Self-Efficacy for Professional Development – A Need of Present Educational Scenario

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Abstract: Education is the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It is the process by which and through which the experience of the race, i.e., knowledge, skills, and attitude are transmitted to the members of the community. According to Welton James, 'Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life' (Quoted by V.R. Taneja, 2001). According to St. Julie Billiart (2006) "Education is a two-fold process, psychological development, and integration into society". She also says that teach them whatever is necessary to equip them for life. Chamberlain and Kindred (1950) observed: "it is important that the individual who is considering teaching as a life career should understand what is required of him and know whether he possesses the interest and competencies basis to success in this field". Self-efficacy is defined as "the belief in one's capacity to organize and execute the course of action required to manage prospective situations" (Bandura, 1997). The self-efficacy of a teacher is a powerful predictor of how and whether a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions in the instructional as well as the personal milieu. Effective teachers believe that they can make a difference in students' lives, and they teach in ways that demonstrate this belief. Professional development refers to the continued training and education of an individual concerning his or her career. The goal of professional development is to keep you up to date on current trends as well as help you develop new skills for advancement in the field.

Keywords: Self-Efficacy, Professional, Teachers, Present Education, Psychological Development

1. Introduction

Education is the conscious and systematic stimulus of mature people on immature people through learning and discipline; this means the harmonious progress of all aesthetic, physical, spiritual, social, emotional, and intellectual abilities, and experiences of a person. This is the process of transferring the experience (ie knowledge, skills, and attitudes) of the cultures to the members of the community. Education is a progression of serving children to adapt to this ever-changing world. According to St. Julie Billiart (2006)

"Education is a twofold process, psychological development, and integration into society." She also says that teach them whatever is necessary to equip them for life. The role of a teacher in nation-building calls them to fulfil their role with a sense of devotion and dedication.

The teacher's role is an important one in shaping the future of the students and through them the destiny of the nation. They should stand at the forefront of the country's present vigorous quest for advancement and modernization. They are the transmitters of culture and moulders of society. They are the characters of new roles, social needs by fostering and nurturing a good environment. Teaching ability requires both efficiency and a higher level of knowledge and conceptualization. At the professional level, competence consists of understanding the progressions involved, as well as the availability of work skills and academic and theoretical experience.

In other words, it is a set of observable teacher behaviour that brings about pupil learning. Thus, teaching competency would mean, "effective performance of all observable teacher behaviour that brings about derived pupil outcomes" (Umarani, 2001). This shows the importance of professional development among the teachers. Two decades have now passed since Albert Bandura (1977) first introduced the construct of self-efficacy with the seminal publication of "Self-Efficacy: Toward a Unifying Theory of Behavioural Change". Self-efficacy is defined as "the belief in one's capacity to organize and execute the course of action required to manage prospective situations" (Bandura, 1997). The teacher's self-efficacy is an influential predictor of how and whether the teacher will take action. Teacher's self-efficacy is the trust that everyone can control their behaviour, emotions, and intelligence in the education field and personal environment. Teachers have faith that they can change the lives of students and teach in a way that demonstrates this belief.

McCormick, Ayres, and Beachy (2006) found that in 61 areas, experience is often the most influential source of belief about efficiency. If the teacher has successfully taught the course components in the past, he is likely to have a high sense of self-efficacy for the activity (Bandura, 1982). Professional experience influences teachers' beliefs about their personal and collective effectiveness. Individual and collective effectiveness contributes to teachers' persistence, ambition, and success (Zimmerman & Martinez-Pons, 1988). Research on career development reveals a complex structure composed of two different parts: personal ability and personal influence (Hoy & Woolfolk, 1993).

According to Bandura (1982), personal proficient knowledge can be well-defined as "the past personal experience of each member of the community as a student, teacher, team member, and leader". The collective work experience of the institution as a unit shapes the prior experience of the organization as a whole. (Bandura, 1993). Guskey (1981) defines the method and activities of improving the professional knowledge, skills, and attitude of educators as professional development. Balls, Eury, and King (2011) found that each experience complements the collective experience. The teachers convey a wealth of experience, which complements the collective experience and values of the institute. Professional development means continuous learning and the education of people related to their profession. The goal line of professional development is to let the students understand contemporary trends and help them develop new skills to make progress in the field.

2. Need and Significance of the Study

The development of education, the popularisation of primary education, the rationalisation of secondary education, higher and vocational education, and the overall quality of education are the main challenges faced by each country. The teacher profession in edification is the foundation of the entire education structure and the wealth of wisdom in all education progressions; the eminence of education is obviously a direct consequence and consequence of the quality of teachers and education systems at all levels. In this way, professional teachers represent a group with great responsibility and have a solid sense of responsibility to society.

Self-efficacy has become a measure of success in life in difficult situations. A good education is more than just teaching that solves various talents and makes teachers' duties infinitely rewarding. Therefore, teachers' self-efficacy is closely related to commitment and professional preferences. "A mentor should lead by example, demonstrate wisdom in his words, and show his integrity in calm; he must help those who are willing with easy encouragement; defeat the rebels with patience and determination, and rule the naked with appropriate humility.

The entire teaching and learning process must depend on the effectiveness of the teacher, and the teacher in turn can show the child's potential today and be accepted without hesitation. We cannot turn a blind eye to the impact of these characteristics; recent studies have shown that the promotion of employees, especially teachers' personal and Professional development. As the need of the hour is sensitive and concerned teachers and that the traits of self-efficacy how will influence to play a vital role in their professional development of survival and fitness in the profession, the investigator has sought to do a study in this study.

3. Objectives of the Study

- To find out the Self-Efficacy and its Dimensions of the Teachers concerning their background variables such as Gender, Educational Qualification, Optional Subject, and their Age
- To find out the Comparison of self-efficacy and its dimensions of the Teachers concerning their gender
- To find out the Comparison of self-efficacy and its dimensions of the Teachers concerning their educational qualification
- To find out the Comparison of self-efficacy and its dimensions of the teachers concerning their age
- To find out the Comparison of self-efficacy and its dimensions of the teachers among different optional subjects

4. Hypotheses of the Study

- The level of Self-Efficacy and its Dimensions of the Teachers concerning their background variables such as Gender, Educational Qualification, Optional Subject, and their Age is average
- There is no significant difference in self-efficacy and its dimensions of the Teachers concerning their gender

- There is no significant difference in self-efficacy and its dimensions of the Teachers concerning their educational qualification
- There is no significant difference in self-efficacy and its dimensions of the teachers concerning their age
- There is no significant difference among different optional subjects concerning their self-efficacy and its dimensions of the teachers

5. Method and Tool

In this study, the researchers used the survey method. The survey method collects data from a relatively large number of institutions at a specific point in time. It has nothing to do with aggregate statistics that appear when data is extracted from a series of individual data. The population of the study is Teachers from different parts of the world. From the total population, the investigator selected 100 teachers. The sample consists of 44 males and 56 females. The Self-efficacy Scale was developed and validated by the investigator with the help of the experts and used to collect the data online.

6. Major Findings

Table 1: Self-efficacy and its dimensions of the teachers concerning their gender, educational qualification, optional subject, and the age

Variables		Low		Avg		High	
		No	%	No	%	No	%
Gender	Male	16	36.4%	28	63.6%	0	0.0%
	Female	20	35.7%	36	64.3%	0	0.0%
Educational Qualification	Master	29	35.4%	53	64.6%	0	0.0%
	PhD	7	38.9%	11	61.1%	0	0.0%
Optional Subject	Science	20	37.7%	33	62.3%	0	0.0%
	Arts	11	34.4%	21	65.6%	0	0.0%
	Language	5	33.3%	10	66.7%	0	0.0%
Age	Below 35	34	37.0%	58	63.0%	0	0.0%
	Above 35	2	25.0%	6	75.0%	0	0.0%

The above table reveals that Self-efficacy and its dimensions of the teachers concerning their Gender, Educational Qualification, Optional Subject, and age. Since the average level of Self-efficacy is more than 50%, the above hypothesis is accepted. Therefore, the level of Self-efficacy and its dimensions of the teachers concerning their gender is average.
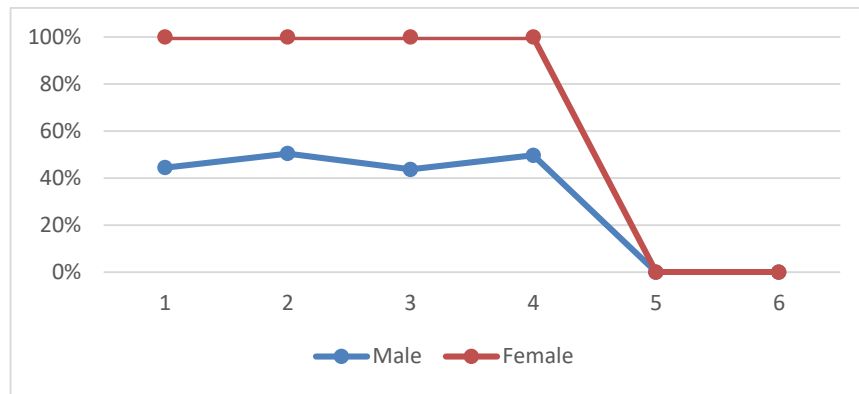
Figure 1: Self-efficacy and its dimensions of the teachers concerning Gender
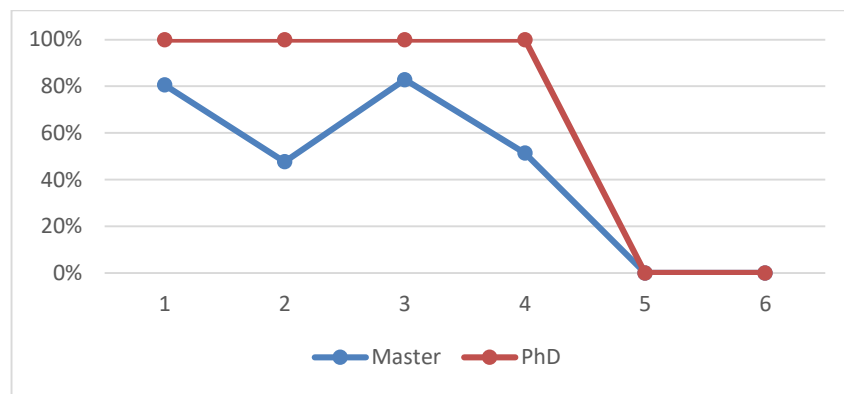

Figure 2: Self-efficacy and its dimensions of the teachers concerning educational qualification
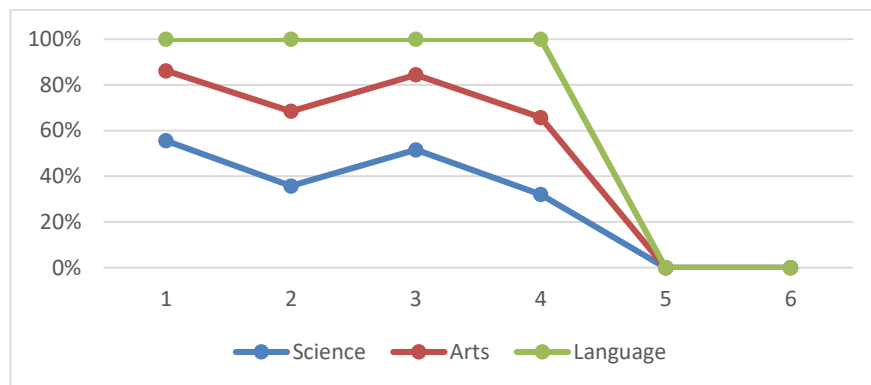

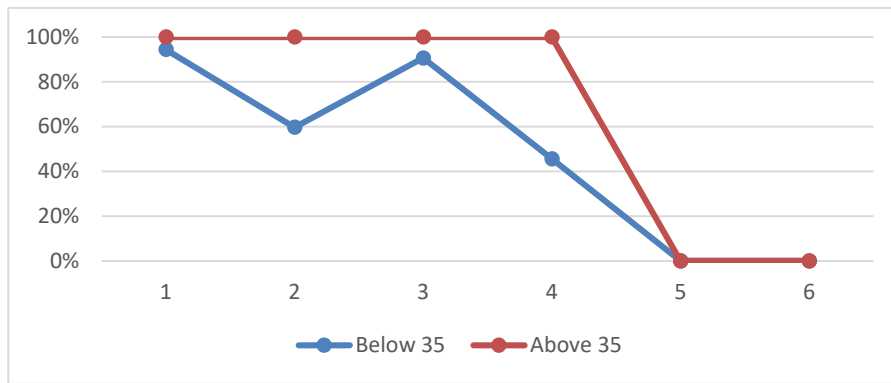Figure 3: Self-efficacy and its dimensions of the teachers concerning optional subject

Figure 4: Self-efficacy and its dimensions of the teachers concerning gender

Table 2: Comparison of self-efficacy and its dimensions of the teachers concerning their gender

Dimensions	Category	Count	Mean	SD	't' value	Result
Efficacy to influence decision making	Male	44	4.11	1.401	.791	NS
	Female	56	3.91	1.164		
Efficacy in motivating students	Male	44	10.52	1.759	.648	NS
	Female	56	10.27	2.093		
Efficacy in preparing teaching materials	Male	44	7.93	2.790	1.303	NS
	Female	56	7.34	1.730		
Instructional self-efficacy	Male	44	12.55	2.482	.836	NS
	Female	56	12.07	3.050		
Efficacy in using skills of teaching	Male	44	10.18	2.847	.878	NS
	Female	56	10.80	3.961		
Efficacy in using media	Male	44	5.77	2.420	.183	NS
	Female	56	5.93	5.229		
Efficacy in student evaluation	Male	44	12.41	2.443	.854	NS
	Female	56	12.79	1.970		
Efficacy in giving Guidance	Male	44	12.39	2.990	.213	NS
	Female	56	12.50	2.359		
Efficacy in using library	Male	44	7.73	1.796	.013	NS
	Female	56	7.73	1.834		

(Note: S indicates significant, and NS indicates non-significant statistically at 5% level for 998 degrees of freedom)

Since the calculated values are less than the table value (1.96) at 5%, the level of significance of the hypothesis is accepted in Self-efficacy and its dimensions of the teachers concerning their Gender. Therefore, there is no significant difference in self-efficacy and its dimensions of the Teachers concerning their gender.

Table: 3 Comparison of self-efficacy and its dimensions of the Teachers concerning their educational qualification

Dimensions	Category	Count	Mean	SD	't' value	Result
Efficacy to influence decision making	Master	82	3.98	1.267	.408	NS
	PhD	18	4.11	1.323		
Efficacy in motivating students	Master	82	10.40	1.981	.245	NS
	PhD	18	10.28	1.841		
Efficacy in preparing teaching materials	Master	82	7.50	2.273	.942	NS
	PhD	18	8.06	2.235		
Instructional self-efficacy	Master	82	12.13	2.478	1.109	NS
	PhD	18	12.94	4.022		
Efficacy in using skills of teaching	Master	82	10.16	2.512	2.306	S
	PhD	18	12.22	6.170		
Efficacy in using media	Master	82	5.41	2.233	2.306	S
	PhD	18	7.89	8.615		
Efficacy in student evaluation	Master	82	12.51	2.240	1.053	NS
	PhD	18	13.11	1.906		
Efficacy in giving Guidance	Master	82	12.52	2.658	.599	NS
	PhD	18	12.11	2.610		
Efficacy in using the library	Master	82	7.62	1.761	1.279	NS
	PhD	18	8.22	1.987		

(Note: S indicates significant, and NS indicates non-significant statistically at 5% level for 998 degrees of freedom)

Since the calculated values (2.306 and 2.306) are greater than the table, value (1.96) at 5% level of significance of the hypothesis is rejected in Self-efficacy and its dimensions such as Efficacy in using skills of teaching and Efficacy in using media of the teachers concerning their educational qualification. Therefore, there is a significant difference in Self-efficacy and its dimensions such as Efficacy in using skills of teaching and Efficacy in using media of the teachers concerning their educational qualification. Since the calculated values of other dimensions are less than the table value (1.96) at 5% level of

significance of the hypothesis is accepted in Self-efficacy and its dimensions of the teachers concerning their educational qualification. Therefore, there is no significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in motivating students, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in student evaluation, Efficacy in giving Guidance, and Efficacy in using the library of the teachers concerning their educational qualification.

Table: 4 Comparison of self-efficacy and its dimensions of the teachers concerning their age

Dimensions	Category	Count	Mean	SD	't' value	Result
Efficacy to influence decision making	Below 35	92	3.96	1.275	1.162	NS
	Above 35	8	4.50	1.195		
Efficacy in motivating students	Below 35	92	10.27	1.990	4.892	S
	Above 35	8	11.63	.518		
Efficacy in preparing teaching materials	Below 35	92	7.54	2.341	.845	NS
	Above 35	8	8.25	.886		
Instructional self-efficacy	Below 35	92	12.22	2.874	.754	NS
	Above 35	8	13.00	1.927		
Efficacy in using skills of teaching	Below 35	92	10.45	3.559	.813	NS
	Above 35	8	11.50	2.928		
Efficacy in using media	Below 35	92	5.78	4.281	.621	NS
	Above 35	8	6.75	3.412		
Efficacy in student evaluation	Below 35	92	12.59	2.210	.510	NS
	Above 35	8	13.00	2.000		
Efficacy in giving Guidance	Below 35	92	12.33	2.661	2.012	S
	Above 35	8	13.88	2.031		
Efficacy in using library	Below 35	92	7.67	1.828	1.052	NS
	Above 35	8	8.38	1.506		

(Note: S indicates significant, and NS indicates non-significant statistically at 5% level for 998 degrees of freedom)

Since the calculated values (4.892, 2.012) are greater than the table, value (1.96) at 5% level of significance of the hypothesis is rejected in Self-efficacy and its dimensions such as Efficacy in motivating students and Efficacy in giving Guidance of the teachers concerning their age. Therefore, there is a significant difference in Self-efficacy and its dimensions such as Efficacy in motivating students and Efficacy in giving Guidance to the teachers concerning their age. Since the calculated values of other dimensions are less than the table, value (1.96) at 5% level of significance of the hypothesis is accepted in Self-efficacy and its dimensions of the teachers concerning their age. Therefore, there is no significant difference in Self-efficacy and its dimensions such as Efficacy to influence decision making, Efficacy in preparing teaching materials, Instructional self-efficacy, Efficacy in using skills of teaching, Efficacy in using media, Efficacy in student evaluation, and Efficacy in using the library of the teachers concerning their age.

Table: 5 Comparison of self-efficacy and its dimensions of the teachers among different optional subjects

Dimensions	Source of variation	Degree of freedom	Sum of Squares	Mean Square Variance	Calculated F value	Result
Efficacy to influence decision making	Between	2	1.369	.684	.418	NS
	Within	97	158.631	1.635		
Efficacy in motivating students	Between	2	6.933	3.466	.912	NS
	Within	97	368.627	3.800		
Efficacy in preparing teaching materials	Between	2	.373	.186	.036	NS
	Within	97	507.627	5.233		
Instructional self-efficacy	Between	2	18.145	9.072	1.152	NS
	Within	97	764.015	7.876		
Efficacy in using skills of teaching	Between	2	10.000	5.000	.401	NS
	Within	97	1210.910	12.484		
Efficacy in using media	Between	2	18.549	9.275	.518	NS
	Within	97	1737.491	17.912		
Efficacy in student evaluation	Between	2	10.740	5.370	1.125	NS
	Within	97	462.820	4.771		
Efficacy in giving Guidance	Between	2	10.428	5.214	.743	NS
	Within	97	680.322	7.014		
Efficacy in using library	Between	2	.778	.389	.117	NS
	Within	97	322.932	3.329		

(Note: S indicates significant, and NS indicates non-significant statistically at 5% level)

Since the calculated values of all dimensions, F is less than the table value (3.09) at a 5% level of significance for 2 & 97 degrees of freedom, the hypothesis is accepted in Self-efficacy and its dimensions of the teachers concerning their optional subjects. Therefore, there is no significant difference among different optional subjects concerning their self-efficacy and the dimensions of the teachers.

7. Discussion

This research shows that most teachers have an average level of self-efficacy in their professions, which may be due to changes in the educational context, mainly during the pandemic in the field of educational psychology and the use of educational technology. There is no significant difference between male and female teachers in terms of self-efficacy. This may be because today's men and women have received sufficient education and have the right to do things independently in their own way. But now this trend is changing, and they have few opportunities to interact with society, which gives them a reliable and systematic view of their lifestyle. This study shows that teachers of different ages have significant differences in the effectiveness of motivating and guiding students, which may be related to their cognitive development, emotional maturity, birth order, and adaptation mechanisms to different situations. Learn about it from the internal and external environment. Moreover, this study shows that there is a significant difference between the educational qualification of teachers in their efficacy in using skills of teaching and media. It may be due to fact that the experience in studies and equipping habitation on their field of study indifferent institution of the world. This study proves that there is no significant difference in the optional subjects of the teachers and their self-efficiency. This may be due to the need for different disciplines in every field of education for the development of the present world and in their locality, and their exposure to the available resources through the modern generation.

8. Conclusion

Although this study has certain limitations, it can be seen that teachers have a moderate level of self-efficacy in professional development, and teachers play an important role in the development of self-efficacy, thereby promoting better professional development. The present study concluded that there is an influence of the self-efficacy of teachers on their professional development in the present education scenario. The investigator hopes that the findings of the present study will help the teachers to identify the growth of professional development and how it influences the other variables too. This will lead them to enhance their students' capability by giving proper motivation, intellectual development, efficacy, and learning environment with teaching potentiality as a good professional teacher.

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