

## A study of teaching efficacy of secondary school female teachers regarding marital status, educational qualification and caste category

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### ABSTRACT

Teaching efficacy is one of the vital characteristics of personality of a teacher and it is the key to gain success in the teaching profession. Through this a teacher can monitor his/her teaching abilities. It is a combination of interpersonal and intrapersonal skills for understanding teaching life. Teaching efficacy is related to many meaningful educational outcomes such as teachers' persistence, responsibility, emotion and instructional behavior, as well as student's achievement, motivation, and self-efficacy beliefs. A teacher is the foundation of the society. Teachers perform a central role in preparing students to develop knowledge, sympathetic, and responsible contribution to society. Teaching efficacy is significant for impacts on students' outcome, professional development and the capability to face societal norms. The present work aims to synthesize the available data by both quantitative and qualitative analysis. The main objective was to study the Teaching Efficacy of secondary school female teachers regarding marital status, educational qualification and caste category. The present research was conducted on 100 secondary school female teachers. Self-constructed teaching efficacy tool used to collect data. Cronbach Alpha reliability of the tool is 0.72. Findings of the study present a significant difference on the bases of marital status but there is no significant difference on the bases of education qualification and caste category.

**Keywords:** Key Point Teaching efficacy, secondary school female teacher, marital status, educational qualification, caste category

### Introduction

Teaching is a process that empowers individuals with knowledge and skill, shapes critical thinking and problem solving and inspires lifelong learning and curiosity. Teaching efficacy refers to a teacher's confidence in their self confidence to adequately teach and positively impacts student learning. It is a critical component of teacher achievement and student progress, often considered part of self-efficacy within the teaching profession. It produces the Trust of teachers in their ability to join students, manage classrooms, and foster academic achievement. according to Goddard and Hoy (2000) "The perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effect on students". Teaching efficacy of secondary school female teachers is affected by a blend of personal, institutional and societal norms. Teaching efficacy not only improves the educational area but it is also improving overall educational quality. Teachers who are confident in their ability to educate students effectively in an educational environment have high teaching efficacy. According to Okoro et al(2022) A teacher's efficacy is determined by how confident they are in their capacity to advance a pupil's learning. it include teachers perceived efficacy competence and confidence in their ability to deliver teaching, control classroom dynamic, and engage students in worthwhile experiences. Ahmed et al(2021) teaching efficacy and its important for their effectiveness are widely recognised because it has a such big impact on students learning and overall educational achievements, teachers competencies in their classroom is crucial. Teachers who are high level teaching they are confident hold the abilities, knowledge and instructional technique appropriate to fully fill the various requirements of their student and their achievement. The present study to shed light on teaching efficacy of female teachers have any difference

on the bases of marital status, educational qualification and caste category. The aim of the research is to study the Teaching efficacy of the female teacher with respect to marital status ,Educational qualification and category.

### Review of Literature

Skaalvik & Skaalvik (2014): Investigated that teachers' self-efficacy is influenced by their perceptions of student motivation and engagement, indicating a reciprocal relationship between teacher beliefs and student behaviors.

Sood & single (2015) this study examined the relationship between teachers' self-efficacy and implementation of inclusive education practices in India highlighting the need for training and support for teachers to effectively include a student with disabilities.

Miller et al. (2017): This research explored the effects of specific professional development interventions on teachers' self-efficacy and instructional practices, highlighting the importance of targeted training.

Datta (2019) investigated the role of teachers' efficacy in the context of Secondary Education emphasising the importance of self-efficacy in shaping teaching practices and student outcomes.

Sharma, R. (2020): The research examined the effects of technology integration on teachers' efficacy in metropolitan schools, revealing a positive relationship between technology use and teaching confidence.

Mishra and Shukla 2021 studied how emotional intelligence among teachers correlates with their teaching efficacy, suggesting the emotional competencies enhance teachers'

confidence and classroom effectiveness.

Significance of the study:-

Teaching efficacy of the female teacher helps to manage their teaching effectively. It is significant for multiple reasons impacts on students outcome, professional development and the capability to face societal norms. It is vital for enhancing inclusive and effective educational environment, increasing gender equity in the teaching profession. Teachers with high teaching efficacy can adapt to emotion needs of their students and enhance the supportive learning. Research on Teaching Efficacy can focus on understanding the unique challenges faced by female teachers at professional and domestic areas, exploring the influences of interventions, and comparing the efficacy levels female teachers including different variables like marital status, educational qualification and caste category. Such studies provide insights into how to support female educators better.

#### Objectives of the research:-

1. To study the Teaching efficacy of secondary school female teachers with respect to marital status.
2. To study the Teaching efficacy of secondary school female teachers regarding educational qualification.
3. To study the Teaching efficacy of secondary school female teachers regarding categories.
4. To study the teaching efficacy of secondary School female teacher regarding Marital status, educational qualification and cast category

#### Hypothesis:-

**H01.** There is no significant difference between the Teaching efficacy of married and unmarried Secondary School female teachers.

**H02.** There is no significant difference between teaching efficacy of postgraduate and undergraduate secondary school female teachers.

**H03.** There is no significant difference between the Teaching efficacy of unreserved and reserved secondary school female teachers.

**H04.** There is no significant difference among the Teaching efficacy of secondary school female teachers regarding marital status, educational qualification and caste category.

#### Delimitations of the study:-

1. The sample has been committed to 100 secondary school female teachers only.
2. The study was restricted to Secondary School female teachers only.
3. The study was restricted to the government and aided government Secondary school.
4. The Study was restricted to the Meerut District of Uttar Pradesh.
5. Only a survey method is used to collect the data.

#### Methodology of the research

Methodology is the fundamental component of the research. It refers to the systematic theoretical analysis of the methods that are related in the field of the study. It involves the principle, theories and approaches that research pursues together to analyse and interpret data. It also defines the rationale behind selection of those techniques. It provides a structure for understanding how research is executed.

**Population:-** In this study include all government and aided government Secondary School female teachers from Meerut district of Uttar Pradesh.

**Sample:-** The total sample of the study is 100 female teachers from the Govt./Aided government secondary school of Meerut district.

#### Variable:-

**independent variables :-** Marital status, Educational qualification, locality, caste category

**Dependent Variable :-** Teaching efficacy of female teachers  
Tool applied self constructed tool is applied for collecting data related teaching efficacy the cronbach alpha reliability is 0.72.

#### Operational Definition

**Secondary School teachers:-** teachers who instruct students in grade 9 to 12. They play a vital role in shaping the academic and social development of adolescents, preparing them for higher education.

**Marital status :-** it refers to an individual's legal and societal relationship status and categories in single (individual who have never been married or divorced or widowed) or married (individuals who are legally united in marriage) married.

Educational qualification undergraduate (individual who have bachelor degree in various field such as Art, Science, Technology and a secondary teacher) post graduate (individual who have master degree in various field such as Art, Science and secondary teachers)

**Caste category:-** refers to social and legal stratification system it categorised in reserved (scheduled caste and schedule tribes) unreserved (general and other backward)

Analysis Analysis is the method of evacuating, interpreting, concepts, and dividing the complicated information into simple or more recognisable, to gain insights, classify patterns, or deal with problems. It contains critical reasoning and systematic evaluation to understand causes, effects, relationships, and theories, principles.

**H01.** There is no significant difference between the Teaching efficacy of married and unmarried Secondary School female teachers.

**Table 1.0 difference between the Teaching efficacy of married and unmarried Secondary School female teachers.**

t-Test: Two-Sample Assuming Unequal Variances		
	<i>TE MARRIED</i>	<i>TE UNMARRIED</i>
Mean	120.9411765	114.75
Variance	57.25021949	36.96774194
Observations	68	32
Hypothesized Mean Difference	0	
df	74	
t Stat	4.380937804	
P(T<=t) one-tail	0.00001916889861	
t Critical one-tail	1.665706893	
P(T<=t) two-tail	0.00003833779722	
t Critical two-tail	1.992543495	

TE=teaching efficacy

The above table 1.0 it inferred that the mean score value of married teacher is 120.4 and the mean score value of unmarried female teacher is 114.75 .The calculated 't' value is 4.3809 and the critical value 1.992. Critical value is lesser than the calculated t value .Hence the null hypothesis there is no significant difference between married and unmarried female secondary school teachers is rejected.. which shows there is a difference between the teaching efficacy of married and unmarried teachers.

**H02.** There is no significant difference between teaching efficacy of postgraduate and undergraduate secondary school female teachers.

**Table 2.0 difference between teaching efficacy of postgraduate and undergraduate secondary school female teachers.**

t-Test: Two-Sample Assuming Unequal Variances		
	<i>TE PG</i>	<i>TE UG</i>
Mean	131.5	129.4931507
Variance	48.33333333	64.78120244
Observations	28	73
Hypothesized Mean Difference	0	

df	56	
t Stat	1.241351731	
P(T<=t) one-tail	0.1098252486	
t Critical one-tail	1.672522303	
P(T<=t) two-tail	0.2196504972	
t Critical two-tail	2.003240719	

Te=Teaching efficacy, PG= postgraduate, UG=undergraduate

The above table 3.0 it inferred that the mean score value of unreserved teachers is 131.97 and the mean score value of reserved teachers is 131.83. The calculated 't' value is 0.4749 and the critical value 1.985. Critical value is greater than the calculated t value .Hence the null hypothesis that there is no significant difference between teaching efficacy of unreserved and reserved secondary School female teachers accepted. which shows there is a significant difference between the teaching efficacy of unreserved and reserved Secondary teachers.

**H03.**There is no significant difference between the Teaching efficacy of unreserved and reserved secondary school female teachers.

t-Test: Two-Sample Assuming Unequal Variances		
	<i>te unreserved</i>	<i>te reserved</i>
Mean	131.9736842	131.8387097
Variance	23.59388336	106.6948704
Observations	38	62
Hypothesized Mean Difference	0	
df	93	
t Stat	0.08820213465	
P(T<=t) one-tail	0.4649528364	
t Critical one-tail	1.661403674	
P(T<=t) two-tail	0.9299056727	
t Critical two-tail	1.985801814	

The above table 3.0 it inferred that the mean score value of unreserved teachers is 131.97 and the mean score value of reserved teachers is 131.83. The calculated 't' value is 0.4749 and the critical value 1.985.

Critical value is greater than the calculated t value .Hence the null hypothesis that there is no significant difference between teaching efficacy of unreserved and reserved secondary School female teachers accepted. which shows there is a significant difference between the teaching efficacy of unreserved and reserved Secondary teachers.

**H04.** There is no significant difference among the Teaching efficacy of secondary school female teachers regarding marital status ,educational qualification and caste category

**Table 4.0. Differences among the Teaching efficacy of secondary school female teachers regarding marital status ,educational qualification and caste category**

Anova: Single Factor				
SUMMARY				
Groups	Count	Sum	Average	Variance
TEMARITAL	100	11896	118.96	58.74585859
TEEDUCATION	100	13010	130.1	60.85858586
TECATEOGRY	100	13189	131.89	74.56353535

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	9816.286667	2	4908.143333	75.833461	0	3.026153369
Within Groups	19222.63	297	64.72265993	39		
Total	29038.91667	299				

The above table 4.0 it inferred that the f calculated value (75.83) is greater than the Critical value (3.0261) value. It shows there is a significant difference between the teaching efficacy of female teachers regarding marital status, educational qualification and caste category. So the null hypothesis there is no significant difference among the Teaching efficacy of secondary school

female teachers regarding marital status ,educational qualification and caste category is rejected.

Table 4.0. Differences among the Teaching efficacy of secondary school female teachers regarding marital status ,educational qualification and caste category

**Conclusion :-** The findings of the hypothesis shows that there was a difference between teaching of married and unmarried secondary school female teachers. No difference was found between the teaching efficacy of postgraduate and undergraduate Secondary School female teachers.and there was not a difference between teaching efficacy of reserved and unreserved secondary school female teachers. Finding also explained that there was difference among teaching efficacy on the bases of marital status , educational qualification and caste category .

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