

The Predictive Influence of Teaching Experience and Psycho-social Problems on Teacher Self-efficacy of School Women Teachers

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This paper is an attempt to find out the predictive influence of teaching experience and psycho-social problems on teacher self-efficacy 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 school 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 results of the study indicate that teaching experience and psycho-social problems conjointly predict 9.9% of teacher self-efficacy of school women teachers, 0.1% of teacher self-efficacy is predicted by teaching experience and 9.8% by psycho-social problems. Conjoint effect of teaching experience and psycho-social problems is higher as compared to their separate prediction in predicting teacher self-efficacy of school women teachers.

Keywords: teacher self-efficacy, teaching experience, psycho-social problems.

The aim of education goes beyond the development of academic competence. Schools have added responsibility of preparing self-assured, self-efficacious and fully functioning individuals capable of pursuing their hopes and ambitions. But the alarming rates of suicide, stress and frustration in students' constitute a great concern to parents, teachers, examination bodies, counselors and psychologists. It has been seen that major reason behind these problems is students have lost their beliefs in their capabilities. This has resulted in poor performance in their studies. Due to the poor performance, students feel stress, tension and perceive bodily fatigue, ache or tension as a signs of physical inadequacy and eventually loss of self-efficacy. If self-efficacy of the students' is restored, it is expected it will improve their quality of functioning, well being and they will perform better in their academics. It has been found that a strong sense of academic self-efficacy enhances students' academic accomplishment, quality of functioning and personal well being (Adeyemo, 2001; Pajare, 1996). Bandura (1997) also states that a sense of self-efficacy is an important contributor to the attainment of further competences and successes.

For nurturing self-efficacy in students', qualitative education needs efficacious teachers. Teachers having efficacious outlook fosters their intrinsic interest and deep engrossment in teaching activities. Such teachers holding high confidence in their capabilities approach difficult tasks as challenges to be mastered rather than to be avoided as threats. They set to themselves challenging goals and maintain strong commitment to the set goals. This may be due to the fact the higher sense of self-efficacy in human beings includes greater effort, persistence and resilience. So, modern education system need teachers with higher level of self-efficacy. A teacher with higher level of self-efficacy shows less anger, less stress, use of fewer control tactics, use of cooperative learning, more enthusiasm in teaching, actual participation in teaching and try new things and reduction of barriers to teaching effectively (Edward, 1996). They teach well due to their self-confidence (Khurshid, Quasmi & Ashraf 2012). They are more motivated as compared to teachers with low self-efficacy.

Teacher self-efficacy is considered as a future oriented motivational construct that reflects teachers' competence beliefs for

teaching tasks. Briefly, teacher self-efficacy is teachers' belief in their teaching abilities that they can effectively perform the professional tasks such as helping students to learn. It determines behavior and behavioral changes of teachers and also influences thoughts, feelings, attitude and effort dedicated to teaching. Patel (2014) mentioned that "teacher's self-efficacy is teacher's judgements about their abilities to promote student's learning." Muhangi (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 performance of a teacher mainly depends upon his/her psychological state of mind. But while performing dual role that is balancing work and family, women teachers face various psychological and social problems. Working women's problems are aggravated by their multiple role expectations which we find in Indian society. Today, women have to perform multiple roles as of wife, mother, homemaker, worker and a citizen. A working woman taking up a job outside home also has to look after domestic work along with her official work. This dual responsibility has over-burdened married working women, there by leading to multidimensional problems (Pandya & Thakker, 2009). Too much stress on mind and body can make working women feel miserable, worried, sad and ill. Particularly, teacher stress has increasingly been recognized as a widespread problem in education (Boyle, Brog, Falzon & Baglioni, 1995; Dick & Wagner, 2001; Kyriacou, 2001). It has been seen that as compared to the general population, teachers are at risk for higher levels of psychological distress and lower level of job satisfaction (Travers & Cooper, 1996; Schonfield, 1990). Brog (1990) also reported that up to one third of teachers perceive their occupation as highly stressful. These psychological and social problems affect the physical and psychological well being of teachers; it influences teaching effectiveness and performance of a teacher. So, in order to teach effectively, teachers must not only feel psychologically and socially comfortable, but they must also have some sense of belief that

they can make a difference to the lives of children they are teaching.

Objective

To find out the conjoint effect of teaching experience and psycho-social problems on teacher self-efficacy of school women teachers.

Hypothesis

Conjoint effect of teaching experience and psycho-social problems is higher as compared to their separate prediction in predicting teacher self-efficacy of school women teachers.

Method

Research Design

In this way, the 250 married women teachers who were the subjects selected from schools (125 government and 125 self-financed). Out of 125 government school teachers, 62 were teaching in rural and 63 in urban government schools. Out of 62 rural government school teachers, 31 were with age, <35 years and rest i.e. 31 were of age >35 years. Out of 63 urban school teachers, 31 were with age <35 years and others i.e. 32 were of age more than 35 years. 125 teachers from self-financed schools were categorized into different categories on the pattern applied for government school 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 in the state of Punjab. Multistage randomization was followed at the district, school 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 & Standardized)
2. Psycho-Social Problems of Educated Working Women Scale (Hundal, 2002)

Results

To test above mentioned hypothesis, the step-up regression technique was employed. The square of multiple correlation (R^2), called the coefficient of determination was determined to show the proportion of variance of the criterion variable accounted by different predictors. Step-wise multiple regression analysis employed to know the most relevant variable out of teaching experience and psycho-social problems which accounted for maximum variance in the criterion variable i.e. teacher self-efficacy of school women teachers.

For the above cited purpose, symbol had been assigned to each variable. Table No. 1 shows the different symbol allotted to each variable.

Table 1 Showing Symbol Allotted Each Variable

S. No.	Variable	Symbol
1	Teacher Self-Efficacy	Y
2	Teaching Experience	X1
3	Psycho-Social Problems	X2

The values of multiple-R and F-ratios were calculated to find out the conjoint effect of teaching experience and psycho-social problems on teacher self-efficacy of school women teachers and these were entered in Table 1. The pictorial form of respective Table has been shown in Figure 1.

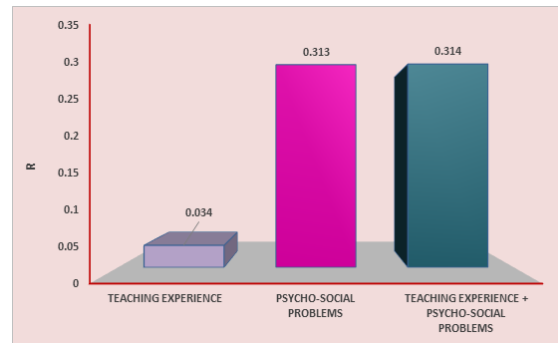


Figure 1 Showing Conjoint Effect of Teaching Experience and Psycho-social Problems on Teacher Self-Efficacy of School Women Teachers (N=250)

Model I

In the first trial, the effect of first independent variable i.e. teaching experience was assessed on teacher self-efficacy of school women teachers and the contribution of teaching experience on teacher self-efficacy of school women teachers was found insignificant ($F=0.29$). The computed value of R^2 of teacher self-efficacy and teaching experience of school women teachers (YX_1) is 0.001 which indicates a variance of 0.1%. The contribution of teaching experience on teacher self-efficacy of school women teachers is 0.1%.

In the second trial, the effect of second independent variable i.e. psycho-social problems was assessed on teacher self-efficacy of school women teachers and the contribution of both teaching experience and psycho-social

Table 2 Showing the Conjoint Effect of Teaching Experience and Psycho-Social Problems on Teacher Self-Efficacy of School Women Teachers (N=250)

Model I

Variable	R	R^2	% Variance	F	Inference	Step-up Regression Equation
YX ₁	0.034	0.001	0.1	0.29	Not Sig.	$Y=187.97+0.08X_1$
YX ₁ X ₂	0.314	0.099	9.9	13.53	Sig at 0.01 level	$Y=167.24+0.06X_1+0.09X_2$

Model II

Variable	R	R^2	% Variance	F	Inference	Step-up Regression Equation
YX ₂	0.313	0.098	9.8	26.99	Sig at 0.01 level	$Y=167.75+0.09X_2$
YX ₁ X ₂	0.314	0.099	9.9	13.53	Sig at 0.01 level	$Y=167.24+0.06X_1+0.09X_2$

problems on teacher self-efficacy of school women teachers was found significant at 0.01 level of significance ($F=13.53$). The computed value of R^2 of teacher self-efficacy with teaching experience and psycho-social problems (YX_1X_2) is 0.099 which indicates a variance of 9.9%. The contribution of both teaching experience and psycho-social problems on teacher self-efficacy of school women teachers is 9.9%. As R^2 shows a change in its value from the previous one with an increase of 0.098, it indicates that with the inclusion of psycho-social problems as variable along with teaching experience, increase in teacher self-efficacy of school women teachers comes.

Model II

In the first trial, the effect of first independent variable, psycho-social problems was assessed on teacher self-efficacy of school women teachers and the contribution of psycho-social problems on teacher self-efficacy of school women teachers was found significant at 0.01 level of significance ($F=26.99$). The computed value of R^2 of teacher self-efficacy and psycho-social problems of school women teachers (YX_2) is 0.098 which indicates a variance of 9.8%. The contribution of psycho-social problems on teacher self-efficacy of school women teachers is 9.8%.

In the second trial, the effect of second independent variable i.e. teaching experience was assessed on teacher self-efficacy of school women teachers and the contribution of both teaching experience and psycho-social problems on teacher self-efficacy of school women teachers was found significant at 0.01 level of significance ($F=13.53$). The computed value of R^2 of teacher self-efficacy with teaching experience and psycho-social problems (YX_1X_2) is 0.099 which indicates a variance of 9.9%. The contribution of both teaching experience and psycho-social problems on teacher self-efficacy of school women teachers is 9.9%. As R^2 shows a change in its value from the previous one with an increase of 0.001, it indicates that with the inclusion of teaching experience as variable along with psycho-social problems, negligible increase in teacher self-efficacy of school women teachers comes.

Discussion

Model I and II of Table 2 reveals that for teacher self-efficacy of school women teachers, values of R^2 of teaching experience and psycho-social problems are 0.001 and 0.098 respectively. Thus 0.1% of teacher self-efficacy of school women teachers is thus predicted by teaching experience and 9.8% is predicted by their psycho-social problems. Thus out of teaching experience and psycho-social problems, variable of psycho-social problems was found to be the best predictor of teacher self-efficacy of school women teachers in the present sample. The computed value of R^2 of teacher self-efficacy of school women teachers, teaching experience and psycho-social problems is 0.099 which indicates a variance of 9.9% on teacher self-efficacy of school women teachers due to their teaching experience and psycho-social problems. There would be some other variables which might be the contributor towards variance of teacher self-efficacy of school women teachers. Hence the contribution of other factors cannot be ruled out.

The F ratio for the conjoint R^2 is 13.53 which is significant at 0.01 level of significance. The contribution of both the independent variable i.e. teaching experience and psycho-social problems on teacher self-efficacy of school women teachers is 9.9%. Thus, 9.9% of teacher self-efficacy of school women teachers is conjointly predicted by their teaching experience and psycho-social problems. The conjoint effect of the two independent variables i.e. teaching experience and psycho-social problems on teacher self-efficacy of school women teachers is higher as compared to their separate prediction.

Hence, the result gives the confirmation of acceptance of Hypothesis i.e. "Conjoint effect of teaching experience and psycho-social problems is higher as compared to their separate prediction in predicting the teacher self-efficacy of school women teachers"

The investigator did not come across any study in favor of above said results. But the investigator could find studies such as, Anusiem, Okoie and Emmanuel (2015) who found occupational stress has more predictive influence in teacher efficacy of secondary school teachers as compared to teaching anxiety.

Lu, Siu & Cooper, (2005); Cascio, Magnano, Elastico, Costantino, Zapparrata & Battiato, (2014) and Aggarwal, (2012) who found self-efficacy is a potent predictor of stress.

Conclusion

Teaching experience and psycho-social problems conjointly predict 9.9% of teacher self-efficacy of school women teachers, 0.1% of teacher self-efficacy is predicted by teaching experience and 9.8% by psycho-social problems.

Conjoint effect of teaching experience and psycho-social problems is higher as compared to their separate prediction in predicting teacher self-efficacy of school women teachers.

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