

# TEACHERS' SELF – EFFICACY – PSYCHOLOGICAL CORRELATES

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## Theoretical background of the research

- The research design was realized according to the perspective of positive psychology on *psycho – social well - being* and *subjective well - being*.
- We focused on the studies based on the assessment of the general self – efficacy, and teachers' self – efficacy performed by R. Schwarzer (1997, 2000).

## The aims of the research

- To examine psychological correlates of teachers' self - efficacy
- To identify the relation between teachers' self – efficacy and extracurricular engagement/after school activities
- To explore the mediators of the teachers' self - efficacy

## The hypotheses of the research

- **H1:** We presume that there is a positive correlation between teachers' self – efficacy and: ego and socio - related components of well – being, optimism, self – esteem, and a negative correlation with procrastination.
- **H2:** We assumed that teachers who are engaged in extracurricular activities/after – school programs are more self – efficacious than those who are not
- **H3:** We expect to find that teachers' self – efficacy is mediated by self – esteem, general self – efficacy and psycho – social well – being

## Method

### Participants

- The sample consisted on 164 high – school teachers from Bucharest
- 15 male and 149 female
- Mean age: 42,5 years

## Method

### Variables

- Teacher' self – efficacy
- General self – efficacy
- Self – esteem
- Optimism
- Happiness
- Life satisfaction
- Subjective well – being
- Psycho – social well - being
- Perceived social support
- Procrastination
- Extracurricular activities/after school programs

## Instruments

- ❑ *The Teacher Self – Efficacy Scale* (Schwarzer, Schmitz & Daytner, 1999)
- ❑ *The General Self – Efficacy Scale* (Schwarzer and Jerusalem, 1993)
- ❑ *The Satisfaction with Life Scale* (Diener et al, 1985)
- ❑ *The Subjective Happiness Scale* (Lyubomirski, 1999)
- ❑ *The Life Orientation Test* (Scheier and Carver, 1986)
- ❑ *The Self Esteem Scale* (Rosenberg, 1965)
- ❑ *Multidimensional Scale of Perceived Social Support* (MSPSS, Zimet, Dahlem, Zimet & Farley, 1988)
- ❑ *The Psycho-social Well Being Inventory/PSWBI* (elaborated by Zbaganu – Negovan, 2004, based on Ryff’s and Keyes’ models of psychological and social well – being)

## RESULTS, hypotheses testing, discussions

### Central tendency and standard deviation of the variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
teacherefficacy	164	19	40	32.98	4.658
selfefficacy	164	10	50	37.35	6.362
selfesteem	164	21	46	36.44	4.322
happiness	164	4	20	13.07	2.619
lifesatisfaction	164	5	25	15.37	3.682
optimism	164	15	40	28.82	4.450
psychosociowellbeing	164	41	97	73.90	11.161
subjectivewellbeing	164	9	45	28.43	5.696
perceivedsocialsupport	164	20	60	48.79	8.882
procrastination	164	21	76	46.24	11.681
age	164	22	60	42.49	10.190
Valid N (listwise)	164				

## Hypotheses testing, discussions Matrix of Correlations

**Correlations**

		teacherefficiency	selfefficacy	selfesteem	lifesatisfaction	happiness	psychosocialwellbeing	perceivedsocialsupport	optimism	subjectivewellbeing	procrastination
teacherefficiency	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	164									
selfefficacy	Pearson Correlation	.533**	1								
	Sig. (2-tailed)	.000									
	N	164	164								
selfesteem	Pearson Correlation	.373**	.330**	1							
	Sig. (2-tailed)	.000	.000								
	N	164	164	164							
lifesatisfaction	Pearson Correlation	.321**	.405**	.373**	1						
	Sig. (2-tailed)	.000	.000	.000							
	N	164	164	164	164						
happiness	Pearson Correlation	.275**	.464**	.368**	.623**	1					
	Sig. (2-tailed)	.000	.000	.000	.000						
	N	164	164	164	164	164					
psychosocialwellbeing	Pearson Correlation	.487**	.403**	.328**	.473**	.373**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
	N	164	164	164	164	164	164				
perceivedsocialsupport	Pearson Correlation	.324**	.355**	.337**	.490**	.488**	.422**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000				
	N	164	164	164	164	164	164	164			
optimism	Pearson Correlation	.314**	.439**	.367**	.363**	.523**	.390**	.490**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000			
	N	164	164	164	164	164	164	164	164		
subjectivewellbeing	Pearson Correlation	.334**	.475**	.410**	.933**	.863**	.477**	.541**	.475**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		
	N	164	164	164	164	164	164	164	164	164	
procrastination	Pearson Correlation	-.311**	-.259**	-.303**	-.184*	-.192*	-.270**	-.190*	-.137	-.207**	1
	Sig. (2-tailed)	.000	.000	.000	.018	.014	.000	.015	.081	.008	
	N	164	164	164	164	164	164	164	164	164	164

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

## One – Way ANOVA – variance of the levels of the teacher' self – efficacy by extracurricular engagement/after school programs

### Descriptives

teacherefficiency						95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum	
1	143	33.29	4.505	.377	32.55	34.04	21	40	
2	21	30.81	5.202	1.135	28.44	33.18	19	39	
Total	164	32.98	4.658	.364	32.26	33.69	19	40	

### ANOVA

teacherefficiency							
	Sum of Squares	df	Mean Square	F	Sig.		
Between Groups	113.000	1	113.000	5.348	.022		
Within Groups	3422.902	162	21.129				
Total	3535.902	163					

**Related results**  
**Stepwise multiple regression – dependent variable –**  
*teacher' self - efficacy*  
**Model Summary**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.533 <sup>a</sup>	.284	.279	3.954	.284	64.153	1	162	.000
2	.572 <sup>b</sup>	.327	.319	3.843	.044	10.482	1	161	.001
3	.627 <sup>c</sup>	.394	.382	3.660	.066	17.487	1	160	.000

- a. Predictors: (Constant), selfefficacy
- b. Predictors: (Constant), selfefficacy, selfesteem
- c. Predictors: (Constant), selfefficacy, selfesteem, psychosociowellbeing
- d. Dependent Variable: teacherselfefficacy

**Regression Output – ANOVA & Coefficients table**

**ANOVA <sup>d</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1003.032	1	1003.032	64.153	.000 <sup>a</sup>
	Residual	2532.870	162	15.635		
	Total	3535.902	163			
2	Regression	1157.850	2	578.925	39.195	.000 <sup>b</sup>
	Residual	2378.052	161	14.771		
	Total	3535.902	163			
3	Regression	1392.145	3	464.048	34.634	.000 <sup>c</sup>
	Residual	2143.757	160	13.398		
	Total	3535.902	163			

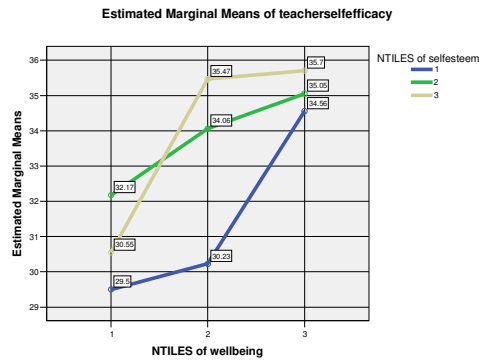
- a. Predictors: (Constant), selfefficacy
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**Coefficients <sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.413	1.844		9.984	.000
	selfefficacy	.390	.049	.533	8.010	.000
2	(Constant)	11.708	2.739		4.275	.000
	selfefficacy	.336	.050	.459	6.711	.000
	selfesteem	.239	.074	.222	3.238	.001
3	(Constant)	7.893	2.764		2.856	.005
	selfefficacy	.266	.051	.364	5.268	.000
	selfesteem	.171	.072	.159	2.370	.019
	psychosociowellbeing	.120	.029	.289	4.182	.000

- a. Dependent Variable: teacherselfefficacy

GLM Univariate – analysis of variance of the teacher' self – efficacy by level of self – esteem and psycho – social well - being



GLM Univariate – analysis of variance of the teacher' self – efficacy by level of procrastination

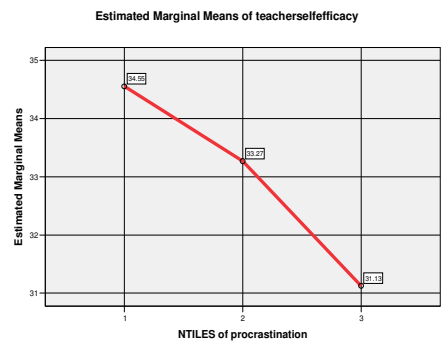
Multiple Comparisons

Dependent Variable: teachersefficacy

Bonferroni

(I) NTILES of procrastination	(J) NTILES of procrastination	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
1	2	1.28	.859	.410	-.79	3.36
1	3	3.43*	.843	.000	1.39	5.47
2	1	-1.28	.859	.410	-3.36	.79
2	3	2.14*	.859	.041	.07	4.22
3	1	-3.43*	.843	.000	-5.47	-1.39
3	2	-2.14*	.859	.041	-4.22	-.07

Based on observed means.  
\*. The mean difference is significant at the .05 level.



## Conclusions

- Teacher self – efficacy is positively correlated to: self – efficacy, self – esteem, psycho – social well – being, life satisfaction, happiness, perceived social support, optimism, and negatively correlated to procrastination
- Teachers who are engaged in extracurricular activities/ after school programs are more self – efficacious than those who are not.
- The variance of the teacher self – efficacy could be explained by the cognitive and affective component of the self, and the socio - related component of the well – being.

## Practical implications of the research

Because the teachers' self – efficacy is influenced by the psycho – social well – being and self – esteem, it is necessary that school psychologist helping education practitioner to manage the difficult situations in the school settings.

Thank you for your attention!

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QUESTIONS

