

# A STUDY OF SELF EFFICACY AND SELF ESTEEM OF PROSPECTIVE TEACHERS IN RELATION TO GENDER AND ACADEMIC ACHIEVEMENT

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## ABSTRACT

*Present study was conducted to study the self esteem and self efficacy of prospective teachers in relation to their gender and academic achievement. Sample of the study consisted of 480 secondary prospective teachers (B.Ed. Students) selected through random cluster technique. Results of the study revealed that male and female prospective teachers differ significantly with regard to their self-efficacy. Prospective teachers with high academic achievement and average academic achievement were found to possess higher level of self-efficacy than Prospective teachers with low academic achievement. Significant interaction effect was observed between gender and academic achievement of prospective teachers with regard to their self-efficacy.*

**Keywords: Self Efficacy, Self Esteem, Gender, Academic Achievement**

## INTRODUCTION

All educational thinkers, policymakers, administrators and all educational committees and, commissions – Indian as well as foreign hold that the effectiveness of instruction depends vitally upon the quality of the teacher, who is the pivot of an educational system. Teaching is one profession that brings many benefits to everyone. It is rightly said that the quality of nation depends on the quality of its citizens and quality of citizens depends upon the quality of its teachers. Recently the concepts of self-efficacy, self-esteem, have received considerable attention of the educationists of the Western World-in connection with intellectual and academic performances of the students. However the area of pre-service secondary teacher education has remained unexplored. This situation warrants that the association between academic achievement and self-efficacy, self-esteem may be explored systematically.

## **Self-Efficacy**

Self-efficacy has been investigated in relation to teaching efficacy reported in (Whittington, McConnel and Knobloch, 2006; Settlege, Sotherland, Smith and Ceglie, 2009; Bruinsma and Jansen, 2010) study investigated pre service teachers' intrinsic and extrinsic motivation. (Mohammad Taghi, Morishi and Afsaneh, 2012) to investigate the relationship between EFL teachers' locus of control and self-regulation and the moderating role of self-efficacy. (Lamote and Engels, 2010; Sunjin Oh, 2011) study focuses on student teachers perceptions of their professional identity. (Hemmingsen and Rae, 2001) found that career self-efficacy is highly related to academic achievement and educational development in eleventh- grade students. (Odaci, 2013) to investigate the extent to which postgraduate students' belief in their computer self-efficacy, self-esteem and subjective well-being predicts research self-efficacy: (Fernandez-Ballesteres, Diez-Nicoles, Caprara, Barbaranell, and Bandura, 2002) found that men had a higher sense of efficacy than women to contribute to the solution of social problems. Anderson, Dragsted, Evans, and Sorensen (2004) studied science teaching self-efficacy belief among new teacher of elementary science. (Mottet, Beebe, Raffeld and Medleck, 2004) studied that effects of student verbal and non verbal responsiveness on teachers self-efficacy. Some researchers reported self-efficacy in relation to gender (Brusai, 2010; Hemmingsen and Rae, 2001). Some researchers (Woolfolk, 2007; Wolf, 2008) found strong and direct effect of academic achievement.

## **Self-Esteem**

Some research has been reported on the relationship: between self-esteem and academic achievement among the students. (Mefteh, 2002; PourSina, 2003; Emamzadeh, 2004) did a research in order to compare the social skills and self-esteem and academic achievement. (Amini, 2004) conducted a research in order to study the role of self efficiency, self regular and self-esteem in high school students' academic achievement. (Zeinvand, 2006) studied the relation between self-esteem, social support and student's educational progression (Chopra and Sahoo, 2006). Students are having positive and balanced self-esteem in comparison to those students whose parents are less involved. (Pullmann and Allik, 2008) there are some probable lines of description why low general self-esteem does not / essentially signal a poor academic achievement. (Shobhna Joshi and Reklia Srivastava, 2009) examined the gender differences in self-esteem and academic achievement. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys, (Habibollah, Rohani, Tengku, Jamaluddin, and Kumar, 2009; Nicole and Kristen, 2011) study examined self-esteem, gender and academic achievement and a significant difference between gender and self-esteem was observed.

## **SIGNIFICANCE OF THE STUDY**

In foreign countries considerable efforts has been made to study separately the self-efficacy, self-esteem of college students in context to culture, socio-economic background, age, grade, personal and psychological characteristic of the, learners. However no systematic study has been undertaken by any Indian researcher on the-effect of gender and academic achievement on self-efficacy, achievement on self-efficacy. Therefore the present -study -will be a humble attempt in fulfilling the gap in existing researcher on self-efficacy, self-esteem of prospective teachers in relation to gender and academic achievement. Further, the result of this study may **be** helpful in providing the empirical base for organizing classroom teaching in most effective and satisfactory manner in college of teacher education for enhancing the level of academic performance of prospective teachers.

## **HYPOTHESES**

1. There will be no significant difference in self-efficacy of male and female prospective teachers.
2. There will be no significant differences in self-efficacy of prospective teachers with high, average and low academic achievement.
3. There will be no significant- interaction between gender and academic achievement with regard to self-efficacy of prospective teachers.
4. There will be **no** significant difference in self-esteem of male and female prospective teachers.
5. There will be no significant difference in self-esteem of prospective teachers **with** high, average and low academic achievement.
6. There will be no significant interaction between gender and academic achievement with regard to self-esteem of prospective teachers.

## **LIMITATIONS OF THE STUDY**

1. The investigation was carried out on a sample of 480 male and female prospective teachers.
2. The subjects/ students were drawn from science, arts and commerce streams.
3. The study was confined to colleges of education falling in the jurisdiction of H.P. University, Shimla.

## RESEARCH METHOD

In the present study, descriptive research method was employed as the purpose of the study was simply to explore the relationship of self-efficacy, self-esteem, to gender and academic achievements of prospective teachers.

## SAMPLE

The sample for the study comprised 480 secondary prospective teachers (B.Ed. Students) from one college from each district of Himachal Pradesh randomly will be chosen as the sample of the study. These subjects are both the males and females and from the streams - arts, science and commerce. Two sections from each of the institution are taken randomly. Thus sampling of the subjects is done through random cluster technique.

## TOOLS

1. Self-efficacy: The General Self-efficacy scale developed by Schwarzer and Jerusalem (1995), (adapted by the investigator).
2. Self-esteem: The Rosenberg Self-esteem Scale is developed by Morris Rosenberg (1965), (adapted by the investigator).
3. Achievement test was prepared by the investigator.

## STATISTICAL TECHNIQUES USED

1. Descriptive analysis as mean, median, mode and standard deviations were used.
2. t test and two way ANOVA (Analysis of variance).

## ANALYSIS AND INTERPERTATION OF DATA

**Table 1: Two way ANOVA for the scores of self efficacy of prospective teachers with respect to gender and Academic achievement**

| Source of variation                 | S.S.    | df  | M.S.   | F        |
|-------------------------------------|---------|-----|--------|----------|
| <b>Main Effects</b>                 | 40.70   | 1   | 40.70  | 12.50**  |
| A. Gender                           |         |     |        |          |
| B. Academic achievement             | 738.85  | 2   | 369.42 | 113.46** |
| <b>Two Order Interactions:</b>      | 21.90   | 2   | 10.95  | 3.36     |
| Gender * Academic achievement (A*B) |         |     |        |          |
| Within Group                        | 1543.22 | 474 | 3.25   |          |
| Between Group                       | 826.02  | 5   | 165.20 |          |
| Total                               | 2369.24 | 479 |        |          |

\*\* Significant at 0.01 LOC \* Significant at 0.05 LOC



Table 1 reveals that male and female teachers differ significantly from each other on self efficacy scores as the f ratio was found to be significant at 0.01 level of confidence. Hence Null hypothesis was rejected. Male teachers had higher mean scores than females on self efficacy. Similarly Prospective teachers also differ significantly on their achievement scores as the f ratio was found to be significant at 0.01 level of confidence. Hence null hypothesis is rejected.

**Table 2: High Average and Low Achieving Teachers on Self Efficacy Scores.**

| Group                     | Mean  | SD   | Comparison    | Df  | t value |
|---------------------------|-------|------|---------------|-----|---------|
| High achieving (N=120)    | 32.93 | 1.32 | Gp 1 and Gp 2 | 358 | 7.14**  |
| Average achieving (N=240) | 31.36 | 2.21 | Gp 1 and Gp 3 | 238 | 19.57** |
| Low achieving             | 29.43 | 1.44 | Gp 2 and Gp 3 | 358 | 8.66**  |

Table 2 shows that high, average and low achieving teachers differ significantly on self efficacy scores. As the t value was found to be significant at 0.01 level of significant. Therefore null hypothesis was rejected.

**Table 3: Two Way ANOVA for the Scores of Self Esteem of Prospective Teachers**

| Source of variation                  | S.S.    | Df  | M.S.   | F       |
|--------------------------------------|---------|-----|--------|---------|
| <b>Main Effects</b>                  | 89.10   | 1   | 89.10  | 16.06** |
| A. Gender                            |         |     |        |         |
| B. Academic achievement              | 441.97  | 2   | 220.99 | 39.83** |
| <b>Two Order Interactions: (A*B)</b> | 46.37   | 2   | 23.19  | 4.18*   |
| Within group                         | 2629.47 | 474 | 5.54   |         |
| Between Group                        | 558.89  | 5   | 111.77 |         |
| Total                                | 3188.36 | 479 |        |         |

\*\* Significant at 0.01 LOC \* Significant at 0.05 LOC

F ratio comprising self esteem of male and female teachers came out to be 16.06 which is highly significant at 0.01 level of significance. We can infer that male and female teachers differ significantly on self esteem scores. Therefore null hypothesis was rejected. Similarly significant differences were observed between high, low and average achieving teachers. Result was further probed with the help of t ratios. Table 4 further reveals that gender and academic achievement interact significantly. As the f ratio was found to be significant.

**Table 4: Mean scores of self esteem in respect of high, average, low achieving prospective teachers**

| Group                     | Mean  | SD   | Comparison    | Df  | t value |
|---------------------------|-------|------|---------------|-----|---------|
| High achieving (N=120)    | 22.93 | 2.54 | Gp 1 and Gp 2 | 358 | 4.29**  |
| Average achieving (N=240) | 21.70 | 2.57 | Gp 1 and Gp 3 | 238 | 9.46**  |
| Low achieving (N=120)     | 20.22 | 1.83 | Gp 2 and Gp 3 | 358 | 5.62**  |

Table 4 shows that Group 1 and Group 3, Group 2 and 3 differ significantly from each other on self esteem scores. Therefore null hypothesis was rejected.

### **Findings of the Study and Discussion of Results**

Results of the study have revealed that Male and female prospective teachers differed significantly with regard to their self-efficacy. Male prospective teacher were found to have higher level of self-efficacy than their counter-part female prospective teachers. Study by Femandez-Ballesteres, Diez-Nicoles, Caprara, Barbaranell, and Bandura, (2002) also reports similar results. Results of the study by Schunk, & Lilly (1984) are also in line with present research.

Prospective teachers with high academic achievement and average academic achievement were found to possess higher level of self-efficacy than Prospective teachers with low academic achievement. Results of the study are supported by Shkullaku (2013). She found in her study that self self-efficacy and academic performance are positively correlated. Hemmingsen and Rae, (2001) found that career self-efficacy is highly related to academic achievement and educational development in eleventh- grade students.

Results of the study revealed significant interaction between gender and academic achievement of prospective teachers with regard to their self-efficacy. Male and female prospective teachers differ significantly with regard to their self-esteem. Male prospective teacher were found to have higher level of self-esteem than their counter-part female prospective teachers. Research by Habibollah, Rohani, Tengku, Jamaluddin, and Kumar, 2009; Nicole and Kristen, (2011) examined self-esteem, gender and academic achievement and a significant difference between gender and self-esteem was observed.

Prospective teachers with high academic achievement and average academic achievement were found to possess higher level of self-esteem than Prospective teachers with low academic achievement. However, no significant difference was found between prospective teachers when compared at high and average levels of academic achievement with regard to self-esteem. There was significant interaction between gender and academic achievement of prospective teachers with regard to their self-esteem. A study by Okokoa (2012) Revealed that gender have influence on self esteem which turn affects academic performance of the students.

### **CONCLUSION**

Prospective teachers with high academic achievement and average academic achievement were found to possess higher level of self-esteem than Prospective teachers with low academic achievement. According to the study there are some

probable lines of description why low general self-esteem does not essentially signal a poor academic achievement. Students with additional limited academic capacities compensate their academic lack by uplifting their general esteem.

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