



The Importance of the psychological well-being of college teachers with self efficacy

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ABSTRACT

The purpose of conducting this study was to find out the importance of the psychological well being of college teachers with self efficacy. The quality of citizens depend more upon the quality of their teachers as compare to their quality of education. Teachers play the important role for transmission and spreading the knowledge and intellectual power in every human being. Self-efficacy is a general determinant of a teacher's success and contributes to general well-being. With the growing population of teachers who actively seek advanced degrees or professional continuing education opportunities. Teachers who feel secure to explore innovative teaching practices are able to provide students with deeper learning experiences in ways that promote their curiosity and creativity.

INTRODUCTION

Education is the most powerful weapon which helps the pupils to become good human beings. The quality of citizens depend more upon the quality of their teachers as compare to their quality of education. Teacher's personality, character qualities, well-being, attitudes, teaching efficiencies and life style creating effective teaching learning situations and helps to contribute in society. The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers. The success of the learner mainly depends on the ability of the teacher.

Our whole education system is controlled by teacher. The nation's well-being depends upon teacher's well-being. Teachers play the important role for transmission and spreading the knowledge and intellectual power in every human being. Naturally, they are the heart and soul of education system. A teacher will be able to function effectively if he/she has a balanced personality and a sound mental state, thus well-being of teachers is important for their effective functioning.

Ryff (1989) operationally defined psychological well-being as self-acceptance and personal growth. High psychological well-being is about feeling happy and doing well. High self- efficacy is related to high self-esteem, positive well-being and better physical condition, regulation of stress and recovery from diseases (Bandura, 1997; Bisschop, Knegsman, Beekman, & Deeg, 2004; Kuijer & de Ridder, 2003). On the other hand, low self-efficacy is related to more symptoms of stress, depression and anxiety. (Faure & Loxton, 2003; Kashdan & Roberts, 2004; Shnek, Irvine, Stewart, & Abbey, 2001).

Self-efficacy is a general determinant of a teacher's success and contributes to general well-being. With the growing population of teachers who actively seek advanced degrees or professional continuing education opportunities, there is a need to examine how this continuing education affects self-efficacy.

Psychological well-being:

The term Well-being is mostly used for specific variety of goodness, Well-being requires cooperation between mind and body. It understands a sense of relief to reduce the pressures in person's life. Well-being is not only physical well-being rather it includes all aspects of a man. For example, living in good environment, being of worth for world, being able to cope with life, enjoying life, etc. Well-being is one of the most important goals which individuals as well as societies strive for.

Psychological well-being includes individual's relationship with life goals, if he is aware of his potential, the quality of his relationship with others, and what he feels about his own life (Ryff and Keyes, 1995). Psychological well-being takes an important part in personality and development theories both theoretically and practically. Psychological wellbeing, which guides clinical studies that will help advisors to make their advisees reach their goals, informs about the goals and purposes regarding psychology consulting.

Psychological well-being is defined as “.....a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others and contribute to their community”(Foresight Mental Capital and Well Being Project 2010)

Psychological Well-being is an effort to be peaceful and enjoy life, connect to life, establish satisfying relationships with others, aim for a purpose and make life valuable. In addition, an individual's satisfaction with his /her life refers to having positive feelings about the future and continuing the life functionally (Seligman, 2011).

Importance of psychological well being:

Psychological well-being consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development. Teachers who feel heard and valued for their ideas, have opportunities to collaborate and feel supported by colleagues feel a greater sense of well-being within the workplace. Teachers who feel secure to explore innovative teaching practices are able to provide students with deeper learning experiences in ways that promote their curiosity and creativity.

- Teacher well-being help to ensure teachers can flourish, this can promote better classroom climates
- Teacher wellbeing enable high quality teaching that leads to success for students.
- Teacher wellbeing is also linked to student wellbeing.
- Teacher wellbeing is an important first step in wellbeing programs to promote student well-being.

Review related to psychological well-being

Chaudhari& Parikh (2019) investigated the psychological well-being among primary and higher secondary school teachers. It also aimed to check psychological well-being with reference to types of school teachers and gender. The Psychological well-being Scale (PWBS) prepared by Dr.Devendera Singh Sisodia and Ms.Pooja Chaudhary (2012) was used. The sample constituted total 120 school teachers out of which 60 were from primary school teachers (30 male and 30 female) and 60 from higher secondary school teachers (30 male and 30 female). The data was collected from various schools of Gujarat State. The data was scored, analyzed as per the manual. F test was being calculated. The result showed that (1) There is no significant difference between the mean score of the psychological well-being among primary and higher secondary school teachers. Therefore it could be said that, the primary school teachers is having good psychological well-being than higher secondary school teachers, (2) There is no significant difference between the mean score of the psychological well-being

among male and female school teachers and (3) There is no significant difference between interactive effect of the mean score of the psychological well-being among types of school teachers and gender.

Lamba& Som. (2020) conducted in this study on the psychological well-being and mental health problems in college teachers and school teachers. Samples of 160 school teachers were taken from Delhi NCR. The study reported that the male school teachers have a better psychological well-being and they have a less mental health problem which indicates that if an individual have a less mental health problems then they have better psychological well-being and are more satisfied with their lives. These findings can be used in Indian context and thus essential steps can be taken to educate the people to make their lives better.

Self-efficacy:

Self-efficacy means the ability of a person to carry out action according to his own ways. It also means to set one's expectations according to one's ability to perform various tasks. Self-efficacy is a positive feeling one has about his/her ability to perform at various levels of the tasks. If a person shows more self-confidence and self-belief, it proves that the person possesses more self-efficacy. If people conclude negatively about their efforts to reach their goals, they lack self-efficacy. On the other hand, if they feel positive about the outcomes and efforts to reach their goals, their performance will be increased and higher self-efficacy is exhibited.

The concept of self-efficacy lies at the centre of psychologist **Albert Bandura's** social cognitive theory (1986) emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. According to Bandura, a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part in this self-system. Self-efficacy is a concept, introduced by Albert Bandura. Although someone may believe that how some future event turns out is under their control, they may or may not believe that they are capable of behaving in a way that will produce the desired result.

Review related to self efficacy

Poulou, Reddy and Dudek (2018) conducted research to determine relationship of teacher self-efficacy and classroom practices. The data was collected from 58 Greek teachers. The main objective of the research was to examine teacher's perceptions of self-efficacy and actual instructional and behavior management practices using the Classroom strategies assessment. The findings of the study revealed significant differences between teachers' self-reported self-efficacy and self-efficacy rating by observers.

Alexander, S. (2020) conducted research to ascertain teacher's self-efficacy beliefs about motivating students studying in elementary schools run by an NGO in various districts of Punjab. The data was collected through a multistage sampling technique from 400 teachers working in schools for ethnic and poor communities in 8 districts of Punjab. This result shows significant relationship among teacher's perception of self-efficacy to motivate students, capacity for self-motivation, and professional commitment for effective teaching. A strong positive correlation was found among teacher's self-efficacy beliefs to apply effective teaching strategies to enhance motivation among students. Therefore, school management must focus on the intrinsic motivation of teachers so that they can self-motivate themselves for effective teaching.

The Relationship between Psychological Well-Being and self-efficacy

When teachers feel competent, they experience less negative emotions (stress, emotional exhaustion, depersonalization, burnout) and more positive emotions (high personal accomplishment, commitment and job satisfaction).

As a matter of fact, **Bandura (1997)** states that the beliefs of individuals' competence beliefs are

effective in increasing the level of effort they make for their work and ensuring well-being. As a result of this, teachers with high self-efficacy perception try to improve their knowledge of the content they teach and focus on qualified learning outcomes (Enochsand Riggs, 1990; Gibson and Dembo, 1984). some studies have indicated that general self-efficacy strongly predicted psychological well-being (eg, Gibbons, 2010; Klainin-Yobas et al., 2016; Nielsen et al., 2009). In the literature, it was found that teachers' self-efficacy was related to psychological well-being (Bentea, 2017; Jeon et al., 2018; McInerney et al., 2015). As can be seen from these evidence, general self-efficacy or self-efficacy for performing a task seems to be a determining structure in psychological well-being.+

Conclusion:

Teachers play an important part in the teaching – learning process. A teacher influences a student to a great extent. The challenges faced by a teacher in a globalized world are difficult to manage. It is essential that teachers have a balance between their life and work and therefore need to possess higher psychological well-being. The foundation of building a healthy and sound society is layered to greater extent by educating the youngsters of that society. Thus, teachers are the architects in building healthy nation. They do give the shape for growing individuals and prepare them to be useful to the society in various ways of life, thus teachers have been rendering a valuable service to the nation.

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