

A Study of Self-Efficacy and Locus of Control among Male and Female College Teachers

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ABSTRACT

This research has been conducted to compare the self-efficacy and locus of control orientation of female college teachers with their male counterparts. Self-efficacy is the construct usually defined in the field of psychology as the judgments about one's own capabilities of organizing and executing the courses of action required to attain a designated type of performance (Bandura, 1986). And locus of control is the degree of control which one believes to have over his own fate. Both variables can significantly influence the performance on some task. For this study 80 male teachers and 80 female teachers were recruited from various degree colleges of city Meerut, by using simple random sampling, and were administered 'occupational self-efficacy scale of Sanjyot Pethe and Locus of Control Scale of Rotter. Obtained data was analyzed with t-test to attain the objective of making a comparison between male and female participants, as well as with Mean and SD. Result of this study revealed that female teachers show significantly greater occupational self-efficacy ($t= 2.203, p < 0.05$) and greater locus of control orientation ($t= 1.98, p < 0.05$) than their male counterpart. Confidence and adaptability were the aspects of occupational self-efficacy over which female teachers significantly beat the average scores of male teachers.

Key Words : Occupational self-efficacy, Locus of control

INTRODUCTION

Present time witnesses the increasing female participation in almost all areas of profession or occupation. And if we talk about the profession of educational programs, the participation of female teachers, no doubt, has been increased in last few decades. The competitive participation has compelled the researchers to understand the gender-based differences not only in academic settings but other areas also. While many constructs exist that inform human behavior, some psychological constructs such as self-efficacy, locus of control, motivation, attitude, and personality etc. have been the focus of studies. In the present study the main objective is the identification of females' efficacy and locus of control as compared to male teachers. According to Albert Bandura self-efficacy is "people's judgments

of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986). The construct of self-efficacy beliefs also characterized by the foundation for people's motivation and level of personal accomplishment, because in order to accomplish any task, incentive to obtain the desired outcome is essential (Pajares, 2002a). According to Bandura (1997) an individual's level of motivation and actions are grounded more in what individuals believe they can accomplish than what is objectively true about their capabilities. In turn, Pajares (2002b) and Bandura (1997) contend a person's self-efficacy beliefs are often a better predictor of behavior than what they are actually capable of accomplishing. In other word it can be said that different outcomes in the same task can be obtained by the individuals with the same level of skills, and it's all because of their self-efficacy beliefs. There are people

who have great skill or capacities, but only because of the self-doubt have to face significant failure, or experience success not up to the mark (Bandura, 1997). Highly efficacious people will likely persist in the face of obstacles and persevere in difficult situations to attain the expected outcome (success), whereas people who doubt their capabilities often quit, which confirms their expected outcome (Bandura, 1982).

Locus of control can be defined as the degree of control which people believe they have over their own fates (Ng *et al.*, 2006). According to Rotter (1990), the two dimensional pattern of internal external locus of control refers to the extent to which persons can expect an outcome of their behavior is contingent on their own behavior or personal characteristics versus a function of chance, luck, or fate, and is under the control of powerful others, or is simply unpredictable. It has been found in the research findings on occupational sphere has shown that an internal locus of control is linked with motivation, problem-solving ability, confidence, effort, and performance in work settings 17 (Ng *et al.*, 2006, Spector, 1982). Noe (1986) also proposed that locus of control is associated with the training performance outcomes through the expectancy theory of motivation 9. In occupational settings, pay increases are considered rewards (Spector, 1982) and female internals were paid higher wages than externals (Groves, 2005, Semykina, and Linz, 2007). In occupational and educational settings, it is often seen that one's motivation to perform as well as to learn new skills is intertwined with one's self-efficacy and locus of control (Colquitt *et al.*, 2000, Noe, 1986, Noe, and Schmitt, 1986, Tracey *et al.*, 2001). Colquitt *et al.* (2000) and Tracey *et al.* (2001) found that an individual's self-efficacy and LOC were significant factors influencing motivation to learn and motivation to transfer learned skills to performance.

Objectives of the study:

Following are the objectives of the present study:

1. To test the significance of difference between male and female teachers in terms of their occupational self-efficacy.
2. To test the significance of difference between male and female teachers in terms of various aspects of their occupational self-efficacy.
3. To test the significance of difference between male and female teachers in terms of their locus of control.

Hypotheses of the study:

Following are the hypotheses formulated for the present study:

1. There is no significant difference between male and female teachers in terms of their occupational self-efficacy.
2. There is no significant difference between male and female teachers in terms of various aspects of their occupational self-efficacy.
3. There is no significant difference between male and female teachers in terms of their locus of control.

METHODOLOGY

Participants:

This study was conducted in the city of Meerut therefore 160 college teachers (80 male and 80 female) were taken as the participants from the various colleges (both government and private) of the city, by using simple random sampling.

Tools for data collection:

1. Occupational self efficacy: This is a self report measure, constructed by Sanjyot Pethe, to assess employees' self efficacy in their occupation. The reliability of the test is ($r=.98$, split-half reliability), which is very high. Its criterion validity is (.99) also very high as well as content validity.

2. Locus of Control Scale (LCS) was originally propounded by Rotter (1954) and developed by Rotter (1954, 1955, 1960), Rotter *et al.* (1972), Deeharms (1968), Wiener (1973) and Lefeourt (1976). This scale comprises 36 items which are distributed as 16 positive and 20 negative.

RESULTS AND DISCUSSION

As the objective of this study is test the female teachers' comparative self-efficacy and locus of control orientation to their counter-gender teachers. Table 1 shows that, with regard to occupational self-efficacy, the mean scores of female college teachers ($M= 73.67$) is greater than that of male teachers ($M= 71.07$). This mean

Table 1 : Showing descriptive statistics for self-efficacy

Occupational self-efficacy	N	Mean	Standard deviation
Male	80	71.07	9.34
Female	80	73.67	10.01

difference is significant ($t= 2.203, p < 0.05$), as shown in Table 2.

With regard to various aspects of occupational self-efficacy female college teachers scored greater than male college teachers on ‘Confidence’ ($t= 2.01, p < 0.05$) and on ‘Adaptability’ ($t= 1.997, p < 0.05$). According to the present findings female college teachers do not differ to the male college teachers on ‘command’, ‘personal effectiveness’, ‘positive attitude’ and ‘individuality’ (Table 3).

The mean score of female subjects ($M= 53.06$) on locus of control orientation is also greater than the mean score of male subjects ($M= 50.74$) (Table 4). The mean difference of 2.32 is significant at .05-level ($t= 1.98, p < 0.05$), as shown in Table 5.

Results suggest that female college teachers were significantly higher than their male counterparts regarding their occupational self-efficacy ($p < 0.05$) and locus of

control orientation ($p < 0.05$). It means that the gender factor works in creating self-regulatory differences between individuals, as framed by Bussey and Bandura 7 within their social cognitive theory, although they argued environmental factors simultaneously work. Female teachers were found show greater confidence ($t= 2.01, p < 0.05$) and adaptability ($t= 1.99, p < 0.05$) than male college teachers. According to Pajares (2002a), in a male-dominated field masculine orientation is associated with confidence and achievement because of their imbued self-perceptions with a belief that success in something as a masculine imperative. He also proposed that female student’s intention to persist was positively related to their self-efficacy (Marra, Rodgers, Shen, Bogue, 2009), even in male-dominated educational fields, like engineering. The finding of present study supposes to reflect the same thing that female college teachers too intend to persist with confidence and show better adaptability in

Table 2 : Showing t-value for the gender difference with respect to self-efficacy

	Mean difference	Std. error difference	df	t
Occupational self-efficacy	2.6	1.18	158	2.203*

*= Significant at .05-level

Table 3 : Showing gender difference with regard to various aspect of occupational self-efficacy

	Gender	Mean	S. D.	Std. error difference	t
Confidence	Male	16.32	2.69	.656	2.01*
	Female	15.00	2.44		
Command	Male	13.66	2.14	1.211	.726
	Female	12.78	2.00		
Adaptability	Male	10.11	2.00	.906	1.997*
	Female	11.92	1.98		
Personal effectiveness	Male	15.70	2.57	.958	.626
	Female	15.76	2.45		
Positive attitude	Male	11.74	1.81	.325	.98
	Female	12.06	1.92		
Individuality	Male	9.44	1.78	.952	.441
	Female	9.02	1.67		

*= Significant at .05-level.

Table 4 : Showing descriptive statistics for locus of control

Locus of control	N	Mean	Standard deviation
Male	80	50.74	9.70
Female	80	53.06	9.44

Table 5 : Showing t-value for the gender difference with respect to locus of control

	Mean difference	Std. error difference	df	t
Locus of control	2.32	1.17	158	1.98*

*= Significant at .05-level.

comparison of their male counterparts. Female students express a more internal locus of control orientation than did male participants in the study of Elliott and del Puerto, conducted in 2014. It was revealed in previous studies that low levels of self-efficacy and external locus of control was linked with poor performance in occupational training and education settings (Altmann, and Arambasich, 1982, Colquitt *et al.*, 2000, Holton, 2005). This indicates that an understanding of construction management student's self-efficacy, motivation, and LOC orientation may provide valuable insight into the likelihood for success in construction management education. Results underscore the need for strategies that affirm or boost construction training self-efficacy among female construction management students.

According to Marra *et al.* (2009) a strong sense of self-efficacy in female can help them to persist and enable them to become practicing engineers. Zeldin *et al.* (2006) posit that females Science, Technology, Engineering and Math (STEM) students gain their self-efficacy through social persuasion and vicarious experience, whereas males increase their self-efficacy through mastery experiences.

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