

## POSITIVE EDUCATION INTERVENTION PROGRAMME OUTCOME ON THE TEACHER SELF- EFFICACY OF PRE-SERVICE TEACHERS

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### Abstract

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*Teachers are nation builders, they shoulder great responsibility of nurturing young minds in the country. The multifarious role played by teachers places a tall demand on them and thus they are particularly prone to burn out. They often end up giving so much from their human reservoir beyond what is healthy for them as individuals. Thus it is imperative that the teachers are equipped with knowledge and skills that will help them to develop their well-being. Positive education is an approach to education that focusses on well-being and character strengths along with cognitive development of students. This paper aims to ascertain the outcome of positive education intervention programme on the teacher self- efficacy of the pre-service teachers. The positive education intervention programme of 30 hours was developed for this purpose. The participants included in the study were 46 and 48 pre-service teachers in the control and experimental group respectively. The findings of the study indicate moderate effect of positive education programme on the teacher self-efficacy of the pre-service teachers.*

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### Introduction

Teachers are nation builders, they shoulder great responsibility of nurturing young minds in the country. The nature of their work puts teachers in an extremely responsible position. Where s/he is expected to play multifarious role in her professional life. A teacher is expected to be a facilitator of knowledge, curriculum developer, motivator, counsellor, guide, friend, diagnostician and a performer. This places a tall demand on the teachers and thus they are particularly prone to burn out. They often end up giving so much from their human reservoir

beyond what is healthy for them as individuals. Thus it is imperative that the teachers are equipped with knowledge and skills that will help them to develop their well-being.

Positive education is an approach to education that focusses on well-being and character strengths along with cognitive development of students. It intends to develop life skills in students like that of resilience, positive emotions, growth mind sets, etc. Positive education brings the science of positive psychology in the field of education thus supporting schools, students and communities to flourish.

### **Rationale of the Study**

Great demands are placed on present day teacher. The multifarious role that a teacher is expected to play not only is demanding but particularly leads to teacher burn out. It is thus important that teachers' capacity is developed so that they can take care of their well-being especially in times of stress. The teacher burn out can even adversely affect teacher self-efficacy. On the other hand if teachers' strong sense of efficacy can help them approach difficulties confidently rather than being threatened by it. Thus it was considered valuable by the researcher to study effect of Positive Education Programme on self-efficacy of pre-service teachers.

The positive education intervention programme of the present study was implemented with the S. Y. B. Ed. Students with the intention that it will help them to cope up with the rigour and demands of the hectic teacher training course confidently. Thus help them to cater to their well-being in a professionally demanding life of a teacher.

### **Review of Related Literature**

Coladarci (1992) explored teachers' sense of efficacy and commitment to teaching. The study revealed that teachers who were higher in both general and personal efficacy tended to exhibit greater teaching commitment; who taught in schools with fewer students per teacher; and who worked under a principal regarded positively in the areas of instructional leadership, school advocacy, decision making, and relations with students and staff. Female teachers were found to have higher teacher commitment. Caprara, Barbaranelli, Steca and Malone (2006) conducted a study at school level investigating into teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement. Structural equation modeling analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement. Gulbir (2008) examined the predictors of teachers' sense of efficacy

including gender, teaching field, years of teaching experience, satisfaction with performance, and support from colleagues, support from parents, and support from administration, and teaching resources. Findings demonstrated that gender, teaching field, and years of teaching experience variables were not significant predictors for overall teacher efficacy, efficacy in instructional strategies, efficacy in classroom management, and efficacy in student engagement, whereas satisfaction with performance variable made significant contribution to all dependent variables. Parental support and teaching resources predicted only efficacy in student engagement. Ford (2012) examined the factors that impact urban teachers' efficacy and their ability to motivate urban students within their classroom. The study has reported to prove beneficial to administrators hoping to develop methods that will increase teacher efficacy to improve student motivation. Mojavezi and Tamiz (2012) explored the impact of teacher self-efficacy on the students' motivation and achievement. The findings of the study demonstrated that teacher self-efficacy has a positive influence on the students' motivation and achievement. Shaukat and Iqbal (2012) conducted a study to assess the teachers' self-efficacy on three subscales namely, Student Engagement, Instructional Strategies and Classroom Management. Findings revealed significant differences between efficacy beliefs of male and female, B.Ed. and M.Ed., permanent and temporary, elementary and secondary, younger and older teachers with regards to classroom management. Aurah and McConnell (2014) conducted a comparative study on pre-service science teachers' self-efficacy beliefs of teaching in Kenya and the United States of America. Findings revealed a significant interaction between gender and country. Significant main effect for country but not for gender was reported by the study. A statistically significant difference in the PSTE with USA scoring higher on average and a significant difference in the STOE score with Kenya scoring higher was found with a significant MANOVA, followed-up with a univariate ANOVA tests. Noormohammadi (2014) studied teacher reflection and its relation to teacher efficacy and autonomy. The findings reported that there was a positive relationship between teacher reflective practice, teacher self-efficacy and autonomy; also reflection elements had positive relations with self-efficacy and autonomy components. Savas, Bozgeyik and Eser (2014) conducted the study with the major aim to examine the relationship between teacher self-efficacy and burnout. The results indicated that teacher self-efficacy predicted burnout negatively. Bentea (2017) conducted a study on teacher self- efficacy, teacher burn out psychological well-being. The study showed

significant and negatively correlation between teacher self-efficacy with exhaustion and depersonalization and positively correlation with personal achievement.

### **Statement of the Problem**

Positive education intervention programme outcome on the Teacher Self- efficacy of the pre-service teachers.

### **Operational Definition of the Terms**

**Positive Education:** Positive education is defined as enabling the learner to acquire knowledge and skills to develop their well-being.

**Teacher Sense of Efficacy:** It is the confidence a teacher holds in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

### **Scope and Delimitations of the Study**

The present study included pre-service teachers from colleges of education affiliated to university of Mumbai. It did not include pre-service teachers from colleges of education affiliated to other than Mumbai University. The study was limited to B.Ed. colleges with English as the medium of instruction. It excluded colleges of education not having English as a medium of instruction. The study was limited to pre-service teachers pursuing Bachelor of Education degree. It did not include students from any other course of education such as M. Ed. or D. Ed. It included only S. Y. B. Ed. Students of the academic year 2017- 18 and not the F. Y. B. Ed. Students. In the present study, effect of positive education programme on Teacher Self- Efficacy from English medium colleges of education was studied. Other variables such as engagement, academic achievement, motivation, anxiety, stress, etc. were excluded from the study. The study has adopted quantitative approach and not the qualitative approach.

### **Aim of the Study**

To ascertain the effect of positive education programme on teacher self- efficacy of pre-service teachers.

### **Objectives of the Study**

1. To compare the pre-test scores on teacher self- efficacy of the experimental and control group.
2. To compare the post-test scores on teacher self- efficacy of the experimental and control group after partialling out the effect of pre-test scores.

3. To compute the effect size of the positive education programme on the teacher self- efficacy of the pre-service teachers.

### **Null Hypotheses of the Study**

1. There is no significant difference in the pre-test scores on teacher self- efficacy of the experimental and control group.
2. There is no significant difference in the post-test scores on teacher self- efficacy of the experimental and control group after partialling out the effect of pre-test scores.

### **Methodology of the Present Study**

In the present research, quasi experimental design of the pre-test post-test, non-equivalent groups type is used. It can be described as follows:

The pre-test-post-test non-equivalent groups design

$O_1 X O_2$

$O_3 C O_4$

Where,

$O_1$  and  $O_3$ = Pre-test Scores

$O_2$  and  $O_4$ = Post- test Scores

X : Experimental Group

C : Control Group.

### **Sample of the Study**

In the present study, the sample has been selected consisting of one intact class each of S. Y. B. Ed. students from two different colleges of education situated in the Greater Mumbai. The study adopted a two-stage sampling technique. At the first stage, colleges were selected using simple random sampling technique (lottery method). At the second stage, students were selected from these two colleges using cluster sampling technique. The experimental comprised of 48 student- teachers and the control group consisted of 46 student- teachers.

### **Tool of the Study**

In the present study following tools were used by the researcher to collect the data:

Teachers' Sense of Efficacy Scale (Tschannen- Moran & Hoy, 2001)

**Intervention Programme:** The positive education intervention programme was conducted in the experimental group. The positive education intervention programme comprised of five modules, namely, resilience, positive emotions, positive relationships, character strengths and

meaning in life. The duration of the programme was of 30 hours. Each module of the programme was divided into sessions. Every session was further divided into some activities.

**Techniques of Data Analysis:** The present research used statistical techniques of t-test, ANCOVA and Wolf's formula.

## FINDINGS AND CONCLUSIONS

1. There is no significant difference in the pre-test scores on teacher self- efficacy of the experimental and control group.

This hypothesis was tested with the objective of comparing the initial status of the experimental and control group on teacher self- efficacy. The technique used for testing this null hypothesis is the t- test.

The following table shows the relevant statistics of the pre- test scores of Teacher Self- Efficacy of the participants of the experimental and control group.

**Table 1: Pre- test scores of TSES of EG and CG**

Group	N	Mean	t	P	L. o. s
EG	48	176.63			
CG	46	162.46	2.65	0.009	S

The preceding table indicates that the t- ratio for TSES is significant at 0.01 level of significance. Hence the null hypothesis is accepted. It may be concluded that the mean pre- test TSES scores of the participants from the EG and CG differ significantly.

2. There is no significant difference in the post-test scores on teacher self- efficacy of the experimental and control group after partialling out the effect of pre-test scores.

On testing hypothesis 1, it was found that the mean TSES of EG and CG differ significantly. Therefore the technique of ANCOVA was applied to partial out the effect of pre- test from the post- test scores on the dependent variables.

The following table shows the relevant statistics of the post- test scores of teacher self- efficacy of the participants of the experimental and control group.

**Table 2: Post- test scores of TSES of EG and CG**

Groups	Experimental	Control
Observed Mean	193.65	167.28
Adjusted Mean	188.91	172.23

ANCOVA determines whether the adjusted post-test means of the two groups differ significantly from each other.

Table 3 shows the relevant statistics of ANCOVA for post- test mean TSES scores of EG and CG.

**Table 3: ANCOVA for post- test mean of TSES of EG AND CG**

Sources of variation	SS	df	MS	F- ratio	P
Adjusted Means (A)	6068.18	1	6068.13	13.47	<0.0001
Adjusted error (B)	40988.43	91	450.42		
Adjusted total (A + B)	47056.6	92			

From the table 3 it can be seen that the F-ratio is 13.47 which is significant ( $P < 0.0001$ ). Hence a significant difference is found between the two groups. Thus the null hypothesis is rejected.

It can be stated that there is a significant difference in the post test scores of pre- service teacher self- efficacy from experimental and control group. The mean TSES score of pre- service teachers from EG is significantly greater than that of CG.

3. To compute the effect size of the positive education programme on the teacher self- efficacy of the pre-service teachers.

In order to calculate the effect size of the positive education programme on the teacher self- efficacy Wolf's formula was applied. This helped in finding the effectiveness of the treatment on the teacher self- efficacy of the pre-service teachers.

The effect size of the Positive Education Intervention Programme on teacher self- efficacy of pre-service teachers was found to be 0.79 which is moderate in magnitude. It is worth noting that the effect size of TSES is just 0.01 less than the score required for high effect. Thus it can be concluded that the positive education intervention programme has a moderate effect on teacher self- efficacy of pre-service teachers.

## DISCUSSION

The findings reveal that the pre- service teachers from the experimental group have scored higher on Teacher self- efficacy as compared to the control group after controlling for their respective pre- test scores. Hence it can be said that the positive education programme has led to the development of teacher self- efficacy in pre-service teachers. The engagement of pre-service teachers in 30 hours positive education programme would have resulted in increase in teacher self- efficacy scores of pre- service teachers from the experimental group. In the programme they were oriented to various well- being skills. They were engaged in different

activities related to skills of resilience, cultivating positive emotions, building relationships, developing growth mind set, etc. These experiences may have helped the pre-service teachers of the experimental group to develop their well-being and confidence in their abilities as teachers.

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