

SELF-EFFICACY AND SUSTAINABLE HABITS: ARE SELF-EFFICACY MEASURE ASSOCIATED WITH SUSTAINABLE HABITS OF SECONDARY SCHOOL TEACHERS

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Abstract

The present study is an attempt to find the relation of Sustainable Habits with teacher self-efficacy of teachers working in secondary schools. Descriptive Survey Method was used. A sample of 300 senior secondary school teachers was taken on the basis of random sampling method. Teacher Self-efficacy Scale by N. Ashraf and S. Jamal. (2011) and Sustainable Habits Scale by Sona Dixit and Laxmi Khandelwal (2018) were taken to assess the teacher self-efficacy and sustainable habits of teachers working in government and private secondary school teachers. Karl Pearson's Product Moment Coefficient of Correlation was used to analyse the data.

Key words: Teacher Self-efficacy, Sustainable Habits, Government & Private Schools, Male & Female Teachers.

1. Introduction

Teacher is the essential concern of all educational procedure and social turn of events and the country manufacturer too. The teacher shapes the predetermination of the country, by going about as an advertiser of progress, director of preparing, sources and benefactor of information. The youngsters are affected the most by their teachers. Teacher's personality and conduct leave permanent impacts on the youthful personalities of the understudies. So he should be able and capable enough to shape the eventual fate of the individuals who are his understudies. The nature of education to a great extent relies on the nature of the teacher who is required to be a super authority in his field. The National Education Policy 2020 has addressed the issues and concerns of Teachers and Teacher Education and made recommendations to ensure quality teachers at all levels of school education, their improved service conditions, career management, professional development, etc.

Teacher Self-efficacy

Teachers' self-efficacy has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and for students' academic achievement (Klassen et al., 2009^[1]; Klassen and Tze, 2014^[2]). Teacher self-efficacy is task-specific, multidimensional, and different across different functional domains. The concept of self-efficacy derives from Bandura's social-cognitive theory of behavioral change (Bandura, 1977^[3]). According to Bandura self-efficacy may be examined

across activities and situations based on its level (difficulty level), generality (task specificity), and strength (degree of assurance). Teacher self-efficacy mainly interpreted as the teacher's competency to teach their students productively and competently. In broader terms Teacher's Self-Efficacy indicates their professional knowledge and skills in order to improve their students' grades. Investigations shows that higher self-efficacy inhibits better use of professional knowledge and skills and in contrary we can say that lower self-efficacy underlines and enables the effective use of professional knowledge and skills. While teacher self-efficacy illustrates how a teacher's views connect to a student's academic growth, collective teacher efficacy aids in understanding how faculty and whole schools have varied effects on student results. As a result, it is extremely pertinent to the teaching setting to systematically investigate methods for raising teacher efficacy.

2. Factors influencing the Self-Efficacy of a teacher:

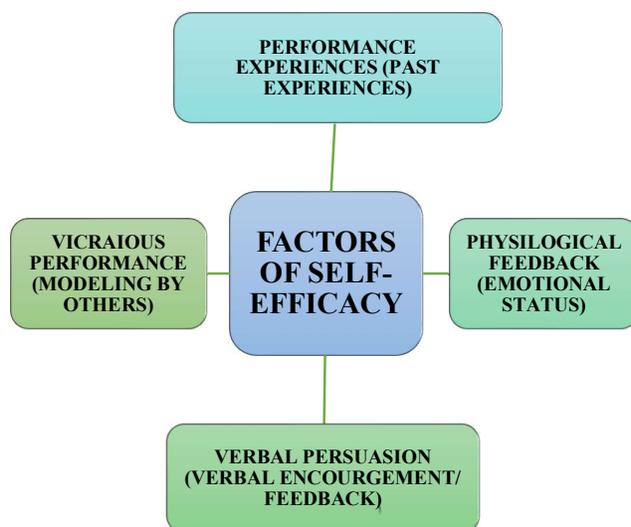


Figure 1 factors influencing the self-efficacy of a teacher

2.1 Performance experiences are seen to be the most effective way to develop persistent self-efficacy expectations (Bandura, 1997^[4]). In the behavioural sphere, accomplishments strengthen self-efficacy while failures erode it. However, failures have a less negative impact on self-efficacy if strong self-efficacy beliefs have been developed, according to social cognitive theory (Bandura, 1986^[5]). The degree to which past experiences increase a person's sense of self-efficacy relies on a variety of variables, including beliefs about one's own talents, the perceived difficulty of the job, the amount of effort put forth, the amount of outside assistance received, temporal patterns of success and failure, and the cognitive structure of these variables (Bandura, 1997^[4]).

2.2 Vicarious experiences are defined as the act of observing a social model do an action that sets off social comparison processes. However, self-modeling, in which a person watches themselves complete a task, may also strengthen individual self-efficacy views (Bandura, 1997^[3]). Thus, it is crucial to distinguish between mastery experiences, which refer to one's own direct and active experiences in a classroom situation rather than the observation of own

behaviour, and vicarious experiences, which refer to observations of (own) behaviours (e.g., observing own teaching behaviour in class using classroom videography).

2.3 Verbal persuasion alone has very modest impacts on gains in teacher self-efficacy, but it can encourage people to exert more effort when challenges emerge, therefore reducing the detrimental consequences of conscience (Bandura, 1997^[4]). As a result, telling a teacher who lacks confidence in their abilities that they have a lot of potential might motivate them to exert the necessary effort to complete the assignment effectively

2.4 Physiological feedback (Emotional Status), the weakest source of information for self-efficacy is physiological and emotional feelings. High physical and emotional signs of excitement or anxiety (such as nausea, sweating, or dizziness) might be taken as a sign that one is incompetent. As a result, emotional arousal before to or during task engagement might undermine beliefs in one's own efficacy (Henson, 2001^[6]). At the level of perceived teacher self-efficacy, it may be claimed that groups of educators and organisations with strong beliefs in their abilities to operate as a group can withstand pressure and crises and carry on without suffering negative effects since obstacles are seen as manageable.

The "Performance Product" or "enactive practice," in which self-efficacy for behaviour is improved by successfully implementing the conduct, has the most impact on self-efficacy. Performance results are the most important base of self-efficacy, claims Bandura (1977^[3]). When other people who are similar to you are witnessed to efficaciously carry out performance, it is the second-most effective motivation. They get "stated persuasion" or "social persuasions" from other people, which, if realistic, might inspire actions that are more likely to enhance efficacy via success. This is the third establishment of persuasion. Finally, emotional and physiological variables like stress might have an impact on self-efficacy views. In this approach, these foundations aid people in determining whether they have the capacity to transmit definite responsibilities or not.

Self-efficacy is task-specific, multidimensional, and different across different functional domains. According to Bandura, self-efficacy may be examined across activities and situations based on its level (difficulty level), generality (task specificity), and strength (degree of assurance). Due to the possibility that an individual may have a higher degree of self-efficacy in one area of functioning and a lower one in another.

Sustainable Habits

People are social creatures. An illustration of a non-material aspect of life pleasure is social ties. Humanity develops in a society that has an impact on each individual at the same time. However, the person himself impacts the society, influencing its quantitative and qualitative changes. The stability of the socio-economic system can guarantee the effective development of both the society and humanity itself. Accordingly, the imbalance in relationships in society could cause the negative consequences, for example, an increase in the number of conflicts and the violation of the stability of the social environment. It is important to note that social life is always aimed at neutralizing various kinds of disturbances, both external and internal ones, and it also strives for the consensus within the society. All these issues are relevant the problematic field of geopolitics and they determine the interest shown by the authors to the issues of stability

of society. A form of education was envisioned as being necessary to solve the issue of sustainable development because people needed to be taught about the environment through outdoor education. So, starting in 1992, this led to the establishment of education for sustainable development (Barraza et al., 2003^[7]).

Teacher sustainability involves teachers identifying, pursuing, and being intentional about maintaining the conditions that help them:

- Nurture self-compassion and compassion toward others,
- Find joy in their personal and professional lives and remember their humanity,
- Learn and grow as a teacher, and
- Have a voice in decision-making processes at their schools.

Sustainable habits are those habits that help us to live a better life and also protect the environment.

Review of Literature

The definition of teacher self-efficacy is the appraisal of one's own ability to accomplish desired results of student engagement and learning, especially with problematic or disinterested pupils (Tschannen-Moran & Woolfolk Hoy, 2001^[8]). High self-efficacy teachers are more receptive to novel concepts and innovative teaching techniques; they demonstrate a higher degree of preparation and organisation; they are more constructive when responding to mistakes made by their students; and they are more tenacious when faced with challenges (Tschannen-Moran, Hoy, & Hoy, 1998^[9]). (Sarkar and Kundu, 2021^[10]) studied the association between school instructors' Sustainable Education and classroom management behaviour. The study's findings demonstrated that instructors with high self-efficacy attempt to apply effective teaching tactics, resulting in good student accomplishment. LSE, on the other hand, resulted in poor student accomplishment. The study also indicated that teaching skills such as problem-solving approach, self-management, recognising behavioural needs, and so on should be strengthened in teacher education in order to raise instructors' self-efficacy. Since teachers' personal characteristics, such as their gender and education level, as well as classroom characteristics, such as performance level, as well as school and principal characteristics, such as the principal's work history, greatly influence the teaching context, teacher self-efficacy is a theoretical construct that is very relevant in that context (Fackler & Malmberg, 2016^[11]). Investigation observed that if teachers at urban, rural and suburban elementary schools differed drastically in their sense of self-efficacy. (Shahzad and Naureen, 2017^[12]) interpreted that teachers' self-efficacy and student success were found to have a strong link and a significant positive link between these factors shown that it improved teacher performance, resulting in improved student achievement. Teachers with higher Sustainable Habits had a favourable impact on students' learning and accomplishment. (Loreman, and Sharma, 2014^[13]) conducted research to find patterns in attitudes, concerns, and trends in teaching effectiveness. The research's findings indicate that regardless of demographic factors, such training is successful in enhancing teachers' efficacy for inclusive practise, with female instructors showing more improvement in behaviour management than their male counterparts.

Significance of the Study

The quality of education can be significantly improved by sustainable habits and teachers' self-efficacy. On this topic, hardly any research has been conducted. But numerous researches have been conducted on self-efficacy of teachers. However, neither the degree of self-efficacy nor the levels of self-efficacy at private and public schools have been examined in an effort to advance the profession. As we find the relation of self-efficacy with sustainable habits of teachers working in secondary schools, which is completely an original study to examine. Therefore, this study will benefit all instructors employed by both private and public schools in order to improve their instruction, research, assessment process, organisational effectiveness, moral values, and participation in a variety of educational activities. This study would also assist the administration of the school and the government in providing instructors, students, and parents with better and best facilities.

Statement of the problems:

Self-Efficacy and Sustainable Habits: Are self-efficacy measure associated with sustainable habits of Secondary School Teachers

Objectives of the study:

1. To study the relation of teacher self-efficacy and sustainable habits among secondary school teachers with respect to type of schools.

Hypotheses of the study

1. There exists a significant relation between teacher self-efficacy and sustainable habits of government secondary school teachers.
2. There exists a significant relation between teacher self-efficacy and sustainable habits of private secondary school teachers.

Research design

The present study aims at examining the self-efficacy of secondary school teachers in relation to their level of sustainable habits. Consequently, self-efficacy has been taken as the dependent variable, while sustainable habits have been taken as independent variables. Hence, descriptive survey method has been used in the present study.

Population and sample

All teachers teaching in secondary schools of Gurugram district constituted the population of the study for the preclude research. A sample of 300 secondary school teachers was taken as a sample.

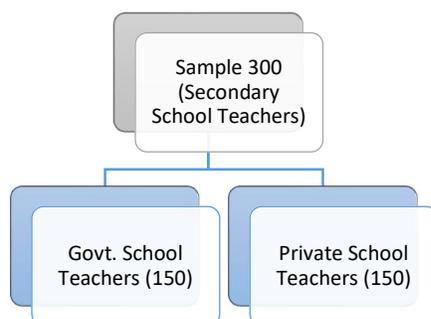


Figure 2 classification of secondary school teachers as sample

Tools used

1. Teacher Self-efficacy Scale by N. Ashraf and S. Jamal. (2011)
2. Sustainable Habits Scale by Sona Dixit and Laxmi Khandelwal (2018)

Statistical Techniques Used

In order to analyse the data, differential statistical techniques such as Karl Pearson's Product Moment Coefficient of Correlation employed and to measure the significant relation among groups.

Result Analysis

Result pertaining to find the relation between self-efficacy and sustainable habits of male and female teachers employed in government secondary schools

To find out the relationship in self-efficacy and sustainable habits of government secondary school male and female teachers, coefficients of correlation were calculated, and the result is presented in table 1.1 given below:

Table 1.1

Coefficient of Correlation between self-efficacy and sustainable habits of male and female teachers working in government secondary schools

Variables	N	df	coefficient of correlation (r)	Level of Significance
self-efficacy	150	298	.161	.048
Sustainable Habits	150			

Table 1.1 depicts that the coefficient of correlation between self-efficacy and sustainable habits of male and female teachers working in government secondary schools is .161, which is significant at .01 level. It indicates self-efficacy is significantly correlated with sustainable habits of teachers working in government secondary schools. So, it could be concluded that secondary School teachers have good self-efficacy if they have good sustainable habits.

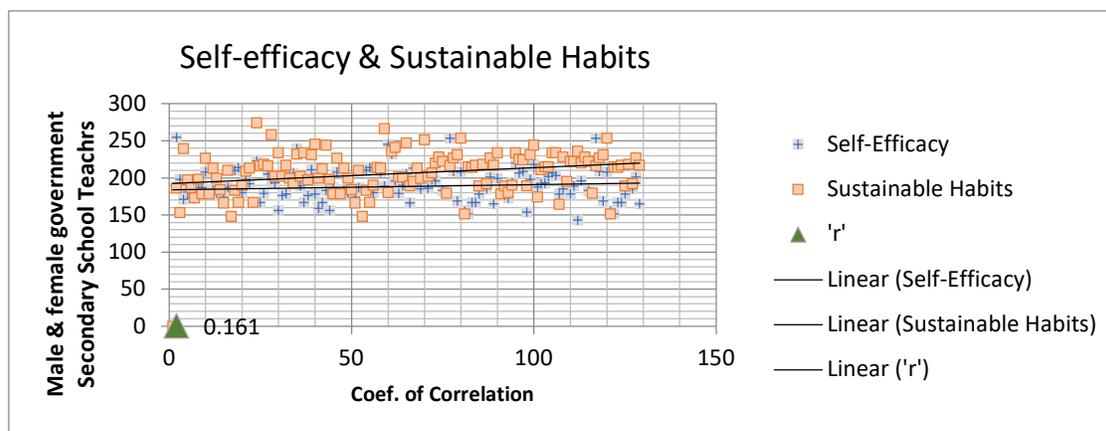


Figure 3 shows coefficient of correlation between self-efficacy and sustainable habits of

teachers working in government secondary schools

Result pertaining to find the relation between self-efficacy and sustainable habits of male and female teachers teaching in private secondary schools

To find out the relationship in self-efficacy and sustainable habits of teachers of private secondary school teachers, coefficient of correlation were calculated, and the result is presented in table no 1.2 given below:

Table 1.2
Coefficient of Correlation between self-efficacy and sustainable habits of male and female teachers working in private secondary schools

Variables	N	df	coefficient of correlation (r)	Level of Significance
self-efficacy	150	298	.279	.000
Sustainable Habits	150			

Table 4 shows that the coefficient of correlation between self-efficacy and sustainable habits of private male and female teachers working in secondary schools is .279, which is significant at .01 level. It interprets self-efficacy is positively significantly correlated with sustainable habits of teachers of private secondary schools. It can be said that better the sustainable habits, higher the self-efficacy of male and female teachers of private secondary schools.

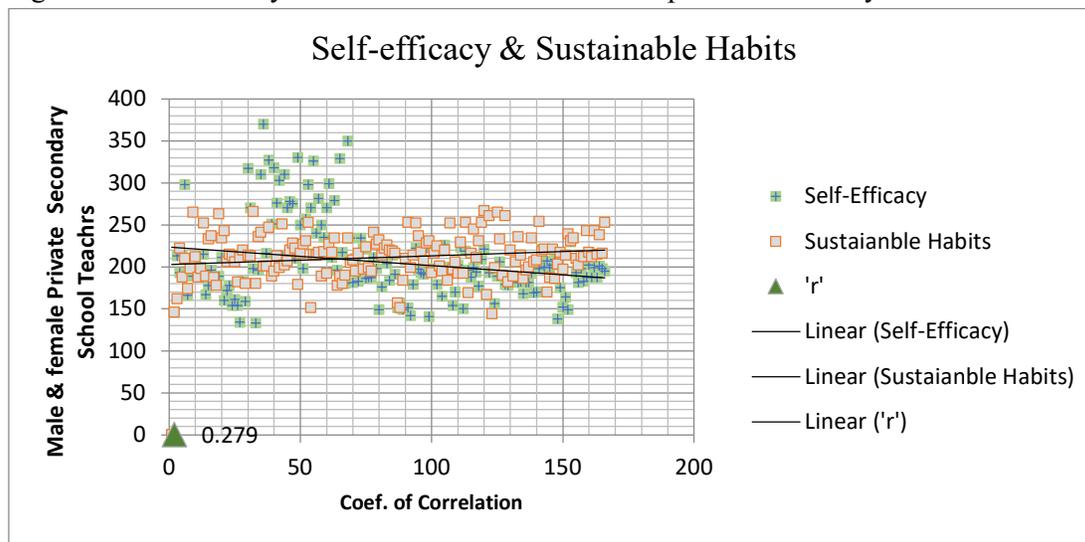


Figure 1.2 shows coefficient of correlation between self-efficacy and sustainable habits of male and female teachers working in private secondary schools

Findings

1. The study revealed that self-efficacy is significantly correlated with sustainable habits of teachers working in government secondary schools. So, it could be concluded that secondary School teachers have good self-efficacy if they have good sustainable habits.
2. The study revealed that self-efficacy is significantly correlated with sustainable habits of

teachers working in private secondary schools. It can be said that better the sustainable habits, higher the self-efficacy of male and female teachers of private secondary schools.

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