



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

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ABSTRACT :

This paper is an attempt to find out the relationship between teacher self-efficacy and psycho-social problems of college 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 college 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 college women teachers.

KEYWORDS : College Women Teachers, teacher self-efficacy and psycho-social problems.

INTRODUCTION

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. Rawat (2013) defined teachers' self-efficacy as "the level of confidence that teacher has for influencing students' functioning and achievements". 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".

The term psycho-social may be described as one's psychological development in and interaction with a social environment. The individual may or may not be fully aware of this relationship with his or her environment. Psychologically, the term psycho-social refers to the unique internal processes that occur within the individual. The problems that occur in one's psychological functioning can be referred to as "psychological dysfunction". It refers to the lack of development of the psychological self, often occurring alongside other dysfunction that may be physical, emotional and cognitive in nature.

Psycho-social problems, which greatly impinge a person's life, work, family and domestic life, can be mild to more severe in terms of how pervasive and to what extent a person exhibits the features of a personality disorder. People can live normal life with mild psycho-social problems. The symptoms of psycho-social problems gain strength and begin to seriously interfere with the emotional and psychological functioning during the time of increased stress or external pressure of work and family relationship etc. Kaur, Kaur & Kaur (2013) defined psycho-social problems as "the problems faced by educated women at psychological and social level". Berri & Murry (2014) described that psycho-social problems is one's psychological development in an interaction with a social environment.

The dual task of handling home and job is a big challenge for married working women that physically

and psychologically disturb them (O'Neil & Greenberg, 1994). It is empirically evident that married working women are found to be suffer from more occupational stress than unmarried working women due to multiple roles/ responsibilities of a mother, wife and home maker, more demands from society and traditional trends (Parveen, 2009). Less cooperation from husband, more responsibilities and difficulties at home and work/place have harmful effects on psychological well being of married working women (Kessler & Mc Rae, 1982). It is empirically evident that married working women suffer from more stress (Hashmi, Khurshid & Hasan, 2007), aggression and frustration (Sexena, n.d), anxiety (Mukkhupadhah, 1997) and depression (Dudhatra & Jogsan, 2012) as compare to non- working women.

Investigator could find studies related to teacher self-efficacy and stress conducted on adolescents (Anand & Devi, 2012; Kumar, Talwar & Raut, 2013; Thakur & Kaur, 2013; Kaur, 2014; Gupta & Kumar, 2014; Malik & Anju, 2015), on nurses (Goel & Bardhan, 2016), on company's employees (Mahdizadeh, Daihimfar & Kahouei, 2016; Janjhua, Chaudhary & Chauhan, 2014), but she could not find any study depicting the relationship between self-efficacy and psycho-social problems especially on college married women teachers which is a major gap in research. Taking this into consideration, the present study is an attempt to quantify the same especially in the Indian set up. Hence, this gap of knowledge inspired the investigator to explore the relationship between teacher self-efficacy and psycho-social problems of college women teachers in the state of Punjab

STATEMENT OF THE PROBLEM

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

OBJECTIVE OF THE STUDY

To find out relationship between teacher self-efficacy and psycho-social problems of college women teachers.

HYPOTHESIS OF THE STUDY

There is no significant relationship between teacher self-efficacy and psycho-social problems of college 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 colleges in the state of Punjab. Multistage randomization was followed at the district, 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

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

To verify above said hypothesis, coefficient of correlation was calculated with product moment method between the scores of teacher self-efficacy and psycho-social problems of college women teachers. The value of correlation is given in Table 1.

Table 1 Coefficient of Correlation between Teacher Self-Efficacy and Psycho-social Problems of College Women Teachers (N=250)

Category of Teachers	N	Correlation	Inference
College Women Teachers	250	-0.38**	Significant

** Significant at 0.01 level

The result presented in Table 1 show that value of coefficient of correlation between teacher self-efficacy and psycho-social problems of college women teachers is -0.38 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 college women teachers. This implies that higher the levels of teacher self-efficacy of college women teachers, lesser are the psycho-social problems. Above mentioned results lead to the rejection of Hypothesis i.e. "There is no significant relationship between teacher self-efficacy and psycho-social problems of college women teachers".

DISCUSSION OF RESULT

Table 1 reveals that there is significant and negative relationship between teacher self-efficacy and psycho-social problems of college women teachers. This indicates thereby that, if the level of teacher self-efficacy of college women teachers increases, the level of psycho-social problems decreases. This may be due to the fact that efficacious teachers whether teaching in school or college quickly recover their efficacy even from setbacks. Their coping abilities influence stress and depression and help to exercise control over stressors, anxiety and depression. Therefore, on the basis of above result, aforesaid hypothesis i.e. 'There is no significant relationship between teacher self-efficacy and psycho-social problems of college women teachers' stands rejected. The finding is in accordance with the studies done by Vaezi and Fallah, (2011); Ghaderi and Salehi, (2011); Tahmassian and Moghadam, (2011); Veresova and Mala, (2012); Aggarwal, (2012) as they found significant and negative relationship between teacher self-efficacy and 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 and college women teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Seminars and workshops should be organized to improve the level of self-efficacy of administrators, headmasters, principals, directors and teachers.
2. To cope with the psychological and social problems of women teachers in colleges, efforts should be made to have trained counselors.
3. Workshops on yoga and meditation for college women teachers should be organized to minimize the level of their psycho-social problems.

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