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**Assessing the Level of Self-Efficacy among Higher Education Educators in Madurai  
City**

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**ABSTRACT**

**Background:** Self-efficacy has become a significant topic of investigation in both the psychological and in organizational literatures. Self-efficacy is the faith in one's effectiveness in performing a specific task. People with high self-efficacy are presumed to set higher goals and outperform those with low self-efficacy. Self-efficacy theory is an important factor of Bandura's social cognitive theory, which suggests high inter-relation between an individual's behaviour, environment and cognitive factors. Bandura showed that difference in self-efficacy correlates to fundamentally different world views. People with high self-efficacy generally believe that they are in control of their own lives, that their own actions and decisions shape their lives, while people with low self-efficacy may see their lives as outside their control.

**Objective:** To assess the level of self-efficacy among higher education educators in Madurai City.

**Materials and Methods:** The study is descriptive in nature and adopted survey strategy. The study used the self-efficacy tool comprising of 30 questions, developed by Bandura. Data was collected through a questionnaire from 239 educators from 10 colleges representing Arts and Science, Engineering and B-School disciplines. The data was analysed using appropriate statistical methods.

**Results:** The result of the present study may contribute to the better understanding of self-efficacy parameters that affect the work process with the view to increasing the quality of service in the educational sector.

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## **INTRODUCTION TO HRM**

Human resource management is that part of management which is directly concerned with the people employed in an organization. In the current global work environment, all global companies are focused on retaining the talent and knowledge held by the workforce. All companies are focused on lowering the employee turnover and preserving knowledge. New hiring not only entails a high cost but also increases the risk of the newcomer not being able to replace the person who was working in that position before. HR departments also strive to offer

Human Resource Management is also concerned with development of individuals and achieving integration of goals of the organisation and those of the individuals. It is the key to the whole organisation and related to all other activities of the management i.e., marketing, production, finance etc.

Human Resource Management is concerned with the managing people as organizational resources rather than as factors of production. It involves a system to be followed in business firm to recruit, select, hire, train and develop human assets. It is concerned with the people dimension of an organization. The attainment of organizational objectives depends, to a great extent, on the way in which people are recruited, developed and utilized by the management. Therefore, proper co-ordination of human efforts and effective utilization of human and others material resources is necessary

## **SELF-EFFICACY IN HRM**

Self-Efficacy refers to an individual's perception of his or her capacity to perform a specific task. Albert Bandura in the year 1986 clarified that Self-Efficacy is the belief in one's capabilities to mobilize personal resources, such as motivation, cognitive, and behavioral skills, in order to orchestrate task-specific performance. Theoretically and empirically, Self-Efficacy has been shown to have wide-ranging implications for organizational behavior.

Self-Efficacy also has been validated as making an impact on learning and performance applications, such as training, leadership, decision making, and creativity. Importantly, Self-Efficacy measures must be adapted to the specific task under investigation. Self-report tools are used to address perceptions of capability across a range of performance outcomes. Guided by Bandura's work, some scholars differentiate Self-Efficacy "magnitude"

from Self-Efficacy “strength” and Self-Efficacy “generality.” Magnitude refers to a comparative level of performance (e.g., whether one believes she can produce one, two, or three publications next year), while strength refers to one’s confidence (e.g., probability) in achieving at that level. Four factors influence Self-Efficacy. Efficacy helps people to either adopt a precaution measure or change risk behaviors in favor of other behaviors. People with high level of Self-Efficacy shows open-mindedness, have high communication skills, cooperative working desire, willingness to learn, plan and harmony, patient, tolerant, gentle and wise manners. Teachers who have high level of Self-Efficacy have tendency to perform in organizational planning and more willing to use new methods to satisfy student’s learning needs.

## REVIEW OF LITERATURE

1. **Philipp, (2007)** Teacher self-efficacy has been significantly associated with the use of instructional strategies that increase student achievement and the teacher’s willingness to embrace new ideas.
2. **Multon, Brown and Lent (1991)** in their study it was found that an overall effect size of 0.38, indicating that self-efficacy accounted for approximately 14% of the variance in students’ academic performance across a variety of student samples, experimental designs, and criterion measures. This represents further evidence of the convergent validity of self-efficacy beliefs.
3. **McMahon, Wernsman and Rose (2009)** studied the relationship between the classroom environment and school belonging to academic Self-Efficacy. It was concluded that high levels of satisfaction, school belonging, and less resistance are connected to higher efficacy in language arts. Less difficulty showed evident that contextual variables allied with high levels of Self-Efficacy in science and mathematics. Teacher perceptions and student perceptions of the classroom and school environment have to be aligned to the academic success and outcomes of achievement. A vital part of any educational environment is the teaching style. Research outcomes implied that teaching styles and environment promoted impacts on student achievement.
4. **Hoffman and Spatariu (2008)** states that the study of researched influences on teacher Self-Efficacy and Meta cognitive thinking on problem-solving efficacy. The respondents in the study completed background inventory assessments in mathematics and assessed their Self-Efficacy. Respondents were categorized in two groups-a

prompting group and a group with no prompting. The data collected showed that Self-Efficacy and Meta cognitive prompting highly increased the participants' mathematics problem-solving performance.

5. **Skaalvik and Skaalvik (2007)** contends that the study shows the perceived collective teacher efficacy and it was measured by a seven-item scale. The items focused on instruction, motivation, controlling student behavior, addressing student's needs and creating a safe environment. The result of the analysis was identified as Cronbach's alpha for the scale was 0.85.
6. **Ware and Kitsantas (2007)** their study shows that it is highly efficacious that the teachers are more likely to adopt an open style of teaching where they allow students to contribute actively in the teaching process by asking questions or attempting to solve mathematics problems with the teacher's supervision. These teachers motivate students intrinsically, thus building a strong foundation for students to understand mathematics, and never shy away from a challenging problem.
7. **Ennis (2003)** advocates that the study by researchers says that teachers rely on the support of administrators to create strong programs and maintain class control. When administrators value physical education highly, physical education teachers are encouraged to set goals leading to student learning. Even the most energetic, effective, and motivated teachers can quickly become withdrawn when administrators do not facilitate their efforts to teach an educationally sound physical education curriculum.

## **OBJECTIVES**

1. To assess the level of self-efficacy of the male and female faculty working in colleges.
2. To study the factors associated with self-efficacy of male and female faculties.
3. To study the personal profile of male and female faculty at colleges.

## **RESEARCH METHODOLOGY**

Descriptive research was used for this study. The study used primary data and it was collected through survey method. For collecting the data, questionnaires were used as a main tool. The data have been collected purely on proportionate stratified sampling and the sample size is 239. The collected data have been categorized and processed manually and also through computer. The statistical technique used for the analysis include like Chi-square Analysis (Test of Independence), Method of variance (Anova), Karl Pearson correlation were

employed. Weighted arithmetic mean was used to investigate the level of emotional intelligence level among educators in Coimbatore city.

## ANALYSIS AND INTERPRETATION

### CROSS TABULATION

The Cross-tabulation procedure forms two-way and three-way analysis. It provides measures of association for two-way and three-way tables. Cross tabulation was carried out for the demographic data of the respondent.

**Table 1: Cross tabulation of Age and Gender**

Age (in years)	Gender		Total
	Male	Female	
Less than 30	60	45	105
30-40	51	57	108
40-50	11	10	21
Above 50	2	3	5
<b>Total</b>	124	115	239

Among the 239 respondents 124 respondents are male of which 60 respondents are on the age group of less than 30 years, 51 respondents fall between the age group 30-40 years, 11 respondents fall between the age group 40-50 years and only 2 respondents fall under the age group of more than 50 years of age. Among 115 female respondents 45 are falling under the age of less than 30 years, 57 respondents fall between the age group 30-40 years, 10 respondents fall between the age group 40-50 years and only 3 respondents fall under the age group of more than 50 years of age.

**Table 2: Cross tabulation of Gender and Designation**

Designation	Gender		Total
	Male	Female	
Lecturer	3	6	9
Assistant professor	100	94	194
Associate professor	18	13	31
Professor	3	2	5
<b>Total</b>	124	115	239

Among the 239 respondents 124 respondents are male in which 3 respondents are lecturers, 100 respondents are assistant professors, 18 respondents are associate professors and 3 respondents are professors. Among the remaining 115 female respondents 6 respondents are lecturers, 94 respondents are assistant professors, 13 respondents are associate professors and 5 respondents are professors on their designation.

**Table 3: Cross tabulation of Age and Designation**

Designation	Age (in years)				Total
	Less than 30	30-40	40-50	Above 50	
Lecturer	7	2	0	0	9
Assistant professor	96	85	12	1	194
Associate professor	1	20	8	2	31
Professor	1	1	1	2	5
<b>Total</b>	105	108	21	5	239

Among the 239 respondents 105 respondents fall under the age less than 30 years in which 7 respondents are lecturers, 96 respondents are assistant professors, 1 respondent under associate professor and 1 respondent is a professor. In 108 total respondents of age between 30-40 years of age 2 respondents are lecturers, 85 respondents are assistant professors, 20 respondents under associate professor and 1 respondent is a professor. In 21 total respondents of age between 40-50 years of age no respondents are lecturers, 12 respondents are assistant professors, 8 respondents under associate professor and 1 respondent is a professor. Out of 5 respondents the age below 30 years is found to be none are lecturers, 1 respondent is assistant professors, 2 respondents under associate professor and 2 respondents are as professor.

**Table 4: Cross tabulation of Gender and Teaching experience**

Teaching experience (in years)	Gender		Total
	Male	Female	
Less than 5	55	44	99
6-10	45	46	91
11-15	14	12	26
16-20	6	9	15
More than 20	4	4	8
<b>Total</b>	124	115	239

Among 239 respondents 124 are male in which 55 respondents fall under less than 5 years of teaching experience, 45 respondents are under the group of 6-10 years of teaching

experience, 14 respondents are under the group of 11-15 years of teaching experience, 6 respondents are under the group of 16-20 years of teaching experience and the remaining 4 respondents fall under more than 20 years of teaching experience. 115 respondents are female respondents in which 44 respondents fall under less than 5 years of teaching experience, 46 respondents are under the group of 6-10 years of teaching experience, 12 respondents are under the group of 11-15 years of teaching experience, 9 respondents are under the group of 16-20 years of teaching experience and the remaining 4 respondents fall under more than 20 years of teaching experience.

## DESCRIPTIVE STATISTICS

The Descriptive procedure displays univariate summary statistics for several variables in a single table and calculates standardized values (z scores).

**Table 5: Descriptive Statistics**

Variables/ construct	Factor	Minimum	Maximum	Mean	Standard deviation
<b>Self-Efficacy</b>	Decision making	1.00	5.00	3.2741	.98582
	College resources	1.00	5.00	3.5356	.91543
	Instructional self-efficacy	2.33	5.00	3.7234	.55123
	Disciplinary self-efficacy	1.67	5.00	3.8187	.75941
	Enlist parental involvement	1.00	5.00	3.6067	.82652
	Enlist community involvement	1.00	5.00	3.3501	.82032
	Create positive college climate	1.00	5.00	3.7333	.72524

## Inference

Descriptive statistics reveals that for all the factors other than Decision making, Emotionality, enlist community involvement and Global trait has the mean value high above 3.5 which indicates high level of Self-Efficacy among the educators. The standard deviation is also low for all the factors, which indicates low variability in the responses given by the respondents which is positive.

## FINDINGS AND SUGGESTIONS

- Cross tabulation for Age and Gender reveals that among 239 respondents 124 are male of which 60 are less than 30 years, 51 between 30-40, 11 between 40-50 and 2

above 50 years. Among 115 female respondents 45 are less than 30 years, 57 between 30-40 years, 10 between 40-50 and 3 above 50 years.

- Cross tabulation for Gender and Designation reveals that among 239 respondents 124 are male of which 3 are lecturer, 100 are assistant professor, 18 are associate professor and 3 are professors. Among 115 female respondents 6 are lecturer, 94 are assistant professor, 13 are associate professor and 2 are professors.
- Cross tabulation for Age and Designation reveals that among 239 respondents 105 are less than 30 years age of which 7 are lecturers, 96 are assistant professors, 1 is associate professor and 1 is professor. Among 108 respondents of age between 30-40 years 2 are lecturers, 85 are assistant professors, 20 is associate professor and 1 is professor. Among 21 respondents of age between 40-50 years none are lecturers, 12 are assistant professors, 8 are associate professor and 1 is professor. Among 5 respondents of age above 50 years none are lecturers, 1 is assistant professors, 2 is associate professor and 2 are professors.
- Cross tabulation for Gender and Teaching Experience reveals that among 239 respondents 124 are male of which 55 are in less than 5 years of teaching experience, 45 are between 6-10, 14 are between 11-15, 6 are between 16-20 and 4 are above 20 years of teaching experience. Among 115 female respondents 44 are in less than 5 years of teaching experience, 46 are between 6-10, 12 are between 11-15, 9 are between 16-20 and 4 are above 20 years of teaching experience.

## **DESCRIPTIVE STATISTICS**

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## **CONCLUSION**

Self-efficacy has proven to be an important construct for academic achievement in traditional learning environments. Its importance has been consistent over a period of several decades, through all levels of the educational process, with various student populations, and in varied fields of learning. It is vital for educators to aid students in developing their maximum potential and prepare them for a life of continuous learning. Teachers have to make the necessary adjustments so that all students will have many opportunities to meet or



exceed their academic goals in all arenas. In order for teachers to meet their learners' expectations, they must be aware of their own teaching styles and levels of self-efficacy. It cannot be clearly stated that teaching styles and self-efficacy play a vital role in student achievement; however, it is clear that they do not negatively affect student achievement. Education has been and still is at the platform of educators, politicians and members of our society.

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