

A Study on the Self Efficacy of the Teacher Educators of Dhemaji District, Assam

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Abstract

Teaching is a noble profession and a profession of challenges. In the 21st century, the society is in a greater need of a skilful and a competent teacher. For which this tends to make the teacher training institutes more dynamic, multidisciplinary, effective and active comparatively to the bygone days. There is a saying “Teachers are born not made” cannot be denied for the fact that the traits that are required to become a good and effective teacher can only be possessed by few and the rest just need to be trained to develop those traits. One of such important traits is self-efficacy. This trait is the ability of a person to handle situations as per the need of the hour and use innate abilities to overcome and succeed the situation. Self-Efficacy is a person’s particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Bandura, 1977). Thus, this study aims to find out the level of Self Efficacy of the Teacher educators of Dhemaji district, Assam.

Keywords: Teacher, Self-Efficacy, Teacher Educator

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1.0 Introduction:

Teacher is regarded as the backbone of the society. A teacher is believed to bring change in the society. It is said that a teacher can be a creator and a destructor to a generation because the students who are the future of our nations are mould and shaped by the teachers only. In a country like India, teachers are regarded as god, which is why people prefer to show respect and devotion to teachers. They often hold a place in student’s hearts as an idle person or a role model. A duty of a teacher is not only confined to giving knowledge and teaching the students the subject matter but to diligently work for the whole institute, society and the generation. There are numerous teachers in the world but only few are remembered for their effectiveness and dedications. Teacher’s effectiveness depends upon various things and self-efficacy is one of them. Self efficacy refers to one’s belief about his/her capabilities to accomplish specific task. Teachers who have a high sense of belief in their teaching capabilities will achieve higher goals while teachers who have a low sense of belief in their capabilities will be under the shadow of fear of failures.(Hussain,et al.2022). The construct of self-efficacy was coined by the renowned psychologist Albert Bandura in his social cognitive theory. For Bandura, Self-Efficacy defines how you see yourself, what you think your mind and body can do and how much effort you put in to succeed.(Johansson,et al.2021). Bandura theorised that people with high self-efficacy are more likely to take up difficult tasks as something of a challenge.(Kaur et al.2017). Self efficacy is the individual’s perceived expectancy of obtaining valued outcomes through personal effort. He related teachers’ sense of efficacy to the school structure.(Fuller et al.1992). Ashton (1985) defined teachers’ sense of efficacy as “their belief in their ability to have a positive effect on student learning” and has

been related to significant variables as student achievement, student motivation, teachers' adoption of innovations and teachers' classroom management strategies. (Kaur et al.2017). Self-efficacy plays a vital role in changing our perception of experiences and it greatly influences thoughts, well-being, personal accomplishment, actions, emotions and human motivations. (Hussain et al. 2022). Alibakhshi, Nikdel and Labbafi (2020) conducted a study on the correlation between teachers' high self-efficacy, learners' motivation, and achievement found that teachers that possess a high level of self-efficacy have learners with better academic achievement and motivation, than those taught by teachers with a lower sense of self-efficacy. Cherry (2020) finds that teachers with a high sense of teacher efficacy can develop an interest in academic activities, develop a higher sense of commitment to their interest and school activities, do not lose control when they face difficulties rather welcome challenging activities as to be successful. (Hussain, S, et al.2022). Bandura (1977) described that self-efficacy is based on four major sources of information: mastery experiences, vicarious experience, social persuasion, and emotional and affective states. James Maddux (2013) has suggested a fifth route to self-efficacy through "imaginal experiences," the art of visualizing yourself behaving effectively or successfully in a given situation." (Garrido, G.2023).

Prior to a teacher's performance comes the quality and skill of a teacher educator who prepares the teachers for all levels. A skillful teacher educator is said to be one who prepare a student-teacher mentally, emotionally, spiritually, intellectually, physically being able to serve the nation, builds a holistic outlook towards the profession, develops sense of ethics and morality towards the duties and responsibilities. Being a teacher educator the greatest quality of all that one must poses is the quality of Self Efficacy which can help in achieving academic excellence by influencing the lives of students. He/she must be capable enough to carry all the responsibilities on shoulders and be able to deliver actions as the situation demands. The efficacious teachers believe that they can make a difference in their students' lives and teach in ways that demonstrate this belief (Vidhi, A. et al 2021). National Curriculum Framework, 2005 gave importance to the role of teacher education in order to develop an effective teacher. It is evident from the studies that a teacher education program focused on nurturing spiritual intelligence, self-efficacy, emotional intelligence in student teachers will be very useful. (Kaur. et al.2014). NCFTE 2009, also talks about the changing vision on teacher education which emphasis on integrative and eclectic outlook, sociological and anthropological insights and multicultural education. Today's teacher educator is expected to have not only professional skills but also the life skills, technological skills and suffice oneself with the education 4.0.

Operational Definitions:

Self- Efficacy : Self – efficacy is a person's particular set of belief that determine how one can execute a plan of action in prospective situations. (Bandura, 1977).

In this study, the self efficacy involves the determination and perseverance of the teacher educators to overcome any challenges and obstacles in a teacher education institute and achieve goals.

Teacher educator: Teacher educator is used as an inclusive term to encompass all who are professionally engaged in the initial and ongoing education of teachers, including those who work in schools, colleges and universities (International Encyclopedia of Education, 2023).

Here, in this study teacher educators are encompassing all the teacher educators of the Dhemaji district.

2.0 Objectives of the study:

- To study the level of Self Efficacy of the Teacher Educators of Dhemaji district.
- To study the difference between the Self Efficacy of Male and Female Teacher educators of Dhemaji district.

3.0 Hypothesis of the study:

- There is no significant difference between the Self Efficacy of Male and Female Teacher educator's of Dhemaji district.

4.0 Delimitation of the study:

- The study is delimited to only the teacher educators of Dhemaji district.

5.0 Methodology:

5.1 Method of the study:

Descriptive survey method was used in the study.

5.2 Sample of the study:

The sample comprised of 30 teacher educators in total who were present at the time of data collection in the 2 institutions of teacher education and training.

5.3 Sampling technique:

The sampling technique used in the present study to collect data was Incidental sampling technique.

5.4 Tool used in the study:

In the present study, Teacher's Self Efficacy tool developed by Masaud Ansari, Dr.(Kr.)Sajid Ali Khan and Dr.Shah Mohd.Khan(2017) was used.

5.4.1 Description of the scale-

The Teacher's Self Efficacy scale was developed by Masaud Ansari, Dr.(Kr.)Sajid Ali Khan and Dr.Shah Mohd.Khan (2017) to measure the Self Efficacy of the teachers. The scale covers the dimensions *viz.* Restraint, Outgoing/Participating, Evolving, Versatile, High Expectations, Constructive. The scale consists of 23 items distributed across six dimensions.

Scoring procedure:

The responses of the corresponding items were added to generate dimensions scores and summing up all 23 items to generate overall Teacher's Self Efficacy score. Thus, the minimum possible score of the scale will be 23 and the maximum 138. The higher the score indicates high level of Teacher's Self Efficacy and lower the score indicates low level of teacher's Self Efficacy.

Scoring key Table 1

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6

Reliability:

Cronbach's Alpha was calculated and found 0.849, significant at 0.001 levels. The internal consistency of the scale is quite high and this gives a support that the scale is highly reliable .

Validity:

Content validity of the scale was verified by number of experts, academicians and professionals. By using Confirmatory Factor Analysis , convergent and discriminant validity was measured. In summing six factors explained 51.911% of the total variance found. The construct /factorial validity of the scale is highly satisfactory.

Norms:

Z- score Norms table for Teacher's Self Efficacy**Table 2**

SL NO.	Range of Z Scores	Grade	Level of Teacher's Self Efficacy
1	+2.01 and Above	A	Extremely High (Positive)
2	+1.26 to +2.00	B	High (Positive)
3	+0.51 to +1.25	C	Above Average (Positive)
4	-0.50 to +0.50	D	Average /Moderate(Neutral)
5	-.51 to -1.25	E	Below Average (Negative)
6	-1.26 to-2.00	F	Low (Negative)
7	-2.01 and Below	G	Extremely Low(Negative)

5.5 Statistical techniques used:

- In the present study, descriptive statistics viz. Mean, Median, Mode was used to study the level of Self Efficacy of the Teacher educators.
- t - test was used to study the difference in between the Self Efficacy of male and female Teacher educator's.

6.0 Data Analysis and Interpretation:**6.1 Level of Self Efficacy of the Teacher Educators of Dhemaji District**

To study the levels of Self Efficacy of Teacher educators, a standard classification based on the norms as specified in the Manual of the Teacher's Self Efficacy developed by Masaud Ansari, Dr.(Kr.)Sajid Ali Khan and Dr.Shah Mohd.Khan (2017) is presented below-

Distribution of the Teacher educators on the basis of score on Teacher's Self Efficacy Scale**Table 3**

SL NO.	Range of Z Scores	Grade	Level of Teacher's Self Efficacy	No. of Teacher Educator
1	+2.01 and Above	A	Extremely High (Positive)	3
2	+1.26 to +2.00	B	High (Positive)	1
3	+0.51 to +1.25	C	Above Average (Positive)	8
4	-0.50 to +0.50	D	Average /Moderate(Neutral)	4
5	-.51 to -1.25	E	Below Average (Negative)	6
6	-1.26 to-2.00	F	Low (Negative)	6
7	-2.01 and Below	G	Extremely Low(Negative)	2

Table 3 shows that , 3 no.of Teacher educators fall under Extremely High category, 1no.of Teacher educator falls under High category, 8 no.of Teacher educator falls under Above Average category, 4 no.of Teacher educator falls under Average category, 6 no.of Teacher educator falls under Below Average category, 6 no.of Teacher educator falls under Low category and 2 no.of Teacher Educator falls under Extremely Low category.

In order to find the level of Self Efficacy of the Teacher educators of Dhemaji district, Mean ,Median, Mode was used.

Table 4**Levels of Self Efficacy of Teacher educators of Dhemaji District**

Variable	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Self Efficacy	106.06	106.5	114	9.265	0.096	-0.401

The computed value of mean, median and mode mentioned in the table above is 106.06, 106.5 and 114 respectively which shows that the average score obtained by the Teacher educators is 106.06, the middle value is 106.5 of the total data and most frequently scored number is 114. The computed standard deviation is 9.265.

The computed value of skewness 0.096 indicates that the distribution of the scores in the Self Efficacy scale is skewed positively or towards right.

The kurtosis value is -0.401 which indicates that the distribution of the Self Efficacy score is platykurtic.

6.2 Comparison between the male and female teacher educator's level of self efficacy:

In order to find the difference in the Self Efficacy of the Male and Female Teacher educators of Dhemaji district the following hypothesis was formulated in null form.

Hypothesis: There is no significant difference between the Self Efficacy of Male and Female Teacher educators of Dhemaji district .

To test the hypothesis t-test was used. The table shows the detail analysis of variance of Self Efficacy of Teacher educators of Dhemaji district.

Significance of Difference between Means of Self Efficacy of Male and Female Teacher educators of Dhemaji district

Table 5

Category	N	Mean	Std. Deviation	Std. Error Mean	t- value	Significance
Male	13	106.23	7.384	2.04	0.083	Not Significant at 0.05 level
Female	17	105.94	10.709	2.59		

Regarding the significance of difference between Male and Female Teacher educator's Self Efficacy, the calculated t value found **0.083** is not significant at 0.05 level of significance for two tailed test because it is less than the tabulated value **1.98**. Hence, the null hypothesis "**There is no significant difference between the Self Efficacy of Male and Female Teacher educators of Dhemaji district.**" may be accepted.

Therefore, it can be concluded that there is no significant difference between the Self Efficacy of Male and Female Teacher educator's of Dhemaji district.

7.0 Findings and Discussions:

The above study revealed that, the Mean, Median, Mode of the Teacher educators of Dhemaji district towards Self-Efficacy is 106.06, 106.5, 114 respectively. The skewness is 0.096 and the kurtosis is -0.401.

Also, from the above study it is found that there is no significance of difference between Male and Female Teacher educators of Dhemaji district with reference to their Self-Efficacy. The calculated t- value is 0.083 which less than the tabulated value 1.98 at 0.05 level. Thus, the null hypothesis "**There is no significant difference between the Self Efficacy of Male and Female Teacher educators of Dhemaji district.**" may be accepted.

8.0 Educational Implications:

- This study gives a lucid idea on the Teacher educators Self-Efficacy and its importance in the present society.
- This study may also help the academicians and researchers to develop a self efficacy scale on various other variables such as students, school teachers etc.

9.0 Conclusion:

In this educational ecosystem of maintaining coherence and educational up gradation, every teacher must be capable enough and boost with the skills to handle the situation in and out of a classroom . The basic quality one must possess is the Self-Efficacy tool to overcome and confront any adversity with smartness. The self-efficacy is becoming a most needed skill for a teacher now in 21st century and being a teacher educator one must be loaded with this skill so that they can manifest self as an ideal to the pupil teachers and shape them with utmost confidence and care in order to prepare them as a competent teacher for the society.

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