TEACHERS' PERCEPTION OF PROSOCIAL CLIMATE IN RELATION TO SELF EFFICACY

| S. T. Aruna Thevi | Research Scholar, Alagappa University, Karaikkudi, Tamilnadu – 630 003. |
| Dr. R. Portia | Assistant Professor in Education, Alagappa University College of Education, Karaikkudi – 630 003. |

ABSTRACT The Perception of high school Teachers about the prevalence of Pro social climate in the schools was studied by assessing the nature of perception, the teacher were holding about their classroom Pro social behavior. That is the nature of their Perception about the existing P rosocial classroom behavior was taken as a measure of Pro social classroom climate. The tool developed by the researchers Teacher's Perception of Pro social classroom scale was used for data collection. Self Efficacy of teachers was measured by administering Teachers self Efficacy scale standardized by Portia. R (2016).Though the perception of the target population was found to be neutral, the study has reposted a positive significant correlation between teachers perception about Pro social classroom and their Self Efficacy, suggesting the need for Self Efficacy in promoting healthy pro social classroom climate.

KEYWORDS : Prosocial, Intrinsic Motivation, Perception, Self Efficacy

INTRODUCTION

Prosocial classroom is a concept involving the behavioural outcomes of both teachers and learners under the care of them. One may not easily weigh out and say which group – teachers' or learners' – controls the nature of prosocial climate of a classroom, or that of an institution. If rightly understood, both the group interact equally one over the other and structure the climate of the classroom to be termed as prosocial. While proceeding to secure prosocial classroom, as per the review of the researches in this area, it demands two phases of attainment, one being Socio-Emotional Competence (SEC) of teachers, and another one is effective Socio-Emotional Learning (SEL) of students. Both these developments cause cognizable development of warm and supportive teacher – student relationships leading to the formation of self contained classrooms. It is thus made clear that irrespective of the class, be it kinder garten, or primary through higher secondary what factors give rise to positive and ideal classroom condition are teachers' socio emotional competence and wellbeing, teacher – student relationships, classroom management, and classroom climate. Thus formed positive classroom condition may aptly be termed as prosocial classroom, featuring a climate of those characteristics.

BACKGROUND

The prosocial climate can be **defined** as the one that is more conducive to learning, and that promotes positive developmental outcomes among students (Patricia, A, Jennings and Greenberg, M.T, 2009). According to them the prosocial classroom highlights the importance of teachers' social emotional competence, the prevalence of supportive teacher – student relationships, positive classroom management, and effective functioning of socio-emotional learning. Infact, it is the outcome of their indepth study on 'healthy classroom climate', proving that it is a product of healthy student – teacher relationships, effective classroom management, and effective socio-emotional learning of students. It is thus understood that prosocial classroom is almost synonymous with healthy classroom climate wholly resting on teachers' overall wellbeing and efficacy. Over and above factors such as friendships, marital relations, and degrees of life stress in personal life might affect the teachers' performance of social and emotional abilities in the classroom (Patricia, A, Jennings and Greenberg, M.T, 2009).

Mayer, Salovey and Carusu (2002) have established the association between higher quality interpersonal relationships and emotional intelligence (Brachett, et al, 2005), while Lopes, et al (2004) have demonstrated the positive impact of emotional intelligence over academic performance and social competence. Again, the role of stress tolerance in facilitating interpersonal relationships in the workplace has been well brought out by Lopes, et al (2006). Therefore, the teachers capable of establishing prosocial classroom by virtue of their socio-emotional competence are said to possess high Self-awareness. They recognized their emotions, emotional patterns and tendencies and know how to generate and use emotions such as joy, enthusiasm to motive learning in themselves and others. They have a realistic understanding of their capabilities and recognize their emotional strength and weaknesses (Patricia, A, Jennings and Greenberg, M.T,

2009). It seems that it is the tendency very much needed for building the spirit of being self efficient.

'Self efficacy is a person's belief in their ability to accomplish some specific goal or tasks'. It generally corresponds to the level fo competence and individual feels. ([1]Retrieved). According to Bandura (1995) a 'self efficacy' belief is: "the belief is ones' capabilities to organize and execute the courses of action require to manage prospective situations". Thus self efficacy is formed of characteristics such as Self confidence, accurate Self evaluation, willingness to take Risks, and Sense of Accomplishment. The basic feature 'Self Confidence' is the core of the factor self efficacy. It is the character that enables the individual to get engaged in competitive works. This sort of involvements continues and also in a way leads the person to more complexed tasks because of the closely associated character 'accurate self evaluation'. This feature is the culmination of still higher level ability 'taking risks'. Prompted by the inbuilt strength of self confidence, the person is raised to the level of taking risks through the exploitation of judgmental competencies to bear fruits of accomplishments.

RATIONALE

When teachers are capable of experiencing sufficient mastery over social and emotional challenges, teaching becomes more enjoyable, and they feel more efficacious (Goddard, Hoy and Woolfolk, Hoy, 2004). Similarly, when teachers experienced frequently negative emotions such as frustration, anger, guilt, and sadness, their intrinsic motivation and feelings of self efficacy are likely to decline leading to burnout condition (Kavanaugh and Bower, 1985). Thus, it enables the researchers to make a theoretical link between prosocial classroom and self efficacy.

Thus, it clearly indicates the self efficacy affects every aspect of human behaviour. It seems self efficacy strongly influences the choice and use of one's competence in different conditions to achieve one's heart's desire in a successful way. Judge, et al, (2002) argued the concepts of Locus of control, Neuroticism, generalized Self efficacy, and Self esteem may be markers of the same higher order concept and demonstrated them to be related concepts. Moreover, Taylor (2012) has expressed that the belief that one can control stressful events is related to emotional wellbeing, successful coping, health behaviours, better performance on cognitive tasks and a good health. It has even been linked to a lower risk of mortality. All these strongly suggests the intricate relationship among prosocial behaviour, self efficacy, teachers' wellbeing, teachers' capabilities to manage situations, teachers' empathy, etc are instrumental to evoke similar feelings and motivation to enhance prosocial interrelations which in turn collectively forms a prosocial classroom (Conklin, et al, 2017; Nguyen, Neal, et al, 2016; Willis, Elizabeth, 2016; Dijkstra, J. K, and Gest, Scott, D, 2015; Vang, Cixin, et al, 2015).

The conceptualization of the researcher about the correlative nature of prosocial behaviour and self efficacy is likely to rest on a sound

theoretical base so as to focus the present study on High School Teachers' Perception of Prosocial Classroom in the context of their Self Efficacy.

OBJECTIVES
- To find the nature of high school teachers' perception about the prevalence of prosocial climate in schools in Kanyakumari district.
- To find the level of self efficacy of high school teachers in Kanyakumari district.
- To find the significance of difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of gender, locality, and length of teaching experience.
- To find the significance of difference in self efficacy of high school teachers in terms of gender, locality, and length of teaching experience.
- To find the significance of relationship between the perception of high school teachers about the prevalence of prosocial climate in schools and their self efficacy.

HYPOTHESES
- The nature of Kanyakumari district high school teachers' perception about the prevalence of prosocial climate in schools is **neutral**.
- The level of self efficacy of high school teachers of Kanyakumari district is **moderate**.
- There is no significant difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of gender, locality, and length of teaching experience.
- There is no significant difference in self efficacy of high school teachers in terms of gender, locality, and length of teaching experience.
- There is no significant relationship between the perception of high school teachers about the prevalence of prosocial climate in schools and their self efficacy.

POPULATION AND SAMPLE
All the graduate teachers working in high schools of Kanyakumari district form the population of the study.

3 - 5% of the population chosen randomly after due stratification will constitute the sample of the study. The final sample consists of 200 graduate teachers working in high schools chosen randomly on the basis of gender, locality, and length of teaching experience.

METHOD
The study makes use of **Survey Method** of research. The instrument developed by the researchers was used for studying the teachers' perception about the prevalence of prosocial climate in high schools in Kanyakumari district. In order to generate data about self efficacy, the tool developed by Portia, R (2015) **Teachers' Self Efficacy Scale** was used.

ANALYSIS OF DATA
Hypothesis 1
The nature of high school teachers' perception about the prevalence of prosocial climate in the schools in Kanyakumari district is **neutral**.

Table 1 Nature of high school teachers' perception about the prevalence of prosocial climate in the schools in Kanyakumari district

Variable	N	Positive		Neutral		Negative	
		N	%	N	%	N	%
Prosocial Climate	200	65	32.5	84	42.0*	51	25.5

* indicates the nature of prevalence of prosocial climate in schools

Hypothesis 2

The level of self efficacy of high school teachers in Kanyakumari district is **moderate.**

Table 2 Level of self efficacy of high school teachers in Kanyakumari district

Variable	N	High		Moderate		Low	
		N	%	N	%	N	%
Self Efficacy	200	69	34.5	77	38.5*	54	27.0

* indicates the level of self efficacy

Hypothesis 3
There is no significant difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of **gender** and **locality.**

Table 3 Difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of gender, and locality

Variable	Category	N	Mean	S.D	't' value	'p' value
Gender	Male	80	159.8	13.5	4.29	0.00**
	Female	120	151.7	12.8		
Locality	Rural	84	148.9	12.9	6.66	0.00**
	Urban	116	161.5	13.4		

** significant at 0.01 level

Hypothesis 4
There is no significant difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of **length of teaching experience.**

Table 4 Difference in the perception of high school teachers about the prevalence of prosocial climate in schools in terms of length of teaching experience

Variable	Category	N	Mean	S.D	'F' value	'p' value
Length of Teaching Experience	0 – 6 Yrs	74	149.7	12.3	6.59	0.00**
	7 – 14 Yrs	69	154.3*	12.6		
	15 and Above Yrs	57	158.9**	13.1		

** significant at 0.01 level

Hypothesis 5
There is no significant difference in self efficacy of high school teachers in terms **of gender,** and **locality.**

Table 5 Difference in self efficacy of high school teachers in terms of gender, and locality

Variable	Category	N	Mean	S.D	't' value	'p' value
Gender	Male	80	180.4	13.8	6.69	0.00**
	Female	120	194.2	14.6		
Locality	Rural	84	185.6	14.1	2.46	0.02*
	Urban	116	190.7	14.7		

** significant at 0.01 level   * significant at 0.05 level

Hypothesis 6
There is no significant difference in self efficacy of high school teachers in terms of **length of teaching experience.**

Table 6 Difference in self efficacy of high school teachers in terms of length of teaching experience

Variable	Category	N	Mean	S.D	'F' value	'p' value
Length of Teaching Experience	0 – 6 Yrs	74	179.5	13.1	7.59	0.00**
	7 – 14 Yrs	69	186.4*	13.4		
	15 and Above Yrs	57	192.4**	14.9		

** significant at 0.01 level

Hypothesis 7
There is no significant relationship between the perception of high school teachers about the prevalence of Prosocial Climate in schools and their Self Efficacy.

Table 7 Relationship between the perception of high school teachers about the prevalence of prosocial climate in schools and their self efficacy

Variable	N	'r' value	'p' value
Prosocial Climate	200	0.34	0.00**
Self Efficacy	200		

** significant at 0.01 level

FINDINGS
The followings are the findings deduced from statistical analysis of the data:
- The high school teachers of Kanyakumari district are found to have **neutral** perception about the prevalence of prosocial climate in the schools as 42% of the sample falls under this category.

- The high school teachers of Kanyakumari district are found to have **moderate** level of self efficacy as 38.5% of the sample falls under this category.
- .The Male high school teachers of Kanyakumari district are found to be **significantly higher** than their female counterparts in their perception of prosocial climate in the schools.
- The urban high school teachers of Kanyakumari district are found to be **significantly higher** than their rural counterparts in their perception of prosocial climate in the schools.
- The high school teachers of Kanyakumari with long years of experience that is over and above 15 years of service are found to have the **highest** mean score on prosocial climate, **immediately followed** by those with moderate years of experience that is having 7 to 14 years of service, and **then** those with few years of experience.
- The Female high school teachers of Kanyakumari district are found to have **significantly higher** level of self efficacy than their male counterparts.
- The Urban high school teachers of Kanyakumari district are found to have **significantly higher** level of self efficacy than their rural counterparts.
- The high school teachers of Kanyakumari with long years of experience that is over and above 15 years of service are found to have the **highest** mean score on self efficacy, immediately **followed by** those with moderate years of experience that is having 7 to 14 years of service, and **then** those with few years of experience.
- It is found that the perception of high school teachers of Kanyakumari district about the prevalence of prosocial climate in schools is **significantly correlated** with their self efficacy.

DISCUSSION AND CONCLUSION

The major findings of the study contradict the assumption with which the investigation was started in the beginning. The population of the study was taken from the schools of Kanyakumari district, the area noted for high percentage of literacy, and a large number of reputed age old educational institutions catering quality education to the people of that region. It is the assumption thus, teachers would be highly equipped academically and with teaching skills adopting the latest as well as the relevant techniques and strategies for imparting effective learning which may directly or indirectly fulfill the requirements for creating much talked about classroom condition termed as 'prosocial classroom'. The researchers are to be satisfied with the fact, the larger percentage of teachers occupying the central phase of the normal curve with regard to affective consideration of the concept in question, they are still sustaining their reputation of being regarded as efficient and competent teachers. However, one cannot hide the fact that even the teachers of such reputation are found to be lacking in their knowledge of prosocial climate' though they maintain a congenial classroom environment for effective teaching.

The same may be attributed to the concept 'self efficacy' of those teachers who have struck only the middle position of the normal curve to be categorized as 'moderate' in this regard. Contrary to the assumption, cognitively also they fall well below the expected level in self efficacy making the researchers to label them as somewhat unique.

Gender, locality, and length of teaching experience seem to be the core characteristics prominent enough to sufficiently influence teachers' prosocial climate perception and their self efficacy. It is understood from the fact that the male teachers are significantly better than their female counterparts in perceiving prosocial climate, and urban teachers are significantly higher than those rural teachers, while teachers with long years of experience have registered superiority over their lesser experienced colleagues. It is a clear indication that factors such as longer exposure to occupation, higher level cognitive maturity to deal with the young and old, and greater academic related dealings outside the school environments are the sources lying behind the male – urban teachers with long years of experience, causing better perception of prosocial climate than their counterparts. However, the present study has substantiated the assumption about the relationship between the perception of prosocial climate and teachers' self efficacy. The findings have established the interrelatedness of prosocial climate and the self efficacy. The increase in self efficacy is in all possibility will enhance one's perception about prosocial classroom which in turn will cause similar impact on their self efficacy.

CONCLUSION

Thus the researchers conclude that the theoretical background of the present research is valid and contributive to the area prosocial climate being widely discussed in international forums for neutralizing the negative impacts of students as well as those of teachers, parents, and administrators, and also promoting the positive influence on the classroom behaviour of the learners leading to the structuring of classroom climate. The impact of self efficacy and the perception of prosocial climate along with the controllable factors such as length of teaching experience, and urban based living, and the extraneous outside academic / educational exposures being confirmed in the present study is now open for experimentation for ascertaining their role in altering one's perception of prosocial climate.

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