the following questions: What is the level of self-efficacy of male teachers of the university? What is the level of self-efficacy of female teachers of the university?

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994).

LITERATURE REVIEW

Ashton (1985) Teachers self-efficacy means teachers belief on their own capabilities to influence students' outcomes. Teachers' efficacy has been considered as teachers' beliefs in their ability to have a positive effect on students' learning. Teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students (Ashton, 1985).

Research on the efficacy of the teachers suggests that behaviours such as persistence at a task, risk taking, and the use of innovations are related to degrees of efficacy (Ashton & Webb, 1986). For example, highly efficacious teachers are more likely to use open-ended, inquiry, student-directed teaching strategies, while teachers with a

low sense of efficacy were more likely to use teacher-directed teaching strategies such as lecture or reading from the text book.

Teacher efficacy has also been positively associated with factors related to reform-oriented education, including greater use of hands-on teaching method and a more humanistic classroom control orientation (Rosoff & Hoy, 1990).

Cherniss (1993) has suggested that teacher efficacy should consist of three domains: Task (the level of the teacher's skill in teaching, disciplining and motivating students); Inter-personal (the teacher's ability to work harmoniously with others, particularly service recipients, colleagues and direct supervisors) and Organization (the teacher's ability to influence the social and political powers of the organization). Cherniss (1993)

Teacher with high efficacy exhibited less stress and higher internal locus control than

low efficacy teachers (Greenwood, 1990), and teacher with high efficacy used solution-oriented conflict message strategies (Grafton, 1993).

Research shows that students generally learn more from teachers with high self-efficacy

than from those teachers whose self-efficacy is low. (Cakiroglu et al., 2005).

Research indicate that a nonlinear relationship between years of experience and self-efficacy: self-efficacy increase with the year 0 to 23 than decline with increase on year of experience. (Robert M. Klassen, Ming Ming Chiu, 2010)

Research indicate that female teachers shows high self efficacy than male teachers and higher the job experience higher the level of self efficacy. (Atta, Nadeem Ahmad, Maqsood Ahmed, and Zeenat Ali, 2012)

RESEARCH METHODOLOGY:

Objectives:

- To measure the self-efficacy of male teachers of university;
- To measure the self-efficacy of female teachers of university;
- To compare the self-efficacy of male and female teachers of university;

Hypothesis:

- There is no significant difference in the self-efficacy of male and female teachers of university;

Research design:

Descriptive approach used for the purpose of this study. The study conducted in Devi Ahilya Vishwa Vidhyalaya, Indore, Madhya Pradesh.

Population, sample unit and sample size : For this study a samples of 35 male and 35 female teachers of different colleges of Devi Ahilya Vishwa Vidhyalaya, Indore were collected.

Sampling Technique: Non-probability convenient sampling technique used for the study.

Data Type: Primary data collected for the purpose of this study.

Data Collection Tools: In order to measure the level of self-efficacy of the teachers 23 itemed instrument The New Millennium in Mind survey (1998a) developed by Trevor James Tebbs with some modification is used.(The New Millennium in Mind survey (1998a) instrument

adopted with permission).

Reliability of Instrument: The reliability of teacher self- efficacy scale calculated through Alpha reliability on data collected for pilot study. Sample consisted of 20 teachers of university. The reliability of scale comes out to be 0.904. It shows that instrument is a reliable measure for self-efficacy.

Data Analysis Tool: Data analysis done by t-test for comparing the self-efficacy of male and female teachers of university.

Result and Discussions: Analysis reveals that total mean score of self-efficacy of female teachers of universities (4.16) is more than self-efficacy of male teachers of universities (3.72). It shows that female teachers have higher self-efficacy compare to male teachers. There is significant difference in the self-efficacy of male and female teachers of university.

Appendix**TABLE: 1 Mean, SD of self-efficacy of male and female teachers of university**

S.No.	Variables	male			female		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
1	How much can you get through to the most difficult students	35	3.57	.917	35	4.09	.702
2	How much can you do to help your students think critically	35	3.77	.808	35	4.06	.591
3	How much can you do to control disruptive behavior in the classroom	34	3.97	.870	35	4.11	.796
4	How much can you do to motivate students who show low interest in study	35	3.77	.731	35	4.11	.631
5	To what extent can you make your expectations clear about student behavior	35	3.63	.910	35	4.23	.731
6	How much can you do to get students to believe they can do well in study	33	3.94	.827	35	4.34	.684
7	How well can you respond to difficult questions from your students	35	3.69	1.051	35	4.26	.657
8	How well can you establish routines to keep activities running smoothly	34	3.59	.892	35	4.11	.718
9	How much can you do to help your student's value learning	35	3.83	.707	35	4.20	.677
10	How much can you judge student comprehension of what you have taught	34	3.50	.826	35	4.20	.797
11	To what extent can you craft good questions for your students	34	3.56	1.050	35	4.29	.622
12	How much can you do to foster student creativity	32	3.69	.859	35	4.03	.747
13	How much can you do to get students to follow classroom rules	35	3.74	.886	35	4.23	.731
14	How much can you do to improve the understanding of a student who is failing	33	3.48	.834	35	4.23	.843
15	How much can you do to calm a student who is disruptive or noisy	34	3.94	.776	35	3.97	.747
16	How well can you establish a classroom management system with each group of students	35	3.57	1.008	35	4.14	.772
17	How much can you do to adjust your lessons to the proper level for individual students?	34	3.74	.931	35	4.06	.938
18	How much can you use a variety of assessment strategies	32	3.75	.842	34	4.15	.657
19	How well can you keep a few problem students from ruining an entire lesson	32	3.78	.906	35	4.11	.867
20	To what extent can you provide an alternative explanation or example when students are	33	3.82	.769	35	4.31	.718
21	How well can you respond to defiant students	35	3.63	.910	35	4.03	.707
22	How well can you implement alternatives strategies in your classroom	35	3.83	.664	35	4.14	.733
23	How well can you provide appropriate challenges for very capable students	35	3.77	.770	35	4.34	.765
	Total		3.72	.858		4.16	.731

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