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Adjustment of Prospective Teachers As Related To Their Self- Efficacy

Dr. Neelam¹; Dr. Promila Devi²; Ms. Jyoti³

¹Assistant Professor (Education), Abhilashi College of Education, Ner Chowk, Mandi (HP)

²Dean, Faculty of Education, Basic Sciences and Humanities, Abhilashi University, Chail Chowk(HP)

³Research Scholar, School of Education, Abhilashi University, Chail Chowk (HP)

***Corresponding Author**

Dr. Neelam

ABSTRACT

It is a well-known fact that a teacher is a nation builder and a real maker of history. An effective teacher is the greatest asset of an educational system and good educational system is the only hope of all developing nation like ours. The quality of education and standards of achievement is interrelated with the quality of teachers. Teachers' level of self-efficacy is believed to be strongly linked to teacher effectiveness, adjustment and student learning outcome. In this paper an attempt has made to study differences in adjustment of prospective teachers with respect to the level of self-efficacy. A sample of 700 prospective teachers was taken for conducting this study. It has been found that prospective teachers having high as well as average level of self-efficacy have almost equal adjustment while prospective teachers having high self-efficacy differ from prospective teachers having low self-efficacy. Likewise, prospective teachers having average level of self-efficacy found to have better adjustment as compared to prospective teachers having low self-efficacy. Further, suggestions are also made in this paper.

Key Words: *Adjustment, Prospective teachers, Self-efficacy*

INTRODUCTION

“If self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do.”

...*Albert Bandura*

Education is key factor determining the nation's progress. Education plays an important role in the overall development of human beings. School education in the initial years helps in the formation of personality of children whereas higher education shapes the children for facing the challenges of life. Teachers play an important role in the field of education. The ancient wisdom and the experience of the present, both in east and west unanimously agree that teacher is the pivot of the educational system. Teacher is a key figure in the life of a nation. For many reasons he has a unique place in the society. It has been seen in practical life that a child gives more weightage to his teachers in comparison to his parents. If we want to have an idea about nation prosperity then we can have it only by looking at the conditions and to have it only by looking at the conditions and status of its teachers. Because a nation's well-being depends on the teacher's well-being. Teacher is a human being like others, have his own problem of adjustment. A satisfactory adjustment is essential as in teaching, actually in the advancement in the field of education very much depends upon the degree of adjustment and satisfaction of those who are in the field and are enhancing the cause of education. Adjusted teachers do much to bring about pupil adjustment and converse is also true. The efficacy beliefs of teachers are also related to their instructional practices and to their students' achievement and psychological well-being. Self-efficacy of a teacher is a powerful predictor of whether and how a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behavior, thinking and emotions. Efficacious teachers create classroom climate in which academic rigor and intellectual challenge are accompanied by the emotional support and encouragement necessary to meet that challenge and achieve academic excellence. So, all teachers should seriously share their responsibility in nurturing the self-beliefs of their students. For enhancing self-efficacy beliefs of students, it is vital that teachers' own efficacy beliefs should be strong. Teachers' sense of self-efficacy is an important factor that had strong, positive relationships to students' performance, achievement of programme goals, and other positive (educational) outcomes. Teaching is one of the profession in which it is rightly a bonus to have a solid sense of self-efficacy as the teachers need it to deal with young and energetic students throughout the day.

Chemers, Hu, & Garcia [1] found that individual with high self-efficacy also tend to have high optimism which result in positive outcomes, better academic performance, more effective personal adjustment, better coping with stress, better health, and higher overall satisfaction and commitment. Capa [2] found that the quality of teacher education significantly forecasts teachers' self-efficacy beliefs and their beliefs about how effectively they can organize and manage the teaching process. Further Armin and Ningamma [3] revealed that home environment, parents and self-esteem had positive influence over emotional adjustment. The analysis also revealed that higher the self- esteem leads towards better adjustment.

METHODOLOGY

'Survey Technique' under "Descriptive Method of Research" is used for this study.

Sample

The 700 prospective teachers studying in B.Ed. course in Himachal Pradesh were taken as sample by adopting stratified random sampling technique.

Tools Used

- Teacher Adjustment Inventory by S.K Mangal (2012).
- Teacher's Self-Efficacy scale by Sood and Sen(2017).

STATISTICAL ANALYSIS OF DATA

't' value showing significance of difference in mean scores of 'Adjustment' of Prospective Teachers as related to their High, Average and Low Level of Self- Efficacy are shown in table-1

Table-1: 't' Value Showing Significance of Difference in Mean Scores of 'Adjustment' of Prospective Teachers as related to their High, Average and Low Level of Self- Efficacy

Sr. No.	Group	Mean	S.D.	Comparison Groups	t-value
1.	High Self- Efficacy N=400	43.25	8.98	Gp1 vs Gp2	1.66 NS
2.	Average Self- Efficacy N=210	42.06	7.11	Gp1 vs Gp3	2.98**
3.	Low Self- Efficacy N=90	40.12	9.08	Gp2vs Gp3	1.98*

NS- Non-Significant

*** Significant at 0.05 level**

**** Significant at 0.01 level**

Table-1 showed that the first 't' value came out to be 1.66 which is less than the table value 1.96 even at 0.05 level of significance with df=608. From this, it is concluded that there is no significant difference in 'Adjustment' of prospective teachers having High and Average Level of Self- Efficacy. It may be derived from this that prospective teachers having high as well as average level of self-efficacy have almost equal adjustment. The second t-value mentioned in table-1 came out 2.98 with df=488 and is greater than the table value 2.59 at 0.01 level of significance. This value indicates that there is a difference between the 'Adjustment' of prospective teachers having high and low level of self-efficacy. The table-1 shows high mean value of adjustment scores (43.25) for prospective teachers having high self-efficacy while mean value of adjustment scores for prospective teachers having low self-efficacy came out to be 40.12 which is comparatively low. It means prospective teachers having high self-efficacy have better adjustment as compared to prospective teachers having low self-efficacy.

From table-1, it can be noticed that the t-value showing difference among prospective teachers having average and low level of self-efficacy came out to be 1.98 which is slight greater than table value 1.97 at 0.05 level of significance with df=298. Since the greater mean (42.06) is found for average self-efficacy group. It shows that prospective teachers having average level of self-efficacy have better adjustment as compared to prospective teachers having low self-efficacy. Figure-1 shows the significant difference in 'Adjustment' of prospective teachers as related to their high, average and low level of self- efficacy.

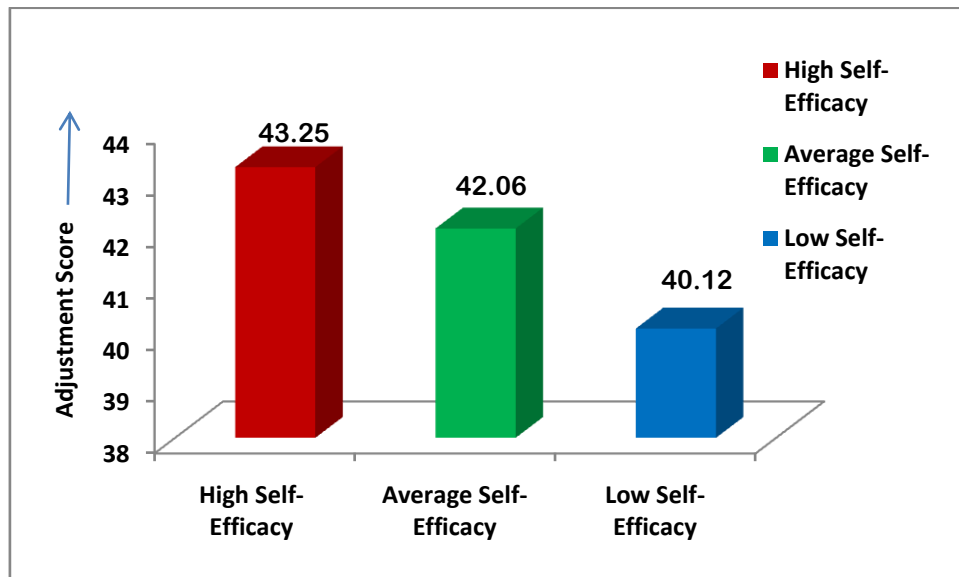


Figure-1: Difference in ‘Adjustment’ of Prospective Teachers as related to their High, Average and Low Level of Self- Efficacy

RESULTS

Conclusion can be made from this study that level of self-efficacy has direct influence on the adjustment of prospective teachers. Prospective teachers having high level of self-efficacy are found to have better adjustment in comparison to those prospective teachers who have low self-efficacy.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Since adjustment is strongly influenced by prospective teacher’s self-efficacy, so intervention programs should be designed on self-efficacy to improve the adjustment of prospective teachers.
2. Pre-service training programs should be designed carefully and revised according to the need of scenario so that the prospective teachers may go through qualified upbringing before the service. It will help them to feel more ready and confident when they enter into the job and have the self-efficacy perceptions of the profession at the desired level.
3. Parents should be made aware about the importance of the self-efficacy as they can help their ward through encouragement, affirmation and essential supports.
4. The individual should be encouraged to have belief in their abilities.

In a nutshell:

“In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.”

...Albert Bandura

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