TEACHING AND PERSONAL EFFICACY OF COLLEGE TEACHERS AT BISHOP HEBER COLLEGE, TIRUCHIRAPALLI, INDIA

1GLENNY JOCELYN .G, 2J. MICHAEL SAMMANASU

1Assistant Professor, Department of Management studies, Bishop Heber College, Trichy
2Assistant professor, St.Joseph's Institute of Management, St. Joseph's College, Trichy
Email: 1glenjocelyn@gmail.com2michaelsammanasu@jim.ac.in

Abstract— Teachers' self-efficacy has been identified as an important source of motivation and commitment. Teaching is a broad concept which includes all activities to be carried out for organizing learning experiences. The efficacies of teachers have proved to be essential to link with the students' outcome including their achievement, motivation and beliefs.Teachers with a high sense of efficacy may be less afraid of student conflict and more likely to take greater intellectual and interpersonal risks in the classroom.The study examined the Personal efficacy and Teaching efficacy of the teaching faculty at Bishop Heber College. The teachers'belief of personal efficacy is more compared to the teaching efficacy.

Keywords— Teaching Efficacy, Personal Efficacy, Beliefs.

1. INTRODUCTION

Teachers' self-efficacy has been identified as an important source of motivation and commitment. Teacher efficacy is considered a future-oriented motivational construct that reflects teachers' competence beliefs for teaching tasks. The construct of teacher efficacy has become a pillar in the research on teachers' beliefs. The resounding interest in this construct lies in its continued predictive and relational power in research on teachers and teaching. Teachers' beliefs in their ability to perform tasks related to teaching have been and continue to be related to student achievement (e.g., McLaughlin & Marsh, 1978), student motivation (e.g., Midgley, Feldlaufer, &Eccles, 1989), teacher valuing of educational innovations (e.g., Cousins & Walker, 2000), classroom management skills (Woolfolk, Rosoff, & Hoy, 1990), and teacher stress (Greenwood, Olejnik, &Parkay, 1990). Self-efficacy is one of the most consistently defined motivational constructs used in the research (Murphy & Alexander, 2001). As defined by Bandura (1977), self-efficacy is "the conviction that one can successfully execute the behavior required to produce outcomes" (p. 193). The teachers are definitely shaping the destiny of future in the classrooms. The faculty at Bishop Heber College have done their best to uplift the society by catering to the needs of the students to a greater extent. The study focuses on the Teaching-efficacy and Personal efficacy of the teaching faculty at Bishop Heber College.

II. OBJECTIVES OF THE STUDY

1. To find out the levels of teaching efficacy and personal efficacy asperceived by teaching faculty at Bishop Heber College
2. To measure the significant difference of teaching efficacy and personal efficacy of arts and science faculty at Bishop Heber college
3. To measure the significant difference of teaching efficacy and personal efficacy of male and female faculty at Bishop Heber College

III. HYPOTHESIS FOR THE STUDY

1. There is no significant difference between the Respondents Gender and Teaching efficacy, Personal efficacy.
2. There is no significant difference between the Arts and Science faculties and their teaching efficacy, Personal efficacy
3. There is no significant association between the usage of ICT and Teaching Efficay

IV. METHODOLOGY

The descriptive study was carried out among teaching faculty at Bishop Heber College. *Teacher self-efficacy scale* (Woolfolk and Hoy, 1990). Teacher self-efficacy scale was employed to assess teachers' confidence in performing their work-related tasks and fulfilling work-related goals. Participants in our study responded to the 22-item TSES (α=0.76), using a six-point scale (1=Strongly Disagree to 6 = Strongly Agree), with higher scores indicating higher self-efficacy. Sample questions include; "When a student does better than usual many times it is because I exert a little extra effort" and "When I try, I can get through to the most difficult students". It had two independent factors teaching efficacy and personal efficacy.The scale was administered to 35 teachers which included faculty from Arts and Science stream.

V. RESULTS AND ANALYSIS

Data were treated statistically using SPSS package to find out the result and calculation. Mean, Standard deviation, Chi-square and t-test were used to find out the results. The results were as follows:-

Table 1 : The Personal and Teaching Efficacy mean Scores		
	Mean	Std. Deviation
Personal Efficacy	67.37	4.741
Teaching Efficacy	30.80	9.251
N= 35		

The mean score of personal efficacy is 67.37 and mean score of teaching efficacy is 30.80 it shows that the levels of personal efficacy has perceived by the faculty is much higher than their teaching efficacy.

Table 2 Personal and teaching efficacy of Male and Female Faculty				
	Gender	N	Mean	Std. Deviation
Personal Efficacy	Male	17	66.94	4.879
	Female	18	67.78	4.710
Teaching Efficacy	Male	17	30.06	9.595
	Female	18	31.50	9.135

T value : PE = .610 and TE = .652

The mean scores for female respondents are slightly higher in Personal and Teaching efficacy but very negligible. But when tested on .05 significance level it was found to be insignificant. Hence the Null hypothesis is accepted.

Table 3 Personal and Teaching efficacy based on the Stream of teaching				
	Stream	N	Mean	Std. Deviation
Personal Efficacy	Arts	18	67.94	4.531
	Science	17	66.76	5.019
Teaching Efficacy	Arts	18	33.44	9.275
	Science	17	28.00	8.617

T value : PE = .470 and TE = .082

The mean scores of Personal efficacy of faculty in Arts stream is slightly higher than the science stream respondents. The Teaching efficacy mean score of Arts stream faculty are higher than the science stream. But when tested on .05 significance level it was found to be insignificant. Hence the Null hypothesis is accepted.

Table 4 Association between respondents' frequency of using ICT and their teaching efficacy

S. No.	Frequency of Using ICT	Level of Teaching Efficacy			
		Low (n:19)		High (n:16)	
		N	%	N	%
1.	Often	8	42.1	11	68.8
2.	Sometimes	10	52.6	2	12.5
3.	Rarely	1	5.3	3	18.7
StatisticalInference $X^2 = 6.598$ df=2 P<0.05 Significant					

The above table infers that the Frequency of using ICT and their teaching efficacy shows a significant association. The usage of ICT can make the teaching and learning experience more conducive and it benefits the teachers and the students. The teachers feel more comfortable using the ICT and to explain concepts through the use of ICT.

CONCLUSION

Teachers are the ones who decide the destiny of the students so it is imperative they have a sense of belief on their efficacy as well as their teaching efficacy. The female teachers have slightly higher teaching and personal efficacy than their male counterparts this maybe due to the basic nature of females as they are having more belief of taking care in teaching for the students. The Arts faculty teaching and personal efficacies are higher compared to the science stream faculty it may be because Science teachers need to do go an extra mile to make the concepts and teaching more clear as science subjects are little harder for the students to comprehend, however the Arts teachers find it easy to reach the students with various concepts involving lot of other teaching techniques to improve their level of understanding. The Personal efficacy of the teachers are significant than the teaching efficacy. Teaching efficacy can be improved by providing them proper training and motivation. The usage of ICT seems to influence the teaching efficacy.

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