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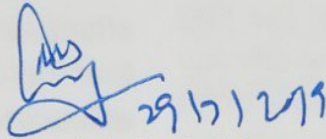
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SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS AS RELATED TO GENDER, LOCATION OF SCHOOL AND ACADEMIC STREAM

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All the teachers have the ability to teach but what is more important is the belief in their ability to teach. The present research study was undertaken to investigate self-efficacy of secondary school teachers and how it is influenced by gender, location of school and academic stream. Descriptive survey method was employed for the present investigation. Stratified random sampling technique was used to select the sample of 130 teachers from Hamirpur and Shimla districts of Himachal Pradesh. Teachers' self-efficacy scale by Sood and Sen (2017) was used to collect data. The data were analyzed by descriptive statistics like mean, standard deviation and t-values. It was revealed that the male teachers were more self-efficacious as compared to female secondary school teachers. Further, rural teachers were more efficacious than urban teachers. No significant difference was observed in self-efficacy of science and arts stream teachers. The implications of the findings are discussed in the end of the paper.

INTRODUCTION

At the turn of the twentieth century, much attention was focused on the impact of how human behaviour was affected by the idea of self and how one's self-perception affects behaviour. With the work of Rotter (1966) as a theoretical base, teacher efficacy was first conceived as the extent to which teachers believe that they could control the reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment. Second conceptual strand of theory and research grew out from the work of Bandura (1977) and identified teacher efficacy as a type of self-efficacy—a cognitive process, in which people construct beliefs about their capacity to perform at a given level of attainment. Self-efficacy is distinct from other conceptions of self, such as self-concept, self-worth and self-esteem, in that, it is specific to a particular task. Self-efficacy is a judgement about task capability that is not inherently evaluation. Self-efficacy, as defined by Albert Bandura (1986), is "people's

judgement of their capabilities to organize and execute courses of action required to attain designated types of performance. "Self-efficacy "is concerned not with the skills one has but with judgement of what one can do with whatever skills one possesses." Perceived self-efficacy beliefs may impact a person in either a positive or demoralizing way. It is the individual's beliefs about being able to carry out the necessary actions to achieve a desired result that determine the impact. Teacher self-efficacy may be defined as a teachers' judgement of his or her capabilities to bring about desired outcomes of students' engagement and learning. Teachers' sense of efficacy has been shown to be a powerful construct related to students' outcomes such as achievement (Ashton & Webb, 1986; Ross, 1992), motivation and sense of efficacy. It is also related to teacher behaviour in the classroom. Teachers with a strong sense of efficacy are open to new ideas and more willing to experiment with new methods to better meet the needs of their students. They also tend to inhibit greater levels

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