



A study on Teachers Self Efficacy of Teacher Educators in Colleges of Education

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Abstract:

The research is in the form of a Descriptive survey method. The purpose of this study is to determine the Teachers Self Efficacy of Teacher Educators in Colleges of Education. It also contrasts Teachers Self Efficacy of Teacher Educators with two types of background variables, such as Gender and Locality. The study's findings reveal that the Male and Female Teacher Educators have similar mean scores of Teachers Self Efficacy. As well as Rural and Urban Teacher Educators, have similar mean scores of Teachers Self Efficacy.

Key words: Teachers Self Efficacy, Teacher Educators, Colleges of Education.

Introduction:

Based on social cognitive theory (Bandura 1977,1999) a vast number of studies have shown that students' academic Self Efficacy is predictive of study behaviour as well as academic outcomes(Maddux and Gosselin 2003 Skaalivik and Bong 2003). During last decade the research literature also shows a growing interest in Teacher Self Efficacy (e.g. Soodak and Podell 1996: Wheatley 2005). However a problem with research on Teachers Self Efficacy is that there is no common agreement about new the construct should be conceptualized and how it should be measured. It has been conceptualized and measured differently by different researchers.

Education in its true sense is a process of aiding the all-round development of an individual, physical, intellectual, social moral and spiritual. The teachers also as transforms inner being but during recent time's education become more acquisition of information in cognitive learning area with the sole purpose of passing examination and getting degree this is resulting in the emerge of lopsided personalities.

Teachers Efficacy is the teacher's belief in his capability to organize and execute course 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 both theoretical and practical implications of this integrated model.

Significance of the study:

The research studies available to the investigation relating to the teachers self-efficacy have been reviewed. The survey of the related literature reveals the most of the work has been done in school and colleges level. Few students have been found with reference to the more teachers efficacy might contribute to experimentation and new teaching idea by influencing teacher's goals setting enhanced efficacy might motivation the search for new skill development opportunities teacher need support and training, to see then through the initial stump in efficacy beliefs as they attempt to implement new methods. They also need to see evidence of increased student learning before new higher efficacy believes will take root. So college student are adolescence students teacher should have high ability to teach and free from stress they can face in situation.

Objectives:

- To Study the Gender wise Teachers Self Efficacy of Teacher Educators in Colleges of Education.
- To Study the Teachers Self Efficacy of Teacher Educators in Rural and Urban Colleges of Education.

Hypotheses:

- There is no significant difference between Male and Female Teacher Educators in Colleges of Education in relation to Teachers Self Efficacy.
- There is no significant difference between Rural and Urban Teacher Educators in Colleges of Education in relation to Teachers Self Efficacy.

Variables:**Main Variable:**

- Teachers Self Efficacy

Background Variables:

- Gender
- Locality

Research design:

Descriptive survey method is used to “A study on Teachers Self Efficacy of Teacher Educators in Colleges of Education”

Sample of the study:

Stratified random sampling technique is adopted in this study. Teacher Educators of Ten Colleges of Education affiliated to University of Mysore were selected; from the total population of One hundred twelve teacher educators working in these colleges, out of this One hundred twelve teacher educators were selected randomly.

Tool used for the study:

For the purpose of collecting data, “Teachers self-efficacy: Norwegian teacher self-efficacy scale (NTSES; Skaalvik and skaalvik 2007). The tool consists of 24 items. The tool is a seven point scale with Not Certain at all, Not Certain, Quite Uncertain, Uncertain, Quite Certain, Certain, Absolutely Certain.

Statistical Technique used:

The collected data was analyzed applying the Percentage Analysis and t-test.

Analysis and Interpretation of Data:

TABLE 1: Showing that the Number of population, mean, SD and t-test difference of Teachers Self Efficacy of Male and Female Teacher Educators.

Gender	N	Mean	Standard Deviation	d.f	t-value	Remarks
Male	56	145.98	12.93	110	1.219	Null hypothesis is Accepted
Female	56	142.46	17.28			

The above table shows that the obtained t-value of 1.219 is less than the table value at 0.05 levels for 110 degrees of freedom. Hence the null hypothesis stating that there is no significant difference between Self Efficacy of male and female teacher educators. Null hypothesis is accepted.

Hence the male and female teacher educators possess the same level of Self Efficacy since both categorize of teacher educators are getting equal opportunities in an the aspects of education has made them efficient.

TABLE 2: Showing that the Number of population, mean, SD and t-test difference of Teachers Self Efficacy of Rural and Urban Teacher Educators.

Locality	N	Mean	Standard Deviation	d.f	t-value	Remarks
Rural	56	141.71	12.23	110	1.752	Null hypothesis is Accepted
Urban	56	146.73	17.60			

The above table shows that the obtained t-value of 1.752 is less than the table value at 0.05 levels for 110 degrees of freedom. Hence the null hypothesis stating that there is no significant difference between Self Efficacy of Rural and Urban teacher educators. Null hypothesis is accepted.

Hence the Rural and Urban teacher educators possess the same level of Self Efficacy since both categorize of teacher educators are getting equal facilities in an the aspects of education has made them efficient.

Results of the study:

- This shows that the mean scores of Teachers Self Efficacy have similarity between Male and Female Teacher Educators. It can be said that both men and women in the society have equal position, outlook and ideas.
- This shows that the mean scores of Teachers Self Efficacy have similarity between Rural and Urban Teacher Educators. Therefore both teacher educators are same efficacy and getting equal facilities.

Education Implications:

- It has been found that there is no significant difference between male and female teacher educators of self-efficacy. So equal opportunities should be providing to develop their self-efficacy.
- It has been found that there is no significant difference between rural and urban teachers, of self-efficacy components instruction, co-operate with colleagues and parents, and cooperate with change. Therefore gave them to proper equal opportunities to improve their self-efficacy.
- As the urban teachers found to possess higher level of adopting instructions to individual needs, motivating students and maintaining discipline it is essential to train the rural college's teachers about this component to improve their self-efficacy. The higher authorities and government should to organize training programmes to this teacher.

Conclusion:

From the above findings this study suggests that "The in-service programmed that are in vogue should be modified, restructured and implemented to meet the needs and requirements of the educational system, which help to rectify the behavioral problems of

teachers and to develop more favorable self-efficacy, help them to cope with stress, improve their abilities to adjust and in turn increases the teaching competence. Teacher Education system directly influences the quality of school education. “Improving teacher’s quality, teaching effectiveness and need to enhance the relevance and quality of teacher education in India has remained a persisting challenge over the last many decades.” (Draft NEP, 2016) “Empirical evidence has suggested that inadequate preparation to teach has an impact on student achievement outcome, teaching effectiveness, teacher attrition rates and college collegiality. The poor quality of school Education is a direct result of poor quality of teacher education and teacher training.”

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