

SELF-EFFICACY OF SECONDARY TEACHER EDUCATION STUDENTS

Dr.B.Padma* & Mrs.S.Jayanthi**

*Assistant Professor, Madurai Kamaraj University

**Research Scholar, Madurai Kamaraj University

ABSTRACT

The main objective of the study was to find out the significant difference if any, in self-efficacy of Secondary Teacher Education Students with respect to background Variables. The investigator adopted the survey method in order to carry out the research. The Sample consists of 100 Secondary Teacher Education Students who were selected through the stratified random sampling technique. The findings revealed that there was no significant difference in the self-efficacy of Secondary Teacher Education Students based on Gender, Educational Qualification, Locality, Income Group, Medium of instructions and Disciplines. But significant difference has in the self-efficacy of Secondary Teacher Education Students based on marital Status.

Keywords: Self-Efficacy> Secondary Teacher Education Students

INTRODUCTION

Education is the key to Success in life, and the teachers make a lasting impact in the lives of their students - **Solomon Ortiz**

An educational institution objective is an important function of providing learning experience to show their students from the darkness of ignorance to the light of knowledge. The backbones in the institutions that play an important role to bring about this conversion are teachers. NCF 2005 says, requires a teacher to be a facilitator of children's learning construct. If future of a nation should be secure, that it is vitally important to investment in the creation of teachers. So that NCF places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Every community should have a skillful and devoted teacher in every classroom.

NEED FOR THE STUDY

Bandura described, self-efficacy denotes to feelings of capability and competence in managing with life self-efficacy was in terms of our perception of the control we has our life. Self-efficacy is an individual's belief about on his or her ability to execute behavior. Self-efficacy theory is one important concept of bandura's social learning theory which recommended that an individual's skill, behavioral, social and cognitive. Self-efficacy beliefs a key role in the regulatory procedures through which an individual's enthusiasm and performance achievements are governed and analyzed. Self-efficacy judgments regulate how much effort people will take to perform a task and how long they will persist

with it. People with strong Self-efficacy beliefs put in maximum efforts to master a challenge while those with low Self-efficacy are likely to put in low efforts or even quit if they meet with low achievements

People low in self-efficacy feel useless, incapable to exercise control over life events. High self-efficacy persons believe they can deal efficiently with events and situations. Because they expect to succeed in overcoming obstacles, they persevere at task and often perform at a high level. These people have greater confidence in their abilities than do persons low in self-efficacy, and they express little self-doubt. They view difficulties as challenge instead of threats and actively seek novel situations. High self-efficacy reduces fear of failure, raises aspirations, and improves problem solving and analytical thinking abilities.

As stated Bandura's (1986) social learning theory, self-referent thought mediates between knowledge and action, individuals evaluate their own involvements and thought procedures through, self-reflection. Bandura considered self-reflection a unique human capacity, for through this form of self-referent thought people assess and change own thinking and performance. These self-evaluations include perceptions of self-efficacy, namely, beliefs in one's capacities to establish and execute the courses of action required to accomplish prospective situations (Bandura). These beliefs affect behavior in many ways. They influence the choices individuals make and the course of action they pursue.

In this present-day world, where knowledge in science doubles within a decade, it is possible to provide the students, all the necessary knowledge by the teacher by himself. Students gain knowledge by acquiring information about different ideas, laws principles and theories which explain various phenomena in this world. Presenting such information in a way that makes it easy for students to understand is otherwise known as 'efficient transmission of knowledge' which constitutes the primary duty of teacher. For efficiently carrying out this duty, the teacher should have highly self-efficacy and they should update, expand his knowledge. A teacher's perceived self-efficacy is a personality trait which helps there to succeed in enhancing their student's achievements, in setting high goals for themselves and in pursuing these goals.

High self-efficacy teachers have feelings of self-confidence, assurance deeds and tranquility in approaching difficult tasks and assignments. As a result of these influences, self-efficacy teachers beliefs are strong determinants and forecasters of the level of achievement that ultimately attain. For these reasons, High self-efficacy teacher set aside time specifically for thinking over his professional practices, needs for professional growth and students' needs.

OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference between male and female secondary teacher education students in their Self-efficacy
- To calculate whether there is any significant difference between Under Graduate and Post Graduate secondary teacher education students in their Self-efficacy
- To measure whether there is any significant difference between Rural and Urban secondary teacher education students in their Self-efficacy
- To compare whether there is any significant difference between High Level Income Group and Low Level Income Group secondary teacher education students in their Self-efficacy
- To compute whether there is any significant difference between Married and Unmarried secondary teacher education students in their Self-efficacy
- To manipulate whether there is any significant difference between Tamil Medium and English Medium secondary teacher education students in their Self-efficacy
- To analyze whether there is any significant difference between Arts and Science secondary teacher education students in their Self-efficacy
- To assess whether there is any significant difference between First Graduate and not First Graduate secondary teacher education students in their Self-efficacy
- To find out whether there is any significant difference between students whose parents are teachers and not teachers of secondary teacher education students in their Self-efficacy

HYPOTHESES OF THE STUDY

- There is no significant difference between male and female secondary teacher education students in their Self-efficacy
- There is no significant difference between Under Graduate and Post Graduate secondary teacher education students in their Self-efficacy
- There is no significant difference between Rural and Urban secondary teacher education students in their Self-efficacy
- There is no significant difference between High Level Income Group and Low Level Income Group secondary teacher education students in their Self-efficacy
- There is no significant difference between Married and Unmarried secondary teacher education students in their Self-efficacy
- There is no significant difference between Tamil Medium and English Medium secondary teacher education students in their Self-efficacy

- There is no significant difference between Arts and Science secondary teacher education students in their Self-efficacy
- There is no significant difference between First Graduate and not First Graduate secondary teacher education students in their Self-efficacy
- There is no significant difference between students whose parents are teachers and not teachers of secondary teacher education students in their Self-efficacy

METHOD SELECTED FOR THE PRESENT STUDY

The investigator has adapted survey method of research to find out the level of Self-efficacy of secondary teacher education students.

POPULATION FOR THE STUDY

The population of the study consisted of Secondary Teacher Education Students in Ramanathapuram District, Tamilnadu

STATISTICAL TECHNIQUES USED

Statistical technique used in the study are Arithmetic Mean, Standard Deviation (SD), and ‘t’-Test.

ANALYSIS AND INTERPRETATION OF DATA

Table - 1 - Level of Self – Efficacy of Secondary Teacher Education Students

Score	N	Mean	Standard Deviation
	100	97.5	10.45

From the above table, it is concluded that there is a High level of self – Efficacy of Secondary Teacher Education Students.

Table-2 - Significant Difference in the Self – Efficacy of Secondary Teacher Education Students With Respect To Background Variables

Group		N	Mean	S.D	Calculated ‘t’ value	Level of Significance Remark at 5% level
Gender	Male	9	95	13.00	0.45	NS
	Female	91	99.7	7.90		
Educational Qualification	Under Graduate	80	99	8.5	0.61	NS

	Post Graduate	20	100	5.9		
Locality	Rural	60	99	8.6	0.61	NS
	Urban	40	99.5	8.6		
Income Group	Low level Income Group	41	100	7.81	0.78	NS
	High level Income Group	59	99.86	10.02		
Marital Status	Married	23	102.82	5.09	3.06	S
	Unmarried	77	98.25	9.19		
Medium of instructions	Tamil	90	95	11.83	1.217	NS
	English	10	99.67	8.07		
Disciplines	Arts	42	100	6.98	0.84	NS
	Science	58	98.62	9.41		
First Graduate	First Graduate Students	53	99.34	9	0.29	NS
	Not a First Graduate Students	47	98.83	8.39		
Parental Status	Parents are Teacher	22	99.75	7.9	0.86	NS
	Parents are not Teacher	78	97.72	10.29		

Critical Value at 0.05 level = 1.64

DISCUSSION

It is inferred from the above table there is no significant difference between male and female secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted. It is incidental from the above table there is no significant difference between Under Graduate and Post Graduate secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted

It is inferred from the above table there is no significant difference between High Level Income Group and Low Level Income Group secondary teacher education students in their Self-efficacy. Hence

the null hypothesis is accepted. It is inferred from the above table there is significant difference between Married and Unmarried secondary teacher education students in their Self-efficacy. Hence the null hypothesis is rejected.

It is inferred from the above table there is no significant difference between Tamil Medium and English Medium secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted. It is inferred from the above table there is no significant difference between Arts and Science secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

It is inferred from the above table there is no significant difference between First Graduate and not First Graduate secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted. It is inferred from the above table there is no significant difference between whose parents are teachers and not teachers of secondary teacher education students in their Self-efficacy. Hence the null hypothesis is accepted.

FINDINGS

Self – Efficacy of secondary teacher education students does not differ significantly on, Educational Qualification, Locality, Income Group, Medium of instructions, Disciplines and the basis of Gender but Self – Efficacy of secondary teacher education students differ significantly on the basis of Marital Status. The secondary teacher education students who are unmarried have a high level of self –efficacy than the married students.

CONCLUSION

The major objective of the research study was to identify the essential teaching factors which affected the teacher's performance. Self – Efficacy of secondary teacher education students were not affected by Educational Qualification, Locality, Income Group, Medium of instructions and Disciplines and the bas Marital Status is of Gender. But Self – Efficacy of secondary teacher education students were affected by Marital Status. This marital status of secondary teacher education students should take into consideration by Educational Institutions. This activity can definitely help to upgrade the training teachers' perform and improve the teaching competency level.

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