Development And Standardization Of Self-Efficacy Scale

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ABSTRACT

Constructing and standardizing a self-efficacy scale for assessing higher secondary school teachers' self-efficacy was the goal of the current study. Self-Efficacy is the belief in one's ability to carry out the necessary actions to achieve a certain desired outcome (Bandura 1997). Self-efficacy affects people's willingness to take on obstacles and how high they aim for their objectives. The degree of confidence teachers have in their abilities to help pupils succeed is known as teacher self-efficacy (CU-Portland). Studies reveal that educators who possess high levels of self-efficacy are more receptive to novel pedagogical approaches, establish more ambitious objectives, demonstrate a higher degree of preparation and organization, focus their energies on problem-solving, reach out for support, and modify their pedagogical approaches when confronted with challenges. The rough draft of self-efficacy scale consists of 30 items. Establishing the validity and reliability of this research scale self efficacy is the aim of the study.

Key Words: Development, Standardization, Self-Efficacy Scale

INTRODUCTION

According to Bandura (1997) "Self-efficacy is the belief in one's capacity to influence motivation, actions, and social surroundings". The essential and sensible component of a person's drive to learn is their sense of self-efficacy. Numerous elements that have been shown to have a good impact on self-efficacy—such as overcoming negative thoughts, establishing boundaries, using precise goals, and celebrating accomplishments—are either intrinsic to or readily integrated into our daily lives. Alfred Bandura established

the concept of self-efficacy along with his theory of social-cognitive learning (Bandura 1982).According to the self-efficacy idea, people learn through their social interactions, unique views, and behaviour, both from other people they can witness and from their own self-efficacious beliefs. The degree of confidence teachers have in their abilities to help pupils succeed is known as teacher efficacy. This includes assisting students in their learning, creating programmes that work for them, and successfully modifying their learning (Gkolia, Belia, & Koustelios, 2014).Studies reveal that educators who possess high levels of self-efficacy are more receptive to novel pedagogical approaches, establish more ambitious objectives, demonstrate a higher degree of preparation and organization, focus their energies on problem-solving, reach out for support, and modify their pedagogical approaches when confronted with challenges.

NEED AND SIGNIFICANCE OF THE STUDY

According to the enduring evidence presented in the introduction, one of the main elements supporting learners' learning achievement is self-efficacy. In any type of teaching-learning process, lower level success is produced by teachers who have low self-efficacy. For students to achieve, teachers need to know how to increase our self-efficacy. Thus, the researcher was curious about teachers' levels of self-efficacy. For this reason, the researcher construct and standardizes a new Self-Efficacy scale.

OBJECTIVES OF THE STUDY

i)   To Construct the Self-Efficacy scale.
ii)   To Standardize the Self-Efficacy scale

STATEMENT OF THE PROBLEM

The investigator has selected the Present study with the aim of establishing the reliability and validity of the Self-Efficacy research tool.

SAMPLE OF THE STUDY

Random sampling method was used for the present study. 60 Post Graduate Teachers from Coimbatore district of Tamilnadu were taken as a sample for the present study.

CONSTRUCTION OF THE TOOL

A quality instrument is necessary for research. By itself, a high-quality research instrument facilitates the collection of reliable data from respondents. The validity and reliability of the measuring devices were ascertained throughout the validation procedure by applying the proper statistical techniques. The following describes the steps used in detail to construct the tools and determine their validity and reliability:

PILOT STUDY

Specific components were modified as needed after extensive consultation with the research guide and other professionals prior to the actual tryout. The tool had thirty components when it was first developed in rough draft form. The teachers received detailed instructions that included the structure of the answers, the time limit, and other details. The items were distributed to sixty postgraduate instructors in the district of Coimbatore, and scores were computed. The response categories for positively written questions were as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. Response categories for items with negative phrasing were as follows: Five is Strongly Disagree, four is Disagree, three is Neutral, two is Agree, and one is Strongly Agree. The scores were then arranged in decreasing order.

ITEM ANALYSIS

There are two components to item analysis. They are: (i) Index of discrimination; (ii) Difficulty level. The valuable answer papers were sorted according to score decrease. Following the arrangement, it was split up into three groups. For item analysis, the top 27 percent and bottom 27 percent of the score were taken into account. Items with difficulty levels between 30% and 80% and discrimination indices between 0.3 and 0.8 were chosen for the current study. There were 26 carefully chosen items on the assessment.
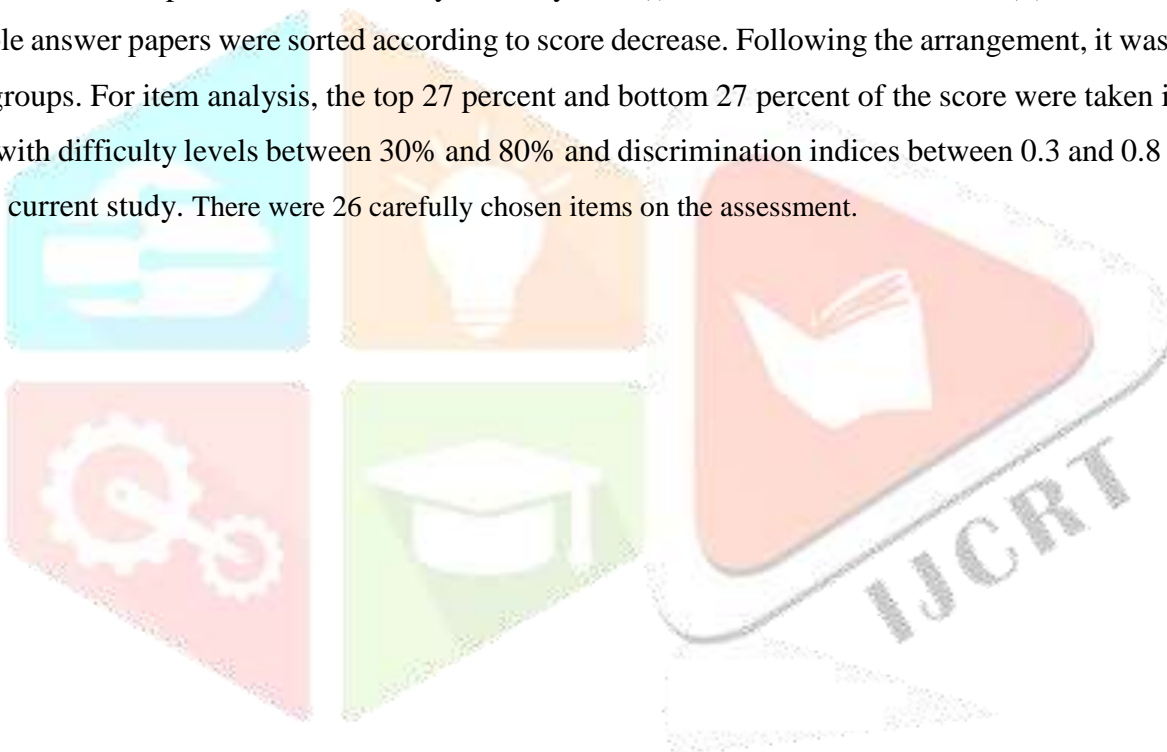
Table ITEM ANALYSIS

Q.NO	Difficulty Level	Discrimination Index	Interpretation
1	0.67	0.38	Item Selected
2	0.67	0.35	Item Selected
3	0.75	0.42	Item Selected
4	0.64	0.38	Item Selected
5	0.78	0.45	Item Selected
6	0.64	0.38	Item Selected
7	0.46	0.09	Item Selected
8	0.71	0.56	Item Selected
9	0.65	0.53	Item Selected
10	0.64	0.58	Item Selected
11	0.65	0.43	Item Selected
12	0.65	0.45	Item Selected
13	0.39	0.05	Item Rejected
14	0.64	0.02	Item Selected
15	0.72	0.53	Item Selected
16	0.70	0.45	Item Selected
17	0.62	0.54	Item Selected
18	0.42	0.07	Item Rejected
19	0.78	0.42	Item Selected
20	0.65	0.43	Item Selected
21	0.6	0.64	Item Selected
22	0.54	0.45	Item Selected
23	0.65	0.42	Item Selected
24	0.42	0.14	Item Rejected
25	0.75	0.42	Item Selected
26	0.62	0.34	Item Selected
27	0.67	0.35	Item Selected
28	0.78	0.52	Item Selected
29	0.75	0.35	Item Selected
30	0.71	0.57	Item Selected

ESTABLISHING THE VALIDITY OF THE TOOL

To verify the validity of the draft tool, the researcher sent it to experts in psychology and education for adjustments and suggestions. After reviewing the draft tool, the experts made some suggestions for improving clarity by altering a few words and sentences. After making such changes to the draft tool, the investigator confirmed the authenticity of the prepared tool.

ESTABLISHING THE RELIABILITY OF THE TOOL

The instrument was given to sixty postgraduate instructors, and after a fifteen-day interval, it was given to the same sixty postgraduate instructors again. There was a 0.72 correlation between the two administrations. There is a great deal of correlation. This guaranteed the tool's dependability.

CONCLUSION

This self-efficacy scale was created by the researcher especially for postgraduate teachers. Item analysis and a pilot study were used to create this measure. With a dependability score of 0.72, the instrument is quite dependable for conducting research. The Self-Efficacy Scale was developed and standardized using the aforementioned process.

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