

IS SELF-EFFICACY A KEY FACTOR FOR EFFECTIVE TEACHER EDUCATORS?

Swati Gupta and Vandana Goswami

Globally, there is an overwhelming concern over the quality and relevance of education. Education being the social system of society, plays a key role in reforming and reconstructing the society from time to time. Teacher Education Programme plays an important role in shaping and moulding the habits, manners and above all, the character of pupil-teachers to become effective teachers. Teacher educators have the responsibility to prepare teachers having all these qualities. So, there is a need of special education and training for the preparation of such teacher educators. An important factor which can determine professional effectiveness of teacher educators is self-efficacy. It means teacher educators must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. In this context the study started with the question, is there any difference in professional effectiveness of teacher educators with reference to occupational self-efficacy? For this, a sample of 300 teacher educators from government and private institutions were identified. Professional Effectiveness Scale prepared by the researcher and Occupational Self-Efficacy Scale (OSES) developed by Pethe, Chaudhari and Dhar were used as tools in this study. F-test was used to examine whether the difference found in mean scores is significant or not. Significant differences in professional effectiveness were found between the teacher educators having average and low occupational self-efficacy and the teacher educators having high and low job value at 0.01 level of significance. However, no significant difference in professional effectiveness was found between the teacher educators having high and average occupational self-efficacy.

KEYWORDS: Self-Efficacy, Teacher Educator

Swati Gupta 
Lecturer, Modern College of Professional Studies, Ghaziabad.
E-mail-swati_1985@rediffmail.com

Vandana Goswami
Associate Professor, Faculty of Education, Banasthali University, Banasthali,
E-mail: tovandana2020@yahoo.com

INTRODUCTION AND BACKGROUND

Teacher education programmes play an important role in shaping and moulding the habits, manners and above all the character of pupil-teachers to become effective teacher. The aim of this program is to improve the quality of education. Teaching is a profession; it requires a conscious and supporting learning environment. Student teachers are provided practical experiences and training during this programme. The concerns, expectations, objectives as well as pressures placed on professional education programmes are far dense in comparison to those related to academic programs.

Teacher educators have the responsibility to prepare the teachers having all these qualities so there is a need of specialised education and training for preparation of these Teacher Educators. At present, postgraduate degree in a subject with postgraduate degree in education is the minimum qualification for a Teacher Educator. A Teacher Educator is a person providing training to teachers at pre service and in service levels. He should be competent enough to deal with his subject and have mastery over the subject that he teaches. A teacher educator should have the capacity to plan instructional sessions, to prepare instructional material, to conduct group and individualised instructions and to assess students' progress. He should have the competence to gather and analyse the data relating to student behaviour as well. A professionally effective Teacher Educator has to perform all these roles and professional effectiveness of teacher educators affects the quality of teacher education programme. The quality and character of teacher education programme therefore, would largely depend on professional effectiveness of teacher educators. There are some factors which can influence the professional effectiveness of teacher educators viz. Demographic factors; Personality factors; Organizational factors etc.

An important factor, which can determine the professional effectiveness of teacher educators, is Self- Efficacy. It means teacher educators must also have some sense of belief that they can make difference to the lives of children they are teaching and that those children are learning. Teacher educators must feel that their professional work is bringing about a positive change in their pupils. Self-Efficacy is a major concept given by Bandura (1986) at Stanford University. According to Bandura, "Self efficacy is people's belief about their capabilities to produce designed levels of performance that exercise influence over events that affect their lives".

Teacher Education as a profession, as we know is characterized by a long duration of academic learning an organized body of knowledge and theory, rigorous professional training and practice of sufficient duration, and a code of professional ethics that binds the members of the fraternity. Teacher educators are expected to be professional in all respects of their work and behaviour,

which should reflect in the characteristics of the profession. These characteristics make teacher educators professionally developed and effective. Professional effectiveness of teacher educators is determined by so many factors with occupational self-efficacy being one of the most important. Occupational self-efficacy can play a major role in determining the professional effectiveness of teacher educators.

REVIEW OF LITERATURE

The review of related literature enables the researcher to define the limits of his fields. It helps the researcher to delimit and define his problem. The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. Mager (1992) conceptualized the concept of 'no self-efficacy, no performance'. The importance of self-efficacy in successful job performance must not be underestimated. Self-efficacy affects a person's choice, behaviour, motivation, perseverance, and facilitative thought pattern. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Self-efficacy consists of our beliefs about our personal competence or effectiveness in a given area. Bandura (1997) defines self-efficacy as "beliefs in one's capabilities or organize and execute the courses of action required to produce given attainments". Deforest and Haughes (1992) studied the effect of teacher involvement and teacher self-efficacy on ratings of consultant effectiveness and interaction acceptability. The results revealed that teachers with high personal teaching efficacy rated the consultant as more effective and the intervention as more acceptable. Self-efficacy is future oriented, a context specific task (Pajares, 1997). Self-efficacy focuses on your ability to successfully accomplish a particular task with no need for comparisons (Woolfolk, 2004). According to Bandura's theory and research (Bandura, 1995) self-efficacy makes a difference in how people feel, think and act. In terms of feeling, a low sense of self-efficacy is associated with depression, anxiety and helplessness. Such individuals also have low self-esteem and harbour pessimistic thoughts about their accomplishments and personal development. In terms of thinking, a strong sense of competence facilitates the cognitive process and performance in a variety of settings including quality of decision making and academic achievement. Gupta et.al. (2002) have studied the impact of self-efficacy and instructional set on goal setting performance. 112 girls students enrolled in grade 12th at Q. V. girls intermediate college, Agra participated in the study. The results revealed that the high self-efficacy group scored significantly higher than the low self-efficacy group. Savita (2005) has done a study of occupational self-efficacy of university teachers. Occupational Self Efficacy Scale (OSES) developed by Sanjyot Pethe, Sushma Chaudhary and Upinder Dhar was used. All the teachers of Dayalbagh Educational Institute, teaching in

different faculties (N=189) were included in the sample. The distribution of OSE scores for total group was found normal with negligible positive skewness. Total group showed that self-efficacy on all dimensions (confidence, command, adaptability, positive attitude, personal effectiveness and individuality) was found normal, with little variations as personal effectiveness is on a higher level while individuality in on the lowest level. No significant difference was found among male and female teachers of Dayalbagh Educational Institute. In this context question arises automatically- Is there any difference in Professional Effectiveness of teacher educators in reference to occupational self-efficacy? This study aims to answer this question.

OBJECTIVE OF THE STUDY

The main objective of the study is to assess the professional effectiveness of teacher educators having high, average and low occupational self-efficacy.

HYPOTHESIS

There is no significant difference in professional effectiveness of teacher educators having high, average and low occupational self-efficacy.

OPERATIONAL DEFINITIONS OF THE VARIABLES USED

Teacher Educators

For the purpose of this study, teacher educators are the individuals who prepare the students for the teaching in secondary education through regular mode. It means individuals who teach B.Ed. or M.Ed. classes, co-educational research projects, and attend seminars and other academic works in a college of education.

Professional Effectiveness

The term 'Professional Effectiveness' comprises of two words i.e. professional and effectiveness. Professional means a person who is paid to undertake a specialized set of tasks for a fee and effectiveness means producing or capable of producing a desired effect. For the purpose of this study the teacher educators who perform all these given roles such as instructional, institutional, societal, and professional are called professionally effective.

Occupational Self-Efficacy

For the purpose of this study, the six factors given by Pethe, Chaudhari, and Dhar (n.d.) represent occupational self-efficacy. These are Confidence, Command, Adaptability, Personal effectiveness, Positive attitude and Individuality. Confidence is dependence on one's own abilities. Command is sense of control over the situation. Adaptability is ability to adjust. Personal

effectiveness is the inclination towards continuous development. Positive attitude is the ability to evaluate optimistically. Individuality is independence in making decisions and setting standards for performance.

SAMPLE

For the sample selection, first of all a list of all state universities having B.Ed. or M.Ed. courses was prepared. From this list, six state universities were selected by random sampling. Government and private institutions with good reputation were then identified by consulting experts in the field of education. A minimum of five institutions from each university were finally identified and all the teacher educators working in these institutions were included in the sample. A sample of 300 teacher educators (Males-146, Females-154) from these government and private institutions were identified as sample for this study.

TOOLS USED

A) A Professional Effectiveness Scale was prepared by the researcher. The scale consists of 55 statements and has no time limit. An average subject requires approximately 20-25 minutes in completing the scale. The scale is based on four kinds of roles. These are-

1. Instructional Roles: Organizing teaching learning process, planning instructional support material, plan strategies relevant to teaching, evaluating these activities and their effects, regular evaluation of teaching and the learning environment.
2. Institutional Roles: Preparing a curriculum framework; making records, on going monitoring of achievement; providing guidance and counselling; monitoring the progress in enrolment and attendance.
3. Societal Roles: Learning environment building in the village; formation of village committees; conduct of household survey; follow up activities; organizing community project; monitoring of progress of community based project and programs.
4. Professional Roles: Attending seminars and conferences; involve in research; Awareness of innovations; Involve in publication.

B) Occupational Self-Efficacy Scale (OSES) developed by Pethe, Chaudhari and Dhar. The test consists of 19 statements and has no time limit. The six dimensions of the test are Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality.

DATA ANALYSIS AND INTERPRETATION

The data analysis and interpretation has been discussed in this section as per

the framed hypothesis i.e. 'There is no significant difference Professional effectiveness of teacher educators having high, average and low occupational self-efficacy'.

Table 1 shows the mean scores, standard deviations, degrees of freedom, calculated F-value of professional effectiveness of teacher educators having high, average and low occupational self-efficacy.

Table 1

F-Value of Professional Effectiveness of Teacher Educators having High, Average and Low Occupational Self-Efficacy.

PE OSE	N	Mean Scores of Professional Effectiveness	Standard Deviation	df	F	Table Value
High	50	205.28	35.18	2,297	25.30**	3.03
Average	184	195.51	38.95			
Low	66	157.44	51.29			

***Significant at 0.01 Level of Significance*

It can be seen from Table 1 that the mean score of professional effectiveness of teacher educators having high occupational self-efficacy is higher than the teacher educators having average and low occupational self-efficacy. The significance of difference between the means is tested by F-test. The perusal of the above table clearly shows that there is a significant difference at 0.01 level of significance in professional effectiveness of teacher educators having high, average and low occupational self-efficacy. This indicates that the three groups (High, Average, and Low) are significantly different from each other in reference to occupational self-efficacy. Therefore, the hypothesis "There is no significant difference in Professional effectiveness of teacher educators having high, average and low occupational self efficacy" is rejected at 0.01 level of significance.

In order to further locate where the groups actually differ a significant difference of means using t-test was computed. Showing the t-value of professional effectiveness of teacher educators having high and low occupational self-efficacy. The analysis and interpretation is given as follows:

a) Significance of Difference Between Professional Effectiveness of Teacher Educators having High and Average Occupational Self-Efficacy.

Table 2 shows the mean scores, standard deviations, degrees of freedom, calculated t-value and table value of professional effectiveness of teacher educators having high and average occupational self-efficacy.

Table 2
The t-Value of Professional Effectiveness of Teacher Educators having High and Average Occupational Self-Efficacy.

PE OSE	N	Mean Scores of Professional Effectiveness	Standard Deviation	df	t	Table Value
High	50	205.28	35.18	232	1.61*	1.97
Average	184	195.51	38.95			

**Not Significant at 0.05 Level of Significance*

It is evident from Table 2 that the mean score of professional effectiveness of teacher educators having high occupational self-efficacy is higher than the mean score of teacher educators having average occupational self-efficacy. The significance of difference between the two means is tested by t-test. The obtained 't' ratio is 1.61 which is less than 1.97, hence not significant at 0.05 level. Thus, the difference between the mean scores of professional effectiveness of teacher educators having high and average occupational self-efficacy is not significant at 0.05 level of significance.

b) Significance of Difference Between Professional Effectiveness of Teacher Educators Having Average and Low Occupational Self-Efficacy.

Table 3 shows the mean scores, standard deviations, degrees of freedom, calculated t-value and table value of professional effectiveness of teacher educators having average and low occupational self-efficacy.

Table 3
The t-Value of Professional Effectiveness of Teacher Educators having Average and Low Occupational Self-Efficacy.

PE OSE	N	Mean Scores of Professional Effectiveness	Standard Deviation	df	t	Table Value
Average	184	195.51	38.95	248	6.24**	2.60
Low	66	157.44	51.29			

***Significant at 0.01 Level of Significance*

It is evident from the Table 3 that the mean score of professional effectiveness of teacher educators having average occupational self-efficacy is higher than the mean score of teacher educators having low occupational self-efficacy. The significance of difference between the two means is tested by t-test. The obtained 't' ratio is 6.24 which is much higher than 2.60, hence significant at 0.01 level. Thus, the difference between the mean scores of professional effectiveness of teacher educators having average and low occupational self-efficacy is significant at 0.01 level of significance.

C) Significance of Difference Between Professional Effectiveness of Teacher Educators Having High And Low Occupational Self-Efficacy.

Table 4 shows the mean scores, standard deviations, degree of freedom, calculated t-value and table value of professional effectiveness of teacher educators having high and low occupational self-efficacy.

Table 4

The t-Value of Professional Effectiveness of Teacher Educators having High and Low Occupational Self-Efficacy.

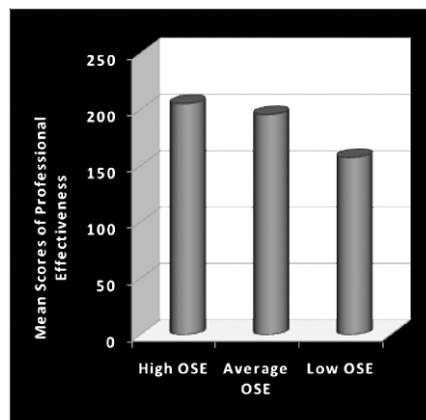
PE OSE	N	Mean Scores of Professional Effectiveness	Standard Deviation	df	t	Table Value
High	50	205.28	35.18	114	5.66**	2.62
Low	66	157.44	51.29			

***Significant at 0.01 Level of Significance*

It is evident from Table 4 that the mean score of professional effectiveness of teacher educators having high occupational self-efficacy is higher than the mean score of teacher educators having low occupational self-efficacy. The significance of difference between the two means was tested by t-test. The obtained 't' ratio is 5.66 which is much higher than 2.62, hence significant at 0.01 level. Thus, the difference between the mean scores of professional effectiveness of teacher educators having high and low occupational self-efficacy is significant at 0.01 level of significance.

CONCLUSION

On the basis of various sources and available data, the graph represents mean scores of professional effectiveness of teacher educators having high, average and low occupational self-efficacy (OSE).



It can be said that the professional effectiveness of teacher educators having high occupational self-efficacy is higher than the other two categories of teacher educators. F-test was used to examine whether the difference found in mean scores is significant or not. Significant differences in professional effectiveness were found between the teacher educators having average and low occupational self-efficacy and the teacher educators having high and low job value at 0.01 level of significance. However, no significant differences in professional effectiveness were found between the teacher educators having high and average occupational self-efficacy at 0.05 level of significance. The above results may be due to the reason that occupational self-efficacy includes confidence, command, adaptability, personal effectiveness, positive attitude and individuality. Confidence is dependence on one's own abilities. Command is sense of control over the situation. Adaptability is ability to adjust. Personal effectiveness is the inclination towards continuous development. Positive attitude is the ability to evaluate optimistically. Individuality is independence in making decisions and setting standards for performance. The teacher educators who have high occupational self-efficacy should have all these qualities. If all these qualities are present in them, then there is a possibility that their professional effectiveness can go higher than others. Professional effectiveness includes four roles- Instructional Roles, Institutional Roles, Societal Roles and Professional Roles. If a teacher educator has high occupational self-efficacy, then one can organise teaching-learning process effectively, plan strategies relevant to teaching, attend seminar and conferences, and involve oneself in research and innovation. As the occupational self-efficacy decreases, the qualities needed for professional development also decrease. This is also a reason why the two groups (Average and Low, High and Low) are significantly different from each other with reference to occupational self-efficacy.

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