

TEACHER SELF-EFFICACY IN RELATION TO PSYCHO-SOCIAL PROBLEMS OF SCHOOL WOMEN TEACHERS

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Abstract

This paper is an attempt to find out the relationship between teacher self-efficacy with psycho-social problems of school women teachers in the state of Punjab. Teacher Self-Efficacy Scale (Self- Constructed and Standardized) and Psycho-Social Problems of Educated Working Women Scale (Hundal, 2002) were employed on a sample of 250 married women teachers drawn from five randomly selected districts i.e. Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga out of the total twenty two districts of the state of Punjab. The study reveals that there is significant and negative relationship between teacher self-efficacy and psycho-social problems of school women teachers.

Teacher Self-Efficacy is an important application of Bandura's (1977) social cognitive theory to educational settings. It is an important factor and vital variable in educational research (Wool folk and Hoy, 1990). Teacher self-efficacy is an important construct related to performance of teachers. First emerged in the study of Patricia Ashton (1946) expanded in 1984. The concept of efficacy includes the extent to which teachers feel confident they are capable of bringing about learning outcomes. Patel (2014) mentioned that "teacher's self-efficacy is teacher's judgements about their abilities to promote student's learning." Muhandgi (2017) defined that "teachers self-efficacy is the teachers' perception of teachers that they can effectively perform the professional tasks such as helping students to learn".

It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. While balancing work and family roles faces several physical, emotional, psycho- social problems such as job related stress, strain, phobias, anxiety, irrational beliefs and depression. These psychosocial problems affect women in a variety of ways like narrowing the span of attention, bringing about certain cognitive deficits including helplessness and irritability, affecting physical and psychological health and performance adversely. As psycho-social problems affect the physical and psychological well being of women teachers, it

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definitely influences teaching effectiveness and performance of the teacher (Gmelch, 1983).

Researchers show that self-efficacy helps to overcome failure. Only efficacious people learn how to overcome failures not people with low self- efficacy (Khurshid, Quasmi & Ashraf 2012). Self-efficacy and psycho-social problems hold negative relationship. Studies conducted by Jex & Bliese,1999; Jex, Bliese, Buzzell & Primeau,2001; Grau, Salanova & Peiro, 2001; Muris, 2002; Hanif, 2004; Vaezi and Fallah, 2011;Ghaderi & Salehi,2011; Tahmassian & Moghadam, 2011; Veresova & Mala, 2012; Aggarwal, 2012; Anand & Devi, 2012; Kumar, 2013; Rath & Panda, 2013 reveal a significant and negative relationship between self-efficacy and psycho-social problems. On the other hand, the study of Gupta and Kumar (2010) found that negative and pessimistic mood will reduce self-efficacy. Psychological and emotional arousal also adds to a feeling of capability or incompetence. The feeling of joy or pleasure a teacher experiences from teaching a successful lesson may increase her sense of efficacy, yet high levels of stress or anxiety associated with a fear of losing control may result in lower self-efficacy beliefs. The investigator could not find any study on school women teachers to find the relationship between teacher self-efficacy and psycho-social problems. It is in this context the present study has been planned.

Statement of the Problem

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Objective of the study

To findout relationship between teacher self-efficacy and psycho-social problems of school women teachers.

Hypothesis of the study

There is no significant relationship between teacher self-efficacy and psycho-social problems of school women teachers.

Sample

The present study was a descriptive survey conducted on a sample of 250 married women teachers teaching in government and self-financed schools and colleges in the state of Punjab. Multistage randomization was followed at the district, school / college and teacher level. The

sample of 250 married women teachers was drawn from five randomly selected districts i.e. Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga out of the total twenty two districts of the state of Punjab

Tools Used

For the present study, the investigator used the following tools for collection of data:

1. Teacher Self-Efficacy Scale (Self- Constructed and Standardized)
2. Psycho-Social Problems of Educated Working Women Scale (Hundal, 2002)

Results and Discussion

In order to verify this hypothesis, coefficient of correlation was calculated with product moment method between the scores of teacher self-efficacy and psycho-social problems of school women teachers. The value of correlation is given in Table no. 1 and its pictorial form is given in Figure 1.

Table 1 Showing Coefficient of Correlation between Teacher Self-Efficacy and Psycho-Social Problems of School Women Teachers

Category	N	Correlation	Inference
School Women Teachers	250	-0.31**	Significant

** Significant at 0.01 level

The coefficient of correlation between teacher self-efficacy and psycho-social problems of school women teachers as depicted in Table no. 1 is -0.31 which is significant at 0.01 level of confidence indicating that there is significant and negative relationship between teacher self-efficacy and psycho-social problems of school women teachers. This implies that higher the level of teacher self-efficacy of school women teachers, lesser are the psycho-social problems. Hence, the above stated hypothesis i.e. “There is no significant relationship between teacher self-efficacy and psycho-social problems of school women teachers” is rejected.

DISCUSSION OF RESULT

Obtained results reveal that there is significant and negative relationship between teacher self-efficacy and psycho-social problems of school women teachers. This could be said that higher the level of teacher self-efficacy of school women teachers, lesser are the psycho-social problems. This may be due to the fact that higher self-efficacy beliefs help to cope up with stressful situations (Janjhua, Chaudhary & Chauhan, 2014) and the result is true for school women teachers. A strong sense of efficacy specifically in school women teachers enhance their accomplishment and personal well being in countless ways. They approach difficult tasks as challenges rather than as threats. Hence, the above stated hypothesis i.e. “There is no significant relationship between teacher self-efficacy and psycho-social problems of school women teachers” is rejected.

The results of the study also correspond with findings reported by Kumar (2013); Gupta and Kumar (2014) who found significant and negative relationship between teacher self-efficacy and occupational stress. The investigator could not find out any study showing positive relationship between teacher self-efficacy and psycho-social problems. As, such a result is neither expected nor desired.

Conclusion

There is significant and negative relationship between teacher self-efficacy and psycho-social problems of school women teachers.

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