

Volume - VI Issue - II | Quarterly | June 2017



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St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016

RE-ACCREDITED BY NAAC WITH "A" GRADE (III CYCLE)

(AFFILIATED TO TAMIL NADU TEACHERS EDUCATION UNIVERSITY, CHENNAI)

Fairlands, Salem - 636 016. TAMILNADU, INDIA

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SELF-EFFICACY OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

The present study aims at investigating the self-efficacy of primary school teachers. The sample consists of 210 primary school teachers from Tenkasi Educational District. They were selected using stratified random sampling technique. The self-efficacy scale prepared by Megan Tschannen-Moran and Anita Woolfolk Hoy was used for collecting the data. The survey method was used for the study. The data was analysed using percentage analysis, *t*-test and 'F' test. The major finding shows that no significant difference found between government aided and government primary school teachers in their self-efficacy and its dimensions. Significant difference found between the primary school teachers who attended and not attended in-service training programme in their self-efficacy and its dimensions. Significant difference found among the teachers of below 10 years, 10-20 years, and above 20 years teaching experience in their self-efficacy and its dimensions.

INTRODUCTION

Self-efficacy is defined as "personal judgments about one's ability to perform a given task". Primary School Teachers are the teachers who are teaching classes from I std to V std. The primary school teachers are responsible for the foundations of the students. Teacher is the person who can knock at the doors of mind. Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. It is in making explicit the judgment of personal competence in light of an analysis of the task and situation. Both the self-perception of teaching competence (including an assessment of internal resources and constraints) and beliefs about the task requirements in a particular teaching situation (including an assessment of resources and constraints external to the teacher) contribute to teacher efficacy and to the consequences that stem from efficacy beliefs.

SIGNIFICANCE OF THE STUDY

Primary education plays a vital role in the socialization of a child. According to F.F. Green (1964) the act of teaching may be considered as those that a teacher comes on given consequence to certain professional rules for the principles. They are rational and deliberate deeds performed accordance with professional calling. The first step towards systematic classroom management is made when a teacher understands how to control his communication so that he can use his influence as a social force. According to Rabindiranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". So the teachers have to up date their knowledge and skills in their subjects. The teachers' self-efficacy will help them become better teachers. Morey Marilyn (1996) found that the students' achievement in science was higher in schools where the teachers have a higher sense of science teaching efficacy. So the self-efficacy of the teacher shows better academic achievement among the students.

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Journal of Frontiers of Education

Lanter and Maureen Lacey (2003) observed that the teacher efficacy was related to collaboration through the power of shared resources and further it was related to empowerment through the role of self-confidence. So the investigator has decided to find the self-efficacy of the primary school teachers.

OBJECTIVES

1. To find out the significant difference if any in self-efficacy and its dimensions of primary school teachers with reference to type of school.
2. To find out the significant difference if any in self-efficacy and its dimensions of primary school teachers with reference to attended and not attended in-service training programme.
3. To find out the significant difference if any in self-efficacy and its dimensions of primary school teachers with reference to teaching experience.

HYPOTHESES

1. There is no significant difference in the self-efficacy and its dimensions of the primary school teachers with reference to type of school.
2. There is no significant difference in self-efficacy and its dimensions of primary school teachers with reference to attended and not attended in-service training programme.
3. There is no significant difference in self-efficacy and its dimensions of

primary school teachers with reference to teaching experience.

METHOD USED FOR THE RESEARCH

The survey method was found suitable for this investigation.

POPULATION FOR THE STUDY

The population for the study is the primary teachers handling third, fourth and fifth standard of the primary schools in Tenkasi Educational District.

SAMPLE FOR THE STUDY

The investigator randomly selected 79 schools in Tenkasi educational district in Tirunelveli. From these schools the teachers are selected with the help of stratified random sampling technique. The sample consists of 210 primary school teachers.

TOOL

The self-efficacy scale prepared by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001) was used for collecting the data. The tool consists of 24 items with three dimensions viz. Efficacy in student engagement, instructional strategies and classroom management. The reliability of the tool is 0.72.

STATISTICAL TECHNIQUES

For analyzing the data, statistical techniques like 't' test, and 'F' test were used.

ANALYSIS OF DATA

Hypothesis 1

There is no significant difference between government aided and government primary school teachers in self-efficacy and its dimensions.

Table – 1 Mean Difference between government aided and government Primary school teachers in their self- efficacy

Self-efficacy and its dimensions	Government aided N = 109		Government N = 101		Calculated 't' value	Significance at 5 % level
	Mean	S.D	Mean	S.D		
Efficacy in student engagement	24.50	3.30	24.27	4.01	0.47	NS
Efficacy in instructional strategies	25.26	3.58	24.61	3.92	1.24	NS
Efficacy in classroom management	25.13	3.62	25.22	3.77	0.17	NS
Self-efficacy	74.89	9.30	74.10	10.33	0.58	NS

It is inferred from the above table that there is no significant difference between Government aided and Government primary school teachers in their efficacy in student engagement, instructional strategies, classroom management and self-efficacy.

Hypothesis – 2

There is no significant difference between the primary school teachers who attended and not attended in-service training programme in their self-efficacy and its dimensions

Table – 2 Mean Difference between the primary school teachers who attended and not attended in-service training programme in their self-efficacy.

Self-efficacy and its dimensions	In-service Training Programme				Calculated 't' value	Significance at 5 % level
	Attended N =163		Not attended N =47			
	Mean	S.D	Mean	S.D		
Efficacy in student engagement	24.94	3.15	22.47	4.55	3.50	S
Efficacy in instructional strategies	25.68	3.08	22.40	4.70	4.51	S
Efficacy in classroom management	25.74	3.45	23.21	3.85	4.05	S
Self-efficacy	76.36	8.38	68.09	11.57	4.57	S

It is inferred from the above table that there is significant difference between the primary school teachers who attended and not attended in-service training programme in student engagement, instructional strategies, classroom management dimensions and self-efficacy. That is, the in-service training programme attended teachers are better than the teachers those who are not attended in-service training programme in their self-efficacy.

Hypothesis – 3

There is no significant difference among the teachers of below 10 years, 10-20 years, and above 20 years teaching experience in their self-efficacy and its dimensions.

Table – 3 showing the 'F' value of teachers of below 10 years, 10-20 years, and above 20 years teaching experience in their self- efficacy

Self-efficacy and its dimensions	Source of variation	Sum of squares	df	Variance estimate	Calculated 'F' value	Significance at 5 % level
Efficacy in student engagement	Between	290.31	2.00	145.16	11.92	S
	Within	2521.67	207.00	12.18		
Efficacy in instructional strategies	Between	302.84	2.00	151.42	11.74	S
	Within	2669.59	207.00	12.90		
Efficacy in class room management	Between	339.67	2.00	169.84	13.91	S
	Within	2528.16	207.00	12.21		
Self-efficacy	Between	2767.00	2.00	1383.50	16.38	S
	Within	17479.50	207.00	84.44		

It is inferred from the above table that there is significant difference among the teachers of below 10 years, 10-20 years, and above 20 years teaching experience in their efficacy in student engagement, instructional strategies, classroom management dimensions and self-efficacy. While comparing self-efficacy of below 10 years, 10-20 years and above 20 years teaching experience of primary school teachers, the teachers with above 20 years teaching experience (25.76) are better than below 10 years (22.72) and 10-20 years (25.00) teaching experience.

FINDINGS

1. No significant difference was found between government aided and government primary school teachers in their efficacy in student engagement, instructional strategies, classroom management dimensions and global score of Self-efficacy.

2. Significant difference was found between the primary school teachers who attended and not attended in-service training programme in their efficacy in student engagement, instructional strategies, classroom management dimensions and over all self-efficacy. That is, the in-service training programme attended teachers

are better than counter part in their efficacy self-efficacy.

3. Significant difference was found among the teachers of below 10 years, 10-20 years, and above 20 years teaching experience in their efficacy in student engagement, instructional strategies, classroom management dimensions and global score of self-efficacy. While comparing self-efficacy of below 10 years, 10-20 years and above 20 years teaching experience of primary school teachers, the teachers with above 20 years teaching experience (25.76) are better than below 10 years (22.72) and 10-20 years (25.00) teaching experience.

INTERPRETATIONS

The 't' test results revealed that teachers who attended in-service training programme have better efficacy in student engagement, instructional strategies, classroom management and self-efficacy than the teachers those who had not attended in-service training programme. This may be due to the fact that this programme is a complete package meant for developing teachers in all the areas of his/her profession. So the teachers got improved on carefully dealing with all types of students and they can manage the classroom so effectively.

'F' value shows that the teachers with above 20 years teaching experience have better efficacy in student engagement dimensions and overall self-efficacy than below 10 years and 10-20 years teaching experience. This may be due to the fact that they are highly experienced, possessing practical knowledge and therefore they easily understood the

mannerism, behaviour, attitudes, likes and dislikes of every kind of student.

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