

ACADEMIC SELF EFFICACY OF PROSPECTIVE TEACHERS IN TERMS OF GENDER, LOCALITY AND MEDIUM OF INSTRUCTION

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Abstract: The Researchers have undertaken the present study to test the level of Academic self-efficacy among the prospective teachers of Andhra Pradesh and to find the difference if any in terms of Gender, Medium of instruction, and Locality. The Researchers have made use of survey method to execute the research to arrive at necessary findings. Stratified random sampling method was adopted to secure the final sample of the study comprising 400 prospective teachers from the Alluri Seetharama Raju and East Godavari districts of Andhra Pradesh. The Researchers have administered the “Academic Self Efficacy Scale” to collect necessary data and employed statistical methods - Mean, Standard deviation and ‘t’ test for independent sample to test the stated hypothesis. The findings of the study revealed that the subsamples of the study – Male, Telugu medium, Rural area prospective teachers found to be moderate in their Academic self efficacy. The Female prospective teachers are found to be significantly higher than Male prospective teachers, Urban area prospective teachers over Rural area prospective teachers and English medium teachers are significantly higher than their counterparts in their Academic self efficacy.

Key words: Academic Self Efficacy, Gender, Locality, Medium of Instruction, Survey method.

INTRODUCTION

“Self efficacy” is a psychological term which means “an individual’s belief in their capacity to act in the ways necessary for reaching their specific goals (APA, 2021). According to

Bandura's theory, the individuals sporting with high self efficacy are capable of approaching the difficult tasks quite confidently as something to be mastered rather than something to be avoided. The current study has been designed, focusing on Academic self efficacy, an important subset of self efficacy, being possessed by girl students studying in the high schools located in the Alluri Seetharamaraju and East Godavari districts of Andhrapradesh. Academic self efficacy - will be a highly preferred one to secure the much relevant information for resolving the problems raised in the context of school education.

OPERATIONAL DEFINITION

Academic Efficacy: By **Academic Efficacy** the researcher means the score obtained on the **Academic Self Efficacy scale (ASES)** prepared and validated by the researcher and the research Guide.

Prospective Teachers: By this the researcher means the students studying their B.Ed. degree Program in the Educational colleges recognized by the NCTE and any of the University in Andhrapradesh.

METHOD ADOPTED FOR THE PRESENT STUDY

The researchers have used Stratified random sampling method to secure the final sample of the study comprising 400 prospective teachers from four colleges of Alluri Seetharama Raju and four colleges of East Godavari districts of Andhra Pradesh. The Researchers have administered the "Academic Self Efficacy Scale" to collect necessary data from the target group – Prospective teachers, in terms of the Academic self - efficacy of the student teachers in person with suitable permission from the necessary authorities.

OBJECTIVES

1. To find the level of Academic self - efficacy and its dimensions – Persistence, Diligence, Set high goals, Curious to gain knowledge, Loves reading and Courageous to face failures of prospective teachers in total and in terms of the Demographic variables – gender, medium of instruction, and locality.
2. To find the Significance of Difference in Academic self - efficacy and its dimensions - Persistence, Diligence, Set high goals, Curious to gain knowledge, Loves reading and Courageous to face failures of prospective teachers.

HYPOTHESES

1.The level of Academic self efficacy and its dimensions – Persistence, Diligence, Set high goals, Curious to gain knowledge, Loves reading and Courageous to face failures of prospective teachers in Andhra Pradesh in total and in terms of the demographic variables – Gender, Medium of instruction, and Locality is **moderate**.

2.There is **no significant difference** in Academic self efficacy and its dimensions - Persistence, Diligence, Set high goals, Curious to gain knowledge, Loves reading and Courageous to face failures of prospective teachers in respect of chosen Demographic variables.

POPULATION

The population of the study is all the prospective teachers studying B.Ed. degree program in any College of Education recognized by NCTE as well as affiliated to any University of Andhra Pradesh in Alluri Seetharamaraju and East Godavari districts of Andhra Pradesh.

SAMPLE

Five percent of the population was chosen by using **Stratified random sampling** method from different categories of College of Education with due stratification on the basis of Gender and then Locality of the subjects to form the sample of the study. was followed for selecting sample for the present study.

The final sample of the study is **400 prospective teachers** taken randomly from a total of 8 colleges of education of different categories – Government and Private –in Alluri Seetharamaraju and East Godavari districts of Andhra Pradesh..

RESEARCH TOOLS

- **Academic Self Efficacy Scale (ASES)** –Prepared and Validated by the Researcher and the Research Supervisor.

STATISTICAL TECHNIQUES

For the purpose of analysis of data the statistical techniques that are used in the present study are Arithmetic Mean and Standard Deviation are used to assess the level of dependant variable. To find the significance of differences between two means ‘t’ test is used for independent and large sample.

PROBLEM STATEMENT

The concept of school education and teacher education, though seem to be exclusive areas, dealing with two different populations, but infact, when we look into the functioning of those programmes – teaching and learning being carried out under the same roof, that is, the school they exhibit that they are of the same elements working in unison for the betterment of both the groups. The researchers Edwards – Joseph Arlime, Baker, Stanley (2014) when tested the following seven themes – Educational background, Faith in God, Finances, Age and maturity, Influence and Supports of others, Self determination and Previous success – they found they emerged as factors, that influenced the students’ Academic self efficacy. However, when we go into the concerned literature further, it is observed various variables that affect Academic achievement and Academic self efficacy. Here, it is essential to verify the Academic self efficacy beliefs of the students in terms of various variables that are in line of thinking to be related with Academic self efficacy. Apart from this, the researchers verifying the Academic self efficacy of prospective teachers getting prepared in Colleges of education for becoming teachers in schools meant for normal children are limited. Therefore, the present study being designed to examine whether Academic self efficacy of those doing their professional course of study in Colleges of education to become teachers in schools will focus on the variables. Therefore, the researchers is of the opinion that the present project will generate information to enrich the literature on Academic self efficacy of teachers.

ANALYSIS OF DATA

HYPOTHESIS 1

Level of Academic self efficacy and its dimensions of prospective teachers of Andhrapradesh is **moderate**.

Table 1

Level of Academic self efficacy and its dimensions of prospective teachers of Andhrapradesh

Variable	N	Low		Moderate		High	
		N	%	N	%	N	%
Persistence	400	165	41.25*	112	28	123	30.75
Diligence	400	130	32.5	160	40*	110	27.5
Sets high goals	400	118	29.5	158	39.5*	124	31

Curious to gain knowledge	400	126	31.5	129	32.25	145	36.25*
Loves reading	400	147	36.75*	128	32	125	31.25
Courageous to face failures	400	132	33	128	32	140	35*
Overall Academic Efficacy	400	138	34.5	154	38.5*	108	27

* indicates the level of professional wellbeing

HYPOTHESIS 2

Level of overall Academic self efficacy of prospective teachers in terms of gender, medium of instruction and locality is moderate.

Table 2

Level of Academic self efficacy of prospective teachers in terms of gender, medium of instruction and locality

Sub-group	N	Low		Moderate		High	
		N	%	N	%	N	%
Male	200	59	29.5	81	40.5*	60	30
Female	200	46	23	73	36.5	81	40.5*
Telugu	190	56	29.47	84	44.21*	50	26.31
English	210	52	24.76	71	33.80	87	41.42*
Rural	220	66	30	95	43.18*	59	26.81
Urban	180	57	31.66	51	28.33	72	40*

* indicates the level of professional wellbeing

HYPOTHESIS 3

There is no Significant Difference in overall Academic self efficacy and its dimensions of prospective teachers in terms of gender.

Table 3

Difference in overall academic self efficacy and its dimensions of prospective teachers in terms of gender

Dimension	Gender	N	Mean	S.D	't' value	'p' value
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Persistence	Male	200	10.42	3.3	2.29	0.02*
	Female	200	11.20	3.5		
Diligence	Male	200	8.18	2.7	2.76	0.00**
	Female	200	8.94	2.8		
Sets high goals	Male	200	9.11	2.9	1.49	0.13
	Female	200	9.56	3.1		
Curious to gain knowledge	Male	200	12.55	3.2	1.23	0.21
	Female	200	12.95	3.3		
Loves reading	Male	200	11.45	3.5	0.20	0.84
	Female	200	11.52	3.6		
Courageous to face failures	Male	200	12.32	3.1	0.19	0.85
	Female	200	12.38	3.2		
Overall Academic Efficacy	Male	200	64.03	9.1	2.73	0.00**
	Female	200	66.55	9.3		

** Significant at 0.01 Level

* Significant at 0.05 Level

HYPOTHESIS 4

There is no Significant Difference in overall Academic self efficacy and its dimensions of prospective teachers in terms of Medium of Instruction.

Table 4

Difference in overall Academic self efficacy and its dimensions of prospective teachers in terms of medium of instruction

Dimension	Medium	N	Mean	S.D	't' value	'p' value
Persistence	Telugu	190	10.56	2.9	2.17	0.03*
	English	210	11.20	3.0		
Diligence	Telugu	190	12.14	3.2	0.15	0.88
	English	210	12.19	3.4		
Sets high goals	Telugu	190	11.28	3.1	2.12	0.03*

	English	210	11.95	3.2		
Curious to gain knowledge	Telugu	190	13.55	3.5	1.6	0.11
	English	210	14.12	3.6		
Loves reading	Telugu	190	12.32	3.1	0.31	0.75
	English	210	12.42	3.3		
Courageous to face failures	Telugu	190	14.12	3.4	2.05	0.04*
	English	210	14.84	3.6		
Overall Academic Efficacy	Telugu	190	73.97	8.56	3.16	0.00**
	English	210	76.72	8.78		

* Significant at 0.05 Level

HYPOTHESIS 5

There is no significant difference in overall Academic self efficacy and its dimensions of prospective teachers in terms of Locality.

Table 5

Difference in overall Academic self efficacy and its dimensions of Prospective Teachers in terms of locality

Dimension	Locality	N	Mean	S.D	't' value	'p' value
Persistence	Rural	220	10.12	2.7	0.11	0.91
	Urban	180	10.15	2.7		
Diligence	Rural	220	12.65	3.1	1.04	0.30
	Urban	180	12.98	3.2		
Sets high goals	Rural	220	11.45	2.9	0.24	0.81
	Urban	180	11.52	3.0		
Curious to gain knowledge	Rural	220	13.24	3.2	2.24	0.02*
	Urban	180	13.97	3.3		
Loves reading	Rural	220	14.65	3.5	1.77	0.07
	Urban	180	15.29	3.7		
Courageous to face failures	Rural	220	14.26	3.4	0.42	0.67

	Urban	180	14.11	3.8		
Overall Academic Efficacy	Rural	220	76.37	8.4	2.62	0.00**
	Urban	180	78.62	8.7		

* Significant at 0.05 Level

FINDINGS OF THE STUDY

1. The Level of Overall Academic self efficacy of prospective teachers in the colleges of education of Alluri Seetharamaraju and East Godavari districts is found to be **moderate**, as 38.5% of them has fallen in this category.

In the case of the dimensions Diligence (40%), and Set high goals (39.5), the prospective teachers have recorded **moderate**; whereas in the dimensions Curious to gain knowledge (36.25%) and Courageous to face failures (35%) they are found to be **high**. In the case of the dimensions Persistence (41.25%) and Loves reading (36.75%) the prospective teachers are found to be **low**.

2. The level of overall Academic self efficacy of prospective teachers in the colleges of education of Alluri Seetharamaraju and East Godavari districts is found to be **moderate**, for male (40.5%), Telugu medium of instruction (44.21%) and Rural locality prospective teachers as 43.18% of them have fallen under this category.

In the case of the Female (40.5%), English medium of instruction (41.42%) and Urban locality prospective teachers (40%), the prospective teachers in the colleges of education of Alluri Seetharamaraju and East Godavari districts is found to be **high**.

3. The differential analysis by 't' test has established the presence of **significant difference** between the **Male** and **Female** prospective teachers in the dependent variable Academic self efficacy and its few dimensions.

The **Female** prospective teachers of colleges of education are **significantly higher** than the **Male** prospective teachers in their overall Academic self efficacy.

In the case of the dimensions – Persistence and Diligence, **Female** prospective teachers are **significantly higher** than the **Male** prospective teachers of colleges of education.

4. While the differential analysis carried out in terms of the medium of instruction of prospective teachers, the prospective teachers of **English** medium of instruction in the colleges

of education are **significantly higher** than the prospective teachers of **Telugu** medium in their overall Academic self efficacy.

In the case of the dimensions – Persistence, Set high goals, and Courageous to face failures, the prospective teachers of **English** medium of instruction in the colleges of education are **significantly higher** than the prospective teachers of **Telugu** medium.

5. In the case of prospective teachers in terms of their locality, it is found that the **Urban area** prospective teachers are **significantly higher** than the **Rural area** prospective teachers in their overall Academic self efficacy.

In the case of the dimensions – Curious to gain knowledge, **Urban area** prospective teachers are **significantly higher** than the **Rural area** prospective teachers.

CONCLUSION

Prospective teachers often exhibit moderate academic self-efficacy because they are still in the process of learning and gaining experience. This moderate level suggests they are aware of their capabilities but may still be building confidence in their academic abilities, particularly in a professional context. On the other hand, having a high level of courage to face failures can be attributed to several factors: 1. Resilience: Prospective teachers may have developed resilience through previous academic or life experiences. This resilience enables them to bounce back from failures and setbacks more effectively. 2. Passion for Teaching: Their strong desire to become teachers and make a positive impact on students' lives can fuel their courage to face challenges. This passion motivates them to persist despite failures. 3. Professional Development: Many prospective teachers engage in continuous professional development, which includes learning from failures and using them as opportunities for growth. This mindset contributes to their courage in facing failures. 4. Support Systems: Support from mentors, peers, and educational institutions can also play a role. Knowing they have a support system can boost their confidence in handling failures. 5. Understanding of Failure: Prospective teachers may have a healthy understanding of failure as a natural part of learning and improvement. This perspective reduces fear and increases their willingness to take risks. From the above study it is found that, while their academic self-efficacy may be moderate, their high level of courage in facing failures suggests a strong foundation for personal and professional growth in the teaching field.

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