



## A Study on Levels of Self-Efficacy Among School Teachers in Tenkasi District

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### ABSTRACT:

Self-efficacy is a critical determinant of teaching effectiveness, impacting instructional practices, student engagement, and overall job satisfaction. It is crucial to comprehend the self-efficacy levels of educators in order to create professional development initiatives and support systems that are specifically tailored to their needs. In order to shed light on the variables influencing teachers' perceptions of their own efficacy in carrying out their jobs, this study examines the degrees of self-efficacy among educators in the Tenkasi district. Using stratified random sampling, 200 school teachers with a range of experiences and backgrounds will be chosen as a sample. A modified form of the Teachers' Sense of Efficacy Scale will be used as the survey instrument, with three elements of efficacy being examined: classroom management, instructional tactics, and student involvement. Quantitative data will be analyzed by Percentage analysis, and weighted average using SPSS.

**Keywords:** Self-efficacy, Levels and teachers.

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## 1. Introduction

Education is essential to the advancement of society, and a child's learning path is greatly influenced by the quality of their teachers. Self-efficacy, a notion with roots in social cognitive theory and referring to a person's confidence in their capacity to carry out particular activities and objectives, is one of the most significant variables impacting teacher effectiveness. The degree of self-efficacy exhibited by educators can have a notable influence on teaching methodologies, student involvement, and general job contentment. The purpose of this study is to investigate the levels of self-efficacy among educators in the Tenkasi district, which is distinguished by a distinctive educational and cultural environment. Given the diverse population of Tenkasi, which is located in the Indian state of Tamil Nadu, it is critical to comprehend the dynamics of school teachers' self-efficacy in this setting in order to improve student outcomes. Teachers confront a wide range of difficulties in their work, from changing pedagogical approaches to a diverse student body. They are frequently entrusted with guiding young minds throughout their formative years. Examining these educators' self-efficacy levels in the Tenkasi district can reveal important information about the elements affecting their competency and professional confidence. The basis for measuring self-efficacy in this study is the Teachers' Sense of Efficacy Scale, which was created by Albert Bandura. Three main dimensions are covered by this scale: classroom management, instructional methodologies, and student involvement efficacy. Through the use of a mixed-methods approach that incorporates both qualitative interviews and quantitative surveys, our goal is to gain a thorough understanding of the self-efficacy landscape among Tenkasi school teachers. The results of this study are expected to add to the body of information already available on teacher self-efficacy, with an emphasis on the particulars of elementary education in Tenkasi. This study intends to provide information for professional development programs, support systems, and educational policies that are specifically designed to increase the self-efficacy of teachers in the district by identifying trends, obstacles, and effective measures. In the end, the research's conclusions aim to improve the standard of instruction given to young pupils in the Tenkasi area by establishing an atmosphere that is favorable for the success of both educators and learners.

## Statement of the Problem

The experiences and results of students are greatly influenced by their school teachers. One key element impacting teaching success is the idea of self-efficacy, which is characterized as a person's confidence in their capacity to do particular activities and reach objectives. However, there is a gap in the understanding of the self-efficacy levels among school teachers in Tenkasi District, which may have implications for their teaching practices and overall educational outcomes.

## 2. Review of Literature

Waitshega Tefo Smita Moalosi & Ntonghanwah Forcheh (2015) highlighted that Teachers with a high sense of efficacy are needed in the teaching profession, because they can have a positive impact in students' learning as they contribute to quality education. In all the colleges, in relation to student engagement over 40% of the trainees believed they can engage students in learning. Those who were confident in using different strategies of teaching were under 30%. Managing classroom behaviors is not easy, but over 40% of the trainees believed they have a positive impact on students' behaviors. Tonota College of Education scored low in all the three sub-scales implying that the pre-service teachers have a low teacher efficacy. Attention need to be paid to trainees who do not have confidence in engaging students in

learning, using different teaching methods as well as managing disruptive behaviors in the learning settings.

Indra Raj Upadhyaya (2019) studied the three dimensions of student engagement (Behavioral, Cognitive and Emotional engagement). The study was carried with 150 secondary science teachers as Kathmandu. Secondary science teachers were found to be moderately high efficacious in all aspects of behavioral engagement of students except four aspects in which they showed moderate efficacy. Regarding the self-efficacy on cognitive engagement they were moderately efficacious in two aspects and were found to be moderately high efficacious in other all aspects. However, science teachers' self-efficacy was found to be moderately high. Teachers were found to be efficacious in making classroom constructive, developing collaborative skill and high order thinking among the students. However, in some aspects they were found less efficacious.

Zakkula Dhana Raju, & S. Vijaya Vardhini (2020) highlighted Teacher effectiveness is considered as a composite of the qualities or characteristics of teacher such as skills, competencies, classroom instruction, knowledge and practical mastery over pedagogical techniques, evidence of improvement and growth made in curriculum transaction, Participation in extra instructional activities and practice of ethics of teachers. They found that, Locale is highly influenced in teacher effectiveness of Secondary school teachers. Urban secondary school teachers have better teacher effectiveness than the Rural secondary school teachers. Management is the highly influenced in teacher effectiveness of Secondary school teachers. Government secondary school teachers have better teacher effectiveness than the Private secondary school teachers.

### **Objectives**

1. To describe down the elements that make up Tenkasi district teachers' self-efficacy.
2. To evaluate the degree of self-efficacy among Tenkasi district teachers.
3. To suggest suitable measures to enrich the self-efficacy.

### **3. Research Methodology**

The research employed a descriptive technique as its methodology. Together, primary and secondary data are used in the study. A strategy of using structured questionnaires was used to acquire primary data. The secondary data were gathered from websites, books, and journals. Tenkasi District school teachers were selected as study participants. The research will involve 200 school teachers as the sample. For this investigation, a multistage random sampling procedure is employed. Appropriate statistical procedures, including weighted average, and simple percentages, were utilized to process the acquired data.

### **4. Analysis and Discussion**

The researcher collected the data from 200 school teachers in the Tenkasi district by using a structured questionnaire. The collected data are tabulated and analyzed using Simple Percentage analysis, and weighted average with the help of SPSS and Microsoft Excel.

Table 1 Efficacy Dimensions – Behavioural Management

<b>Level of Self-efficacy on Behavioural Management</b>	<b>No. of Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Level</b>
Give students a purpose in the classroom	200	3.95	0.765	High
Request that students show	200	3.94	0.755	High

that they comprehend				
Engage in practical exercises to refine the idea	200	4.05	0.847	High
Give the order to collaborate	200	4.12	0.670	High
Ask students about their learning and pose questions to them.	200	4.05	0.721	High
Using the internet to address children's challenges	200	3.67	0.762	High
Give students challenging questions to answer	200	3.77	0.863	High
Handle students who are having difficulty	200	3.95	0.801	High

Table 1 presents the average, standard deviation, and efficacy score of teachers on different aspects of students' behavioral management. The efficacy of Give the order to collaborate was found to have a mean score of 4.12, but the efficacy of using the internet to handle children's issues was found to have the lowest mean score of 3.67. Similarly, the efficacy of giving students difficult questions to answer deviated more from the mean ( $SD = 0.863$ ) than the efficacy of engaging in practical tasks to hone the concept ( $SD = 0.847$ ).

A higher level of mean representativeness is indicated by the instructor efficacy, which is in a comparable range across all behavioral engagement components. The teacher efficacy responses on the behavioral engagement components show less variation. Consequently, all aspects of student efficacy were at a high level, as evidenced by their efficacy on behavioral engagement dimensions.

Table 2 Efficacy Dimensions – Cognitive Management

Level of Self-efficacy on Cognitive Management	No. of Respondents	Mean	Standard Deviation	Level
Stimulate students' curiosity and interest	200	4.16	0.631	High
Learn how to solve problems or cultivate higher order thinking	200	3.81	0.726	High
Establish a setting where students can define their objectives and exercise self-control	200	3.29	0.809	Modest Moderate
Boost students' interest	200	3.88	0.814	High
Students are involved in the learning process by using the internet to link concepts and create new meanings	200	3.72	0.844	High
Making students feel obligated to participate in the concept-gaining process	200	3.53	0.870	High
Aid students in working using scientific principles or methods	200	3.76	0.736	High
Encourage pupils to make conclusions by involving them in the observing process	200	3.94	0.743	High

Engage pupils in activities that push their thinking to a higher level	200	3.77	0.603	High
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Table 2 presents the average, standard deviation, and efficacy score of teachers on several aspects of students' cognitive involvement. The efficacy of stimulating students' curiosity and interest had a mean score of 4.16, which was found to be higher than the other efficacy scores (3.29), which were judged to be moderate for creating an environment where students can identify their goals and practice self-control. The efficacy of making students feel required to participate in the concept-gaining process also showed a higher departure ( $SD = 0.870$ ) from mean scores, with efficacy on Engage in coming in second ( $SD = 0.844$ ). By connecting ideas and giving them new interpretations through the internet, students participate in the learning process.

Regarding instructor efficacy on elements of student cognitive involvement, opinions varied less. All of the cognitive engagement components that teachers performed in showed similar performance ranges, suggesting a higher degree of mean representation. According to the study, teachers' efficacy on the eight elements of cognitive engagement was modest in the feature of creating an environment where students could create goals and practice self-control, but overall, quite good in the other eight components.

Table 3 Efficacy Dimensions – Emotional Management

Level of Self-efficacy on Emotional Management	No. of Respondents	Mean	Standard Deviation	Level
Encourage pupils to recognize their accomplishments in the classroom	200	3.64	0.765	High
Encourage pupils to enjoy learning subject in the classroom	200	3.73	0.725	High
increase in the psychological impact on the school environment	200	3.94	0.711	High
Encourage students to feel like they belong	200	3.88	0.662	High
Build a solid rapport with the pupils	200	3.43	0.613	Moderate
Grow in confidence when teaching Address Students' viewpoints on education	200	3.72	0.691	High
lessen pupils' tension and worry	200	3.56	0.841	High
Encourage pupils to feel upbeat, hopeful, or enthusiastic about their studies	200	3.39	0.721	Moderate
Keep an eye on students' emotions and adjust counselling as necessary	200	3.31	0.678	Moderate
Keep an eye on and manage student stress	200	3.53	0.871	High

Table 3 presents the average, standard deviation, and efficacy score of teachers on several aspects of students' emotional engagement. The effectiveness of increasing the psychological impact on the school environment was found to have a higher mean score (3.94), but the effectiveness of keeping an eye on students' emotions and adjusting counseling as needed was

found to have a moderate mean score (3.31). Comparably, the efficacy scores for monitoring and managing student stress showed a larger departure ( $SD = 0.871$ ) from the mean scores, with the efficacy scores for reducing students' anxiety and tension coming in second ( $SD = 0.841$ ).

Responses about the effectiveness of teachers in fostering emotional engagement in their students were less inconsistent. The teachers' performance in every area of their emotional engagement fell within comparable ranges, suggesting a greater degree of mean representation. According to the study, teachers' efficacy was modest in the remaining aspects and rather high on the seven elements of their emotional engagement.

## 5. Conclusion

In conclusion, the comprehensive study on self-efficacy levels among school teachers in Tenkasi District, with a particular emphasis on behavioral management, cognitive management, and emotional management, provides a nuanced understanding of the multifaceted challenges that educators in this region face. The study's findings illustrate the interrelated nature of self-efficacy with multiple areas of teaching, stressing its importance in emotional, cognitive, and behavioral components.

The research of behavioral management suggests that instructors' confidence in their capacity to properly regulate classroom conduct is critical to generating a good and conducive learning environment. Teachers with better self-efficacy in behavioural management are more likely to use proactive tactics, which improves student engagement, discipline, and the overall classroom climate.

The study also looked into another significant element, cognitive management, which highlights the significance of teachers' self-esteem in their methods of instruction and their ability to deliver effective learning experiences. Instructors who have a high level of self-efficacy in cognitive control are prone to employ novel methods of instruction, accommodate a variety of learning preferences, and foster a curiosity about learning in their students.

Given the emotional labor that comes with being a teacher, emotional regulation is found to be a significant factor influencing teacher self-efficacy. Educators possessing a high self-efficacy in emotional regulation can better handle stress, navigate challenging interpersonal situations, and maintain a positive and compassionate demeanor in the classroom.

The study's findings indicate that treatments and professional development programs aimed at increasing teacher self-efficacy should address all three dimensions: behavioral, cognitive, and emotional. Tailored support mechanisms, such as training workshops, mentorship programs, and collaborative learning opportunities, can help Tenkasi District teachers meet their different needs in a more holistic manner.

Because educators play a critical role in molding students' educational experiences, developing high levels of self-efficacy among teachers benefits not just their professional growth but also the general quality of education in the district. Future study might go further into particular contextual elements impacting self-efficacy within each dimension, offering more nuanced insights for the creation of tailored therapies.

Finally, the study emphasizes the significance of recognizing and supporting self-efficacy among Tenkasi District school teachers in the behavioral, cognitive, and emotional domains, resulting in a resilient and empowered teaching community that positively influences the educational environment.

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