

## **A Comparative Study of Teacher Self-Efficacy of School and College Women Teachers**

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### ***Abstract***

*The present study was conducted on a sample of 500 married women teaching in schools and colleges in the state of Punjab, India. Teacher Self-Efficacy Scale (Self- Constructed and Standardized) was used for collection of data. The study reveal that School women teachers with <35 years of age have significantly higher level of teacher self-efficacy than college women teachers with <35 years of age. College women teachers with >35 years of age have significantly higher level of teacher self efficacy than school women teachers with >35 years of age.*

*Key words: Teacher Self-Efficacy, School Women teachers, College Women Teachers*

### **Introduction:**

National development and a society prosperous with knowledge all begins from its teachers. Teaching is one of the most significant profession of world. All the professions in the society have its base in this noble profession. It is a platform where socialization of the child takes place (Khurshid, Quasmi & Ashraf, 2012). No other personality can have an influence more profound than that of a teacher. Teachers particularly, women teachers regarded as parental figure, play cardinal role in the building up of the character of the next generation. Thus, teachers are very important in child development. In order to teach effectively, teachers must have some sense of belief that they can make a difference to the lives of children they are teaching. For this, Education system needs self- assured and self-efficacious teachers who perceive situations and proffer solutions to any problem they may encounter. Such teachers will keep moving even if the circumstances are tough, their self-efficacy stands as the source of their strength. They have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self-directed learning.

## **OPERATIONAL DEFINITION OF THE TERM USED**

- **Teacher Self-Efficacy:** Teacher self-efficacy refers to the belief in the efficiency of one's teaching, teaching methods and judgment of his capabilities to bring about desired changes in student learning.

## **RATIONALE OF THE STUDY**

**Srivastava, Tiwari and Srivastava (2016)** found that self-efficacy is positively and significantly correlated to teacher sense of job involvement. Data for the study was collected from 65 secondary school teachers of Uttarakhand, Uttar Pradesh (India). 'Job Involvement Scale' by Paullay et al. (1994) and 'Self-Efficacy Scale' (2001) were used as data collection tools. **Kaur (2017)** studied the relationship between self-efficacy and feminist identity of 200 women teacher educators of Punjab (India) and found that there is positive and significant relationship exist between self-efficacy and feminist identity of women teacher educators. **Reshma and Veena (2017)** conducted a research on 60 adolescents of Distt. Kollam, Kerala (India) and found that during the period of adolescence the level of academic self-efficacy and social self-efficacy is higher as compared to emotional self-efficacy. Data was collected with the help of 'Self-Efficacy Questionnaire for Children' by Muris (2001). **Manojprabhakaran (2017)** found a significant positive relationship between self-efficacy and organizational commitment. Data was collected from 80 IT professionals with the help of 'Self-Efficacy Scale' by Sherer et., al, (1982) and 'Enhanced Organizational Commitment Model' (1997). Investigator could trace only a few studies directly related to school and college women teachers (Kumar, 2013; Kumar & Gupta, 2014). Therefore, a need was felt to study teacher self-efficacy of school and college women teachers.

### **Objective of the study**

To find out the difference in teacher self-efficacy of school and college women teachers with respect to age.

### **Hypothesis of the study**

There is no significant difference in teacher self-efficacy of school and college women teachers with respect to age.

## **Methodology**

The present study was a descriptive survey conducted on a sample of 500 married women teachers teaching in government and self-financed schools and colleges in the state of Punjab. Multistage randomization was followed at the district, school / college and teacher level. The sample of 500 married women teachers was drawn from five randomly selected districts i.e. Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga out of the total twenty two districts of the state of Punjab. In this way, the married women teachers who were the subjects numbered 500, out of which 250 were from schools (125 government and 125 self-financed) and 250 from colleges (125 government and 125 self-financed). Out of 125 government school teachers, 62 were teaching in rural and 63 in urban government schools. Out of 62 rural government school teachers, 31 were with age, <35 years and rest i.e. 31 were of age >35 years. Out of 63 urban school teachers, 31 were with age <35 years and others i.e. 32 were of age more than 35 years. 125 teachers from self-financed schools were categorized into different categories on the pattern applied for government school teachers. Same distribution was made applicable to married women teachers teaching in colleges.

## **Tool Used**

For the present study, the investigator used the following tool for collection of data:

Teacher Self-Efficacy Scale (Self- Constructed and Standardized)

## **Results and Discussion**

To verify above said hypothesis one-way ANOVA was employed on the scores of teacher self- efficacy of school and college women teachers with respect to age (<35 years & >35 years).

Table 1, Fig. 1 and Fig. 2 show the results of ANOVA employed on the scores of school and college women teachers on the variable of teacher self-efficacy with respect to age (<35 years & >35 years).

**Table 1 Showing Summary of 2X2 ANOVA for Scores of School and College Women Teachers with respect to Age (<35 years &>35 years) on the Variable of Teacher Self-Efficacy.**

Source of Variation	SS	df	MS	F-Value
Category of Teachers (A)	0.11	1	0.11	0.0004
Age (B)	458.16	1	458.16	1.79
First Order Interaction (AXB) Category of Teachers X Age	1411.31	1	1411.31	5.50*
Within Group (Error)	127257.05	496	256.57	
<b>Total</b>	129129.88	499		

*\*Significant at 0.05 level of confidence*

## MAIN INFLUENCES

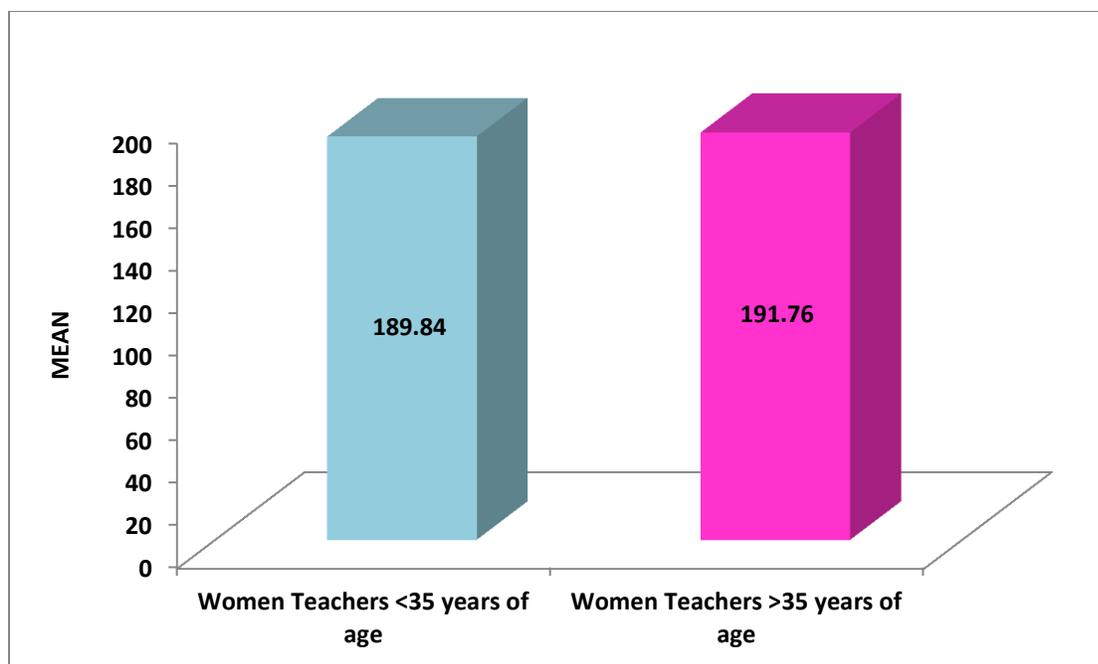
### Main influence (A) Category of Teachers (School & College) on the variable of Teacher Self-Efficacy.

Results presented in Table 1 reveals that the F value for the difference in mean scores of school and college women teachers on the variable of teacher self-efficacy is 0.0004 which is non-significant. The mean scores of school women teachers (M=190.76) and college women teachers (M=190.92) do not differ significantly on the variable of teacher self-efficacy. Hence it may be concluded that the school and college women teachers do not differ significantly on teacher self-efficacy.

### Main influence (B) Age (<35 years & >35 years) on Teacher Self-Efficacy of Women Teachers.

F value (F=1.79) as indicated in Table 1 for the difference in mean scores of women teachers on the variable of teacher self-efficacy with respect to age i.e. <35 years and >35 years is non-significant indicating that the mean scores of women teachers (M=189.84 and 191.76 respectively) with respect to age (<35 years and >35 years) do not differ significantly on the variable of teacher self-efficacy. The graphical representation of the scores shown by way of bar graphs is also supporting the above results (Fig. 1).

### Fig. 1 Bar Graph showing Mean Scores of Women Teachers with respect to age (<35 years & >35 years) on the variable of Teacher Self-Efficacy.



## DISCUSSION OF RESULT

Table 1 and Fig. 1 reveal that women teachers with <35 years and >35 years of age do not differ significantly on the variable of teacher self-efficacy. The plausible reason for the said results may be that the representative sample of the present study i.e. married women teachers teaching in schools and colleges are in adulthood period and will remain in the same period throughout their job. As teacher self-efficacy is stage specific not age specific, so it does not change on daily basis, hence no significant difference is expected between women teachers with <35 years and >35 years of age on the variable of teacher self-efficacy. This leads to the acceptance of above mentioned hypothesis “There is no significant difference in teacher self-efficacy of school and college women teachers with respect to age”.

The findings of Shazadi, Khatoon, Aziz and Hassan (2011) and Lather and Goyal (2014) are in line with present findings as they researched that age has no significant effect on self-efficacy.

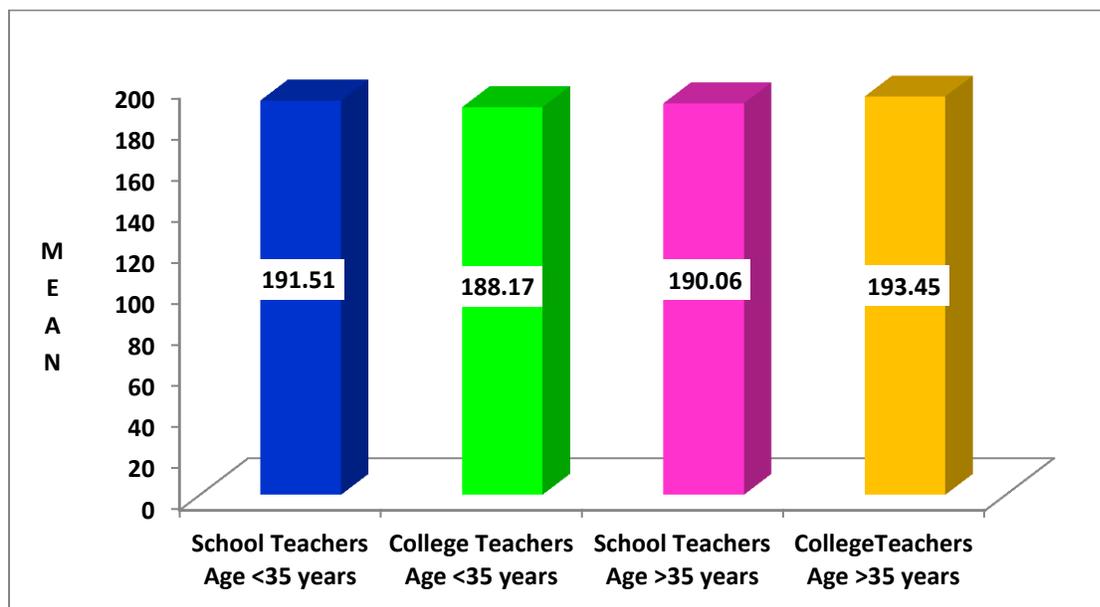
The present study contradicts the findings of Reddy, Reddy, Reddy and Reddy (2014) and Sridhar and Badiei (2007) who found age as a significant factor affecting teacher self-efficacy i.e. younger teachers have higher self-efficacy as compared to older.

## INTERACTIONAL INFLUENCE ( A X B)

**Interactional influence of Category of Teachers (School & College) and Age (<35 years and >35 years) on Teacher Self-Efficacy.**

Form Table 1, it can further be seen that F value for the difference in mean scores of teacher self-efficacy of women teachers due to interaction between category of teachers (School & College) and age(<35 years and >35 years) is found to be 5.50 which is significant at 0.05 level of confidence with df 496. It indicates that school and college women teachers with age <35 years and >35 years differ significantly on teacher self-efficacy. The difference (d= 3.34) is in favor of school women teachers when age is less than 35 years and the difference (d=3.39) is in favor of college women teachers when age is more than 35 years. Results lead to the rejection of hypothesis, ‘There is no significant difference in teacher self-efficacy of school and college women teachers with respect to age’. Results are presented in Figure No. 2

**Fig. 2. Bar Graph showing Mean Scores of School and College Women Teachers with respect to Age <35 years and >35 years on the Variable of Teacher Self-Efficacy**



**DISCUSSION OF RESULTS**

Table 1 and Fig. 2 reveal that school and college women teachers differ significantly on teacher self-efficacy due to interactional influence of category of teachers (School & College) and age (<35 years and >35 years). The probable reason for school women teachers with <35 years of age having significantly higher level of teacher self-efficacy may be that in the era of

unemployment among qualified teachers especially in the state of Punjab every year thousands of students qualify the required degree for becoming a qualified teacher and number of vacancies in different category of schools is far less than who apply for the job. To keep the number in check every candidate is to be screened and out of ten applicants for one post, only four are to be interviewed. So on an average, student who qualifies to be a teacher, during the process of screening may not qualify the screening test and those who are lucky enough and are in the screened list has to follow a very tough selection procedure, comprising of a written test, three to four demonstration lessons, panel discussion and final interview for those who qualify the first three. In the process of interview a good knowledge of subject as well as education and general awareness helps a person to be selected as a teacher. The process of recommendation is also followed in many prestigious schools. Once the teacher joins, the rider of good performance so as to remain in the job is like a sword of Damocles hanging over the head. This tough procedure of selection leads to increase in the self-confidence of the teacher and his belief in abilities i.e. self-efficacy.

Another reason for higher level of teacher self-efficacy among school women teachers with <35 years of age may be due to the fact that 26000 persons qualify B.Ed. annually and are eligible to become a teacher in the state of Punjab. Only a small percentage of it get government job on the basis of good academic record and TET (teacher eligibility test). Those who get job in the government sector are < 35 years and getting a regular job lead to increase in the self-efficacy.

The possible reason for college (government and self-financed) women teachers with >35 years of age having significantly higher level of teacher self-efficacy may be due to the career progression scheme for college teachers. The college teachers with >35 years of age aspire to become associate professors and professors. An assistant professor in college for self progress participates in a number of activities like participation and paper presentations in college, state, national and international seminars/conferences and workshops, carrying out minor and major research projects, national and international publications and getting membership of national and international professional bodies and the like. Carrying out all above, self-efficacy naturally among college women teachers with > 35 years of age tends to be higher as compared to school women teachers with >35 years of age.

## Conclusion

School women teachers with <35 years of age have significantly higher level of teacher self-efficacy than college women teachers with <35 years of age. College women teachers with >35 years of age have significantly higher level of teacher self efficacy than school women teachers with >35 years of age.

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