TEACHER SELF-EFFICACY IN RELATION TO TEACHING EXPERIENCE AND PSYCHO-SOCIAL PROBLEMS OF SCHOOL AND COLLEGE WOMEN TEACHERS

A SUMMARY OF THE THESIS
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SUMMARY

The present study was conducted to examine teacher self-efficacy in relation to teaching experience and psycho-social problems of school and college women teachers. Self-Constructed and Standardized Teacher Self-Efficacy Scale and Psycho-Social Problems of Educated Working Women Scale (Hundal, 2002) were employed on 500 married women teachers teaching school and colleges from five randomly selected districts i.e. Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga districts of Punjab. The results of the present investigation reveal that there is no significant difference in teacher self-efficacy of school and college women teachers. School women teachers with <35 years of age have significantly higher level of teacher self-efficacy then college women teachers with <35 years of age. College women teachers with >35 years of age have significantly higher level of teacher self efficacy than school women teachers with >35 years of age. There is no significant difference in teacher self-efficacy of school and college women teachers with respect to locale, type of institution and teaching experience. There is no significant difference in psycho-social problems of school and college women teachers with respect to age, locale, type of institution and teaching experience. The study further concluded that there is significant and negative relationship between teacher self-efficacy and psycho-social problems of school and college women teachers with respect to age, locale, type of institution and teaching experience. Conjoint effect of teaching experience and psycho-social problems is higher as compared to their separate prediction in predicting teacher self-efficacy of school and college women teachers.