

SELF EFFICACY OF WOMEN SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

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ABSTRACT

The Present Study aims to explore the relationship between self efficacy and locus of control of private secondary school teachers. Person's beliefs in his or her ability are self efficacy. Locus of control is a psychological concept which refers to how strongly people believe that they have control over the situations and experiences that affect their lives. Sample 200 secondary school women teachers was selected for the present study. For this purpose Teacher Self Efficacy Scale by A.K Singh and Shurti Narain and Locus of Control Scale by Sanjay Vohar were used. Mean SD and Correlation were used for analysis of data. From the analysis it was concluded that only 5.5% of the women have high self efficacy and most of the women teacher working in private schools have poor self efficacy. It can conclude from data collected that Most of the teachers have not any control on their own outcomes they are governed by other person and their environment. There exists a moderate positive correlation between locus of control and self efficacy of secondary school women teacher.

Keywords: Self efficacy, School Teachers, Women, Locus of control

Introduction

Guru Rabindranath Tagore said "A lamp can never another lamp unless it continues to burn its own flame, a teacher can never truly unless he is still learning himself". Indian society is a developing society. Teacher always play an important role of in the field of education. Today teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly.

Dr Radha Krishnan said, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning." Teachers are the torch bearers of a nation who play a major role in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers, and along with that due status to their stature and profession.

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Teachers have always played a crucial role in preparing communities and societies towards exploring new horizon and achieving higher level of progress and development. They are the prime agents of change. Keeping in the mind role of teacher in the development of nation wellbeing of teacher cannot be neglected in present scenario. A teacher has to deal with one or other problem in there day to day life. The problem can be professional or personal one thing is common that seek adjective reaction by person. Their views about themselves and their abilities also affect their adjustment to the environment, which is also known as Core self-evaluations. Core self-evaluations (CSE) represent a stable personality trait which encompasses an individual's subconscious, fundamental evaluations about themselves, their own abilities and their own control. People who have high core self-evaluations will think positively of themselves and be confident in their own abilities. Conversely, people with low core self-evaluations will have a negative appraisal of themselves and will lack confidence. The concept of core self-evaluations was first examined by Judge, Locke, and Durham (1997) and involves four personality dimensions: locus of control, neuroticism, generalized self-efficacy, and self-esteem.

Locus of control and self efficacy are the variables that help a person to meet the requirement of situation which an individual is dealing with. Self-efficacy refers to individual's belief about their capabilities to perform well when confronted with a challenging task. It is individual sense of capacity to deal with particular set of conditions that life put before them. While Locus of control is the degree to which the individual attributes the cause of the behaviour to environmental factors or to own decisions. So they both are interrelated and affect the ability of the person to adjust in given situation and making adjustment to environment. The present study aims to explore the relationship between self efficacy and locus of control of secondary school teacher working in private schools of Faridkot district of Punjab.

Objectives

The objectives of the present study are:

1. To study the self efficacy and locus of control of women secondary school teachers
2. To study relationship between self efficacy and locus of control of women secondary school teacher.

Hypothesis

In the light of above cited objectives, following hypothesis was formulated.

1. There is positive relationship between self efficacy and locus of control of women secondary school teachers.

METHODOLOGY

The present study was delimited to secondary school Women teachers working in private schools of Faridkot District of Punjab. Employing survey type descriptive research, the present research included 200 secondary school women teachers. Teacher Self Efficacy Scale by A.K Singh and Shurti Narain and Locus of Control Scale by Sanjay Vohar were used. Efforts were made to establish rapport with teachers, before administering the tools. After distributing the tools, the subject was asked to fill the preliminaries given at the top of the information sheet, name sex, age, name of school etc. After administering the tools the response sheet were scored. Statistical techniques like Mean SD and Correlation were used to analysis of data.

RESULTS AND DISCUSSION

TABLE-1
Distribution of the Score of Self Efficacy among Secondary School Women Teachers

Score	Interpretation	N	%
85 and above	High Self efficacy	11	5.5%
74 to 84	Average Self Efficacy	63	31.5%
73 or less	Poor Self Efficacy	126	63%
Total		200	100

Mean-66.73; and SD-12.78

Table No:1 indicates the mean values of self efficacy 66.73 and SD value was 12.78. Further it indicates the level of self efficacy among secondary school women teacher belonging to Faridkot. It was found that out of 200 secondary school women teacher, only 11 teachers that are equal to 5.5% of sample collected has high Self efficacy level. Out of 200 secondary school women teacher 63 teachers were found to have Average level of self efficacy, it is equal to 31.5% of the total sample collected. It is found that most of women teachers i.e. 126 women teachers were found to have Poor level of self efficacy, it is equal to 63% of the total sample collected. So it was concluded that most of the secondary school women teacher teaching in private school have poor level of self efficacy.

Figure: 1
Distribution of the Score Self Efficacy among Secondary School Women Teacher

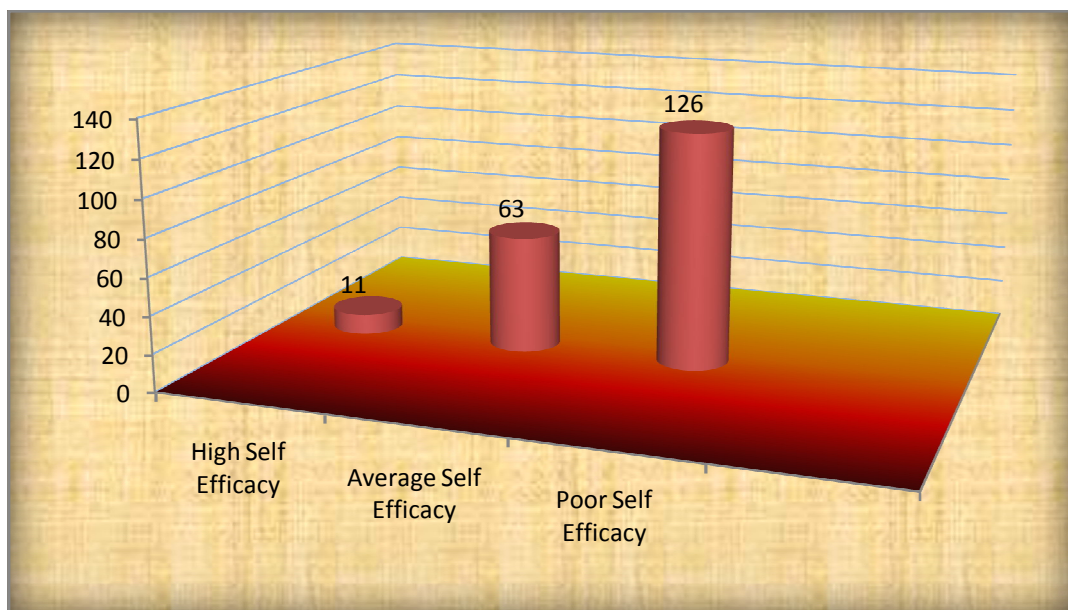


Table No: 2

Distribution of the Score of Locus of control of Secondary School Women Teacher

Sten Score and Description	P(Powerful Other)	C(Chance Control)	I (Individual control)
Decrease Strength Of Factor (1-4)	9	44	147
Average Strength Of Factor (5-6)	44	72	23
Greater Strength Of Factor (7-10)	147	84	30

Perusal of result Table No: 2 and respective figure shows the distribution of subject under Powerful others (P), Chance control (C) and Individual control (I). It is evident from this table that the secondary school women teacher in the present investigation differ in sten score as table and figure indicate. In the subcategory of powerful other out of 200 only 9 fall under decrease, 44 and 147 fall under average and greater strength of factor respectively. It indicates most of the women teacher's outcomes and actions control by other person like family members, authorities and peer group etc. In subcategory Chance Control 44, 72 and 84 fall under decrease, average and greater strength of factor respectively. So we can conclude most of the outcome of women teacher working in private schools also controlled by unordered, chance, or random events. Further in subcategory of Individual control 147, 23 and 30 comes under decrease, average and greater strength of factor respectively, which indicate most of the teachers have not any control on their own outcomes.

Figure No: 2

Locus of control of Secondary School Women Teacher

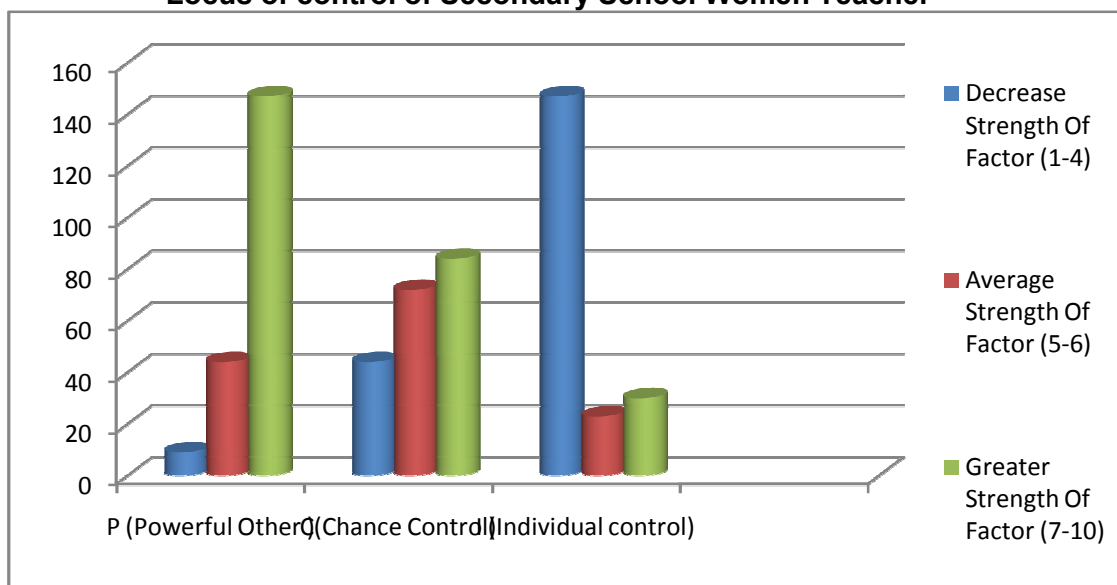
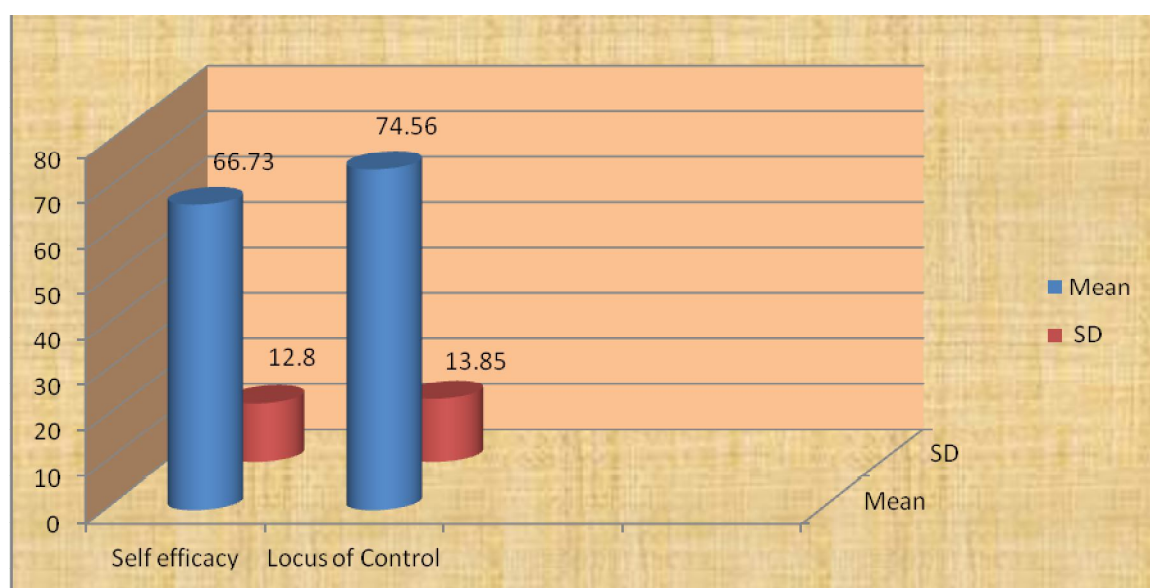


Table No: 3. Correlation between Self efficacy and Locus of Control of Secondary School Women Teacher

Variable	N	Mean	SD	Correlation
Self efficacy	200	66.73	12.82	0.604
Locus of Control	200	74.56	13.85	

Table 4.2.3 shows Mean value of variable self efficacy and locus of control was found 66.73 and 74.56 respectively. It was also found that SD of Self efficacy and Locus of Control was found 12.82 and 13.85 respectively. The coefficient of correlation between locus of control and self efficacy variables is found is to be 0.604. That is on the positive side but it is under category of high moderate correlation value. This shows that there exists a moderate positive correlation between locus of control and self efficacy of secondary school women teacher. As the hypothesis states “there is positive relationship in self efficacy and locus of control of women teacher” is accepted.

Figure No: 3 Mean and SD of Self Efficacy and Locus of control Secondary School Women Teacher



On the basis of analysis and interpretation of data, following conclusions can be drawn:

Most of the secondary women teacher teaching in private school have poor level of self efficacy

Most of the women teacher's outcomes and actions control by other person like family members, authorities and peer group etc.

Most of the outcome of women teacher working in private schools also controlled by unordered, chance, or random events.

Most of the teachers have not any control on their own outcomes.

There exists a moderate positive correlation between locus of control and self efficacy of secondary school women teacher.

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