E-ISSN: 2583-9667
Indexed Journal
Peer Reviewed Journal
https://multiresearchjournal.theviews.in

Received: 07-02-2025
Accepted: 17-03-2025

INTERNATIONAL JOURNAL OF ADVANCE RESEARCH IN MULTIDISCIPLINARY

Volume 3; Issue 2; 2025; Page No. 21-24

To study teachers' self-efficacy based on their economic situation, and computer competence

[1]Anuj Kumar and [2]Dr. Meenu Verma

[1]Research Scholar, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India
[2]Assistant Professor, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India

Corresponding Author: Anuj Kumar

Abstract

The first essentiality in every nation and individual's life is basic education. This is the initial set of steps that a country must successfully cross in order to reach its intended goal. It is believed that basic education differs from secondary and higher education in proportion to the degree of connection to national life. Character development and the national ideology of primary education both make significant contributions. The population as a whole is the source of primary education, not any specific class or individual. Every phase of a person's life is impacted by it. School is a unique setting where certain aspects of life and the teaching of particular kinds of activities and professions are provided in order to guide a child's growth in the right way. Human life and human life education institutions are impacted by these educational establishments. Institutions of higher learning, or schools, have a significant impact on society, and society in turn shapes schools. Children who receive primary education become more adaptable to the environment and develop a sense of shared generosity and cooperation. They improve their capacity for self-expression, become self-sufficient, acquire citizenship, cultivate virtues, and develop a sense of ethics through the growth of their physical and mental development, language, arts, and music, among other things.

Keywords: Higher education, self-sufficient, acquire citizenship, cultivate virtues

1. Introduction

India's destiny is currently being shaped in its class. We don't think this is a miracle. The degree of happiness, welfare, and safety of individuals in our world is determined by education that is founded on science and craft science. The success of the national reconstruction institution, whose primary objective is to improve our standard of life, will determine the eligibility of students graduating from our schools and universities (Indian Education Commission 1964-66). Throughout the entire educational process, the primary level is particularly important. At this point, the groundwork for personality development is maintained. At this point, the child's personality is shaped by the traditions they were taught. The more rich and varied experiences a youngster has, the more effective their development will be. Children in this state learn to follow patterns, look for information, be curious, analyze things, etc. Primary, secondary, and higher education are the three degrees of education in our nation. The cornerstone of our education is primary school. This is the basis upon which education is based.

The first essentiality in every nation and individual's life is basic education. This is the initial set of steps that a country must successfully cross in order to reach its intended goal. It is believed that basic education differs from secondary and higher education in proportion to the degree of connection to national life. Character development and the national ideology of primary education both make significant contributions. The population as a whole is the source of primary education, not any specific class or individual. Every phase of a person's life is impacted by it (Shrivastav, 2007) [1].

School is a unique setting where certain aspects of life and the teaching of particular kinds of activities and professions are provided in order to guide a child's growth in the right way. Human life and human life education institutions are impacted by these educational establishments. Institutions of higher learning, or schools, have a significant impact on society, and society in turn shapes schools. Children who receive primary education become more adaptable to the environment and develop a sense of shared generosity and cooperation. They improve their capacity for self-expression, become self-sufficient, acquire citizenship, cultivate virtues, and develop a sense of ethics through the growth of their physical and mental development, language, arts, and music, among other things (NEP, 1986). In its

report on the goals of primary education, the Kothari Commission (1964–1966) stated that the goal of contemporary education is to prepare children for the challenges of the future by giving them the mental and physical skills they need to become productive members of society.

India holds a unique position among the third-world developing nations. Our country's demands, as well as the advancements and achievements in many disciplines, have a bearing on our lives, yet many other countries also view us as falling short of their expectations. It is well recognized that a nation's advancement is a result of its citizens' dedication to their nation and their emancipation from commitments. Conversely, education has a direct impact on improving living conditions, ethics, and quality of life. In India, the curse of illiteracy is not going away. Government and non-governmental organizations are being established in our nation and state to lessen the illiteracy curse, and efforts are also being made to improve the quality of education. The government and education department are working hard to develop primary education in order to achieve this.

In his explanation of the value of education, Dr. S. Radhakrishnan stated that "education is not just a source of livelihood." It is neither a school of citizenship nor a culture of ideas. Furthermore, "learning" in its purest sense is connected to the lifelong process of "education". Learning to adapt to one's internal and external environment is the art of education. Education serves as a mirror of life, reflecting both man's strengths and weaknesses. These introspections serve as the foundation for the formation of human personality.

2. Justification of the study

The most crucial period of a child's life is elementary school. A child's primary school education is the turning point in his life where he constructs the lovely structure. This instruction is essential to the child's overall growth. The main goal of elementary education is to reinforce the foundation of a prosperous, potential, creative, and innovative society and a developed nation, according to a review of related literature (written as Chapter II) and other sources. The development and expansion of elementary education is the sole responsibility of the Vidya Bharti and Convent schools in this series. After examining a number of factors, the researcher has finally concluded that there are significant differences between Vidya Bharti and Convent elementary schools on the following levels: basic infrastructure, teacher qualifications, teaching methods, curriculum, extracurricular activities, student performance, and parents' opinions about Vidya Bharti and Convent schools. There have been a few studies on various facets of New Delhi's elementary school system, but none have been done specifically on the subject at hand. For these reasons, the researcher intended to conduct a comparison analysis to examine the state of Vidya Bharti and Convent primary schools in the state of New Delhi.

3. Review of Literature

Abdel Ibrahim *et al*. (2016) [2] directed research on the effect of versatile learning on instructive quality and understudy discipline. For his examination, the specialists utilized an expressive report. The review's example included 41 female 6th grade youngsters and 39 male 6th grade understudies. They were every one of the 12 years of age and understudies at Malaysia's "Paya Bunga" public school, where they were concentrating on their scholastic accomplishment when the reception of virtual study halls and portable learning frameworks, as well as researching understudies who went to the school when the framework was examined. As indicated by the discoveries of the review, the school's positioning before the execution of portable learning and virtual study halls was 4173 out of 7617, however after the execution of the versatile learning framework in 2011, the school's positioning expanded to 749 out of 7674. The discoveries uncovered that convenience and pleasure are critical variables in molding an individual's disposition toward utilizing a portable learning strategy. Understudies going to class when the execution of m-learning and virtual study halls exhibited an elevated degree of adequacy of this educating technique.

Haruna Rabiu Aisha Indo Muhammed, Yunusa Umaru, and Hadiza Tukur Ahmed (2016) [3] directed investigation into the "Effect of Mobile Phone Usage on Academic Performance among Secondary School Students in Taraba State, Nigeria." This review found that cell phone use essentially affects scholarly execution among male and female senior auxiliary school understudies ($t = 6.113$, $P = 0.02$), age distinction was not a critical variable in cell phone utilization on scholastic execution among senior optional school understudies ($f = 6.431$, $P = 0.022$), and parent's occupation was not a huge component in cell phone use on scholastic execution among senior optional school understudies ($f = 6.431$, $P = 0.022$).

N.L. Mashau (2016) played out a study on Issues Affecting the Adoption and Use of Mobile Instant Messaging (MIM) in South African Semi-Rural Public Schools for Learning. The quantitative technique was utilized to examine the elements that impact the reception of texting in rustic state funded schools in South Africa. The information was gathered utilizing a shut finished survey. The review's members were Grade 12 understudies who picked Mathematics as one of their subjects. An aggregate of 202 examples were taken from grade 12 understudies, 98 of whom were male and 104 of whom were female. Most respondents in South African semi-rustic government funded schools have never used MIM for learning math since they had never known about the MIM application for picking up, as indicated by the discoveries of this review. The discoveries show that there is an absence of understanding on the best way to involve MIM for learning.

4. Objectives of the study

To assess teachers' self-efficacy based on their gender, location, medium of instruction, qualification, income, marital status, economic situation, and computer competence.

5. Research Methodology

The current study was conducted to examine the state of government and Convent elementary schools in Haryana with regard to teachers, institutional facilities, student enrollment and academic performance, extracurricular activities, Parents Teacher Meetings, evaluation patterns,

teacher teaching strategies, and parental opinions. Therefore, the population of the current study consisted of all elementary-level Vidya Bharti and Convent schools affiliated with the Different boards, New Delhi, all Vidya Bharti and Convent school teachers, and all parents whose children were enrolled in elementary-level Vidya Bharti and Convent schools. The population of the current study consisted of all first through eighth graders from both public and Convent schools.

5.1 Research Tools Used

Each form of research necessitates the use of specific instruments and procedures in conjunction with the required facts or the exploration of new regions. The instruments used in a study are chosen based on the study's objectives, the availability of appropriate tests and time, and the researcher's ability to conduct them. The investigator decided to employ the following tools for the current investigation after considering all of these variables.

- Mobile Learning Questionnaire (MLQ) developed by the investigator.
- Self - Efficacy Questionnaire (SEQ) developed by Muris in 2001.
- Teaching profession questionnaire (TPQ) developed by Mary L. Renthlei & Dr. H. Malsawmi (2015) [4].

5.2 Statistical techniques used

Frequencies and percentages were computed for every item and statement in order to analyze the data. The data was analyzed and interpreted using the percentage technique.

6. Results and Data Interpretation

Table 1: Co-education in Vidya Bharti and convent schools at elementary level

Type of School	Co-Education	
	Yes	No
Vidya Bharti School	20 (80%)	5 (20%)
Convent School	25 (100%)	-

The elementary level coeducation between public and Convent schools is displayed in the table. Eighty percent of Vidya Bharti schools offered coeducation at the primary level, while twenty percent did not, according to the above chart. In contrast, all Convent schools offered coeducation at the elementary level.

It may be inferred that all Convent schools offered elementary-level coeducation, although the Vidya Bharti schools offered it at the highest rate of 80.00 percent.

Table 2: Medium of instruction used in Vidya Bharti & convent schools at elementary level

Type of School	Medium of Instruction		
	Hindi	English	Bilingual
Vidya Bharti School	20 (80%)	-	5 (20%)
Convent School	2 (8%)	10 (40%)	13 (52%)

The table indicates that while Hindi was the medium of instruction in 80.00 percent of Vidya Bharti schools and bilingual in 20.00 percent of Vidya Bharti schools, Hindi was the medium of instruction in 8.00 percent of Convent schools, English was the medium of instruction in 40 percent of Convent schools, and bilingual instruction was the medium of instruction in 52 percent of Convent schools.

It may be inferred that the majority of Convent schools (52 percent) used bilingual education, whilst the highest number of Vidya Bharti schools (80.00 percent) used Hindi as their medium of instruction. Furthermore, it can be said that English was the medium of teaching in 40% of Convent schools and that no Vidya Bharti school had this option.

5.3 Availability of teachers in Vidya Bharti and convent schools

It is true that having instructors on staff and providing excellent instruction are critical to any institution. Lack of teachers has an impact on both instruction and the academic environment in schools. The following tables present the interpretation and analysis of data pertaining to elementary school teacher availability in both public and Convent schools:

Table 3: Availability of Teachers in Vidya Bharti and Convent Schools

Type of School	Male Teachers	Female Teachers	Total Teachers
Vidya Bharti School	120 (60%)	80 (40%)	200
Convent School	80 (27%)	220 (73%)	300

According to the table, there were 40.00 percent female teachers and 60.00 percent male teachers in elementary Vidya Bharti schools. Conversely, 27 percent of teachers at Convent schools were men and 73 percent were women.

It is possible to draw the conclusion that, at the primary level, Vidya Bharti schools had a majority of male instructors (60%) while Convent schools had a maximum of 80 percent female teachers. According to the report, the majority of Convent schools prefer to hire female teachers because they believe that they are better able to manage elementary-aged pupils than male teachers. Furthermore, it was mentioned that the Haryana Vidya Bharti selects teachers for the schools based on interviews and tests, and they might be either male or female.

Table 4: Teacher of Vidya Bharti and convent schools summarizing the lesson at the end of teaching

Type of Teacher	Always	Sometimes	Never
Vidya Bharti (N=80)	8 (10%)	56 (70%)	16 (20%)
Convent (N=80)	48 (60%)	24 (30%)	8 (10%)

According to the table, 10% of Vidya Bharti school teachers said they always summarized the lesson at the end of class, 70% said they did so, and 20% said they never did so. However, 60.00 percent of Convent school teachers said they always summarized the lesson at the end of the class, 30.00 percent said they did so, and 10.00 percent said they never did so.

It is possible to draw the conclusion that while the majority of teachers in Convent schools (60.00%) said they always summarized the lesson at the end of class, the majority of teachers in Vidya Bharti schools (70.00%) said they did it occasionally. It was discovered, meanwhile, that certain Vidya Bharti school teachers consistently provided a summary of the subject at the conclusion of class.

Table 5: Assign homework to students daily by the teachers of Vidya Bharti and convent schools

Type of Teacher	Always	Sometimes	Never
Vidya Bharti (N=80)	72 (90%)	8 (10%)	-
Convent (N=80)	80 (100%)	-	-

The table indicates that ten percent of Vidya Bharti school teachers said they occasionally gave homework to pupils each day, while ninety percent said they always gave homework to students every day. However, 100 percent of Convent school teachers said they always gave their kids homework every day.

It may be inferred that the majority of instructors (90.00%) in Vidya Bharti schools said they always gave their students homework every day, but all teachers (cent%) in Convent schools said the same.

Table 6: Checking students' homework by the teachers of Vidya Bharti and convent schools

Type of Teacher	Always	Sometimes	Never
Vidya Bharti	16 (20%)	64 (80%)	-
Convent	56 (70%)	24 (30%)	-

According to the table, 20.00% of Vidya Bharti school teachers said they always checked their pupils' homework every day, while 80.00% said they occasionally checked their homework every day. However, 30.00 percent of Convent school teachers said they occasionally checked their students' homework every day, whereas 70.00 percent said they usually checked their students' homework every day.

7. Conclusion

The goal of the current study was to compare the academic performance of school students in Vidya Bharti and Convent schools as well as the infrastructure facilities that are available, student enrollment, student-teacher ratio, total number of teachers working, teaching and learning process, teaching materials, extracurricular activities, parent-teacher conferences, and the evaluation system that the school has chosen. Investigations revealed that, in comparison to Convent schools, Vidya Bharti schools lacked adequate infrastructure. Additionally, compared to Convent schools, the majority of Vidya Bharti schools had fewer female instructors. The study's findings showed that pupils attending Convent schools performed better academically than those attending public schools. The vast majority of public and Convent schools lacked sports equipment and playgrounds. The majority of instructors in both public and Convent schools did not use instructional aids when instructing. In both public and Convent institutions, the majority of teachers employed lecture-plus-demonstration techniques. The majority of parents whose kids attended public schools did not take part in PTM. Co-curricular activities were not organized in the majority of Vidya Bharti schools.

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