



Research Paper

## Effect of Self-Efficacy on Effort in Teaching of Secondary School Teachers in Murshidabad District

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### Abstract:

Teaching is an efficient and purely professionalism. The aim of study is to examine on effect of self efficacy on effort in teaching of secondary schools teachers in Murshidabad District. The sample of the study is comprises 120 teachers categorically such as locale, urban, male and female. The study adopted exploratory descriptive survey design is employed for the research. To collect the data standardized tools by Dr Sarbjit Kaur Ranu & Puneet Kaur is used. The study revealed that female teachers were more self efficacy on effort in learning than male teachers and in the locale variation rural and urban teachers' self efficacy on effort in learning is differed highly. There may be reasons of social, moral as well as environmental factors.

**Key words:** self efficacy, efficient, exploratory descriptive, environmental factors

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### I. Introduction:

A self efficacy refers to students' belief in their own ability to acquire new skills and task, often in a particular academic field (Pajares and Miller, 1999). In other words self efficacy is concerned with individual believes in their capabilities to produce given attainments (Bandura, 1997). Bandura (1986) explained self efficacy in this theoretical framework of social cognitive theory that human achievement depends on connection between one's behaviours, environmental condition and personal factors. Effort is an internal and unstable factor over which the learners can exercise a great deal of control. Study of student's efforts is also proposed that effort is connected with possibility of doing healthy on a task. Motivation and self efficacy are undoubtedly connected to effort because they mere effort that do others. The effect of self efficacy on effort in learning which has not been enough work in literature yet. Very few researches paying attention on investigating the relationship between self efficacy and effort. Barkar and Graham (1987), H.U 2012 Assiburg Frey (2013) Valle e.t. all (2009) suggested that a positive relationship would be observe between the two variables. So, on the basis of above findings the researchers concluded that it may be an effect on learning.

### STATEMENT OF THE PROBLEM:

The statement of the problems is hence stated as:

**'Effect of Self-efficacy on Effort in Teaching of Secondary School Teachers in Murshidabad District'**

### OBJECTIVES OF THE STUDY:

1. To study effect of self efficacy on effort in teaching of secondary schools teachers in respect of gender variation in Murshidabad District.
2. To investigate the self-efficacy on effort in teaching of secondary schools teachers in respect of local variation in Murshidabad District.

### HYPOTHESES:

**H<sub>01</sub>**. There will be no significant difference of self efficacy on effort in teaching of secondary schools teachers in Murshidabad district due to gender variation.

**H<sub>02</sub>**. There will be no significant difference of self-efficacy on effort in teaching of secondary schools teachers in Murshidabad district due to local variation.

## II. OPERATIONAL DEFINITION:

**Self efficacy:** Self-efficacy in the context of teaching refers to the ability to determine the outcomes of the students' work. Researchers relate self-efficacy with potential and actions of the doer. Self-efficacy highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results.

**Effort in learning:** Effort must be in both the encoding (the learning) or the retrieval (the recall). Transferring information from sensory memory to short-term memory, to episodic memory and finally into a stable long-term memory trace is the kind of learning. In the context of the study it refers that effort, focus and emphasized in learning.

**Secondary School Teachers:** In the present context of the study the secondary school teachers are those teachers who are teaching in Class- IX & X, under WBBSE, government of West Bengal at Dumkal Block.

### DELIMITATIONS:

The present study is delimited to the following:

- i. The present study is delimited to WBBSE Government Secondary School, Classes- IX & X Standard teachers of Dumkal Block of Murshidabad District.
- ii. The study is delimited to the sample of 120 Secondary School teachers of Dumkal Block.

### SIGNIFICANCE OF THE STUDY:

Self-efficacy is defined as an individual's belief in his or her ability to complete a task. Self-efficacy can influence choices concerning activities, effort, and achievement. Individuals join activities with different self efficacy levels obtained from their prior experience, personal qualities, and social networks. As they complete their tasks, they know how well they are doing, which can influence their self-efficacy for continued learning. Effort in learning entails the use of an individual's effort for achievement effectively. Learning effort can be described as the individuals who can perform tasks as they have planned.

From the past literature, very few researches focused on investigating the relationship between self-efficacy and effort in learning especially with reference to Indian context. A research study suggested that a positive relationship could be observed between the two variables. For example, in a study conducted in Spain (Valle *et al.* 2009, p. 101), the researchers aimed at studying the relationship between university students' self-efficacy for performance and learning and their effort regulation. It was found that when students possessed a higher self-efficacy, they were more likely to put more effort into their academic studies. Hence the researcher is interested to examine the effect of self efficacy on effort in learning of secondary school students in Murshidabad district.

## III. REVIEWS:

**Triantoro Safaria (2013)** conducted a study on effects of self-efficacy on students learning and achievement. The main purpose of the study was to find out how self-efficacy developed and the way it influences students' academic performance in addition to social interaction with peers in Pakistan. The sample of 15 Boys students of 5<sup>th</sup> grade standard of local school was employed for the study. The study revealed that students with high self-efficacy obtained higher scores on 50 mathematical problems test. Further, it was also found that students with high self-efficacy planned to study complex subjects in future. A cross-cultural study is strongly recommended in this issue that determines the students' future.

**Aslam Safaraz and Muhammad Shabbir Ali (2017)** studied on the effect of self-efficacy on students' achievement in science. The objective of the study was to find out the achievements of students in science subjects governed by their academic, social and emotional self-efficacy. The study administered 811 secondary school students for the study. The result revealed that secondary school students have a stronger academic and social self-efficacy. Students need to assimilate content for developing emotional self-efficacy. The study also revealed that the significant impacts of parents' job status and the qualifications influenced on children's self-efficacy.

**Hanum Wan & et.al., (2017)** conducted a study on self-efficacy and academic performance of secondary schools students. The objective of the study was to examine the self-efficacy between male and female students. The study found that female students were more optimistic when facing difficulties in their studies compared to male students. It was also found that trust and confidence were easily developed among the female students.

**Khurram & et.al., (2017)** conducted a study on the impact of teacher self-efficacy on secondary school students' academic achievement. The objective of the study was to find out the impact of teacher self-efficacy of secondary school students' on academic achievement. The study revealed that teacher self-efficacy has a positive impact on the students' academic achievement.

**CRITICAL OBSERVATION:**

On the previous sections review related literature has discussed and in this section it has critically discussed the main facts, issues and findings underlying with the research problem selected. The reviews related to the effect of self-efficacy on effort in teaching of secondary school teachers depend on stronger academic and social self-efficacy. Teachers need to assimilate content for developing emotional self-efficacy. Impacts of parents' job status and the qualifications had influenced on children's self-efficacy. It was found that female teachers were more optimistic when facing difficulties in their studies compared to male teachers. Trust, confidence, encouragement and motivation were easily developed among the female teachers. In some cases, it was also observed that students' level of self-efficacy is medium and there was no significant difference in their self-efficacy between sexes. High self-efficacy influenced on achievement level of the students. The study observed that need for cognition, academic interest, and out-of-school academic activities related directly to self-efficacy.

**METHODOLOGY:**

Research methodology is an essential part of research work where the whole research has been designed by the researcher. In order to complete the research, investigator needs to know carefully the plan, procedure, technique and criteria of the study. Here the researcher used descriptive survey design.

**POPULATION OF THE STUDY:**

All Teachers of Government Secondary Schools under WBBSE (Classes IX - X) in Dumkal Block of Murshidabad Districts constituted the population of the study.

**SAMPLE OF THE STUDY:**

Out of 17 schools in Dumkal Block, eight (8) secondary schools were selected and 120 teachers of classes IX – X standard were taken through simple random sampling method.

**Table No. 1.1**  
**Details of sampling units**

Sl. No	Total schools	Dist. /Block	Selected schools	Subject	Gender		Locale		Techniques of Selection
					M	F	R	U	
1	17	Msd/	8	120	M	F	R	U	SRS
2		Dumkal			60	60	53	67	SRS

**TOOLS:**

For collecting the primary data, investigator used **standardized tools** by Dr Sarbjit Kaur Ranu & Puneet Kaur.

**TECHNIQUES:**

For data analysis, descriptive statistics (Mean, Median, Mode, S.D) and under inferential statistics 't' test have been used for constructing variables and check the level of significance on self efficacy among secondary school teachers due to gender and locale variation.

**DESIGN:**

Research design is the conceptual structure which provides clear guideline of the research design, sample, development of tools, collection of data, analysis of data, reaching the results and conclusion based on the objectives of the study. For the present study researcher adopted **exploratory descriptive survey design** has been used to complete the work.

**DESCRIPTION & INTERPRETATION:**

Keeping in view of this study description and interpretation of the results were interpreted as per the distribution of the scores of Male, Female, Rural and Urban teachers of secondary schools on self efficacy. Here the investigator includes the graphical representation of distribution tables which were shows that the Mean, Median and SD among the Gender and Locale variations.

**Table No. 1.2**  
**Frequency Distribution for Self-efficacy scores in respect of male teachers.**

Class - Interval	Frequency
108 - 112	1
113 - 117	1
118 - 122	1
123 - 127	4
128 - 132	6
133 - 137	16

138 - 142	12
143 - 147	12
148 - 152	04
153 - 157	02
158 - 162	1
	N=60

**N=60**

**Mean= 137.92**

**Median = 137.92**

**SD = 9.25**

Table 1.2 shows that distribution of the scores of male teachers. It represented the class interval and frequency distribution of the male teachers of self-efficacy on effort in learning. The modal value lies in the class-interval 133-137 which contain the highest frequency f=16.

**Table No. 1.3**  
**Frequency Distribution for Self-efficacy scores in respect of female teachers.**

Class - Interval	Frequency
123 - 127	07
128 - 132	08
133 - 137	09
138 - 142	12
143 - 147	09
148 - 152	06
153 - 157	05
158 - 162	02
163 - 167	01
168 - 172	01
	N=60

**N=60**

**Mean= 141.5**

**Median = 140**

**SD = 10.6**

Table 1.3 shows that distribution of the scores of female teachers. It represented the class interval and frequency distribution of the female teachers of Self-efficacy on effort in learning. The modal value lies in the class-interval 138-142 which contain the highest frequency f=12.

**Table No. 1.4**  
**Frequency Distribution for Self-efficacy scores in respect of rural teachers.**

Class - Interval	Frequency
108 - 112	1
113 - 117	1
118 - 122	0
123 - 127	6
128 - 132	7
133 - 137	12
138 - 142	13
143 - 147	12
148 - 152	4
153 - 157	3
158 - 162	1
	N = 60

**N=60**

**Mean= 139.25**

**Median = 138**

**SD = 9.95**

Table 1.4 shows that distribution of the scores of rural teachers. It represented the class interval and frequency distribution of the rural teachers of self efficacy on effort in learning. The modal value lies in the class-interval 138-142 which contain the highest frequency f=13.

**Table No. 1.5**  
**Frequency Distribution for Self-efficacy scores in respect of urban teachers.**

Class - Interval	Frequency
119 – 123	1
124 – 128	6
129 – 133	7
134 – 138	14
139 – 143	12
144 – 148	7
149 – 153	5
154 – 158	4
159 – 163	3
164 – 168	1
	N = 60

**N=60**

**Mean= 140.67**

**Median = 139.33**

**SD = 10.15**

Table 1.5 shows that distribution of the scores of urban teachers. It represented the class interval and frequency distribution of the urban teachers of self efficacy on effort in learning. The modal value lies in the class-interval 134-138 which contain the highest frequency f=14

#### **ANALYSIS AND INTERPRETATION:**

To find out the significant differences of mean score on effect of self efficacy effort in teaching of secondary school teachers in respect of gender and locale variation, investigator calculated ‘t’ value which are shown in Table No. 4.6 & 4.7. On the of basis ‘t’ value hypotheses has been tested at 0.05 and 0.01 level of significance.

**H<sub>01</sub>**. There is no significant difference of secondary school teachers on effect of self efficacy effort in teaching in respect of gender variation.

**Table No. 1.6**  
**Gender variation on self efficacy of secondary school teachers**

Variable	Male	Female
Number	60	60
Mean	137.92	141.5
S.D	9.25	10.069
SE <sub>DM</sub>	1.80	
M <sub>1</sub> ~M <sub>2</sub>	3.58	
df	117	
‘t’ value	<b>1.99*</b>	
Remarks	Significant at 0.05 level ( <b>Rejected</b> )	

Table No. 1.6 revealed that the obtained ‘t’ value is **1.99**, it is equal or exceed the ‘t’ critical value (**1.98**) necessary for rejection of the null hypothesis at the **0.05 level for 117 df**, the null hypothesis has been rejected and concluded that there is significant difference between male and female teachers of self efficacy on effort in learning. Moreover, the hypotheses taken for the study on the basis of objective were rejected.

**H<sub>02</sub>**. There is no significant difference of secondary school teachers on effect of self efficacy effort in teaching in respect of locale variation.

**Table No. 1.7**  
**Locale variation on self efficacy of secondary school teachers**

Variable	Rural	Urban
Number	60	60
Mean	139.25	140.67
S.D	9.95	10.15
SE <sub>DM</sub>	1.83	
M <sub>1</sub> ~M <sub>2</sub>	1.42	
df	117	
‘t’ value	<b>0.77*</b>	
Remarks	Not significant at 0.05 level ( <b>Accepted</b> )	

Table No. 1.7 revealed that the obtained ‘t’ value is **0.77**, it does not equal or exceed the ‘t’ critical value (**1.98**) necessary for rejection of the null hypothesis at the **.05 level for 117 df**, the null hypothesis has been **accepted** and concluded that there is no significant difference on effect of self efficacy between rural and urban secondary school teachers. Moreover, the hypothesis taken for the study on the basis of objective were accepted.

#### IV. FINDINGS:-

On the basis of description and interpretation of data, the investigator tried to state the findings of the study.

**Objectives No. 1.** To study effect of self efficacy on effort in teaching of secondary schools teachers in Murshidabad District due to gender variation.

There is significant difference between male and female teachers of self efficacy on effort in learning. Moreover, the hypothesis taken for the study on the basis of objective was rejected. It reflected that Female teachers were more self efficacy on effort in learning than Male teachers

**Objectives No. 2.** To investigate the self-efficacy on effort in teaching of secondary schools teachers in Murshidabad District due to local variation.

There is no significant difference on effect of self efficacy between rural and urban secondary school teachers. Moreover, the hypothesis taken for the study on the basis of objective was accepted. It reflected that rural and urban teachers' self efficacy on effort in learning is differed. There may be reasons of social, moral, economical as well as environmental factors.

#### V. SUGGESTIONS

On the basis of the discussions of the findings of the study, the researcher has put forth the following suggestions of the study:

- More curricular and co-curricular activities relating to self efficacy should organise in school and impart knowledge about the importance of self efficacy in human nature.
- Teachers should participating seminars, workshops, symposiums and orientation training programmes, where they acquire knowledge about self efficacy and its effect in their life.
- Government should invite experts or resource persons and offer them to deliver the speech in schools or colleges which help to make more self efficacy in learning.
- School should frequently organise debate, discussion on self efficacy and create environment of self responsibility, it can be done only through education in different level.

#### VI. RECOMMENDATION

Based upon the above findings of the study, the investigator recommended the following recommendations.

1. Studies can be carried out on self efficacy among the secondary as well as higher secondary school students in Murshidabad District.
2. Studies can be carried out to on self efficacy among the degree college as well as training college students of art and craft dept in Murshidabad District.
3. Study can be conducted on self efficacy among the workers of industrial belt in Murshidabad district.
4. Comparative studies of self efficacy in between Private and Government higher secondary school teachers in entire Murshidabad district.

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