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Editorial

A skill-based curriculum is necessary to live in an era of unprecedented transformation in job market to ensure that graduates are equipped with the real-world-based skills and knowledge needed to succeed in their careers. Skills are most valuable in getting people to work efficiently, rebuild, revamp economies, and contribute to the growth and development of the country. In higher education, a skill-based curriculum is important as it addresses the skill gap required for the workforce and improves the employability of graduates.

Critical thinking, problem-solving, self-reflection skills, time management, organization, goal-setting skills and communication skills, which are essential for success in any career can be fostered through a skill-based curriculum. Overall objectives include empowering students to be independent, self-directed learners and producers of new learning. For skills-based curriculum, the paradigm must be changed to process, content and product. Steps in delivering a skills-based curriculum include- establishing themes for each of the grades, choosing and researching skills to understand them, creating lessons to teach the concepts of each of the skills and providing opportunities for students to practice and apply the skills. Main areas for skills-based curriculum development are - creativity skills, communication skills, higher-level thinking skills, self-awareness skills, leadership skills, research, spirituality and innovation skills. Students are encouraged to think creatively, analyze complex information and approach problems from different angles, leading to more effective solutions in many fields. It can offer personalized learning opportunities that cater to different learning styles and abilities to excel in their chosen field. It also fosters lifelong learning and incorporates experiential learning opportunities, such as internships and apprenticeships that provide real-world experience in their chosen field.

The research papers and articles in this issue of our journal focus on certain current events and issues related to the field of education. Through these research papers and articles, it is hoped that the readers may get insightful learning to take a pro-active approach towards the problems in education.

With Regards
Editorial Board

Frontiers in Education and Research

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Self -Efficacy and Psychological well being of Prospective Teachers

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Abstract

The present study aims at investigating the self-efficacy and psychological well-being of prospective teachers. The sample consists of 500 prospective teachers from Tirunelveli District. The self-efficacy scale, psychological well-being scale, and personal information form were used for collecting the data. The survey method was used for the study. The data was analysed using percentage analysis, the t' test, and correlation. The results revealed that there is a significant difference between male and female prospective teachers in the dimension of using ICT, but there is no significant difference between male and female prospective teachers in their self-efficacy in total and its dimensions of teaching, class management, guidance, organising extra-curricular activities, preparing lesson plans, preparing learning material, creating a positive classroom atmosphere, and pedagogic analysis. There is a significant difference between male and female prospective teachers in psychological well-being. There is a significant relationship between self-efficacy in total and its dimensions: teaching, class

management, guidance, organising extracurricular activities, preparing lesson plans, preparing learning material, using ICT, creating a positive classroom atmosphere, pedagogic analysis, and the psychological well-being of prospective teachers.

Introduction

The term **self-efficacy** refers to an individual's confidence in their ability to complete a task or achieve a goal. The concept was originally developed by Albert Bandura. Today, psychologists contend that our sense of self-efficacy can influence whether we *actually* succeed at a task. (Elizabeth Hopper). Self-efficacy refers to the set of beliefs we hold about our ability to complete a particular task. It is informed by several main sources of information: personal experience, observation, persuasion, and emotion. The meaning of psychological well-being is about lives going well. It has six dimensions: autonomy, environment mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance of individuals (Ryff, 1986).

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Psychological well-being is a core aspect of overall well-being and is linked to physical health, longer lives, and greater happiness for individual employees. A positive approach to psychological well-being involves the pro-active development of positive well-being, not just controlling risk.

Significance of the study

Teachers are critical assets and play a crucial role in every society, as they are the backbone for national development. The Report of the Commonwealth Conference on Teacher Education (1974) has clearly stated that 'the teachers have a major role in educational progress, whether active or passive, and contribute to work. Education development can be influenced by ignoring innovative practices or merely remaining quiet in the face of a growing need for reform'. The important characteristic of a prospective and efficient teacher is self-efficacy, which enables him or her to become a successful teacher to meet the challenges in education, achieve the goals and aims of teaching, and effectively help the student community. The National Policy on Education (1968) stated, 'of all factors that determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualification, and his professional competence that the success of all educational endeavours. Shengji (2021) describes the psychological well-being of teachers as the judgement and satisfaction of an individual with their happiness, physical and mental health, and profession (Huppert, 2009). The well-being of teachers goes beyond the simple absence of setbacks and stressors at work and concerns

healthy and functional teachers. In simple terms, well-being refers to the capability of teachers to strike a positive and dynamic balance between their resources and professional challenges (Benevene et al., 2010). Teachers with a strong sense of self-efficacy tend to be better planners, more resilient, open-minded, and supportive of students. Hence, the researcher decided to analyse the relationship between self-efficacy and the psychological well-being of prospective teachers.

Statement of the Problem

The problem selected for the present study is entailed as "Self-Efficacy and Psychological Well Being of Prospective Teachers"

Objectives of the Study

1. To find out the level of Self-efficacy of Prospective teachers.
2. To find out the level of Psychological well being of Prospective Teachers.
3. To find out the significant difference between Self-efficacy and Psychological Well being of Prospective Teachers with reference to gender.
4. To find out the relationship between Self-efficacy and Psychological Well being of Prospective Teachers.

Hypothesis of the Study

1. There is no significant difference between male and female prospective teachers in their self-efficacy and its dimensions.
2. There is no significant difference between male and female prospective teachers in psychological well being.
3. There is no significant relationship between self-efficacy and psychological well being of prospective teachers.

Methodology in Brief

Method Adopted

The investigator adopted survey method to investigate self-efficacy and psychological wellbeing of prospective teacher.

The population for the present study includes all the prospective teachers, who are studying in Colleges of Education in Tirunelveli District affiliated to Tamil Nadu Teachers Education University, Chennai.

Sample

Five hundred prospective teachers from ten colleges of education in Tirunelveli district are selected by simple random sampling technique.

Tools used

The investigator used the following tools for data collection:

- (i) Personal Data sheet
- (ii) Self-efficacy scale developed by Anisha and Annaraja (2007)
- (iii) Psychological well being inventory developed by Jeyanthi and Antony Raj (2015).

Statistical techniques used

The investigator used percentage analysis, 't' test and Pearson's product moment correlation.

Table 1

Level of self-efficacy and its dimensions of prospective teachers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Teaching	110	22.0	299	59.8	91	18.2
Class management	124	24.8	266	53.2	110	22.0
Guidance	114	22.8	261	52.2	125	25.0
Organizing extra-curricular activity	86	17.2	311	62.2	103	20.6
Preparing lesson plan	119	23.8	264	52.8	117	23.4
Preparing learning material	119	23.8	263	52.6	118	23.6
Using ICT	116	23.2	276	55.2	108	21.6
Creating positive classroom atmosphere	79	15.8	341	66.2	80	16.0
Pedagogic analysis	153	30.6	247	49.4	100	20.0
Self efficacy in total	125	25.0	252	50.4	123	24.6

It is inferred from the table1 that 22.0%, 59.8% and 18.2% of prospective teachers have low, moderate and high level in the dimension teaching respectively.

It is observed that 24.8%, 53.2% and 22.0% of prospective teachers have low, moderate and high level in the dimension class management respectively.

Table also shown that 22.8%, 52.2% and 25.0% of prospective teachers have low, moderate and high level in the dimension guidance respectively.

Also noted that 17.2%, 62.2% and 20.6% of prospective teachers have low moderate and high level in the dimension organizing extra-curricular activity respectively.

Found that 23.8%, 52.8% and 23.4% of prospective teachers have low, moderate and high level in the dimension preparing lesson plan respectively.

Also found that 23.8%, 52.8% and 23.4% of prospective teachers have low, moderate and high level performance in the dimension preparing learning material respectively.

23.2%, 55.2% and 21.6% of prospective teachers have low, moderate and high level capacity in the dimension of using ICT respectively.

It is observed that 15.8%, 68.2% and 16.0% of prospective teachers have low, moderate and high level in the dimension creating positive classroom atmosphere respectively.

Found that 30.6%, 49.4% and 20.0% of prospective teachers have low, moderate and high level in the dimension namely pedagogic analysis respectively.

Finally it is evident that 25.0%, 50.4% and 24.6% of the prospective teachers have low, moderate and high level in self efficacy in total respectively.

Table 2

Level of psychological well being of prospective teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Psychological well-being	122	24.4	261	52.2	117	23.4

It is inferred from the above table that 24.4%, 52.2% and 23.4% of prospective teachers have low, moderate and high level in psychological well being respectively.

Null Hypothesis 1

There is no significant difference between male and female prospective teachers in their self-efficacy and its dimensions.

Table 3

Difference between male and female prospective teachers in their self - efficacy and its dimensions

Dimensions	Male (N=132)		Female (N=368)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Teaching	25.08	2.910	28.89	3.250	1.91	NS
Class management	28.89	3.800	28.40	3.775	1.25	NS
Guidance	20.79	2.577	20.89	2.437	0.412	NS
Organizing extra-curricular activity	20.14	2.788	19.97	3.065	0.598	NS
Preparing lesson plan	24.48	3.326	24.76	3.454	0.794	NS
Preparing learning material	20.92	3.092	21.21	2.688	0.973	NS
Using ICT	20.37	3.421	19.44	3.599	2.64	S
Creating positive classroom atmosphere	21.72	2.938	21.63	2.709	0.296	NS
Pedagogic analysis	25.06	3.457	24.61	2.969	1.32	NS
Self - efficacy in total	207.45	19.903	204.07	21.694	1.63	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table 3 that there is significant difference between male and female prospective teachers in the dimension using ICT, but there is no significant difference between male and female prospective teachers in their self-efficacy in total and its dimensions teaching, class management, guidance, organizing extra-curricular activity, preparing lesson plan, preparing learning material, creating positive classroom atmosphere and pedagogic analysis.

While comparing the mean scores of male and female prospective teachers, the male prospective teachers ($m=20.37$) are found better than female prospective teachers ($m=19.44$) in the dimension of using ICT.

Null Hypothesis 2

There is no significant difference between male and female prospective teachers in the psychological well being.

Table 4
Difference between male and female prospective teachers in psychological well being

Variable	Male (N=132)		Female (N=368)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Psychological well being	306.64	42.667	293.81	28.376	3.21	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the table 4 that there is significant difference between male and female prospective teachers in psychological well being. While comparing the mean scores of male and female prospective teachers the male prospective teachers ($m=306.64$) are better than female

prospective teachers ($m=293.81$) in psychological well being.

Null Hypothesis 3

There is no significant relationship between self-efficacy and psychological well being of prospective teachers.

Table 5
Relationship between self-efficacy and psychological well being of prospective teachers

Self-efficacy and its dimensions	Calculated value of 'γ'	Remarks
Teaching	0.424	S
Class management	0.455	S
Guidance	0.434	S
Organizing extra-curricular activity	0.461	S
Preparing lesson plan	0.492	S
Preparing learning material	0.422	S
Using ICT	0.265	S
Creating positive classroom atmosphere	0.408	S
Pedagogic analysis	0.114	S
Self efficacy in total	0.544	S

(For 500 degrees of freedom at 5% level the table value of 'γ' is 0.088)

It is inferred from the table 5 that there is significant relationship between self-efficacy total and its dimensions teaching, class management, guidance, organizing extra-curricular activity, preparing

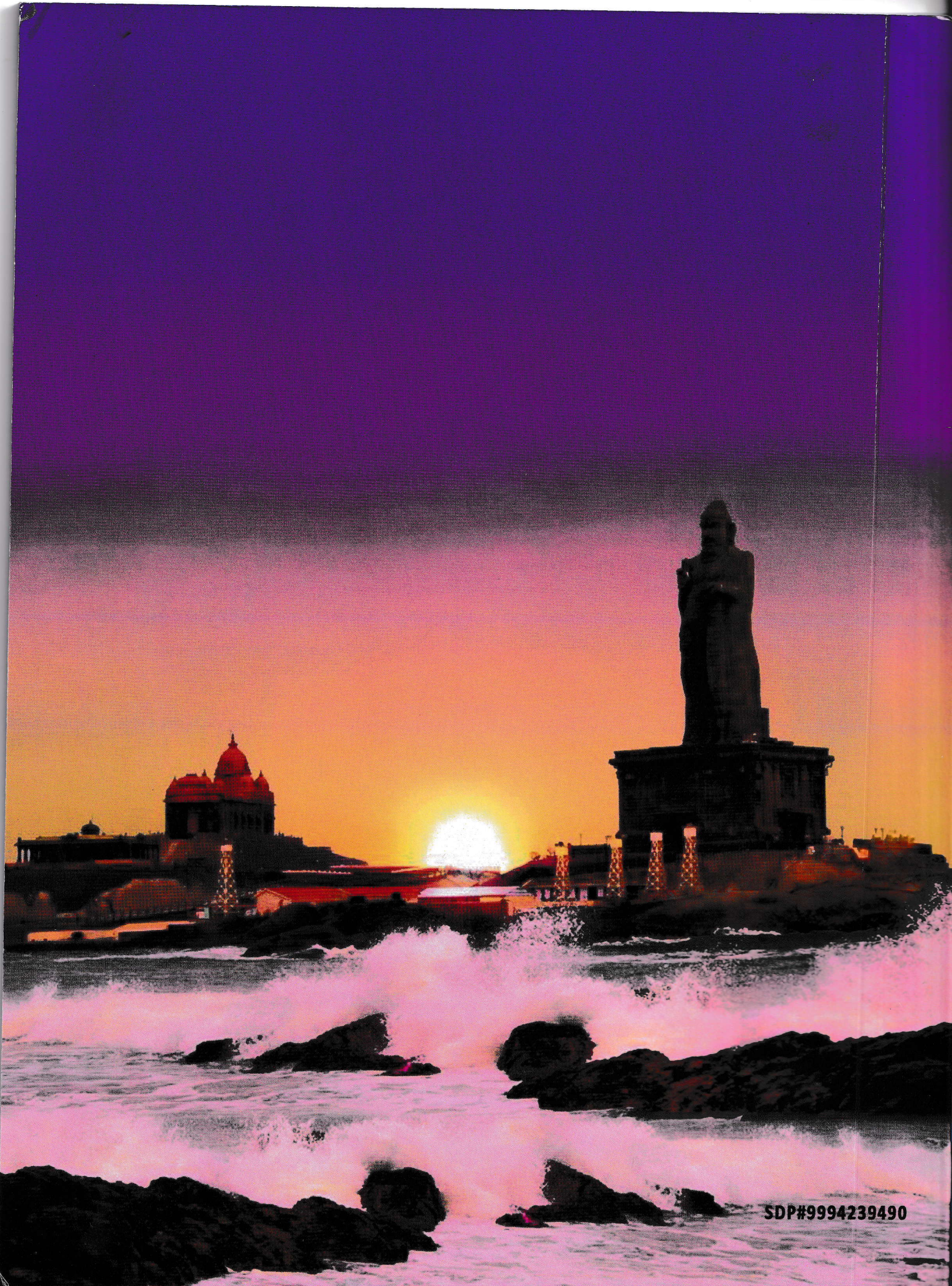
Findings

1. There is significant difference between male and female prospective teachers in the dimension using ICT, but there is no significant difference between male and female prospective teachers in their self-efficacy total and its dimensions teaching, class management, guidance, organizing extra-curricular activity, preparing lesson plan, preparing learning material, creating positive classroom atmosphere and pedagogic analysis. While comparing the mean scores of male and female prospective teachers, the male prospective teachers ($m=20.37$) are better than female ($m=19.44$) prospective teachers in their efficacy in using ICT.
2. There is significant difference between male and female prospective teachers in psychological well being. While comparing the mean scores of male and female prospective teachers the male prospective teachers ($m=306.64$) are better than female prospective teachers ($m=293.81$) in psychological well being.
3. There is significant relationship between self-efficacy total and its dimensions teaching, class management, guidance, organizing extra-curricular activity, preparing lesson plan, preparing learning material, using ICT, creating positive classroom atmosphere, pedagogic analysis and psychological well being of prospective teachers.

lesson plan, preparing learning material, using ICT, creating positive classroom atmosphere, pedagogic analysis with Psychological Well-being of prospective teachers.

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