

INFLUENCE OF RETRAINING PROGRAMME ON PRIMARY SCHOOL TEACHERS SELF-EFFICACY AND SOCIAL SUPPORT IN TEACHING

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ABSTRACT

The paper investigated influence of retraining programme on primary school teachers self-efficacy and social support. Applying the survey design, the study made use of a sample of three hundred and eighty three (383) primary school teachers in Ebonyi State who attended the Universal Basic Education Commission (UBEC) retraining programme. Two research questions and two hypotheses guided the study. It was found that influence of retraining programmes on primary school teachers self-efficacy and social support in teaching does not depend on location. Based on the findings, recommendations were made that efforts should be made to ensure that teachers at all levels undergo the retraining programme and should be given social support to develop self-efficacy and confidence in their abilities.

INTRODUCTION

Perception of people towards others play important role on how they see their achievement and their socialization with people around them which in effect influence their self-efficacy. Self-efficacy is seen as the beliefs individuals have about their ability to behave in ways that produce important events. It is people's belief that they can successfully execute behaviours necessary and required to control defined outcome (Nolen-Hoeksema, 2001). This implies the individuals' sense of well-being, motivation and persistence in their sense of reasoning. This involves the ability to try and at the same time perceive that one will succeed.

People's self-efficacy seems to determine their general sense of control over the conditions of life. Therefore, self-efficacy is associated with active attempts to manipulate and cope with situations as they arise. For Worchel, Cooper, Goethals and Olson (2000), self-efficacy is defined as the extent to which individuals believe they have the skills and opportunities necessary to perform an action. It is also seen as the confidence in one's ability to produce positive outcomes or outputs. Another researcher sees it as an important cognitive process which has to do with the belief that one can perform adequately in a particular situation (Bandura, 1982). In this situation, if teachers really have the perception and belief that they can do or perform successfully better in their teaching job after the retraining programme, then they are operating with self-efficacy.

Self-efficacy is the belief that individuals can influence their behaviours or personality positively (Martin and Osborne, 1992). This implies that people's self-efficacy make a lot of contribution in influencing their success or failure, depending on one's perception of himself or herself. Self-efficacy refers to one's belief in his or her ability to successfully take action and perform a specific task. Self-efficacy differs with each behaviour and situations and depends on many factors, such as the individuals level of self-esteem and past experiences (Insel and Roth, 2004). In the present perceptive, it is the ability of the teachers perceiving themselves and successfully engaging themselves in the new teaching skills they might have gained from the retraining programme.

Individuals with self-efficacy usually apply internal dialogue in order to move on with life positively and to increase confidence in their capability to cope and make changes for better outcome. This depends on the individuals self-efficacy and mainly on their psychological make up or factor. Lack of self-efficacy may make individuals lose focus and concentrate on seeking solution or relief to their problems (Turk and Monarch, 2002). In most cases people usually create the personality they expected to find from others around them. Low status and stigmatized groups normally show powerful effect on negative expectations (Worchel, Cooper, Goethals and Olson, 2008). Generally, a profile of negative emotion such as anxiety, personality problems, depression, poor coping skills and low social support might lead to one's inability to solve his or her problems and therefore the tendency of assessing oneself with low self-efficacy will definitely arise (Burns, Glenn Bruehl, Harden and Lofland, 2003). This implies that when teachers are fully supported, the tendency for them to perform better by putting up their best is not far fetched and this may

upgrade their self-efficacy. Social support is a term used to describe the degree of emotional support afforded an individual by his or her family, close relations, friends and other people around (Ramalingam, 2006). It involves feeling liked, affirmed, and encouraged by intimate friends, family members, neighbours and the government (Myers, 2002). This helps to promote the individuals health, psychological well-being, happiness and love for others.

According to Insel and Roth (2004), people need others with whom to share their fears, frustrations, and joy with. This eventually contributes to the well-being of the physical and cognitive aspect of human beings. Therefore, social support involves encouragement rendered from people around and those one relies on. For teachers this may help to reduce the stress in teaching because it works as encouragement for them. This implies that if teachers are offered a strong social support they will be better able to withstand the stresses involved in teaching. Social support has to do with the resources or amenities provided by people in times of difficulties, stress, and uncertainty. Social support can be applied in many ways, it all depends on the condition and the needs of those who need the help. The help can come in form of comforting, reassuring, advising, helping or just being there for people (Vasta, Haith, and Miller, 1995). Researchers have found that some individuals who initially believe and rank themselves with low self-efficacy improve their perception if they interact with people who think they are of high-efficacy (Major, Cozzarelli, Testa and McFarlin, 1988). This implies that individuals, including teachers, can be influenced by the way people around them or government perceive them.

Social supports influence how people experience pain, be it psychological or physical pain. Keane and Barlow (2002) carried out a study on social forms of pain behaviour such as verbal complaints and facial expressions. Their findings indicated that social support reduce psychological pains. In another study, carried out by researchers on chronic pain patients, their findings indicated that those who lack social support from their families reported more pain sites, displayed more pain behaviours and manifested more emotional distress. On the other hand, people with strong social support came back from work earlier and happily and increased their activity levels more quickly than the others (Jamison and Virts, 1990). From all indications, social support reduces pain. If this is so for physical, emotional and psychological pains, then it will go a long way in boosting the self-efficacy of teachers in our school system.

Generally, social support may reduce the stress associated with pain and injury and is likely to promote adaptive coping procedures and control (Durand, 2004). It is believed that when an individual or a group is dissatisfied and at the same time hopeful that something can be done to improve the situation, the tendency for change to occur is possible (Kuppuswamy, 2010). This also could be attached to the influence of social support in teaching and learning. Another study carried out on social support and home environmental situation by Kuppuswamy (2010) indicated that students studying under environment with social support and well equipped with learning materials performed better than students studying under hardly and less supported environment. Therefore, social support can make a great difference in our levels of motivation and our changes of success.

Retraining is the ability to look for a career enhancement towards new and better directions. It helps to move the lives of individuals in a new direction to update their skills. In education it is usually applied in response to a change in the educational system. It could be a process of looking for a complete change of direction. In life situations or professions, people are retrained to gain new sets of skills (Massey, Charles, Lundy, 2003). These set of skills could be additional to the already acquired skills. In teaching, these skills can also be utilized to improve on the teaching skills or to add to the skills to enable teachers to move to another direction. Therefore, retraining programme involves the ability to learn or to teach someone the skills that are required to do a particular job. In this case, it involves teaching teachers particular skills that have to do with their teaching job or retraining them to use new machinery in teaching. It involves teachers receiving training in all aspects of their subject areas.

STATEMENT OF PROBLEM

From literature reviewed, self-efficacy and social support are important factors for job satisfaction. They are associated with better performance in academic both for teachers and the learners and also for positive health related behaviours. The role of education in the development of self-efficacy and social support of teachers merit further consideration. Therefore, this study is set out to investigate the influence of retraining programme on primary school teachers self-efficacy and social support in teaching.

This study was setup to consider specifically the following research questions are hypotheses.

1. What is the influence of retraining programme on primary school teachers social support in teaching?
2. To what extent do the mean response scores of primary school teachers on self-efficacy depend on retraining programme?

Ho₁: The influence of retraining programme on primary school teachers self-efficacy in teaching does not depend on location.

Ho₂: The influence of retraining programme on primary school teachers social support in teaching does not depend on location.

RESEARCH METHOD

Design:

The study adopted descriptive survey design. The design was found appropriate because the study intended to collect data from the subjects on influence of retraining programme on teachers self-efficacy and social support in teaching.

Population:

The population of the study was 383 teachers who attended retraining programme in Ebonyi State.

Sample Size:

There was no sampling. The entire population was used in the study because the number was handy enough.

Instrument:

A self developed and validated instrument on self-efficacy and social support was used for the collection of data. The instrument contained 20 items with a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Agree (SD). This was designed to elicit or abstract information on the influence of retraining programme on teacher's self-efficacy and social support in teaching. The instrument was face validated by two experts from the Department of Educational Foundations and two experts from Department of Science Education all from the University of Nigeria, Nsukka. Pilot study was carried out to test the instrument and the reliability was determined by the adoption of split-half reliability coefficient estimate and the result was 0.82 which was deemed sufficient for the study.

DATA COLLECTION

The instrument was administered by the researcher with the help of three trained research assistants. The instrument was distributed and retrieved immediately after completion by the respondents.

AREA OF STUDY

The study was conducted in Ebonyi State of Nigeria during a Workshop on Universal Basic Education Commission (UBEC) Capacity Building.

In analyzing the data, mean and standard deviation were adopted in answering the research questions. In testing the hypotheses, t-test was adopted.

RESULT

Table 1: Teachers responses on the extent of retraining programme and self-efficacy in teaching

S/N	ITEM	N	MEAN	SD	RANKS
1	I see success in my profession as a teacher	383	3.64	.59	1 st
2	I am motivated to teach with a focus	383	3.46	.66	4 th
3	I have a plan to make teaching enjoyable and at the same time to succeed in life	383	3.55	.60	2 nd
4	I suddenly realized that teaching is a profession that goes with pride	383	3.49	.87	3 rd
5	I can apply the new techniques I learnt because they are stress free	383	3.25	.87	6 th
6	My ideas about teaching is frustrating	383	2.39	1.09	8 th
7	Teaching is a job without success, and I do not wish any of my	383	1.92	1.01	10 th

	children to think along that line.				
8	My idea of teaching will ruin my future, therefore I do not wish to continue in spite of all the motivation.	383	2.39	1.09	8 th
9	I know that teachers are not recognized therefore, why should I worry	383	2.40	1.07	7 th
10	Teaching is challenging and I will face it.	383	3.37	.68	5 th

In table 1, the highest mean score as perceived by teachers on self-efficacy and teaching is item one with mean score of 3.64. The following are in this order, 3, 4, 2, 10, 5, 9 and 8 which tally and item 7 respectively.

Table 2: Teachers' Response on Social Support

S/N	ITEM	N	MEAN	SD	RANKS
1	I feel there is no one I can share the problems I encounter in teaching	383	3.30	.91	5 th
2	I am abandoned by my friends and relations in times of difficulties associated with my job	383	3.65	.72	1 st
3	I have no body to share my fears and frustrations with when such situations arise	383	3.62	.69	2 nd
4	People around me including the government rarely render encouragement to me rather they increase my frustration	383	2.70	.99	10 th
5	Generally people are against me as a teacher rather than being there for me	383	2.94	.96	7 th
6	I cannot cope in times of stress and difficulties because I am not cared for	383	2.79	1.1	9 th
7	I am loved by my neighbours, parents and other teachers and this helps to enhance my skills as a teacher	383	3.42	1.72	3 rd
8	Government support is encouraging and I feel comfortable with it	383	3.33	.85	4 th
9	As teachers our problems in teaching are considered and addressed immediately and this is encouraging	383	3.26	.73	6 th
10	My success in teaching is a collective effort by my relations and others around me	383	2.79	.93	8 th
Grand mean			2.89	.30	

In table 2, the teachers response on social support mean scores are in the following ranking order. Items 2, 3, 7, 8, 1, 5, 9, 10, 6 and 4. The indication is that item 2 has the highest mean score while item 4 has the lowest mean score.

Table 3: Summary of t-test scores of self-efficacy on Teachers by Location

Location	Mean	SD	Df	Cal. t-value	Critical value	Decision
Urban	2.74	.59	381	-.67	1.98	Accepted
Rural	2.92	.20				

Table 3 shows that the perception of primary school teachers on the influence of location and self-efficacy is significant -6.5 which is greater than the critical value of 1.98. The indication is that there is significant difference between the perception of teachers on the influence of retraining programme and self-efficacy in teaching.

Table 4: Summary of t-test Scores of Social Support

Location	N	Mean	SD	Df	Cal. t-value	Critical value	Decision
Urban	241	2.88	.32	381	-.65	1.98	Accepted
Rural	142	2.90	.28				

Table 4 indicates that the calculated t-value -.65 is greater than the critical value of 1.98. The indication is that there is significant difference between the perceptions of teachers on the influence of social support in teaching.

DISCUSSION OF FINDINGS

Findings of the study indicated that the highest mean score in the teachers perception of self-efficacy in teaching was item one, which states that teachers see success in their profession as teachers, followed by the fact that they have plan to make teaching enjoyable and at the same time to succeed in life with their profession. There are also indications that teachers realized that teaching is a profession that goes with pride. They are motivated with the introduction of the retraining programme which helped to change many of the teachers' mind-set about teaching, giving them opportunity to have a different focus on teaching as a profession. They also perceive retraining programme as an opportunity for teachers to realize that teaching is challenging and needs to be given appropriate attention. In addition, teachers perceive the new techniques as stress free which they can apply without much difficulties. It is also apparent from the findings that teachers do not perceive teaching as frustrating, as well as a job without success nor one that will ruin their future. Comparing their perception with previous studies conducted by Worchel, Cooper, Goethals and Olson, (2000), one can conclude that Nigeria teachers' perception on self-efficacy and social support in teaching are similar with the perception of others in developed countries.

The findings on social support and teaching as perceived by teachers in the study indicate that support by parents, neighbours, friends and government enhance, encourage and help teachers to feel comfortable with their teaching job. Also, the study shows that teachers consider success in teaching as a collective effort by people around them. It is also apparent, that not coping with stress and difficulties associated with teaching, abandonment by friends and relations in times of difficulties and people being against teachers rather than being there for them among others things, help to demoralize the teachers self-efficacy in teaching. This is in line with Kuppuswamy (2010) who found that success rendered in form of support is an essential determinant of the individual's ability to cope in times of stress and difficulties. The teachers also indicated that whenever they are frustrated, they have nobody to run to. This is in line with Durand (2004) who found that social support minimize stress, frustration and is likely to promote coping capability in human beings.

CONCLUSION

Meaningful empirical evidence of retraining programme on primary school teachers self-efficacy and social support were provided by this study. The findings indicated that teachers perceived retraining programme as important event in their teaching profession that helped to uplift their self-efficacy in teaching. This paper also tried to highlight the dimension of social support as an important factor that can help teachers personalities and the education of Nigerian children as a whole. Therefore, retraining programme for teachers which involves training teachers in additional skills helps to boost their self-efficacy and social support in teaching.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

As stakeholders in the school system, government and parents/guardians should encourage retraining programmes to ensure that teachers are up-to-date with emerging trends and new knowledge in the profession. Efforts should be made to ensure that teachers at all levels undergo the retraining programmes.

For the fact that people with social and emotional supports strive to do better, government and parent/guardians should at all times give social support to teachers to enable them produce well adjusted youths as 'future leaders'. Social support for teachers is necessary to enable them develop self-efficacy and have feelings of belongingness and confidence in their ability to train children under their care.

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