



A STUDY ON SELF EFFICACY AMONG STUDENT-TEACHERS IN RELATION TO TYPE OF COLLEGE, GENDER AND PEDAGOGY SUBJECTS

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ABSTRACT:

Self-efficacy is a receiving increasing recognition as a powerful predictor of educational performances. Self efficacy describes "a student-teacher's confidence in their abilities to organize, execute and regulate performance to attain designated types of performances'. Hence, this article makes an effort to understand the influence of Self Efficacy of the student-teachers relation to gender, management and pedagogy subjects. Samples comprised of 980 student-teachers. Karnataka, India. Out of 980 student-teachers, 275 male and female Student-teachers, randomly selected from Teacher Education Colleges affiliated by V.S.K. University. Ballari, India. Tools used for data collection were the (1) Self Efficacy: This scale developed by researcher. (2) The Personal Information Schedule: this schedule is to obtain relevant socio-demographic information from the respondents. Chosen after a comprehensive review of related literature. The stratified random sampling was applied. The samples were contacted individually by the researcher and data was collected through face to face interview. Data collection was spread over a period of three months. Mean, SD, 't' test and ANOVA were the statistical analyses was done.

KEYWORDS:

SELF-EFFICACY, STUDENT-TEACHERS, TYPE OF COLLEGE, GENDER, PEDAGOGY SUBJECTS.

INTRODUCTION

Self-efficacy of a student-teacher is a powerful predictor of how and whether a student-teacher will act. Self-efficacy is the belief in one's capabilities to recognize and execute the requisite actions required to produce particular results (Bandura, A (1997). Beliefs about self efficacy determine level of motivation as reflected in the amount of effort exerted in an endeavour and the length of time developed to challenging the situation (Bandura, A. (1988). Self-efficacy is the extent or quality of one's belief in one's own skill to complete responsibilities and reach aims (Ormrod, J. E. (2006). Student-teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions in the instructional as well as the personal milieu. Student self-efficacy seems particularly important in challenging learning environments, such as an online learning one where students lack opportunities to interact with others and as a result can become socially isolated [3 Cho, M. H. and Jonassen, D. (2009)] , [4 Cho, M. H. Demei, S. and Laffey, J. (2010)]. Effective student-teachers believe that they can make difference in student's lives and they teach in ways that demonstrate this belief.

NEED AND IMPORTANCE OF THE STUDY:

In Education, the self-efficacy is a key contributing factor to learners' success, because self-efficacy "influences the choices learners make and the courses of action they pursue" (Pajares, 2002, p.116). Generally Student-teachers

who have self efficacy tend to persist in failure situations, to take more risks with the curriculum, to use new teaching approaches like Techno-Pedagogy skills, to get better gains in student's achievement, to have more motivated students, to have greater commitment to teaching, to exhibit greater levels of planning and organization, to be open to new ideas, and more willing to experiment with new methods to better meet the needs of their students.

Self-Efficacy and out comes expectancy influence people's intentions to perform a behaviour and intentions are accurate predictors of behaviour (Bandura, 1998; Fishbein & Anzen, 1975). How we come to act is shaped by our thoughts or ideas. Student-teachers who visualize success scenarios when confronted with challenging instances in their teaching also project a greater sense of optimism in their belief that they can generate plausible and effective solutions. Low self-efficacious student-teachers are more likely to visualize failure scenarios and their performance is impaired by their focus on what went wrong or will go wrong. Self efficacy mediates between knowing and being able to demonstrate skills and whether or not these will be actually applied in a student-teacher's teaching repertoire.

SCOPE OF THE STUDY:

The main intention of the present study is to find the relation of Self-Efficacy of student-teachers with gender, type of college and pedagogy subjects.

OBJECTIVES OF THE STUDY:

To study the impact of gender, type of college and pedagogy subjects on the Self-Efficacy of student-teachers.

HYPOTHESIS OF THE STUDY:

1. There is no significant impact of "Type of College" on the Self-Efficacy of student-teachers.
2. There is no significant impact of 'Gender' on the Self-Efficacy of student-teacher.
3. There is no significant impact of "Pedagogy Subjects" on the Self-Efficacy of student-teacher.

SAMPLE:

The sample comprised of 980 student-teachers. Out of 980 student-teachers, 275 male and 705 female student-teachers of Teacher Education Colleges in Ballari, Vijayanagara and Koppal districts, Karnataka in India. These Teacher Education Colleges are affiliated by V.S.K. University. Ballari, India. The random sampling was applied.

METHODOLOGY:

In the present study investigator adopted descriptive research method under correlation and causal comparative types of research were followed. To know the independent variable (Self efficacy) on moderate/socio demographic variables (Type of College, Gender and Pedagogy Subjects).

TOOLS OF THE STUDY:**1. THE SELF-EFFICACY SCALE :**

This scale developed by researcher. The investigator framed 90 statements, out of 90 statements experts gave their valuable opinion of the experts 66 statements were relating for try out. After the item analysis 50 Items were accepted and 16 items were deleted. Finally this scale consists of 50 items with 8 dimensions, namely

- (1) Efficacy in Preparation of Techno-Plan work,
- (2) Efficacy in Classroom Management,
- (3) Efficacy in Updating Techno-Knowledge,

- (4) Efficacy in Co-curricular Activity,
- (5) Efficacy in Teaching Presentation Platform,
- (6) Efficacy in New Techno-Pedagogy Skills,
- (7) Efficacy in Innovative exploration,
- (8) Efficacy in Academic Achievement.

It is a 5 point scale with alternative such as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The responses were given scores ranging from 5 for Strongly Agree to Strongly Disagree. The tool has been taken for test and retest ($r=0.8669$) between the time gap of 15 days using the earlier procedure for revalidation purpose. The split-half reliability co-efficient of the scale was found ($r=0.9287$). Hence this tool was highly reliable for the investigation.

2. PERSONAL INFORMATION SCHEDULE:

The personal information schedule was designed by the investigator of the present research. This aim of this schedule is to obtain relevant socio-demographic information from the respondents, this schedule consists of Name, Gender, Qualification, Type of colleges, Locality, Teaching Subject, Name of the college.

ANALYSIS AND DISCUSSION OF THE RESULTS:

The samples were contacted individually by us and we obtained the data through face-to face interview using standardized tools. The data collection was done over a period of around three month. The obtained responses of were scored and statistically analyzed, Mean, Standard deviation, t-test and Pearson product moment correlation were the statistical analysis done by us using the statistical package for social science(SPSS) 23 version is used.

RESULT AND DISCUSSION:

HYPOTHESIS 1: There is no significant difference between aided and unaided college student teachers with respect to self-efficacy scores

To evaluate the aforementioned null hypothesis, an analysis was conducted using two sample independent t test and the results are presented in the following table.

TABLE 1: SUMMERY OF INDEPENDENT T TEST BETWEEN AIDED AND UNAIDED COLLEGE STUDENT TEACHERS WITH RESPECT TO SELF-EFFICACY SCORES

Variables	Aided		Unaided		t -value	p-value	Significance
	Mean	SD	Mean	SD			
Self-efficacy	195.19	15.98	194.96	16.59	0.1951	0.8454	NS

When comparing aided and unaided college student-teachers with self-efficacy scores, the calculated value of t is 0.1951 with p-value is 0.8454. The critical or tabled value of t is 1.9600 with 978 degrees of freedom at 5% level of significance. It clearly seen that, the calculated value of t is greater than the critical or tabled value of t i.e. 1.9600. It means that, no significant difference was observed between aided and unaided college student-teachers with respect to self-efficacy scores.

Hence, the hypothesis is accepted. In other words, the aided and unaided college student-teachers have similar self-efficacy scores.

HYPOTHESIS 2: There is no significant difference between male and female student-teachers with respect to self-efficacy scores.

To evaluate the aforementioned null hypothesis, an analysis was conducted using two sample independent t

test and the results are presented in the following table.

TABLE 2: SUMMERY OF INDEPENDENT T TEST BETWEEN MALE AND FEMALE STUDENT-TEACHERS WITH RESPECT TO SELF-EFFICACY SCORES

Variables	Male		Female		t-value	p-value	Significance
	Mean	SD	Mean	SD			
Self-efficacy	196.71	18.41	194.36	15.54	2.0091	0.0448	S

When comparing male and female student-teachers with self-efficacy scores, the calculated value of t is 2.0091 with p-value is 0.0448. The critical or tabled value of t is 1.9600 with 978 degrees of freedom at 5% level of significance. It clearly seen that, the calculated value of t is greater than the critical or tabled value of t i.e. 1.9600. It means that, a significant difference was observed between male and female student-teachers with respect to self-efficacy scores. Hence, the hypothesis is rejected. In other words, the male student-teachers have significant and higher

self-efficacy scores as compared to female student-teachers.

HYPOTHESIS 3: There is no significant difference between Science stream and Arts stream student teachers with respect to self-efficacy scores

To evaluate the aforementioned null hypothesis, an analysis was conducted using two sample independent t test and the results are presented in the following table.

TABLE 3: SUMMERY OF INDEPENDENT T TEST BETWEEN SCIENCE STREAM AND ARTS STREAM STUDENT TEACHERS WITH RESPECT TO SELF-EFFICACY SCORES

Variables	Science stream		Arts stream		t -value	p-value	Significance
	Mean	SD	Mean	SD			
Self-efficacy	196.12	15.53	194.11	17.09	1.9670	0.0500	S

When comparing Science stream and Arts stream student-teachers with self-efficacy scores, the calculated value of t is 1.9670 with p-value is 0.0448. The critical or tabled value of t is 1.9600 with 978 degrees of freedom at 5% level of significance. It clearly seen that, the calculated value of t is greater than the critical or tabled value of t i.e. 1.9600. It means that, a significant difference was observed between Science stream and Arts stream student-teachers with respect to self-efficacy scores. Hence, the hypothesis is rejected. In other words, the Science stream student-teachers have significant and higher self-efficacy scores as compared to Arts stream student-teachers.

hands-on experiences.

2. Educational institutions should receive student teachers constructive feedback, and celebrate their successes.
3. Building self-efficacy can boost their confidence in utilizing technology for pedagogical purposes and enhance their overall teaching skills.

CONCLUSION:

In the bright light of findings, the following conclusions are drawn. There is no significance influence on type of college. In other words, the aided and unaided college student-teachers have similar self-efficacy. But male student-teachers have significant and higher self-efficacy as compared to female student-teachers. Under pedagogy subjects, The Science stream student-teachers have significant and higher self-efficacy as compared to Arts stream student-teachers.

EDUCATIONAL FINDINGS:

The findings of the present research have raised some important questions related to the educational needs of the student-teachers with special reference to their self efficacy.

1. Educational institutions should provide opportunities for student-teachers to engage in

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