

A STUDY ON THE EFFECT OF SELF-EFFICACY AND RESILIENCE AMONG TEACHERS IN SOUTH GUJARAT

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ABSTRACT

Purpose: This study examined the relationship between Self-efficacy and resilience among teachers.

Method: A reliability test was applied on 16 items scale of self-efficacy as well as on 14 items on resilience. We received 0.817 Cronbach alpha for the self-efficacy scale and 0.855 Cronbach alpha for the resilience scale. A structured Questionnaire was used to take responses from front teachers of the south Gujarat Region. A descriptive study was used to know the level of self-efficacy and resilience among front-line workers. Correlation, Friedman, and Kruskal Wallis test was applied to explore the possible relationship of respective factors.

Result: We expected that higher Self-efficacy would be positively correlated with resilience. As expected, the self-efficacy of teachers was related to resilience.

Conclusion: This study reveals that self-efficacy and resilience have a good association. We are quite enthusiastic about the other possible association between self-efficacy and resilience since it may be used to develop an effective training program for our teachers to help them become more resilient.

Keywords: Self-efficacy, Resilience, Teachers, perseverance, enthusiasm.

Introduction

The issue of a lack of qualified teachers is one that many nations are currently facing. Early in a teacher's career, the teacher turnover rate is particularly high and can exceed 10% in some nations (Carlo et al., 2013). A good teacher turnover rate is generally recognized to be between 10% and 20% worldwide, according to Kate Fisher, head of human resources at Taaleem, the second-largest school group in Dubai (Rizvi, 2021). According to earlier research, teachers' resilience plays a critical role in determining their motivation, perseverance, and retention in the teaching profession (Brunetti, 2006; Johnson et al., 2014). To understand the "quality retention" of teachers, it is very crucial to study teacher resilience (Gu & Day, 2007, p. 1314).

Introduction of self-efficacy

Albert Bandura is a Stanford University professor and a Canadian American psychologist who was the first to coin the phrase "self-efficacy" in the year 1977. In their own words, he developed the idea as an individual assessment of "how well we can implement tasks required to deal with prospective issues."

Self-efficacy is described by Bandura's Social Cognitive Theory as "one's belief in their own ability to plan and implement action to attain the planned objectives and results" (SCT). (A., 1977) Academics in the field of education have paid a lot of attention to this concept (Michaelides, 2008). In the previous study, self-efficacy was found to be a strong predictor of performance results across a variety of areas.

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The educational presentation of students is one of the most significant pointers in the assessment of postgrad education, and education experts have been researching related elements for the past three decades to help academic planners design appropriate interventions to improve university performance. Academic performance may be measured in a variety of ways, the majority of which can be divided into two categories: objective and subjective. GPA has long been used as a statistic for assessing academic success in classes. Because postgraduate courses combine teaching and research and a percentage of a person's training score is based on his investigation activities, research self-efficacy can be connected to educational accomplishment in the students. (Ghadampour E, 2015)

Teachers' Self-Efficacy

This research investigated the relationships between instructors' values and their students' values (i.e., self-transcendence, adoption for change, self-enhancement, and conservation) and self-efficacy, created on Schwartz's well-known philosophy of social values. (Daniela Barni, 12 July 2019)

Teachers' due to its consequences for tutoring usefulness, instructional techniques, and scholars' academic accomplishment (Klassen, 2014). Belief the major experiences of self-efficacy may have a big impact on improving teacher well-being as well as school effectiveness and efficiency.

Teacher efficacy is motivated by understanding knowledge, empathetic experience, social encouragement, and physical and emotional states. Mastery experience, which is obtained from previous triumphs, is the most effective resource of self-efficacy. Accomplishments for a teacher in elementary school include helpful out-of-school and in-school science-associated events during their school days, as well as prospects to perform scientifically created seminars and provide lectures regarding primary science during their educational profession. Their creativity as main scientific instructors, participation in continuous appropriate learning and qualified development prospects, and successful use of instructional time in the classroom are all illustrations of powerful experiences.

Introduction of Resilience

"The human capacity for burden is like bamboo – far more flexible than you'd ever believe at first glance." - **Jodi Picoult**

The emotional ability to deal with anxiety and difficulty is known as resilience. (Walker FR, 2017)

Not just the consequence, but as well the long-term emotional implications, may be influenced by how we approach these situations. The good news is that you can improve your resilience by training yourself.

Being resilient does not mean that a person will never confront difficulties or suffer. Those who have had significant difficulties or tragedy in their life are likely to endure emotional discomfort and stress. Emotional anguish is likely to accompany the journey to resilience.

While some people are more resilient than others due to their circumstances, resilience isn't usually a common personality attribute. Resilience, on the other hand, is a set of behaviors, attitudes, and actions that everyone can acquire and develop. According to the study, one reason resilience is commonplace rather than exceptional is the ability to develop resilience.

Like growing a muscle, increasing your resilience requires time and work. Four vital components can help you endure and grow from difficult and unpleasant events: connection, wellness, healthy thinking, and significance. Use these strategies to strengthen your capacity to withstand hardship and develop from it.

Psychologists use the term "resilience" to characterize those who stay calm in the face of misfortune. By utilizing their talents and qualities, resilient people can deal with and regain from crises and obstacles. These difficulties may include:

- Unemployment
- Financial difficulties
- Disease
- Environmental calamities
- Difficulties in medicine
- Separation
- Bereavement of an adored one

Resilient people face life's hardships head-on, rather than falling to despair or avoiding issues through unhealthy coping techniques.

This isn't to say they're less disturbed, sad, or worried than others. It indicates that individuals utilize healthful managing skills to deal with such problems in approaches that enable them to grow and become stronger. In certain situations, they can appear even tougher than before.

Those who lack resilience may not be able to deal with such incidents. They may be preoccupied with difficulties and rely on harmful handling techniques to deal with life's challenges.

As a result of disappointment or failure, they may be drawn to unhealthy, harmful, or even hazardous behaviors. These people recover from failures more slowly, and as a result, they may endure greater psychological distress. (Lee J, 2018)

Literature Review

According to one study, "Students' academic success across academic disciplines and levels is predicted by self-efficacy.". This study is needed to learn more about how and why self-efficacy affects academic success in kids, as well as to design instructional techniques and programmes to improve academic achievement. (Usher, 2008) Its study, understanding, and education are based on the needs of every society and are important practices and competencies for students, especially in postgraduate grades. They perform such an essential role in the dissemination of scientific services and societal improvement that removing related barriers is a top priority for teachers, university administrators, and relevant policymakers. (Munir N, 2009) Dealing with loss or transition is an unavoidable aspect of life. At some time in their life, everyone experiences setbacks of varying degrees. Some of these roadblocks are minor (getting into the desired class or being rolled over for advancement at work), but others are significantly more serious (hurricanes and terrorist attacks). (Walker FR, 2017)

Self-efficacy influences individuals' lives in extreme-stress circumstances, but it additionally helps with inspiration and visioning of difficult life goals. As an end result, it has a long-term influence on personal and professional decision-making. (Betz, 1996)

Resilience, on the other hand, is defined by the ability to adapt to catastrophic events. As a result, it is inextricably related to adversity's occurrence. The "everyday magic" of human adaptation processes is demonstrated by resilient people who bend without breaking and recover rapidly from hardship. (Masten, 2001)

As a result, even when specific circumstances are absent, high self-efficacy principles can have a constructive effect on motivational practices. Self-efficacy, with additional hand, may assist people in demonstrating resilience when confronted with adversity. In stressful situations, self-efficacy beliefs improve resilience through activating emotional, motivational, and behavioral processes. As a result, self-efficacy is sometimes considered a factor in resilience. (Rutter, 1987)

Susan Dominey, John F. Allan, Jim McKenna (2012) Profiles of psychological resilience and future academic success in university entrants During their transition to higher education (HE), Incremental resilience was determined to be more favorable to females' future academic accomplishment in a four-stage examination but less useful and complicated for males. This large-scale, one-of-a-kind study has implications for student assistance programs and highlights the need for greater research in higher education on the link between resilience and academic success.

Maria Elvira De Caroli, Elisabetta Sagone (2013), Italian Middle Adolescents' Resilience, Thinking Styles and Self-Efficacy The relations between resilience and thinking styles, resilience and self-efficacy, and self-efficacy and belief styles were explored in 130 Italian middle youths. The more resilient the teens were, the more they believed they could deal with novelty in a variety of areas of life, notably in the classroom, The more they employed practically every type of thinking approach, the better.

Statement of the Problem

Efficacy begins to develop early in a teacher's career. While educator efficacy attitudes are inconsistent in the early years of education, as they have a more powerful experience, they become more rigid and difficult to modify (actual teaching experience). Teacher efficacy, on the other hand, does not grow in a linear form, and it takes time for instructors to build stable levels of self-efficacy after mastering difficult teaching abilities and knowledge. The emotional ability to deal with anxiety and difficulty is known as resilience.

A researcher was particularly interested in exploring the possible association between resilience and self-efficacy between teaching staff, with proposing an appropriate model that could assist the teaching community in ensuring students with high self-efficacy and effective resilience in their personalities. Many

studies have shown startling facts concerning the high incidence of suicide and despair among students and instructors. This issue is especially pertinent in today's quickly changing environment, in which we as humans are becoming increasingly materialistic. The researcher is interested in addressing the issue of possibly poor self-efficacy and resilience among high school teachers, since their capacity to deal with challenging situations and self-belief may have a significant influence not only on their own lives but also on the lives of students who study under them.

Research Gap

Many research has been done to check the link between self-efficacy the point of control, Optimism, self-esteem, etc. But we believe there is yet to explore the link between self-efficacy and resilience. Especially this connection between self-efficacy and resilience becomes vital when it will be checked on a group of teachers. This research can avail us best result not only in terms of the existing level of self-efficacy and resilience among school teachers but also avail the outcome of a possible relationship between efficacy and resilience. The above-mentioned outcome can also act as a critical input in future Faculty Development Programs for teachers.

Scope of the Study

The study's scope will be confined to determining the level of self-efficacy and resilience among School Teaching personnel. Also, to see if there is a link between School Teacher's self-efficacy and resilience. This will allow the local high school administration to get insight into the efficacy and resilience of their teaching staff so that faculty development programs may be tailored properly.

Objective of the Study

- To examine the effect of self-efficacy and resilience of school teaching staff.
- To assess the association between self-efficacy and resilience of school teaching staff.
- To evaluate the effect of different demographic factors (like age, gender, income, experience, etc.) on self-efficacy and resilience of school teaching staff.

Research Methodology and Data Source

The methodology used in this study would be descriptive and analytical in which mainly primary data will be used. The data will be collected with the help of a structured questionnaire.

Sampling Technique

Under this research, the researcher is going to use nonprobability convenience sampling. It is a type of non-probability selection in which people are picked for a sample depending on how accessible and convenient they are. The researcher tries to contact all teaching staff of schools for the data collection. The sample size for the study is 94 high school teachers in the south Gujarat teachers.

Data Collection

The research is based on both primary and secondary sources of information. The primary data would be any school teachers serving at school. In the context of this research secondary data, a researcher is collected through various books, magazines, journals, websites, reports, government, and non-government publications, etc. will be referred for the study.

Method

Participants

Teachers (N=94) from the south Gujarat region were taken for this study. The average age was 30 to 50 years (SD=0.968). The majority of respondents were male (Male = 70), with experience of 3 to 5 years (63.8%) and age of 30 years to 40 years (43.6%).

Participant Contact Procedure

We tried to contact 100+ participants but 94 respondents returned questionnaire and their response were taken for analysis. We visited various schools to contact teachers.

Self-Efficacy

For this study, we have taken the self-efficacy scale given by Gibson and Dembo PTE. The instrument measures 16 items scale of self-efficacy. The structured and standardized questionnaire was developed by Gibson and Dembo PTE. A few demographic questions such as age, and gender was also considered. Cronbach's Alpha was 0.817 ($\alpha = 0.817$) for 94 samples which are highly reliable with 16-item scales.

- **Resilience**

For this study we have taken resilience scale given by Gail M. Wagnild and Heather M. Young" Use the following scale to indicate how much you agree with each of the following statements: 1 means "strongly agree," 2 means "agree," 3 means "neutral," 4 means "disagree," and 5 means "strongly disagree."

- **Statistical Analysis**

A two-sided P-value > 0.05 was deemed a statistically significant difference when data was analysed using the Statistical Package for the Social Sciences (SPSS) 21.0. Continuous variables are characterised using mean standard deviation (SD) values, whereas categorical variables are provided as frequency rates and percentages. Descriptive and inferential statistics (Kruskal Wallis Test, Friedman Test, Spearman's rho correlation coefficient) were used to analyse the data. The Kolmogorov-Smirnov test was used to determine if numeric variables were normal.

Result

- **Reliability of Scale**

A reliability test was applied on 16 items scale of self-efficacy as well as on resilience. We received 0.817 Cronbach alpha for the self-efficacy scale and 0.855 Cronbach alpha for the resilience scale. which is quite better than the normally acceptable limit of 0.6 in social science. That's why we conclude that our scale is reliable to proceed with performing further analysis. (Dennick, 2011)

Table 1: Reliability Test

Reliability Statistics for self-efficacy scales	
Cronbach's Alpha	N of Items
.817	14

Reliability Statistics for resilience	
Cronbach's Alpha	N of Items
.855	16

- **Descriptive Statistics**

Mean and standard deviation was found for 16 items of self-efficacy and resilience. From mean value we can say that there exists good amount of self efficacy and resilience among the teachers as mean value for respective factors is less than 2. From standard deviation for respective factors, we found less amount of data spread from mean value because standard deviation value for all factors is less than 1. This also shows consistency among the response, and which might have contributed to higher reliability of scale.(Black, 2006)

Table 2: Descriptive Statistics

Descriptive Statistics for Resilience scale			
	N	Mean	Std. Deviation
• I usually manage one way or another.	94	1.37	.548
• I feel proud that I have accomplished things in life.	94	1.90	.830
• I usually take things in stride.	94	1.55	.616
• I am friends with myself.	94	1.88	.853
• I feel that I can handle many things at a time.	94	1.57	.647
• I am determined.	94	1.37	.548
• I can get through difficult times because I've had trouble before.	94	1.90	.830
• I have self-discipline.	94	1.55	.616
• I keep interested in things.	94	1.88	.853
• I can usually find something to laugh about.	94	1.57	.647
• My belief in myself gets me through hard times.	94	1.37	.548
• I'm someone people can generally rely on in an emergency on.	94	1.90	.830
• My life has meaning.	94	1.55	.616
• When I'm in a difficult situation, I can usually find my way out of it.	94	1.88	.853

Valid N (listwise)	94		
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Descriptive Statistics for Self-efficacy			
	N	Mean	Std. Deviation
• I know what routines are needed to keep routines running smoothly.	94	1.55	.616
• I know what kinds of rewards are used to keep students involved.	94	1.88	.853
• If students stop working in class, I can usually find a way to get them back on track.	94	1.57	.647
• I have very effective classroom management skills.	94	1.37	.548
• I can keep a few problem students from ruining an entire class.	94	1.90	.830
• I can communicate to students that I am serious about getting appropriate behaviour.	94	1.88	.853
• I am confident in my ability to begin the year so that students will learn to behave well.	94	1.37	.548
• If a student did not remember the information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	94	1.90	.830
• I find it easy to make my expectations clear to students.	94	1.55	.616
• If one of my students couldn't do an assignment, I would be able to accurately assess whether it was at the correct level of difficulty.	94	1.88	.853
• If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him quickly.	94	1.57	.647
• When I really try, I can get through to most difficult students.	94	1.37	.548
• When a student is having trouble with an assignment, I am usually able to adjust it to his/her level.	94	1.90	.830
• There are very few students that I don't know how to handle.	94	1.88	.853
• I don't always know how to keep track of several activities at once.	94	1.37	.548
• Sometimes I am not sure what rules are appropriate for my students.	94	1.90	.830
Valid N (listwise)	94		

- Correlation**

H₀: There is no significant relationship between self-efficacy and Resilience.

H₁: There is a significant relationship between self-efficacy and Resilience.

Table 3: Correlation matrix

Correlations			
		Rmean	Smean
Spearman's rho	Rmean	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	94
	Smean	Correlation Coefficient	.874**
		Sig. (2-tailed)	.000
		N	94

** . Correlation is significant at the 0.01 level (2-tailed).

From correlation analysis it was found that there is a significantly positive relationship between self-efficacy and Resilience because value of spearman correlation was 0.874 at 0.01 significant level. So, we hereby reject null hypothesis. So, we hereby reject null hypothesis. In short from this analysis, we can say that as the self-efficacy increases it may cause increase in resilience of teachers.

- Kruskal Wallis**

H₀: There is a no significant difference between demographic variables with self-efficacy and resilience.

H_a: There is a significant difference between demographic variables with self-efficacy and resilience.

Table 4: Kruskal Wallis

Test Statistics ^{a,b}		
	Rmean	Smean
Kruskal-Wallis H	.044	.538
df	1	1
Asymp. Sig.	.834	.463
a. Kruskal Wallis Test		
b. Grouping Variable: Gender		

Test Statistics ^{a,b}		
	Rmean	Smean
Kruskal-Wallis H	1.556	2.374
df	3	3
Asymp. Sig.	.669	.499
a. Kruskal Wallis Test		
b. Grouping Variable: Age		

Test Statistics ^{a,b}		
	Rmean	Smean
Kruskal-Wallis H	.102	.327
df	3	3
Asymp. Sig.	.992	.955
a. Kruskal Wallis Test		
b. Grouping Variable: Income		

Test Statistics ^{a,b}		
	Rmean	Smean
Kruskal-Wallis H	1.229	1.641
df	1	1
Asymp. Sig.	.268	.200
a. Kruskal Wallis Test		
b. Grouping Variable: Marital		

Test Statistics ^{a,b}		
	Rmean	Smean
Kruskal-Wallis H	1.665	.810
df	2	2
Asymp. Sig.	.435	.667
a. Kruskal Wallis Test		
b. Grouping Variable: Exp		

From the Kruskal wallis test applied on scales of self-efficacy and resilience, it was found that there is no significant difference with various demographical factors of school teachers because the value of two-tail significance is more than the P value 0.05. It means when respondents were asked about self-efficacy and resilience they did not differ in their response as per their different demographical factors. (Black, 2006)

Conclusion

This is among the few studies on teachers to expand research on self-efficacy and resilience and their correlation. For this study, we have covered a total 16 statements scale and for resilience 14 scale has been considered for the study. Interestingly, we found no variance of self-efficacy and resilience with the demographic factors of teachers. From mean value it was known that there is a good amount of self-efficacy among the teachers. We observed good amount of resilience among teachers from mean value. This research demonstrates positively significant relationship between self-efficacy and resilience. We are very optimistic about the other possible relationship between self-efficacy and resilience as this may serve as basis to design effective training module to train our teachers.

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