

SELF-EFFICACY OF THE B.ED. TRAINEES IN RELATION TO THEIR STUDY HABIT IN THIRUVANNAMALAI DISTRICT

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Abstract

In this paper, the investigator explicitly the self-efficacy of the B.Ed. trainees in relation to their study habits in the Thiruvannamalai district. Education means the modification of behavior. Education is an activity or a process, which transforms the behavior of a person from “instinctive behavior” to human behavior. Education is the deliberate and systematic influence, exerted by the mature person, upon the immature through instruction, discipline, and harmonious development of physical, intellectual, and social needs and directed towards the union of the educated with this creator as the end. Bandura argued that people’s expectation of mastery and achievement and their own determine the types of behavior they will engage in and the amount of list they will undertake. To find out the level of Self-Efficacy of B.Ed. Trainees. There is no significant difference between male and female B.Ed. Trainees in their study Habit. A small portion of the population selected for observation is called a sample. The investigator has randomly selected 800 B.Ed. trainees in Dhivya College of Education, Chetpet, Thiruvannamalai District, Tamil Nadu for the present study. The sampling technique used is the random sampling method. It is inferred from the above table that there is no significant difference between rural and urban B.Ed. Trainees in their Study Habit. It is inferred from the above table that there is no significant relationship between Self-Efficacy and Study Habits of B.Ed. Trainees.

Keywords: Self-Efficacy, B.Ed. trainees and Tiruvannamalai district, etc.

Introduction

Education means the modification of behavior. Education is an activity or a process, which transforms the behavior of a person from “instinctive behavior” to human behavior. Education is the deliberate and systematic influence, exerted by the mature person, upon the immature through instruction, discipline, and harmonious development of physical, intellectual, and social needs and directed towards the union of the educated with this creator as the end. Adolescence is the most important period of human life. Poets have described it as the spring of life of human beings and an important era in the total life span. Some psychologists define it as the transitional period of life. The child experiences several changes in this transitional period. The period runs between childhood and adulthood and is sometimes called the period of teenage. According to Stanley Hall, (1904), “adolescence is the period of storm and stress.”

Self-Efficacy

Albert Bandura (1977), the former president of the American psychological association, developed one of the most influential cognitive theories of personality. He began with observational

learning theory and the idea that human beings observe, and think about immediate behavior. Bandura argued that people's expectation of mastery and achievement and their own determine the types of behavior they will engage in and the amount of list they will undertake. He used the term "self-efficacy" to describe a person's belief about whether he or she can successfully engage in and execute a specific behavior. A judgment about self-efficacy determines how much effort people will expend and how long they will persist in the face of obstacles. Bandura (1997), says that self-efficacy has a powerful influence over behavior. For example, a student who has low self-efficacy might not even try to study for the test because they do not believe it with doing him any good. A strong sense of self-efficacy allows people to feel free to influence and even create the circumstance of their own lives. In addition, people's perceived self-efficacy in managing a situation heightens their sense that they can control it. Thus, people who have a high level of self-efficacy are more likely than others to attribute success to the variable within themselves rather than that of change factors and are more likely to pursue their own goals (Bandura, et. Al. 1998), and do better at difficult tasks. Efficacy is synonymous with the term effective, efficacious, and control. Self is defined as the identity of a person. Bandura (1997) defines self-efficacy, as "the belief in one's capacity to organize and execute the course of action required managing prospective situations. It is personal judgments about one's ability to perform a given task."

Sources of Self-Efficacy Beliefs

The case for the contextual and meditational role of self-efficacy in human behavior can be made by exploring the four sources from which these beliefs are developed. The most influential source of self-efficacy is the interpreted result of one's purposive performance or mastery experience. Simply put individuals gauge the effects of their actions and their interpretation of these effects helps create their efficacy beliefs. The second source of efficacy information is the various experiences of the effects produced by the actions of others; one's vicarious experience involves the social comparison made with other individuals. These comparisons, along with peer modeling, can be powerful influences on developing self-perceptions of competence.

As the third source, individuals also create and develop self-efficacy beliefs as a result of verbal persuasions should not be confused with knee-jack praise or empty inspirational homilies. Genuine persuaders cultivate people's beliefs in their capabilities which at the same time ensures that the envisioned success is attainable. Physiological states such as anxiety, stress, arousal, fatigue, and mood states also provide information about self-efficacy belief as the fourth sources. Bandura (1997), has observed that people live in psychic environments that are primarily of their own making. Often people gauge their confidence by the emotional state they experience as they contemplate an action.

Significance of the Study

Self-efficacy is belief in one's capabilities to organize and execute the courses of action required to produce given attainments. A student's sense of efficacy is a judgment about capabilities to infer a student's engagement and learning. Even among those students who may be difficult or unmotivated, students with a strong sense of efficacy tend to exhibit a greater level of planning, organization, and enthusiasm and spend more time in learning areas when their sense of efficacy is higher, whereas students tend to avoid subjects and topics when efficacy is lower. They tend to be more open to new methods and ready to meet their needs. The student's efficacy is a potent construct that determines his or her feelings. So it is very much needed to develop the cognitive self-management and self-efficacy of the B.Ed Trainees.

Statement of the Problem

"STUDY HABIT OF THE B.ED. TRAINEES IN RELATION TO THEIR SELF-EFFICACY IN THIRUVANNAMALAI DISTRICT"

Operational Definitions

i) Self – Efficacy

Self-efficacy is defined as "personal judgment about one's ability to perform a given task."

ii) Study Habit

Study habit is an action such as reading, taking notes, and holding study groups which the students perform regularly and habitually to accomplish the task of learning.

iii) B.Ed. Trainees

By B.Ed. Trainees, here the investigator means those who are studying B.Ed. Course.

Objectives of the Study

1. To find out the level of Self-Efficacy of B.Ed. Trainees.

Hypotheses of Study

i) Self-Efficacy

1. There is no significant difference between male and female B.Ed. Trainees in their Self-Efficacy.
2. There is no significant difference between rural and urban B.Ed. Trainees in their Self-Efficacy.

ii) Study Habit

1. There is no significant difference between male and female B.Ed. Trainees in their study Habit.
2. There is no significant difference between rural and urban B.Ed. Trainees in their study Habit.

iii) Relationship

1. There is no significant relationship between the study Habit of the B.Ed. trainees in relation to their Self-Efficacy in Thiruvannamalai

Delimitations of Study

- i) The study has been limited to only the Thiruvannamalai district.
- ii) Sample for the study is limited to only 800 B.Ed. Trainees.
- iii) Questionnaire was the only tool used in the study.

Method Adopted in the present study

The investigator has adopted the survey method of research to find out the Self-Efficacy and Study Habits of B.Ed. Trainees.

Population

Population means the entire mass of observation. A population is any group of individuals that has one or more characteristics in common that are of interest to the researchers. The population may be all individuals of a particular type or a more restricted part of that group. The population of the study consists of all B.Ed. Trainees of Dhivya College of Education, Chetpet, Thiruvannamalai District, Tamil Nadu

Sample

A small portion of the population selected for observation is called a sample. The investigator has randomly selected 800 B.Ed. trainees in Dhivya College of Education, Chetpet, Thiruvannamalai District, Tamil Nadu for the present study. The sampling technique used is the random sampling method.

Research Tool

Tools are data-gathering devices. There are several tools employed in research. Each tool has its characteristics and each tool should be considered for its appropriateness for collecting certain kinds of data in the selected research problem. A good research tool must satisfy reliability, validity, objectivity, and predictability.

The tool used in the Study

- i) Self-Efficacy scale
- ii) Study habit inventory

Self-Efficacy Scale

Since the study aims at assessing the level of Self-Efficacy of the B.Ed. trainees. The investigator developed a tool entitled, a scale of assessing Self-Efficacy of the teachers.

b) Establishment of content validity

The investigator submitted the tool to experts in the field of education at Dhivya College of Education, Chetpet, Thiruvannamalai District, Tamil Nadu, to establish the content validity of the tool. After getting their comments and suggestions some modifications were made to the items on the scale. Thus, the content validity of the scale was established. Thus, the tool consisting of 40 items was finalized.

c) Establishment of Reliability

After establishing the content validity, the investigator used the test-retest method for establishing the reliability of the tool. The investigator administered the finalized tool to a randomly

selected 30B.ed trainees from Dhivya College of Education, Chetpet, Thiruvannamalai District, Tamil Nadu. After 15 days, the same tool was administered to the same group of teachers. The two sets of scores were collected, and the product-moment correlation coefficient was calculated. The Coefficient of correlation is found as 0.80. Thus, the reliability of the tool was established.

Distribution of the Sample

TABLE 1
GENDER – WISE DISTRIBUTION OF THE SAMPLE

Gender	No. of B.Ed. Trainees	Percentage
Male	400	50
Female	400	50
Total	800	100

The above table shows that 50% of the B.Ed. Trainees are male and 50% of them are female.

FIGURE- 1
GENDER-WISE DISTRIBUTION OF THE SAMPLE

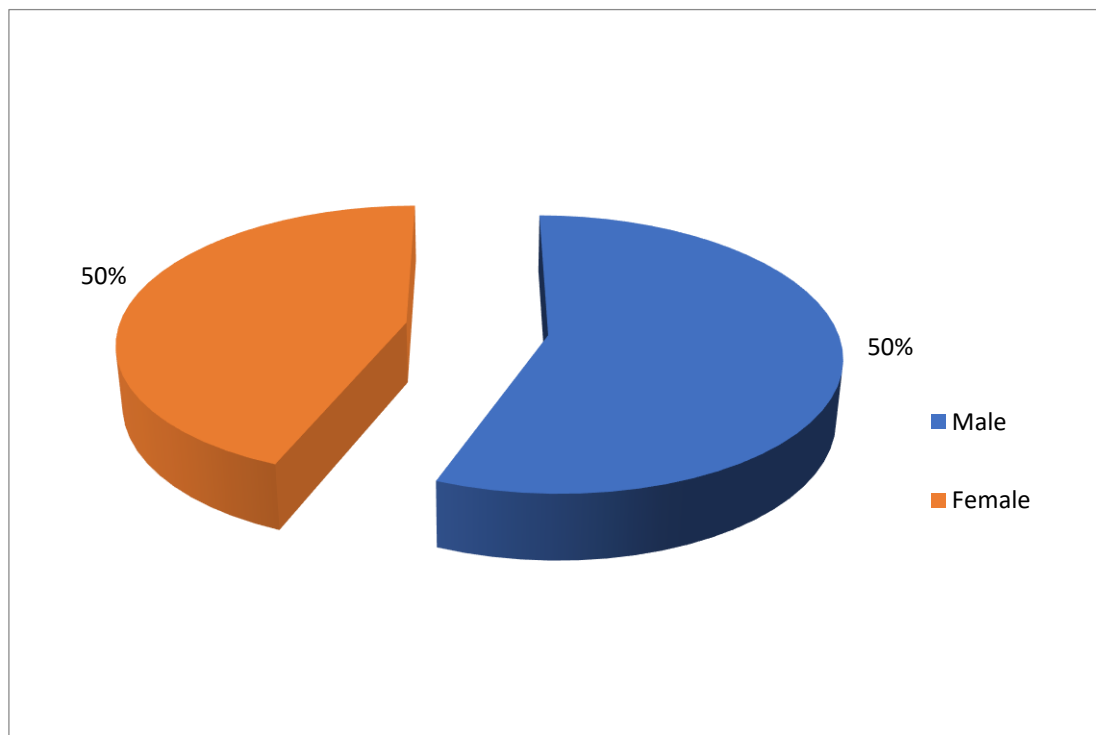


TABLE 2
RESIDENTIAL AREA-WISE DISTRIBUTION OF THE SAMPLE

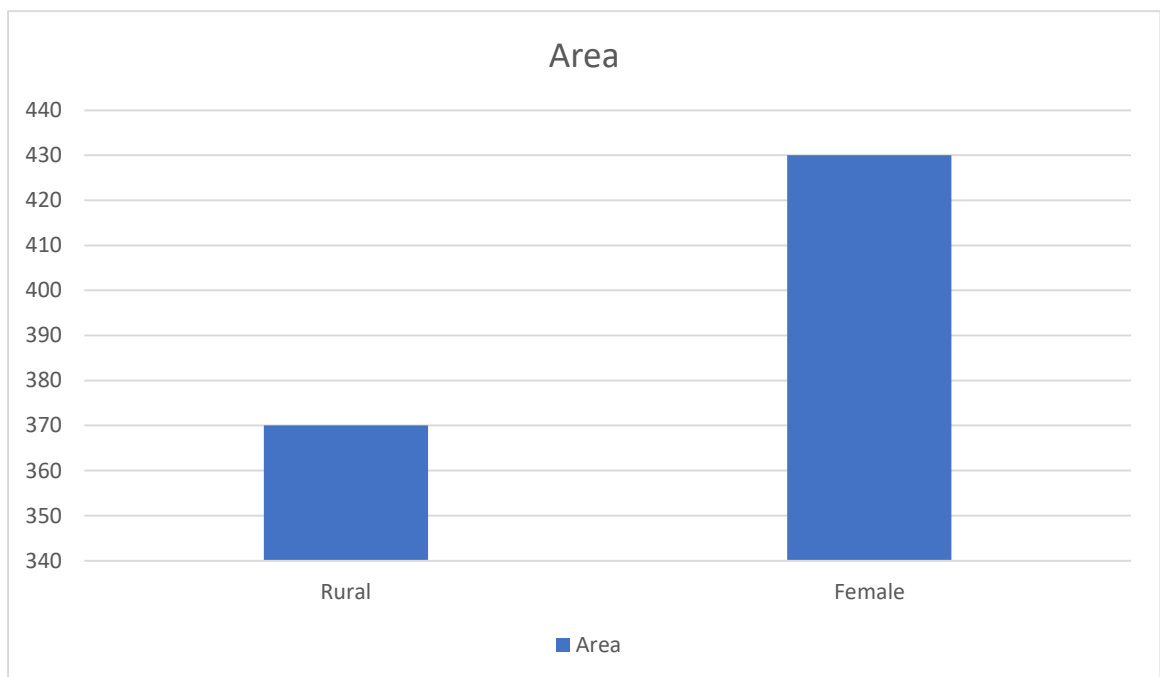
Residential area	No. of B.Ed. Trainees	Percentage
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Rural	370	46.25
Urban	430	53.75
Total	800	100

The above table shows that 46.25% of the B.Ed. Trainees are from rural areas and 53.75% of them are from urban areas.

FIGURE- 2

LOCATION-WISE DISTRIBUTION OF THE SAMPLE



Self-Efficacy

Objective: 1

To find out the level of Self-Efficacy of B.Ed. Trainees.

TABLE 3

LEVEL OF SELF-EFFICACY OF B.ED. TRAINEES

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Self-Efficacy	150	18.75	300	43.75	350	43.75

It is inferred from the above table that 18.75%, 43.75%, and 43.75% of B.Ed. Trainees have low, moderate, and high levels of Self-Efficacy.

Hypotheses Testing

Null Hypothesis: 1

There is no significant difference between male and female B.Ed. Trainees in their Self-Efficacy.

TABLE 4
DIFFERENCE BETWEEN MALE AND FEMALE B.ED. TRAINEES IN THEIR SELF-EFFICACY

Variable	Male=400		Female=400		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Self-Efficacy	47.66	5.313	45.98	3.983	2.56	S

(At a 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between male and female B.Ed. trainees in their Self-Efficacy.

Null Hypothesis: 2

There is no significant difference between rural and urban B.Ed. trainees in their Self-Efficacy.

TABLE 5
DIFFERENCE BETWEEN RURAL AND URBAN B.ED. TRAINEES IN THEIR SELF-EFFICACY

Dimensions	Rural=370		Urban=430		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Self-Efficacy	47.13	4.941	46.08	4.341	1.33	NS

(At a 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban B.Ed. trainees in their Self-Efficacy.

Study Habit

Null Hypothesis: 3

There is no significant difference between male and female B.Ed. trainees in their Study Habits.

Table 6

Dimensions	Male=400	Female=400	Calculated 't' Value	Remarks
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	Mean	SD	Mean	SD	1.58	S
Study Habit	96.53	15.68	99.57	11.452		

DIFFERENCE BETWEEN MALE AND FEMALE B.ED. TRAINEESIN THEIR STUDY HABIT

(Ata 5% level of significance, the table value of ‘t’ is 1.96)

It is inferred from the above table that there is a significant difference between male and female B.Ed. trainees in their Study Habits.

Null Hypothesis: 4

There is no significant difference between rural and urban B.Ed. trainees in their Study Habits.

TABLE 7

DIFFERENCE BETWEEN RURAL AND URBAN B.ED. TRAINEESIN THEIR STUDY HABIT

Dimensions	Rural=370		Urban=430		Calculated ‘t’ Value	Remarks
	Mean	SD	Mean	SD		
Study Habit	97.51	13.562	99.28	15.886	0.645	NS

(Ata 5% level of significance, the table value of ‘t’ is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban B.Ed. Traineesin their Study Habit.

Null Hypothesis: 5

There is no significant relationship between Self-Efficacy andStudy Habits of B.Ed. Trainees.

TABLE 8

RELATIONSHIP BETWEEN SELF-EFFICACY ANDSTUDY HABIT OF B.ED. TRAINEES

Dimensions	N	Calculated ‘ γ ’ value	df	Table value of ‘ γ ’	Remarks
Self-Efficacy	800	0.665	798	0.125	NS

It is inferred from the above table that there is no significant relationship between Self-Efficacy andStudy Habits of B.Ed. Trainees.

Results and Findings

The above table shows that 50% of the B.Ed. Trainees are male and 50% of them are female.The above table shows that 46.25% of the B.Ed. Trainees are from rural areas and 53.75% of

them are from urban areas. It is inferred from the above table that 18.75%, 43.75%, and 43.75% of B.Ed. Trainees have low, moderate, and high levels of Self-Efficacy. It is inferred from the above table that there is a significant difference between male and female B.Ed. trainees in their Self-Efficacy.

It is inferred from the above table that there is no significant difference between rural and urban B.Ed. trainees in their Self-Efficacy. It is inferred from the above table that there is a significant difference between male and female B.Ed. trainees in their Study Habits. It is inferred from the above table that there is no significant difference between rural and urban B.Ed. Trainees in their Study Habit. It is inferred from the above table that there is no significant relationship between Self-Efficacy and Study Habits of B.Ed. Trainees.

Conclusion

The Self-efficacy Scale is not intended to replace more specific measures that assess expectations for specific target behaviors. When dealing with specific behaviors in unambiguous situations, more specifically worded questions or direct behavioral measures are likely to provide the most accurate estimates of an individual's self-efficacy expectations. The Self-efficacy Scale measures generalized self-efficacy expectations dependent on past experiences and on tendencies to attribute success to skill as opposed to chance. These general expectancies are likely to manifest themselves in general patterns of behavior and in responses to situations about which the individual has little or no information. Thus, the Self-efficacy Scale, particularly the General Self-efficacy subscale, may be a useful adjunct measure in determining the success of psychotherapy and behavioral change procedures.

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