

Study of self-efficacy amongst Higher Secondary school Teachers with respect to teaching experience and Gender

Ms. Chandrika¹, Dr. Dayal Sandhu² & Prof Kavita Varma³

¹Research Scholar, GLA University, Mathura, India

²Assistant Professor, CDOE, Jamia Millia Islamia, New Delhi India

³Professor, Faculty of Education, GLA University, Mathura, India

Abstract---

The present study investigated the Self-Efficacy with reference to gender and teaching experience amongst higher secondary school teachers. Descriptive Survey method was utilized for the investigation. Descriptive research design is utilized to achieve the aims of the study. A sample of 110 higher secondary school teachers working in government and private schools were taken from Mathura district of Uttar Pradesh by random sampling technique. Mean, S.D., analysis of variance and t-test is used for analyzing the collecting data.

Keywords--- Self Efficacy, Higher Secondary School Teachers, gender, teaching experience

Introduction

Education is one of the important stages about formation of society. As education is the whole system in which morality, attitude, information and skills are given. We need institutions for constructing these human being behaviors. To achieve this this, education system needs a institution (school) and staff (teachers) .Nothing is permanent on this earth except change. Teachers' personal values drive their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working it can be said that Work Engagement is the psychological attachment of the person with his job. It affects the people who work in organization. It is reflected in the job-related activities of a person, be it administrative, academic or extension activities. Such a person gives utmost importance to work in his/her life. Work engaged teachers have strong identification with their job. Such Teachers leave no stone unturned to make efforts for the betterment of their organization. They take

utmost care about the kind of job they do. Such employees seldom remain tardy and absent. They are interested in doing high quality work and are motivated to put forth their best efforts on the job. They are mostly found to be happy with their job, and highly committed to their careers, professions, and employing organizations. Highly work involved teachers morally feel obliged to be involved in their job. It can be said that job involvement is an important work related phenomenon which influences work performance. Of the emerging generation. Therefore, being a significant component of this system, the teacher should adapt himself with new capabilities and possess up-to-date potentialities about self-efficacy, work engagement and organizational commitment and their impact on educational performance. It is a well-known fact that the performance of the students depends significantly on the performance of the teachers. Thus Self-efficacy is the main factors for a teacher which establishes teacher's honesty towards his/her profession .Teacher they are identified as the second parents of the learners so, they should focus on his capabilities. Therefore, their behaviors, skills, etc. Overall performances play a remarkable role in building relations and influencing in the students positively in educative process. Teachers are expected to be versatile and tactful enough to

manage their affairs. So, they have to acquire emotional competence which enables them to become successful teachers. Self-efficient teachers are valued highly in the present day competitive world. Because, only the self-efficient teachers can play an important, dominating and determining role in shaping the interaction between the students of Higher Secondary Education level are of an adolescent age an age which is very crucial. Having Self-efficacy is the major quality of a Higher Secondary School Teachers.

Self-Efficacy

Self-Efficacy is a significant trait in an individual, which helps him/ her in accomplishment of his/ her goals. Such people are likely to undertake difficult task as challenge and are motivated to master them rather than avoid them. **Bandura 1986**, firmly believes that knowledge, content, skills and outcome expectations are necessary for successful individual performances. □□Self-efficacy is an important psychological trait which affects individual behavior. □It is a trait of an individual according to which a person executes

his/ her actions. □□Past experiences play very important role in development of self-efficacy. If a person is increasingly successful in a given task, he/she is likely to develop high self-efficacy and firm belief in his/ her capability to execute the task successfully. Self-efficacy tends to vary according to the task. It is a belief that one can perform one's task well. It works as an intrinsic motivation.

Objectives

1. To study the Self- Efficacy of higher secondary school teachers with reference to gender and teaching experience.

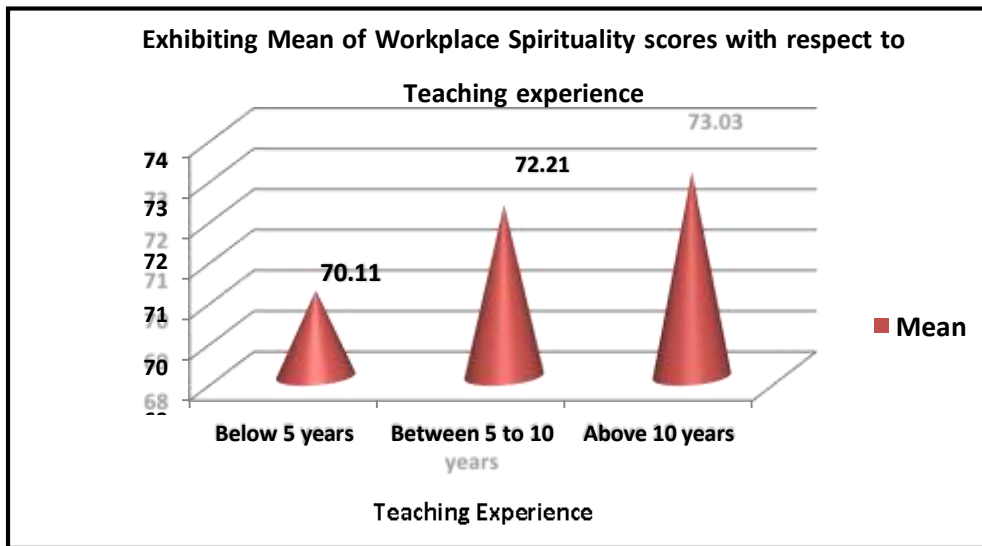
For analyzing this objective, the researcher has applied one way ANOVA for finding the significant difference exist or not in self-efficacy scores amongst higher secondary school Teachers with respect to teaching experience. Table 1.0 shows number, mean and standard deviation of higher secondary school Teachers with respect to teaching experience.

Table 1.0.: Showing Number, Mean and Standard deviation of Higher secondary school Teachers with respect to teaching experience

Teaching Experience	N	Mean	Standard Deviation
Below 5 years	95	70.11	38.88
Between 5 to 10 years	155	72.21	39.21
Above 10 years	170	73.03	42.54

The mean scores of teaching experience levels below five years, between five-ten years, above ten years are 70.11, 72.21 and 73.03. The mean scores exhibiting self-efficacy with respect to teaching experience are represented graphically in Fig 1

Fig 1 Exhibiting Mean of self-efficacy scores with respect to teaching experience



Further ANOVA has been applied for showing the difference in self-efficacy scores amongst Higher secondary school Teachers with respect

to teaching experience which is shown in Table 1.1:

Table 1.1.: Showing the difference in self efficacy scores amongst Highersecondary school Teachers with respect to teaching experience.

Sources of variance	Sum of Squares	df	Mean square	F-ratio	Level of Significance
Between Groups	336.57	2	168.28		
Within Groups	27725.42	417	66.48	2.53	Insignificant at 0.05 level
Total	28061.99	419			

From the table 1.1, it is observed that the calculated F-ratio is 2.53 which is less than the table value at 0.05 level of significance. Therefore, the result is insignificant. Hence, null hypothesis that there exists no significant difference in self-efficacy amongst higher secondary school Teachers with respect to teaching experience is accepted. Therefore, it appears that irrespective of the period of teaching in their respective secondary school,

teachers feel sense of personal connection with other work-fellows in their organization in which they are working.

For analyzing the above objective the researcher has calculated mean, standard deviation and has applied critical ratio which are exhibited in Table 1.2:

Table 1.2.: Showing statistical measures of self-efficacy scores with respect to gender

Gender	N	Mean	SD	df	Critical Ratio(CR)	
					Calculated Value	Level of Significance
Male	272	71.04	9.74	431	2.61	Significant at 0.05 level

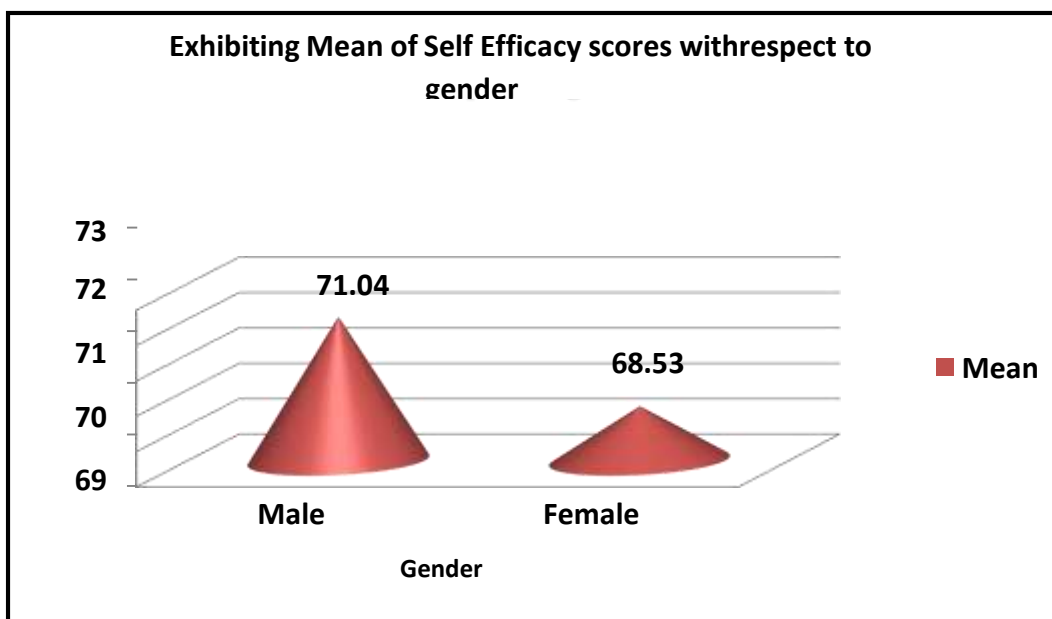
Female	160	68.53	10.02	
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It was observed from Table 1.2 that the mean values of self-efficacy scores of Male and Female teachers are 71.04 and 68.53 respectively. It is also found that CR value (=2.61) is greater than the table value (1.96 at 0.05 level of significance) which indicates that there is significant difference amongst self-efficacy of Higher secondary school Teachers with respect to gender. Hence, null hypothesis that there

exists no significant difference between male and female teachers of Higher secondary school with respect to self-efficacy is rejected.

The mean scores exhibiting self-efficacy are represented graphically in Fig 2:

Fig 2 Exhibiting Mean of self-efficacy scores with respect to gender



CONCLUSION

Hence it is concluded that there is insignificant difference in self-efficacy amongst higher Secondary school Teachers with respect to gender and significant difference in self-efficacy amongst higher Secondary school Teachers with respect to teaching experience. Gender plays a significant role in determining organizational Commitment amongst Higher secondary school Teachers. Male teachers working in higher secondary school teachers are found to be comparatively more committed with their respective jobs than female teachers.

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