

A Study On Self-Efficacy Of Student Teachers: Gender And Residence Wise Analysis

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Abstract

This study examined the self-efficacy of student teachers with regard to gender and residence in Sankarankovil Taluk of Tirunelveli District by surveying 300 student teachers. The present study was conducted on a sample of 300 student teachers studying in colleges of education in Sankarankovil Taluk of Tirunelveli District. Data was collected with the help of self-efficacy scale constructed and standardized by investigators. The major findings of the study reveal that student teachers do not differ significantly on self-efficacy with regard to residence. But there is significant difference between male and female student teachers in their self efficacy. The mean difference in analysis showed that male student teachers have greater self-efficacy than female students teachers.

Keywords — Self-efficacy, gender, residence, student teachers

I. INTRODUCTION

Self-efficacy is a term used in psychology, roughly corresponding to a person's belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life. Teacher Self efficacy is a teacher's willingness to take responsibility for student successes and failures. In general, teacher efficacy is a teacher's belief that he or she can influence how well students learn; even those students considered to be difficult or appear to lack motivation. Teacher efficacy refers to the "teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students, and can effect changes in student learning." Teachers have to endure whether they are able to positively impact students and how well students progress academically[4]. Self-efficacy encompasses an individual's beliefs in her or his abilities to achieve a goal through multiple dimensions generating control of four essential areas of being,

particularly as an educator: motivation, implementation, environment and negotiations. Motivation addresses the question of why, offering rationalization and justifications for our thoughts, beliefs, values and assumptions based on both external and internal stimuli. Implementation speaks to the question of how, providing the explanation and clarification for the ways we conduct ourselves when among other people and on our own as well as the ways we treat ourselves. Environment answers the questions of who, where and when, providing the establishment and contextualization of our existence and sense of place. Negotiations respond to the questions of what and what else with descriptions and explorations delving into the possibilities for meditation, reconciliation, and balance. A teachers' sense of motivation, implementation, environment and negotiations influences the selection of purpose, communications and setting associated with pursuing particular outcomes[1]. The teachers with a strong sense of inclusive teaching efficacy tend to create classroom environments where students with a range of abilities and learning styles can succeed[3]. To help pre-service teachers maintain their interest in the profession of teaching and use those skills to help all students they teach, it is paramount that they have a strong sense of self-efficacy. Although student teaching is generally associated with positive emotions for student teachers, other emotions like anxiety, nervousness, and worry are also prevalent. Pre-service teachers need to feel connected and have a sense of self-efficacy for the responsibilities they face when teaching. Self-efficacy appears to be an important motivating factor in how student teachers view themselves. Moulding, Stewart, and Dunmeyer (2014, p. 61) define self-efficacy as the teachers' belief in his or her ability to successfully perform the tasks of teaching[2].

II. OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference between male and female student teachers in their self efficacy.

- To find out whether there is any significant difference between day-scholar and Hostel student teachers in their self-efficacy.

III. HYPOTHESES OF THE STUDY

- There is no significant difference between male and female student teachers in their self efficacy.
- There is no significant difference between day-scholar and Hostel student teachers in their self-efficacy.

IV. METHODOLOGY AND INSTRUMENTATION

In order to accomplish the objectives of the study normative survey method was adopted. The present study was a descriptive survey conducted on a sample of 300 student teachers studying in colleges of education in Sankarankovil Taluk of Tirunelveli District. Simple random sampling method was used to collect sample. For measuring the variables of the study, Self-efficacy Scale was prepared by the investigators. The reliability coefficient of the tool is 0.72 and Face validity was also ensured. After administering the tool to student teachers the responses were scored carefully and subjected to statistical analysis. t test was the statistical Technique used.

V. ANALYSIS OF DATA

Null Hypothesis: There is no significant difference between male and female student teachers in their self efficacy.

TABLE-1 Significant difference between male and female student teachers in their self efficacy

Gender	N	Mean	SD	Calculate d 't' value	Remarks
Male	33	1.4194E2	16.65	3.034	S*
Female	267	1.3375E2	14.36		

(*Significant at 5% level of significance)

It is inferred from above table that the calculated 't' value (3.034) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female student teachers in their self-efficacy.

Null Hypothesis: There is no significant difference between day-scholar and Hostel student teachers in their self-efficacy.

TABLE-2 Significant difference between day-scholar and hostel student teachers in their self efficacy

Residence	N	Mean	SD	Calculate d 't' value	Remarks
Day-scholar	252	1.3446E2	14.979	-0.527	NS**
Hosteller	48	1.3569E2	14.080		

(** Not Significant at 5% level of significance)

It is inferred from above table that the calculated 't' value (-0.527) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between day-scholar and hostel student teachers in their self-efficacy.

VI. FINDINGS OF THE STUDY

- There is significant difference between male and female student teachers in their self efficacy. The mean difference in analysis showed that male student teachers have greater self-efficacy than female students teachers.
- There is no significant difference between day-scholar and Hostel student teachers in their self-efficacy.

VII. CONCLUSION

The major findings of the study reveal that student teachers do not differ significantly on self-efficacy with regard to residence. But there is significant difference between male and female student teachers in their self efficacy. The mean difference in analysis showed that male student teachers have greater self-efficacy than female student teachers. With increased emphasis on student achievement in schools, teacher education programs are challenged to meet the demand for highly effective teachers. Ensuring that kind of student teachers feel confident in their ability to teach. For that student teachers' self-efficacy is very important. The findings of the study highlights the central importance of the need for a development of student teachers' self efficacy perspective in teacher education programmes.

VIII. REFERENCES

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