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## A Study of Occupational Self-Efficacy of Trainee teachers.

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### Abstract:

A teacher is focus element of education system of any educational institution. The quality of whole education system revolves around the capability of teachers which is directly associated with the quality and effectiveness of training received by them in their training institutions. In short, it can be said that the teacher is paramount in a education system and the skills and efficiencies received by him in teacher training are his key weapon to inculcate highest level of quality education in students. The training of teaching profession includes cultivation and nurture of a wide range of skills, attitudes and teaching strategies required for becoming an effective teacher. In this manner, the trainee teachers are in the stage of rigorous teacher training which will make them ready for the upcoming challenges of teaching profession. There are different teacher training courses available for the training of teachers at different levels of education i.e. D.El.Ed., B.El.Ed., B.Ed., B.Ed. Special Education, M.Ed. etc. Self-efficacy is one of the significant quality for them. Bandura(1997) defined Self-efficacy as a person's belief in his or her capability to successfully perform a particular task. The occupational self-efficacy can be termed as a person's self-efficacy in his or her occupation. According to Lent, R.W.; Hackett, G. & Brown, S.D.(2002), "*Occupational self efficacy refers to an individual's confidence in their ability to successfully perform occupational tasks, cope with occupational stress and challenges, and achieve career goals.*" In present research, the occupational self efficacy of the trainee teachers of B.Ed. course from the teacher training institutes of Kumaun University, Nainital is studied. The *descriptive survey method* is used for the study. The sample consists of 200 B.Ed. trainee teachers which is

*selected randomly* from the government and government teacher training institutions. The data is collected by using the Occupational Self Efficacy Scale by Chaudhari, Pethe and Dhar (1999). The collected data is checked for the normality of the occupational self-efficacy scores and scores were obtained to be in normal range. This normal data is analyzed with the help of parametric t-test. The results show that the occupational self-efficacy of trainee teachers is found to be of average level which implies that they require more opportunities and quality training to nourish their occupational self-efficacy accordingly. Male trainee teachers are significantly better on occupational self-efficacy than the Female trainee teachers which indicates their better command in the class and high confidence in their teaching. Similarly the Government trainee teachers are significantly better than the Government Aided trainee teachers in terms of their occupational self-efficacy. This result implies the superiority of teacher training provided by government teacher training institutions over government aided institutions. The teacher training must include more rich and authentic practical teaching experiences and prepare the future teachers to be more confident and efficient in their teaching occupation.

**Keywords:** *Occupational Self-efficacy, Trainee Teachers.*

## **Introduction:**

The teacher is the central most aspect of any educational institute. It is the task of teacher only to provide the learning inducing environment to the learners. This fact implies the training of teacher is an important element of teacher career. The effectiveness of a teacher largely depends on his self-efficacy. The concept of self-efficacy was given by Bandura in 1977. *Self-Efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations* (Bandura, 1977). The self-efficacy of a person in a specific profession can be termed as his occupational self-efficacy. According to Lent, R.W.; Hackett, G. & Brown, S.D. (2002), *"Occupational self efficacy refers to an individual's confidence in their ability to successfully perform occupational tasks, cope with occupational stress and challenges, and achieve career goals."* It is a belief of a person to complete his job-related responsibilities. For teaching profession, the self-efficacy of teachers regarding different aspects of their teaching occupation is regarded as their occupational self-efficacy. *It refers to the competence that a person feels concerning the ability to successfully fulfill the tasks involved in his or her job.* (Rigotti, Schyns and Mohr, 2008). Teachers who are in their training phase are required to learn and practice the various theoretical, practical and challenging teaching tasks required to cultivate their

occupational self-efficacy. A fair level of occupational self-efficacy of the teachers undergoing their teacher training will directly be reflected in the effectiveness of their teaching jobs in the future.

### **Review of related literature:**

*A comparative study of Occupational Efficacy of male and female Higher Secondary School Teachers in Division Kashmir* was done by **Thoker, Aashiq.Ahmad.(2017)**.The results indicated that the male teachers have significantly higher scores than female teachers for Occupational Self-efficacy.

*Occupational Efficacy and Commitment among Male and Female School Teachers* was researched by **Shekhar, C.(2017)**. It was obtained that occupational efficacy and occupational commitment of high school teachers are significantly correlated and the female teachers have high occupational self-efficacy as well as high occupational commitment than the male teachers.

*Prospective Teachers' Views on Effective Teacher Characteristics and Their Occupational Self-efficacy Perceptions in terms of These Characteristics* were researched by **Kose, A., Uzun, M. (2018)**. A statistically significant difference was found between the prospective teachers' views on effective teacher characteristics and their occupational self-efficacy perceptions.

**Tazegül Demir Atalay (2019)** had researched the *Learning styles and teacher efficacy among prospective teachers based on diverse variables* and concluded that they had mostly diverging and converging learning styles and sufficient teacher efficacy. No significant difference in teacher efficacy scores was observed based on gender.

**Ozonur (2021)** had studied the *Preservice Teachers' Levels of Self-Efficacy and Occupational Anxiety*. Results indicated that self-efficacy of pre-service teachers is different according to their year of study but no such difference is concluded for their occupational anxiety. The self-efficacy and occupational anxiety had a moderate positive correlation.

The review of literature implied the mix nature of results of occupational self-efficacy of teachers, be it school working teachers or prospective teachers. Occupational self-efficacy is that aspect of future teachers which if cultivated justly at the right time is a significant factor in the teaching efficiency and effectiveness. The need for the present research work emerged as the occupational self-efficacy of trainee teachers with respect to their gender and their type of institution needs to be studied.

## **Statement of the problem:**

“A study of Occupational Self-Efficacy of Trainee teachers.”

## **Objectives:**

1. To study the level of occupational self-efficacy of trainee teachers.
2. To compare the occupational self-efficacy of trainee teachers of government institutions and government-aided institutions.
3. To compare the occupational self-efficacy of male and female prospective teachers.

## **Hypotheses:**

1. There is no significant difference between the mean scores of occupational self-efficacy of trainee teachers of government and government-aided institutions.
2. There is no significant difference between the mean scores of occupational self-efficacy of male and female trainee teachers.

## **Research methodology:**

The present study is of survey descriptive type research. The occupational self-efficacy of trainee teachers is taken as dependent variable. The gender (male /female) of the teachers as well as the type of institution (government/government-aided) in which they are undergoing in teacher-training are taken as independent variable. 200 B.Ed. trainee teachers of teacher training institutions affiliated to Kumaun University, Nainital are taken as sample of the study. The data is collected using the Occupational Self Efficacy Scale by Chaudhari, Pethe and Dhar (1999). The collected data is analyzed with the help of T-test of difference between means.

## Data analysis and Interpretation:

### Objective 1: To study the level of occupational self-efficacy of trainee teachers.

Table 1: Descriptives for Occupational Self-efficacy of trainee teachers

	N	Mean		Std. Deviation	Skewness		Kurtosis	
		Statistic	Std. Error		Statistic	Std. Error	Statistic	Std. Error
Overall	200	78.33	.613	8.674	.170	.172	-.633	.342
Government	100	79.91	0.839	8.386	-0.209	0.241	-0.793	0.924
Govt. Aided	100	76.74	0.924	9.245	-0.041	0.241	-0.598	0.478
Female	120	76.45	0.756	8.284	-0.095	0.221	-0.628	0.438
Male	80	81.14	1.030	9.213	-0.457	0.269	-0.469	0.532

Table 1 shows the Overall Occupational Self Efficacy (OSE) scores mean of trainee teachers is 78.33 with 8.674 standard deviation which shows the average level of their OSE. As the normal range of OSE scores for OSE scale is 65-82. Similarly, the OSE scores mean and standard deviation of Government, Govt. Aided, Female and Male trainee teachers are also in normal range. So, the OSE level of these trainee teachers is of average level.

### Objective 2: To compare the occupational self-efficacy of trainee teachers of government institutions and government-aided institutions.

Corresponding hypothesis : There is no significant difference between the mean scores of occupational self-efficacy of trainee teachers of government and government-aided institutions.

It is tested using independent sample t-test. The assumption of normality of Occupational self-efficacy scores for both the levels of type of institutions tested as below:

### Normality Check:

Table 2.1: Descriptives

Type of Institution	N	Mean	SEM	SD	Skewness	SE skewness	Kurtosis	SE kurtosis
Government	100	79.51	0.839	8.386	-0.209	0.241	-0.793	0.478
Govt. Aided	100	76.74	0.924	9.245	-0.041	0.241	-0.598	0.478

For the government trainee teachers group, the skewness value is -0.209 which is less than 1.96 times of its std. error ( $0.241 < 1.96 * 0.209$ ). Also, the kurtosis value is -0.793 which is also less than 1.96 times of its std. error ( $0.793 < 1.96 * 0.478$ ).

Similarly, for the Govt. Aided trainee teachers group, the skewness value is -0.041 which is less than 1.96 times of its std. error ( $0.041 < 1.96 * 0.241$ ). Also, the kurtosis value is -0.598 which is also less than 1.96 times of its std. error ( $0.598 < 1.96 * 0.478$ ).

So, the distribution of scores for both the groups can be said to have a normal nature.

The same inference can be made about the normality of two groups from the below normality test results:

**Table 2.2 : Normality Test (Kolmogorov-Smirnov test)**

Type of Institution	Test Statistic	df	Sig.
Government	0.076	100	0.164
Govt. Aided	0.066	100	0.200

The p-values for Government group is 0.164 and for Govt. Aided group is 0.200, both values are more than 0.05, so the null hypothesis “The given distribution is normal in nature” is accepted for both the distributions.

Thus, the Normality assumption for both the levels of Teachers as per Institution-type for occupational self efficacy (OSE) scores is fulfilled.

**T-test for Significance of means:**

**Table 2.3: t-test on OSE for type of institution**

Levene's test for equality of variances		Type of Institution	N	Mean	S.D.	t	df	Sig.(2-tailed)
F	Sig.							
0.929	0.336	Government	100	79.91	8.386	2.540	198	0.012
		Govt. Aided	100	76.74	9.245			

Table 2.3 gives the t-test results for the OSE scores for Government and Govt. Aided trainee teachers. For Levene's test of homogeneity of variances, p-value is 0.336 which is not-significant. So, both the groups have equal variances i.e. homogeneity of variances assumption is fulfilled. The p-value for  $t=2.540$  at  $df=198$  is  $0.012 < 0.05$ , so it is significant at 0.05 level. *Therefore, the null hypothesis “There is no significant difference between the mean scores of occupational self-efficacy of trainee teachers of government and government-aided institutions” is rejected.* On

inspection of the means of the given two groups, it is found that the OSE Mean for Government trainee teachers is greater (79.91) than for Govt. Aided trainee teachers (76.74).

*So, the mean scores of occupational self-efficacy of trainee teachers of government institutions is higher than those of trainee teachers of government-aided institutions.*

Mean OSE (Trainee Teachers of Government institutions) > Mean OSE (Trainee Teachers of Govt. Aided institutions).

**Objective 3: To compare the occupational self-efficacy of male and female prospective teachers.**

Corresponding hypothesis: There is no significant difference between the mean scores of occupational self-efficacy of male and female trainee teachers.

It is tested using independent sample t-test. The assumption of normality of Occupational self-efficacy scores for both the levels of type of institution is tested as below:

**Normality Check:**

**Table 3.1: Descriptives**

Gender	N	Mean	SEM	SD	Skewness	SE skewness	Kurtosis	SE kurtosis
Female	120	76.45	0.756	8.284	-0.195	0.221	-0.628	0.438
Male	80	81.14	1.030	9.213	-0.457	0.269	-0.469	0.532

For the Female trainee teachers group, the skewness value is -0.195 which is less than 1.96 times of its std. error ( $0.195 < 1.96 * 0.221$ ). Also, the kurtosis value is -0.628 which is also less than 1.96 times of its std. error ( $0.628 < 1.96 * 0.438$ ).

Similarly, for the Male trainee teachers group, the skewness value is -0.457 which is less than 1.96 times of its std. error ( $0.457 < 1.96 * 0.269$ ). Also, the kurtosis value is -0.469 which is also less than 1.96 times of its std. error ( $0.469 < 1.96 * 0.532$ ).

So, the distribution of scores for both the groups can be said to have a normal nature.

The same inference can be made about the normality of two groups from the below normality test results:

**Table 3.2: Normality Test (Kolmogorov-Smirnov test)**

Gender	Test Statistic	df	Sig.
Female	0.071	120	0.200
Male	0.089	80	0.186

The p-values for Female group is 0.200 and for Male group is 0.186, both values are more than 0.05, so the null hypothesis “The given distribution is normal in nature” is accepted.

Thus, the Normality assumption for both the levels of Gender for occupational self efficacy (OSE) scores is fulfilled.

**T-test for Significance of means:**

**Table 3.3: t-test**

Levene’s test for equality of variances		Gender	N	Mean	S.D.	t	df	Sig.
F	Sig.							
1.054	0.306	Female	120	76.45	8.284	-3.747	198	0.000
		Male	80	81.14	9.213			

Table 3.3 gives the t-test results for the OSE scores for Government and Govt. Aided trainee teachers. For Levene’s test of homogeneity of variances, p-value is 0.306 which is not-significant. So, both the groups have equal variances i.e. homogeneity of variances assumption is fulfilled. The p-value for  $t = -3.747$  at  $df = 198$  is  $0.000 < 0.01$ , so it is significant at 0.01 level. *Therefore, the null hypothesis “There is no significant difference between the mean scores of occupational self-efficacy of Female and Male trainee teachers” is rejected.* On inspection of the means of the given two groups, it is found that the OSE Mean for Male trainee teachers is greater (81.14) than for Female trainee teachers (76.45).

*So, the mean scores of occupational self-efficacy of Male trainee teachers is higher than those of Female trainee teachers.*

Mean OSE (Male Trainee Teachers) > Mean OSE (Female Trainee Teachers).

**Results and Conclusions:**

The following results were obtained from the analysis of data.

1. The occupational self efficacy of trainee teachers of Kumaun University, Nainital is of average level. This result is similar as inferred by **Tazegül Demir Atalay (2019)**. The trainee teachers studying in B.Ed course of teacher training institutions of Kumaun University, Nainital are sufficiently self-efficacious. They will prove to be competent and effective teachers in their teaching career.
2. The occupational self-efficacy of trainee teachers of government institutions is better than the occupational self-efficacy of trainee teachers of gov. aided institutions affiliated to Kumaun



University, Nainital. This implies the dominance of government teacher training institutes over the govt. aided teacher training institutes in terms of the trainee teachers, the teaching faculties, the teaching-learning environment of the classes.

3. The occupational self-efficacy of male trainee teachers is better than the occupational self-efficacy of female trainee teachers of teacher training institutions affiliated to Kumaun University, Nainital. This result is similar to the results of **Thoker, Aashiq.Ahmad.(2017)** and in contradiction to the results given by **Shekhar, C.(2017)**. The present study results showed the superior nature of male teachers then female nature on various aspects of occupational self-efficacy such as their confidence, their command over their classroom and task completion and their adaptive nature in the challenging situations.

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