



ACADEMIC SELF-EFFICACY AMONG PROSPECTIVE-TEACHERS IN RELATION TO GENDER AND STREAMS OF STUDY

R. DAISY ¹Dr. P. MUTHUPANDI SELVI ²

1. Ph.D. Research Scholar, Department of Education,

2. Asst. Professor, Dept. of English– Education,

Institute of Advanced Study in Education,

Saidapet, Chennai – 600 015,

Tamil Nadu, India

Abstract

The present study aims to measure that the Academic self-efficacy among prospective-teachers in relation to gender and streams of study. Data was collected from the prospective-teachers adopting descriptive and stratified random sampling method. The total sample size was 103 and 2 educational colleges from Chennai district of Tamilnadu were selected for the study belonging to different types of management. The investigation made use of Self-concept inventory developed by researcher and help of research guide. The researcher concluded that, the level of academic Self-efficacy of prospective-teacher is moderate in nature and there is no significant difference between men and women prospective teachers in their academic self-efficacy. There is no significant difference between UG and PG degree holder of prospective-teachers in their self-efficacy.

Keywords: *Self-Efficacy; Academic Performance; prospective-teachers; Gender, Streams of study*

Introduction

Academic success and obtaining good grades are among the main goals in all levels of education while having positive outcomes both for the learners and educational systems. Therefore, identifying the factors influencing the students' academic success has ever been one the most important concerns of the researchers and educational psychologists, and also one of the challenges faced by medical schools.

Academic self-efficacy is one of the important factors influencing academic performance. Academic self-efficacy refers to the students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfill academic tasks and the successful learning of the materials. Self-efficacy beliefs lead to the individuals' excellent performance through increasing commitment, endeavor, and perseverance. The learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In contrast, those with high levels of self-efficacy are more likely to rely on themselves when faced with complex issues to find a solution to the problem, as well as being patient during the process, making more efforts, and persisting longer to overcome the challenges. Therefore, it seems that self-efficacy is one of the most important factors in the students' academic success.

Need for the Study

In the present educational process, parents are evaluating the quality education of their children concerning the academic performance instead of the all-around development of the child. There are different learning methods, strategies, and techniques based on psychological theories and principles which can be practiced by the teachers for the academic progress of students. Self-efficacy is one of the important factors, which plays a significant role in the academic world of the student. Self-Efficacy motivates the student to adopt specific and appropriate learning strategies to achieve academic goals. The self-efficacy of a person or student is also influenced by discouragement and encouragement from others. Self-efficacy is a multidimensional construct. Therefore, in the educational field, a teacher should consider students' academic self-efficacy instead of general self-efficacy.

Statement of the Problem

The present study in *“Academic Self-Efficacy of prospective-teachers in Relation to Gender and Streams of study”*

Objectives of the Study

1. To study the level of Academic Self-efficacy of Prospective-teachers.
2. To find out whether there is any significant difference between men and women Academic self-efficacy of Prospective-teachers.
3. To find out whether there is any significant difference between Arts and science stream of Academic self-efficacy of Prospective-teachers.

Hypotheses of the study

1. The level of Academic self-efficacy of Prospective-teachers is not high.
2. There exists no significant difference in mean scores of Academic self-efficacy of Prospective-teachers with respect to their gender.
3. There exists no significant difference in mean scores of Academic self-efficacy of Prospective-teachers with respect to their stream of study.

Methodology

In the present study the simple Normative survey method has been used.

Population

All the prospective-teachers studying in educational colleges from Chennai division constituted the population of the study.

Sample and sampling Techniques used for the Study

The data was collected from 103 prospective-teachers drawn from 2 educational colleges in Chennai District.

Simple random sampling technique was used. Sample for this study consist of 103 prospective-teachers (men and women)

Research Tool

Self-efficacy general scale on a five point rating scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). The tool constructed and validated by the researcher under the help of research supervisor was used in this study. Reliability of the tool is found to be 0.78 and has face validity.

Analysis of the Data

Quantitative analysis was done on the basis of responses received from the prospective- teachers on the academic self-efficacy.

1. Descriptive analysis
2. Inferential analysis

Descriptive Analysis

Table 1 *The level of academic self-efficacy of prospective-teachers is moderate in nature.*

variable	No. of Sample	Category	Frequency	Percentage
Self-efficacy	103	Low	19	18%
		Moderate	68	66%
		High	17	16%

Inference

Result of above table 1 is, indicates that 18%, 66%, 16% of the total sample has low, moderate, high academic self-efficacy of prospective-teachers. Hence inferred that the level of academic self-efficacy of prospective-teachers is moderate (66%) in nature.

Inferential Statistics

Hypothesis 1

There exists no significant difference in mean scores of Academic Self-efficacy of prospective-teachers with respect to their gender.

Table –2 *Academic self-efficacy of prospective-teachers with respect to their gender .*

variable	Gender	N	Mean	SD	't' - value	L.S
Self-efficacy	Men	54	108.04	14.982	1.502	Not Significant
	Women	49	113.33	20.565		

Inference

From the above table, it is observed that the obtained t– value (1.502) is lesser than the table value (1.96) and it is statistically not significant even at 0.05 level. Hence, there is no significant difference in Academic self-efficacy of prospective-teachers in terms of their gender and the Null Hypothesis is accepted.

Comparing the mean score, women prospective-teachers have more Academic self-efficacy than men prospective-teachers.

Hypothesis 2

There exists no significant difference in mean scores of Academic self-efficacy of prospective-teachers with respect to their stream of study.

Table –3 *Academic self-efficacy of prospective-teachers with respect to their stream of study.*

variable	Stream	N	Mean	SD	't' - value	L.S
Self-efficacy	Arts	72	110.11	17.442	0.379	Not Significant
	Science	31	111.58	19.382		

Inference

From the above table, it is observed that the obtained t – value (0.379) is lesser than the table value (1.96) and it is statistically not significant even at 0.05 level. Hence, there is no significant difference in Academic self-efficacy of prospective-teachers in terms of their stream of study and the Null Hypothesis is accepted.

Comparing the mean score, science stream of prospective-teachers have more Academic self-efficacy than the arts stream.

Findings of the Study

1. The level of Academic self-efficacy of Prospective-teachers is moderate in nature.
2. There is no significant different in Academic Self-efficacy of Prospective-teachers with respect to their gender.
3. There is no significant different in Academic Self-efficacy of Prospective-teachers with respect to their Stream of study.

Limitation of the Study

The limitations of the study are as follows:

- The study is done in Chennai city only.
- The study is 103 prospective- teachers are taken as the sample.

Educational Implications and Recommendations

The present study is based on academic self-efficacy of prospective-teacher, which revealed. So, it is recommended that in educational institutions adequate efforts should be taken by the stakeholders to develop academic self-efficacy among the prospective-teachers to a great extent. For this reason, group discussion and workshops should be conducted in the institutions. Teacher educators should make the prospective-teachers aware of their self-efficacy and should try to develop a positive attitude on their own self-efficacy as a result of which they can able to accomplish their goals on their academic ground.

Conclusion

In conclusion, the findings of the study contribute to the field of education by examining the interaction influence of academic self-efficacy of prospective-teachers is moderate and the gender and stream of study has not influence of academic self-efficacy of prospective-teachers. Considering the outcomes of the study it can be concluded that efforts should be made by the teacher educators and parents to improve the level of prospective teacher academic self-efficacy.

References

1. **Abdelmotaleb, M. & Saha, S.K. (2013).** The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *Canadian Centre of Science and Education*.
2. **Affif, M., Sheheta, A. & Mahrousalaziz, E. (2016).** Emotional intelligence, self-efficacy and academic performance among university students. *IOSR Journal of Nursing and Health Science*.
3. **Agrawal, Y.P. (2015).** Statistical methods: concepts, application and computation. New Delhi. *Sterling Publishers Pvt. Ltd. Noida, U.P., India*.
4. **Ahamad, A. & Safaria, T. (2013).** Effects of self-efficacy on students' academic performance. *Journal of Educational, Health and Community Psychology*. 2(1).
5. **Arbabisarjou, A., Zare, S., Shahrkipour, M. & Ghoreishinia, G. (2016).** Relationship between academic performance ad self-efficacy of Zahedan Medical Sciences Students. *International Journal of Medical Research & Health Sciences*. 5(7).