

Self-efficacy of Women Teachers in the State of Punjab

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ABSTRACT

The present study was conducted on a sample of 500 married women teachers teaching in schools and colleges in the state of Punjab, India. Data was collected with the help of teacher self-efficacy scale constructed and standardized by investigator. The major findings of the study reveal that school and college women teachers do not differ significantly on teacher self-efficacy. Women teachers generally have average level (Fifty Four Percent) of teacher self-efficacy.

Keywords: Self-efficacy, teacher self-efficacy, school women teachers, college women teachers

Self-efficacy has its root in social cognitive theory of Bandura, particularly in the context of cognitive behavior modification. Psychologists Albert Bandura has defined self-efficacy as our belief in our ability to succeed in specific situations. According to Bandura (2001) social cognitive theory, people with high self-efficacy i.e. those who believe they can perform well are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes, vicarious experiences, verbal persuasion and physiological feedback. Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence actions that can affect one's life.

For nurturing self-efficacy in students', qualitative education needs effective teachers. 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 the circumstances are tough and there seems to be no solutions insight, their self-efficacy stands as the source of their strength. 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. Self-efficacious teachers 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. Effective teachers are those who are committed, enthusiastic, intellectual and emotionally stable and a high level of self-efficacy. Teachers having efficacious outlook fosters their intrinsic interest and deep engrossment in teaching activities.

Such teachers holding high confidence in their capabilities approach difficult tasks as challenges to be mastered rather than to be avoided as threats. They set to themselves challenging goals and maintain strong commitment to the set goals. This may be due to the fact the higher sense of self-efficacy in human beings includes greater effort, persistence and resilience. So, Modern education system needs teachers having strong self-efficacy and healthy mental health. A teacher with high efficacy exhibited less anger, less stress, use of fewer control tactics, use of cooperative learning, more enthusiasm in teaching, actual participation in teaching and try new things and reduction of barriers to teaching effectively (Edward, 1996). Teachers with high self-efficacy teach well due to their self-confidence

and quality of motivating students (Khurshid, Quasmi & Ashraf 2012). Teachers with high self-efficacy are more motivated than the teachers with low self-efficacy. This motivation enhances their work. Such teachers provide an opportunity for students having low self-efficacy to learn a lesson from them. A teacher’s perception of his/her own efficacy is seen as affecting the effort they invest in their teaching, as well as the goals they set and their level of aspiration in their professional field and career (Gordon & Debus, 2002). Teacher self-efficacy has a positive effect on student learning outcomes (Tai, Hu, Wang & Chen, 2012). Kaur & Kaur (2014) found no significant difference in self-efficacy of urban and rural secondary school teachers of Punjab but a significant difference was found on the basis of teaching experience. Reddy, Reddy, Reddy and Reddy (2014) reveal a significant effect of age, gender and teaching experience on self-efficacy. Rathee (2015) concluded that no significant difference was found in occupational self-efficacy with respect to gender and teaching experience. Kaur (2017) found a significant relationship between self-efficacy and feminist identity of women teacher educators.

Objectives of the study

1. To study self-efficacy of women teachers in the state of Punjab.
2. To find out the difference in teacher self-efficacy of school and college women teachers.

Hypothesis of the study

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

Data Base and Methodology

The present study was a descriptive survey conducted on a sample of 500 married women teachers teaching in schools and colleges in the state of Punjab, India. The sample was drawn from five randomly selected districts namely Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga. Multistage randomization was followed at the district, school/college and teacher level.

RESULTS AND DISCUSSION

To achieve first objective the women teachers were classified into different categories on the basis of

scores they obtained in teacher self-efficacy scale. Mean of women teachers (N=500) on self-efficacy was 190.76 with S.D 14.33. Those whose scores were equal to and below Mean -1.350 S.D (190.76-19.34) were with very low level of teacher self-efficacy, those whose scores were between Mean-1.35 S.D (190.76-19.34) and Mean $-.675$ S.D (190.76-9.67) were with low level of teacher self-efficacy, whose scores were between Mean $+.675$ S.D (190.76+9.67) and Mean $+ 1.35$ S.D (190.76+19.34) were with high level of teacher self-efficacy and whose scores were equal to and above Mean $+1.350$ S.D (190.76+19.34) was termed as the group with very high level of teacher self-efficacy. Women teachers scoring between Mean $-.675$ S.D (190.76-9.67) to Mean $+.675$ S.D (190.76+9.67) were termed as the group with average level of teacher self-efficacy. Table 1 and Fig. 1 depict Percentage of Women Teachers at Different Levels of Teacher Self-efficacy (N=500)

Table 1: Percentage of Women Teachers at Different Levels of Teacher Self-Efficacy (N=500)

Category	Number of Women Teachers	Percentage
Very High	46	9.2
High	78	15.6
Average	274	54.8
Low	65	13
Very Low	37	7.4

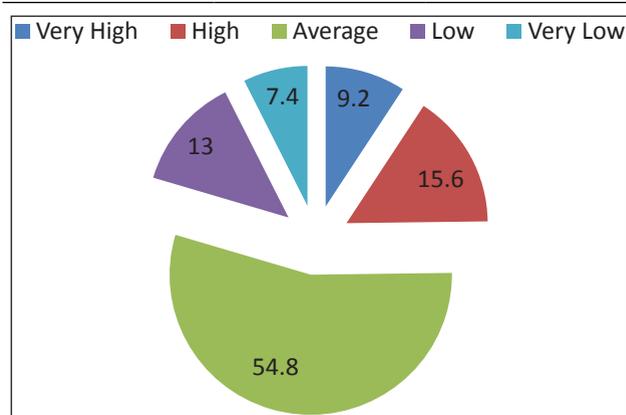


Fig. 1: Percentage of Women Teachers at Different Levels of Teacher Self-Efficacy (N=500)

Table 1 and Fig. 1 shows that out of total 500 women teachers, 46 women teachers i.e. 9.2 % of women teachers have very high level of teacher self-efficacy, 78 women teachers i.e. 15.6 % have high level of teacher self-efficacy, 54.8 % have average level of

teacher self-efficacy, 65 i.e. 13 % have low level of teacher self-efficacy and 37 i.e. 7.4 % have very low level of teacher self-efficacy. It indicates that most of the women teachers have high to average level of teacher self-efficacy and a very small percentage have very low level of teacher self-efficacy.

To verify hypothesis 1, t-test was employed on the scores of teacher self-efficacy of school and college women teachers. Table 2 and Fig. 2 depict difference between school and college women teachers on teacher self-efficacy.

Table 2: Significance of difference between School (N=250) and College Women Teachers (N =250) on Teacher Self-Efficacy

Group	M	S.D	SE _M	t-ratio
School Teachers	190.76	14.33	0.91	0.11*
College Teachers	190.92	17.70	1.12	

*Non -Significant

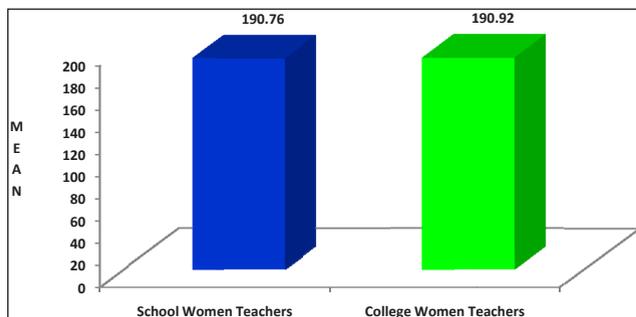


Fig. 2: Self-Efficacy of School and College Women Teachers on Teacher Self-Efficacy (N=500)

Table 2 & Fig. 2 reveals that the mean scores of school and college women teachers on the variable of teacher self-efficacy are 190.76 and 190.92 respectively. The t-ratio is 0.11 with $d_f=498$ which is not significant revealing no significant difference between school and college women teachers on teacher self-efficacy. Therefore, Hypothesis stands accepted. The possible reason may be that teaching is the most preferred profession among women. They enjoy teaching and always find it secure and feasible in the perspective of time constraint. They are least concerned whether they teach in school or college. The work culture, salary and working hours are more or less the same. Efficacious teachers focus on teaching irrespective of the fact whether they are teaching in school or college. Investigator herself as a teacher taught in college

as well as university but she felt no difference in her teaching efficacy. Another probable reason may be that the school/college teachers are fully contented with their profession because they find it lucrative in terms social status and salary as well as facilities like free education to their children and transport. Therefore, Hypothesis stating, 'There is no significant difference in teacher self-efficacy of school and college women teachers' is accepted. Present findings are inconsistent with the result of present study which indicate significant difference between self-perceived efficacy of teachers working in schools and colleges. The perceived self-efficacy is high for school teachers as compared to college teachers (Punia and Kaushik, 2012).

CONCLUSION

1. School and college women teachers do not differ significantly on teacher self-efficacy.
2. Mostly women teachers have average level of teacher self-efficacy.

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