A Study of Teachers Role Efficacy in Navodaya Vidyalayas

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Introduction

The significance of enhancing teacher quality becomes the core in the process of global educational reform, where teacher preparation programs must take this responsibility (for example Holmes Group, 1995; Ministry of Education [MOE], Taiwan, 2001; MOE, Taiwan, 2004; National Research Council [NRC], 2001; Wright et al., 1997; Wu,2004). The integrity and implementation of the teacher education program had actually a great influence on a teacher's acquisition of subject matter knowledge and instructional strategy, and even more on teacher efficacy (Chang and Wu, 2006). In another word, teacher efficacy was considered as not only the key indicator on examining the appropriateness and adequacy of a teacher's personal instructional readiness (for example Allinder, 1995; Ashton and Webb, 1986; Denham and Michael, 1981; Rosenholtz, 1989) but also a warning of showing critical problems the teacher education program faced and orienting future directions of its reform movement (Chang, 2003; Chang and Wu, 2006). However, most studies conducted in Taiwan (for example Chu-Chen, 2002; Hong, 2002) focused on investigating elementary teacher efficacy "quantitatively" and "generally" (that is not specifically for certain subject areas), few of them chose single subject area.

Consequently, understanding elementary education teacher efficacy under the circumstance of executing practical instruction, the processing trend of their efficacy change, and factors influencing their efficacy qualitatively would be essential and helpful at the current stage. Especially for those beginning teachers who lacked practical teaching experiences, how would they apply theories learned from the pre-service training program to instructional problems they faced on-site? Would the development of their efficacy be influenced while confronting struggles between theories and practices? What would be the trend of their efficacy development and change? These critical issues should be explored qualitatively and deeply.

Concept of Teacher Efficacy

The concept of teacher's sense of efficacy has gained much attention in recent years (Pajares, 1992). "Beginning with research in the 1970s (Armor et al., 1976; Berman et al., 1977), teacher efficacy was first conceptualized as teachers' general capacity to influence student performance" (Allinder, 1995). Since then, the concept of teacher's sense of efficacy has developed continuously and currently is discussed relevant to Bandura's (1977) theory of self-efficacy, which indicates the significance of teachers' beliefs in their own capabilities in relation to the effects of student learning and achievement. The self-efficacy construct described by Bandura was composed of two cognitive dimensions, personal self-efficacy and outcome expectancy. Bandura (1977) defined personal self-efficacy (that is efficacy expectation) as "the conviction that one can successfully execute the behavior required to produce the outcomes" and outcome expectancy as "a person's estimate that a given behavior will lead to certain outcomes".

Statement of the Problem

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Objective of the study

1. To study the significant difference between male and female teachers of Navodaya Vidyalaya schools with respect to role efficacy and its dimensions.
To study the significant difference between age groups (25-34 years, 35-44 years and 45+ years) of teachers of Navodaya Vidyalaya schools with respect to role efficacy and its dimensions.

Variables of the Study
The present study aims to identifying the following variables.

- Role efficacy and its dimensions
- Role efficacy
- Centrality
- Integration
- Pro-activity
- Creativity
- Inter-role linkage
- Helping relationship
- Super ordination
- Influence
- Growth
- Confrontation

Moderate Variables
- Sex (Male, Female)
- Age Groups (25-34 years, 35-44 years and 45+ years)

Hypothesis of the Study
1. There is no significant difference between male and female teachers of Navodaya Vidyalaya schools with respect to role efficacy and its dimensions.
2. There is no significant difference between age groups (25-34 years, 35-44 years and 45+ years) of teachers of Navodaya Vidyalaya schools with respect to role efficacy and its dimensions.

Method of Study
A descriptive survey method was used in this study

Population and Sample
The sample of the study is limited to the Navodaya Vidyalaya teachers working in Karnataka state only. 22 Navodaya Vidyalayas were involved in this study. 300 teachers were selected by using random sampling method.

Tool Used
The following tool was used for data collection:
Role Efficacy Scale - by Uday Pareek (2002).

Statistical Technique Used
Differential Statistical technique was used to analyze the data.

Data Analysis
Table-No.1: Results of t-test between Male and Female Teachers of Navodaya Vidyalaya Schools with Respect to Role Efficacy and its Dimensions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
<th>sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Efficacy</td>
<td>Male</td>
<td>23.871</td>
<td>4.5767</td>
<td>-2.5850</td>
<td>&lt;1.05</td>
<td>S</td>
</tr>
</tbody>
</table>
From the resects of the above table it can be seen that The male and female teachers of Navodaya Vidyalaya schools differ significantly with respect to role efficacy ($t = -2.5850, p < 0.05$) and its dimensions that is helping relationship ($t = -2.4140, p < 0.05$) confrontation ($t = -2.9310, p < 0.05$) 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers are higher on dimensions of role efficacy.

**Table-No. 2: Pair Wise Comparison of Age Groups (25-34years, 35-44years and 45+years) of Teachers of Navodaya Vidyalaya Schools with Respect to Creativity of Role Efficacy by Scheffe's Multiple Post Hoc Comparison Procedures**

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>25-34 years</th>
<th>35-44 years</th>
<th>45+years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.0135</td>
<td>2.5000</td>
<td>2.7000</td>
</tr>
</tbody>
</table>

From the results of the Table it may be seen that,

- The teachers of Navodaya Vidyalaya schools belonging to 25-34years and 35-44years of age group differ significantly with respect to dimension of role efficacy that is creativity at 0.05% level of significance. It means that, the teachers of Navodaya Vidyalaya schools belonging to 35-44years of age group are higher on dimension of role efficacy that is creativity as compared to 25-34years.
- The teachers of Navodaya Vidyalaya schools belonging to 25-34years and 45+years of age group differ significantly with respect to dimension of role efficacy that is creativity at 0.05% level of significance. It means that, the teachers of Navodaya Vidyalaya schools belonging to 45+years of age group are higher on dimension of role efficacy that is creativity as compared to 25-34years.
Findings of the Study

- The female teachers are higher on dimensions of role efficacy.
- The teachers of Navodaya Vidyalaya schools belonging to 35-44 years of age group are higher on dimension of role efficacy that is creativity as compared to 25-34 years.
- The teachers of Navodaya Vidyalaya schools belonging to 45-54 years of age group are higher on dimension of role efficacy that is creativity as compared to 25-34 years.

Implications of the Study

- At primary level, the child is flexible and can be directed to any desirable behaviour and hence it is the duty of Elementary school teacher to provide support whatever he/she can.
- Navodaya students have many problems like shyness, depression as the students are firstly got into hostel atmosphere away from rural life. Teachers should behave friendly with them to be well adjusted.
- Many teachers perceive Guidance as an important factor for students' all-round development. It is helpful for their personality development and better academic achievement.
- Most of the teachers perceive that students are comfortable enough with peers and friends rather than teachers. Teachers should create a friendly environment so that the students feel convenient to share their problems with teachers.

Conclusion

Teachers of age group of 35-44 years are higher on role efficacy and its dimension as compared to teachers of age group of 25-34 years.

It was also found that the female teachers have more positive attitude towards the profession as compared to the male teachers. This may be the result of the stereotyping belief that "teaching is a feminine job". Female teachers might feel the job appropriate for them. This result is concordant with the study made by the Dodeen et al. (2003), in which it was reported that female teachers have more positive attitude towards the profession as compared to the male teachers. The qualitative study may be carried out to investigate the reasons gender factors in identifying teachers efficacy.

Reference