



ORIGINAL RESEARCH PAPER

Education

A STUDY OF SELF-EFFICACY BELIEF, EMOTIONAL INTELLIGENCE AND MENTAL HEALTH IN RELATION TO CERTAIN BIOGRAPHICAL VARIABLES OF TEACHERS WORKING IN COLLEGES OF EDUCATION

KEY WORDS: Belief, Biographical Variables, Emotional Intelligence, Mental Health

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ABSTRACT

Teachers are under intense criticism in the last decades in India, particularly in Bihar. Declining standard of education is a perennial Problem. From educational psychological perspective, we sense that teachers' feelings and beliefs are the major causes of the problems. This paper is a modest attempt to focus on the psychological aspects of teacher effectiveness that is called "Teacher Efficacy" by educational psychologists and researchers.

INTRODUCTION

It is common thinking about the teachers that they suffer from entertaining a very low profile of themselves in their attitudinal beliefs and notions including a poor percept of their efficacy that has resulted in work avoidance motive them. Problems in teaching and teacher education are in fact attitudinal problems. According to a view point, teachers who suffer from a sense of lack of efficacy are worse than those who lack skills about teaching.

Teacher Self-Efficacy

Teacher self-efficacy is defined in various ways with similar navigations such as "the extent to which the teacher believes he or she has t capacity to affect student performance" "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated (Guskey & Passaro, 1994); Teacher's sense of efficacy has been investigated through two separate conceptual theories: Rotter's social learning theory (1966) and Bandura's social cognitive and self-efficacy theory (1977).

Years of Experience, Pedagogical Training and Teachers' Self-Efficacy:

Benz, Bradley, Alderman, and Flowers, (1992) examined differences across different levels of teaching experience ranging from preservice teachers to college professors and indicated that more experienced teachers reported higher self-efficacy than their peers in some instances such as planning and evaluation. Preservice teachers' low self-efficacy was suggested to be due to lack of knowledge in these areas. Also, Woolfolk-Hoy and Spero (2005) conducted a research investigating changes in teacher self-efficacy during the early years of teaching and found significant increases in teachers' self-efficacy during student teaching, but a significant decrease the first year of teaching. They related this decline to the fact that novice teachers realized that teaching was beyond method and strategy.

Teaching Behaviors:

Teachers with different levels of teacher self—efficacy demonstrate different teaching behaviors. To illustrate, Ashton and Webb's (1986) investigation indicated that compared to their low self efficacy counterparts, high self-efficacy teachers regard low achievers as "reachable, teachable, and worthy of teacher attention and effort", while building warm relationships with their students. Low self-efficacy teachers, on the other hand, ere. threatened by these relationships as they perceived that they challenge their authorities and found security in the positional authority they receive from the teaching role.

Emotional Intelligence

Now a day Emotional Intelligence (also known as Emotional Quotient) is one of the hot tones among psychologists. EI has come into its own as one of the most popular psychological

concepts of the last decade. EI has been used by some as an umbrella term that comprises elements such as 'soft skills', 'people skills', and a general ability to cope with life's demands. In other words 'Emotional intelligence gives you a competitive edge'. Emotional Intelligence is related to positive outcomes such as pro social behaviours, parental warmth, and positive family and peer relations (Mayer et al, 2003). They later refined this definition as "the capacity to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997).

Lower emotional intelligence levels contributed to reactions being more negative in the form of job insecurity and lower coping strategies. Conversely, higher levels have been found to generate positive interpersonal relations with others. Employees enthusiastically may take on organizationally prescribed roles but they also make friends, experience frustrations arid have to present themselves differently to customers or clients, which implies that there are no definite divides between the public and private worlds of emotions.

Mental Health

Mental health represents a psychological condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in the person. Wilkinson and O'Connor (1982) defined mental health as a congruent relationship between a person and his/her surrounding environments. In other words, the mentally healthy person interacts with environment in a manner in which the requirements and resources are congruent with the needs and capabilities of the individual. Singh (2002) defined mental health as the ability to establish and nurture loving relationships with relevant others, to discern and engage in rewarding work, to continually develop one's understanding of self and relevant others, to meaningfully contribute one's mite towards promotion of welt-being of community to which one belongs without losing one's own identity, independence and autonomy and to think and behave with an adequate blend of objectivity and sensitivity in all kinds of situations which one happens to come across. A peson's mental health can be inferred from her/his behavior. A person's behaviour may be viewed or interpreted differently by others, depending on their values and beliefs, Therefore, mental health is a state of emotional, psychological and social wellness confirmed by satisfying interpersonal relationships, effective behaviour and coping, a positive self-concept and emotional stability (Videbeck, 2001).

Purpose of the Study

The present study is "A Study of Self-Efficacy Belief, Emotional Intelligence and Mental Health in relation to certain Biographical Variables of Teachers working in Colleges of

Education” During the review of studies it was found out that some researchers have taken strides to investigate the self-efficacy, emotional intelligence and mental health of teachers either separately or with other variables. No efforts have been made to study all the variables taken together. Thus we have tried out to study:

The main effect of self-efficacy belief on emotional intelligence of teachers working in the colleges of education. The main effect of self-efficacy on mental health of teachers working in the colleges of education.

The main effect of emotional intelligence on mental health of teachers working in the colleges of education.

The interaction effect of self-efficacy, mental health and emotional intelligence of teachers in relation to their age, gender and work experience.

Research Methodology

Variables:

There will be two types of variables in the present study: 1. Dependent variable and 2. Independent variable.

Self-efficacy beliefs, emotional intelligence and mental health are dependent variables where as age, gender and work experience are independent variables.

Scales to be used:

1. Teachers' self-efficacy Scale (Bandura (1997) was first to develop an instrument specifically to measure teacher self-efficacy. Teacher self-efficacy is a construct that was developed within the context of Bandura's social-cognitive theory.

Bandura's instrument, the Teacher Efficacy Scale (TES), has been used in many studies and is considered to be a “standard” tool for measuring the teacher self-efficacy construct. The original TES had 30 items. The TES has been used in a variety of school environments and at diverse types of schools/ colleges, administered to in-service teachers who taught across a variety of school/colleges subjects, and used with pre-service teachers.

TES respondents use a five-point, Likert-type response scale ranging from “strongly agree” to “strongly disagree.” Higher (i.e., more positive) scores represent higher self-efficacy.

2. Emotional Intelligence Scale (E.I.S):

Developed and standardized by Singh (2004) consists of 60 statements. These 60 statements were grouped under five categories namely: Self Awareness, Self-Regulation, Motivation, Social Awareness, and Social Skills. Higher score indicates high level of emotional intelligence in that respective area.

3. Mental Health Check List (MHC): (Promod Kumar, 1992)

The final form of the Mental Health Check-List (MHC) consists of 11 items; 6 mental and 5 somatic, presented in a 4-point rating format.

Reliability:

The split-half reliability, correlating the odd-even items (applying the Spearman-Brown formula for doubling the test length), has been found to be .70 and the test-retest reliability has also been studied. It has been found to be .65.

Validity:

The face validity of the MHC appears to be fairly high as items were prepared by asking teachers of psychology to list all such symptoms which, according to them, showed poor mental health.

The content validity was adequately assured as only those symptoms which show 100% agreement amongst the judges regarding their relevance to the study of mental health were selected,

4. Biographical Information Blank:

A Biographical Information Blank was prepared by the researcher in which following independent variables (individual characteristics of college teachers) have been included and measured in the present study:

1. Sex 2. Age 3. Marital Status 4. Category 5. Type of Family 6. Educational Qualification 7. Area of the College 8. Place of the Job

Sample

In behavioural science researches, sample is a fraction of population. It is impossible to take the whole population for investigation, It is contended that sample is a small part of total existing events, objects or the information. For the present research work four hundred (N=200) teachers (150 male and 50 female) working in colleges of education will be taken and the sample will be purposive in nature. The sample area will be colleges of education under L. N. Mithila University, Darbhanga and B.N.Mandal University, Madhepura, districts of Bihar.

Procedure of data collection

The study will be conducted through a combination of both quantitative and qualitative methods. The sample survey will be carried out by administering the scales and biographical information blank in person to gather basic biographic information and their self-efficacy belief, emotional intelligence and mental health as well as others variables.

Statistical Analyses

In the present investigation as we have pointed out that we have to study Self-Efficacy Belief, Emotional Intelligence and Mental Health of teachers working in colleges of education. Here, we have to investigate the effects of independent variables on dependent variables. Self- Efficacy Belief, Emotional Intelligence and Mental Health are considered as dependent variables, whereas, independent variables are age, gender and work experience. Each independent variables have to be dichotomized into two categories i.e. age as 'High and Low Age', gender of teachers as Male teachers and Female teachers, and work experience as 'High work experience and Low work experience'.

For the present study the appropriate statistical methods will be applied with the help of SPSS to draw a scientific result.

RESULTS AND DISCUSSIONS

On the basis of scientific analyses results of the findings will be discussed in the light of review of literature.

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