

# A Study of Self-efficacy and Mental Health among Primary School Teachers

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## ABSTRACT

This study aims to investigate the relationship of Self-efficacy and Mental Health among primary school teachers based on their gender (male and female), marital status (married and unmarried) and type of institution/locale (urban and rural). The sample comprised of 104 primary school teachers, among them there were 53 male teachers and 51 female teachers, 46 were married teachers and 58 were unmarried teachers, 47 teachers were from rural areas and 57 were from urban areas at primary school level. Teachers were asked to complete the Teacher Self-efficacy scale and Teacher Mental Health scale. The mean scores of the collected data were compared through t-test and Pearson correlation was also used to analyze the data. The results revealed that there is no significant difference between mean scores of Self-efficacy and Mental Health of primary school teachers on the basis of their gender and type of their institution but on the basis of their marital status there is a significant difference in the mean scores of Self-efficacy of married and unmarried primary school teachers where as the mean scores of Mental Health of married and unmarried primary school teachers have no significant difference. Further the result of Pearson correlation shows that there is no significant relationship between Self-efficacy and Mental Health of primary school teachers.

**Keywords:** Self-Efficacy, Mental Health, Teacher Self-efficacy and Primary School Teachers

A child's overall growth is the objective of education, which dispels the darkness. The process of education consists of three steps. It involves communication between the teacher, the students, and the wider community. These three elements are equally responsible for the success of the educational process. Experts believe that a programme's effectiveness is greatly influenced by the quality of the learning process. When a student was unable to meet the specified goals, the teacher was at fault, either for the plans he/she created or the strategies he/she employed to carry them out. The success of the student depends heavily on the teacher's abilities. The teacher's role in society is critical. In this way, he/she helps maintain civilization's lamp by serving as a fulcrum for the transmission of intellectual traditions and technological talents from generation to generation. Success in all facets of life

is influenced by the calibre of teachers. Therefore, teachers are the real architects of a nation. Therefore, an important subject in the field of education is teacher's performance.

The practice of teaching is dynamic. It unlocks a world of knowledge, adventure, and education. In any event, as noted in the International Commission on Education's (1996) report, in any case, without teachers' full engagement and cooperation, no reform can be successful. A top priority should be given to the social, cultural, and financial standing of educators. Teachers serve as role models in the

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educational field. Teachers must be mentally and physically prepared to impart the right knowledge to the students in a manner that is appropriate in order for the teaching-learning process to be effective. A teacher must develop positive relationships with psychological elements such as self-efficacy, mental health, expectations, personality, excitement, etc. in order to be psychologically balanced. Keeping in mind the importance of self-efficacy and mental health of teachers, present study has been undertaken.

The purpose of present study is to know the relationship of Self-efficacy and Mental Health among primary school teachers based on their gender (male and female), marital status (married and unmarried) and type of institution/locale (urban and rural).

### **Self-efficacy**

“Self-efficacy is the belief in one’s capabilities to organize and execute the sources of action required to manage prospective situations” (Bandura, 1986).

The concept of “self-efficacy” describes a person’s belief in his or her ability to act in ways that will help them achieve specific performance goals. It indicates assurance in one’s capacity to manage one’s own driving forces, actions, and social milieu. People’s goals, the amount of effort put forth to accomplish them, and the possibility of achieving particular levels of behavioural performance are all impacted by these cognitive self-evaluations. Self-efficacy beliefs are hypothesised to vary based on the region of functioning and the circumstances surrounding the occurrence of behaviour, contrary to standard psychological concepts. A person may feel that taking a given action would result in a desired outcome, but he or she may question that he or she has the ability to create that circumstance.

### **Teacher Self-efficacy**

Teacher self-efficacy refers to a teacher’s belief in his or her ability to carry out goal-oriented, profession-related activities successfully and to positively affect students’ learning behaviour. Depending on individual characteristics and external factors, the idea of teacher self-efficacy might shift. Furthermore, because different work-related activities need distinct competences, teacher’s self-efficacy might

vary across different job domains, indicating a high level of specificity.

Teachers’ self-efficacy has increasingly risen in importance in school psychology research as a result of its effects on instructional practices, teaching effectiveness, and student academic achievement. Numerous studies have shown that teachers with high levels of self-efficacy report more job satisfaction, less stress at work, and easier managing of disruptive behaviour from students. Understanding the major drivers of self-efficacy can therefore be very helpful in efforts to enhance educational institutions’ effectiveness and efficiency as well as teachers’ wellbeing.

### **Mental Health**

Our emotional, psychological, and social well-being are all parts of our mental health. It influences our thoughts, emotions, and behaviours. It also influences how we respond to stress, interact with others, and make decisions in our life. Every period of life, from childhood and adolescence to maturity, is vital for mental health. Issues with teachers’ mental health are significant since they not only negatively affect the teachers themselves but also have an immediate impact on student’s learning. Teachers’ poor mental health negatively affects students’ mental health and the effectiveness of teaching-learning process. Teachers with good mental health may assist students with excellent learning and development experiences. Therefore, a very crucial issue is teachers’ mental health. Mental Health refers to how successfully a person handles the ups and downs of life is. The idea of mental wellness is challenging to understand. This becomes more apparent when contrasted with a person’s physical health. A person is said to be physically healthy if his or her body works regularly and is free of pain and disruption. Similar to this, someone is said to be in good mental health if their mind is in good working order and they do not have any emotional disturbances. It is usually believed that an individual is mentally healthy if they are self-confident, have close friends, and keep friendly ties with a variety of people they interact with.

The WHO emphasizes that having a healthy mental state extends beyond simply being free of mental illnesses and disabilities. Peak mental health involves maintaining continual wellbeing and enjoyment in

addition to avoiding active illnesses. A mentally healthy person, according to Fredrickson (2001), is always filled with positive emotions, which inspires people to engage with their environment and take part in a range of activities, many of which are evolutionary in origin and support environmental adaptation. There are various factors that contribute to the Mental Health of an Individual like Physical Factors, Family Factors, Social Factor, and Heredity etc.

### Objectives of the study

The objectives of the study are listed below:

1. To compare the mean scores of self-efficacy of male and female primary school teachers.
2. To compare the mean scores of the Mental Health of male and female primary school teachers.
3. To compare the mean scores of Self-efficacy of married and unmarried primary school teachers
4. To compare mean scores of Mental Health of married and unmarried primary school teachers.
5. To compare the mean scores of Self-efficacy of rural and urban area's primary school teachers.
6. To compare the mean scores of Mental Health of rural and urban area's primary school teachers.
7. To study the impact of Self-efficacy on the Mental Health of primary school teachers.

### Hypotheses of the study

**Hypothesis (H<sub>0</sub>1):** There is no significant difference in the mean scores of Self-efficacy of male and female primary school teachers.

**Hypothesis (H<sub>0</sub>2):** There is no significant difference in the mean scores of Mental Health of male and female primary school teachers.

**Hypothesis (H<sub>0</sub>3):** There is no significant difference in the mean scores of Self-efficacy of married and unmarried primary school teachers.

**Hypothesis (H<sub>0</sub>4):** There is no significant difference in the mean scores of Mental Health of married and unmarried primary school teachers.

**Hypothesis (H<sub>0</sub>5):** There is no significant difference in the mean scores of Self-efficacy of rural and urban area's primary school teachers.

**Hypothesis (H<sub>0</sub>6):** There is no significant difference in the mean scores of Mental Health of rural and urban area's primary school teachers.

**Hypothesis (H<sub>0</sub>7):** There is no significant relationship between the mean scores of Self-efficacy and Mental Health of primary school teachers.

### Related literature review

#### Studies on Self-efficacy

Viel-Ruma *et al.* (2010) investigated special educators' self-efficacy views. Researchers conducted three surveys in a district's schools in order to better understand the relationship between reported levels of teacher self-efficacy, collective efficacy, and work satisfaction in special educators. The results revealed a direct connection between teacher self-efficacy and job satisfaction. Further research revealed that while job satisfaction was not immediately impacted by collective efficacy, it directly affected teachers' sense of self-efficacy. There were not seen any significant differences in the reported levels in these areas among teacher subgroups classified by teaching level (elementary level, middle level and higher level), teaching context (self-contained, resource, or inclusion), or credential type (highly qualified, not highly qualified, or emergency).

Devos *et al.* (2012) looked into how the working environment of the society influenced the self-efficacy and sadness of new teachers. According to the findings both outcomes were predicted by the goal structure culture of the school. Only when novices were having minimal difficulties or worked in an atmosphere oriented toward mastering goals were frequent collaborative interactions with colleagues linked to better self efficacy. The simple fact that mentoring and meetings with the principal took place had no bearing on the outcomes, but the quality of these activities did.

Fahlman *et al.* (2002) studied the link between preparation of teacher and self-efficacy in health education among 310 elementary and secondary preservice teachers at a prominent Midwestern American university. The fact that self-efficacy of students for the aspects discussed in the particular

health course they had taken was much higher at the end of the term. Students participating in the two courses that especially emphasised teaching approaches had the biggest increases in teaching self-efficacy, and their perceptions that they might influence their future students' health behaviours were similarly higher than those students who completed largely content-based courses.

Salami (2007) studied the association between self-efficacy and work attitude by randomly selecting 475 secondary school teachers from southern Nigeria. The data was acquired from 475 secondary school teachers, and the data was analyzed using hierarchical multiple regression analysis. Self-efficacy and work attitudes were found to have a substantial link, according to the study.

Guo *et al.* (2012) looked at how self-efficacy, education, and years of experience affected observed classroom behaviours. The Teacher Self-efficacy Scale and Classroom Observation method were used to collect data from 1,043 fifth grade kids and their teachers in the United States of America. Researchers found that teachers with a higher feeling of self-efficacy exhibited more support, offered a more positive classroom atmosphere, and their pupils had stronger literacy skills than teachers with a lower sense of self-efficacy, according to Structural Equation Modeling (SEM).

### Studies on Mental Health

Ananda (1989) performed a study on school teachers' mental health and used a mental health scale and discovered that 59% of them were in good mental health. Working conditions have no bearing on mental health; however social values have a favourable impact on teachers' mental health.

Bhagat (2016) examined how emotional intelligence affects secondary school teachers' job stress, mental health, and effectiveness as teachers. Gender and teaching experience were also taken as demographic variables under the study. A sample of the study constituted 600 secondary school teachers from the six districts of Jammu province.

Srivastava (2010) studied primary level and secondary level school teachers' personalities and mental health. The results show that personality types/traits influence mental health primary and secondary level school teachers, with teachers who

are extrovert having greater mental health than introvert instructors.

Mohana (2013) did a research on 640 teachers in Cuddalore, a Tamil Nadu district. She discovered in the research that their mental health is unaffected by the fact that they teach in different schools at different levels and have varying teaching experience. She went on to say that teachers should teach effectively. They should also serve as a conduit between students and higher authorities.

Huang *et al.* (2021) studied with the sample of 764 college students in a study of 3 years long to test the relationship of their self-efficacy, positive mental health and social rhythm. According to the findings, college students' progress toward developing positive mental health increased over the course of those three years. The association between positive mental health, self-efficacy, and social rhythm was made clear by this research, which also offered evidence that among young adults, self-efficacy and social rhythm are based on positive mental health. Therefore, to help young adults to develop high levels of self-efficacy and social rhythm, school psychologists at universities should pay particular attention to their healthy mental health.

Muenchhausen *et al.* (2021) conducted a study which aims to discover about the intricate relationship between teacher self-efficacy and mental health, as well as how that relationship develops as the intervention progresses. Result showed that teacher self-efficacy showed a significant, moderate correlation with mental health.

**Population:** The population consists of the present study, The Primary School Teachers of Government and Private or non-aided of Malda district of West Bengal.

**Sample:** In the present study data collected from primary schools of Malda District of West Bengal through random sampling technique.

**Tools used in the present study:** In the present study the following tools were used:

1. Teacher Mental Health Scale, standardized by Dr. Deepti Sharma and Dr. Mujibul Hasan Siddiqui (2019)
2. Teacher Self-efficacy Scale, standardized by Dr Nahid Ashraf and Dr. Sajid Jamal (2021)

**Statistical Techniques Employed:** In the present study, the following statistical techniques were employed by the researcher for analyzing the quantitative data in accordance with the objectives and nature of the study.

1. Mean.
2. Standard Deviation.
3. t-test.
4. Pearson Correlation.

**Data Analysis:**

**Hypothesis (H<sub>0</sub>1):** There is no significant difference in the mean scores of Self-efficacy of male and female primary school teachers.

Table 1 shows that the mean scores of Self-efficacy of male and female primary school teachers is 169.9811 and 169.9412, Here calculated t-value is .007 and sig. value is .995 which is greater than 0.05 (sig.>0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Self-efficacy of male and female primary school teacher” is not rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>2):** There is no significant difference in the mean scores of Mental Health of male and female primary school teachers.

Table 2 shows that the mean scores of Mental Health of male and female primary school teachers is 167.9811 and 171.9608, Here calculated t-value is -.879 and sig. value is .381 which is greater than 0.05 (sig.>0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Mental Health of male and female primary school teacher” is not rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>3):** There is no significant difference in the mean scores of Self-efficacy of married and unmarried primary school teachers.

Table 3 shows that the mean scores of Self-efficacy of married and unmarried area’s primary school teachers is 160.6739 and 177.3276, Here calculated t-value is -.2813 and sig. value is .006 which is less than 0.05 (sig.<0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Self-efficacy of married and unmarried primary school teacher” is rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>4):** There is no significant difference in the mean scores of Mental Health of married and unmarried primary school teachers.

Table 4 shows that the mean scores of Mental Health of married and unmarried primary school teachers is 170.5217 and 169.4655, Here calculated t-value is -.231 and sig. value is .818 which is greater than 0.05

**Table 1:** t-test showing the Self-efficacy of male and female primary school teachers

Variable	Gender	N	Mean	S.D	df	t-value	Sig.	Result
Self-efficacy	Male	53	169.9811	33.81937	102	.007	.995	Not Rejected
	Female	51	169.9412	28.04597				

**Table 2:** t-test showing the Mental Health of male and female primary school teachers

Variable	Gender	N	Mean	S.D	df	t-value	Sig.	Result
Mental Health	Male	53	167.9811	25.22704	102	-.879	.381	Not Rejected
	Female	51	171.9608	20.60093				

**Table 3:** t-test showing the Self-efficacy of married and unmarried primary school teachers

Variable	Marital Status	N	Mean	S.D	df	t-value	Sig.	Result
Self-efficacy	Married	46	160.6739	36.10297	102	-.2813	.006	Rejected
	Unmarried	58	177.3276	24.07400				

**Table 4:** t-test showing the Mental Health of married and unmarried primary school teachers

Variable	Marital Status	N	Mean	S.D	df	t-value	Sig.	Result
Mental Health	Married	46	170.5217	20.71364	102	-.231	.818	Not Rejected
	Unmarried	58	169.4655	24.91686				

**Table 5:** t-test showing the Self-efficacy of rural and urban area’s primary school teachers

Variable	Marital Status	N	Mean	S.D	df	t-value	Sig.	Result
Self-efficacy	Rural	47	164.5319	32.48401	102	-1.637	.105	Not Rejected
	Urban	57	174.4386	29.19639				

**Table 6:** t-test showing the Mental Health of rural and urban area’s primary school teachers

Variable	Marital Status	N	Mean	S.D	df	t-value	Sig.	Result
Mental Health	Rural	47	165.5957	24.03318	102	-1.760	.081	Not Rejected
	Urban	57	173.5088	21.77082				

**Table 7**

		Self-efficacy	Mental Health
Self-efficacy	Pearson correlation	1	.173
	Sig.(2-tailed)		.079
	N	104	104
Mental Health	Pearson correlation	.173	1
	Sig.(2- tailed)	.079	
	N	104	104

(sig.>0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Mental Health of married and unmarried primary school teachers” is not rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>5):** There is no significant difference in the mean scores of Self-efficacy of rural and urban area’s primary school teachers.

Table 5 shows that the mean scores of Self-efficacy of rural and urban area’s primary school teachers is 164.5319 and 174.4386, Here calculated t-value is -1.637 and sig. value is .105 which is greater than 0.05 (sig.>0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Self-efficacy of rural and urban area’s primary school teacher” is not rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>6):** There is no significant difference in the mean scores of Mental Health of rural and urban area’s primary school teachers.

Table 6 shows that the mean scores of Mental Health of rural and urban area’s primary school teachers is 165.5957 and 173.5088, Here calculated t-value is -1.760 and sig. value is .081 which is greater than 0.05 (sig.>0.05). Therefore the null hypothesis, “there is no significant difference in between mean scores of Mental Health of rural and urban area’s primary school teacher” is not rejected at 0.05 level.

**Hypothesis (H<sub>0</sub>7):** There is no significant relationship between the mean scores of Self-efficacy and Mental Health of primary school teachers.

Table 7 shows Pearson correlation between Self-efficacy and Mental Health of primary school teachers. The result revealed that there is no significant relationship between Mental Health and Self-efficacy of primary school teachers. R (98) =.173, p = .079.

**CONCLUSION**

The present study was conducted to study the relationship among Self-efficacy and Mental Health of primary school teachers. To conduct the study the mean scores of Self-efficacy was compared to the Mental Health of primary level school teachers with respect to their gender, marital status, and areas of their school. After the analysis of the collected data it was found that there is no significant difference in between mean scores of Self-efficacy and Mental Health of primary school teachers on the basis of their gender and area of their school but on the basis of their marital status the result shows that there is significant difference in the mean scores of Self-efficacy of married and unmarried primary school teachers where as the mean scores of Mental Health of married and unmarried primary school teachers have no significant difference.

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