Abstract

Introduction: It takes a lot to be a complete teacher. Self efficacy and psychological empowerment are found to be elements that every nurse educator requires to possess. It is not only to add as personal quality but it can influence outcome of students at large.

Objectives: The objectives of the study were to i) assess the scores of general self efficacy and psychological empowerment; ii) correlate the overall scores of general self efficacy scale and psychological empowerment; iii) correlate between overall scores of general self efficacy and subscales of psychological empowerment and; iv) associate between the level of self efficacy and psychological empowerment with selected demographic variables.

Methodology: The research approach adopted for the study was quantitative and research design was descriptive, correlational study of non-experimental type. The study was conducted in faculty room in college of nursing. The population comprised of all nurse educators in the said setting. A total of 39 participants were the sample size. The tools utilized for the study were General Self Efficacy Scale (GSE) to measure self efficacy. Psychological empowerment was measured using Spreitzer Psychological empowerment scale. Data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20.

Results: The results demonstrated mean, mean percentage and range of GSE were 31.59, 78.97% and 18-40; and psychological empowerment were 57.03, 79.2% and 21-67, respectively. Correlation analysis showed no significance. Further, GSE with subscales of psychological empowerment also showed no significance except for self-determination that was significant (p=0.049). Association between GSE and demographic variables revealed no association except age (p=0.044), qualification (p=0.007), exercise (p=0.044), and mental strength (p=0.005). Association between psychological empowerment and demographic variables demonstrated no association except mental strength (p=0.002).

Conclusion: The study finding implies to supplement faculty development programs so as to develop strong traits related to the variables of the study among nurse educators that would facilitate them to prepare students with sound knowledge and competent skills.

Keywords: General self-efficacy, Psychological Empowerment, Likert scale, Nurse educators, Correlation
Introduction

Students absorb knowledge to gauge self-efficacy from their own attainments, surrogate experiences, encouragement, beliefs and opinions. Researchers have investigated how self-efficacy has an impact on their acquisition of knowledge, inspiration and accomplishment1. In an educational context, teacher self-efficacy (TSE) is teacher’s belief in capability to draw efficient course outline so as to achieve it through the educational objectives2. A study results elucidated that TSE showed association with students academic adaptation, teacher behavior and implementation related to classroom teaching and elements favoring teachers’ psychological well-being, encompassing personal accomplishment, job satisfaction and commitment3.

TSE beliefs are pertinent to teaching strategies and teaching perspectives and they direct the teachers to go ahead and are held liable for their uniqueness in teaching. Perceived self-efficacy is defined as people’s beliefs about their abilities to generate standard performance that employ influence on activities that affect their lives4. Self-efficacy beliefs contains three components namely-cognitive, motivational and affective. They govern how people perceive, think, motivate themselves and behave. TSE is visualized mentally as one kind of self-efficacy that is amalgamated with the teaching patterns and attitudes possessed by teachers upon students5.

When teachers are recruited with high self efficacy, it places an impact on the performance of students. It was decided single mindedly that students of teachers with high self efficacy perception levels demonstrated higher academic achievement levels than students of teachers with lower self efficacy perception levels6. But it was also asserted, teachers with high self efficacy perception levels preserve student involvement better by sparing time in tracking them, observing them during class and assigning more of peer work and collaborative tasks7. It was propagated that productive way of bringing down burnout among professionals is to heighten their self-efficacy that refers to faith in one’s coping ability under various circumstances8.

Another ingredient that can result in good outcome of students could be psychological empowerment of teachers. Empowered teachers actively involves in critical decision making that influence teaching and learning. Psychological empowerment may amplify professionalism, magnify leadership skills and escalate quality of work life. It was asserted that empowered teachers with increased task motivation, upgraded feelings of meaning and strong organizational commitment9. Empowerment augments more than delegation of authority. Psychologically empowered employees have strong faith in their capabilities, have mastery on their tasks, perceive that their work demands are equivalent with their values and beliefs, and observe that they knock organizational10.

Empowering work settings are essential and nurses require to be empowered so as to accomplish the predetermined levels embraced by the nursing profession and the progressive changing health care system that is engulfed with implementation challenges. The acquisition of brilliance in nursing profession demands empowered nurses to be constructive in their part and to be more self sufficient11.

The above mentioned studies reflect the magnitude of self efficacy and psychological empowerment for nurses. This study is taken forward to assess the existence of these two variables among nurse educators and explore correlation between them.

Statement of problem

A correlational study between general self efficacy and psychological empowerment among nurse educators in a selected College of Nursing, Bhopal.

Objectives

- Assess the scores of self efficacy and psychological empowerment
- Correlate the overall scores of self efficacy scale and psychological empowerment
- Correlate between overall scores of self efficacy and subscales of psychological empowerment
- Associate between the level of self efficacy and psychological empowerment with selected demographic variables

Methodology

The research approach adopted for the study was quantitative and research design was descriptive, correlational study of non-experimental type. The study was conducted in faculty room in Chirayu College of nursing. The population comprised of all teaching faculty in the said setting. Convenience sampling technique was solicited. All the faculty members present during the data collection period were included in the study. A total of 39 participants were the sample size. The tools utilized for the study were General Self Efficacy Scale (GSE) to measure self efficacy. It consists of 10 items with four point Likert scale. Scores range from 1 to 4. Psychological empowerment was measured using Spreitzer Psychological empowerment scale. It consists of 12 items with 6 point Likert scale. Scores range from 1 to 6. The reliability of GSE was found to be 0.82 and Spreitzer psychological empowerment was 0.92 using Cronbach’s alpha method for both the tools. Data collection was furthered after obtaining permission
from Research Advisory Committee and informed consent from the participants. The tools were distributed to the participants and self reports were gathered. The study was undertaken in April 2018. Data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20.

Table 1 represents the characteristics of participants.

| Demographic Variables | Frequency | Percent |
|-----------------------|-----------|---------|
| Age (Years)           |           |         |
| < 30                  | 21        | 53.8%   |
| > 30                  | 18        | 46.2%   |
| Gender                |           |         |
| Male                  | 11        | 28.2%   |
| Female                | 28        | 71.8%   |
| Qualification         |           |         |
| B.Sc                  | 15        | 38.5%   |
| M.Sc                  | 24        | 61.5%   |
| Experience (Years)    |           |         |
| < 5                   | 20        | 51.3%   |
| > 5                   | 19        | 48.7%   |
| Motivated             |           |         |

Table 2 depicts the mean, mean percentage and range of GSE as 31.59, 78.97 and 18-40.

| Variable              | Mean | Median | SD | Mean % | Range |
|-----------------------|------|--------|----|--------|-------|
| General Self-efficacy | 31.59| 32     | 4.881 | 78.97 | 18 - 40 |

Table 3 describes descriptive statistics of overall psychological empowerment and with subscales too. The highest mean was obtained in the subscale of meaning and lowest mean was obtained in the subscale of impact.

| Subscales         | Mean | Median | SD    | Mean %    | Range |
|-------------------|------|--------|-------|-----------|-------|
| Meaning           | 14.82| 15     | 3.713 | 82.34     | 3 - 18 |
| Competence        | 14.44| 15     | 3.315 | 80.20     | 3 - 18 |
| Self-determination| 14.38| 15     | 2.632 | 79.91     | 6 - 18 |
| Impact            | 13.38| 14     | 2.691 | 74.36     | 6 - 18 |
| Psychological Empowerment | 57.03 | 60 | 10.58 | 79.20 | 21 - 67 |

Table 4 shows that the p-value was greater than the significance level 0.05; the correlation between general self-efficacy and psychological empowerment - meaning was not significant.

| Variables          | Mean | SD    | Correlation | p - value |
|--------------------|------|-------|-------------|-----------|
| General Self-efficacy | 31.59 | 4.881 | 0.206NS     | 0.207     |
| Meaning            | 14.82| 3.713 |             |           |
Table 5 demonstrates that p-value was greater than the significance level 0.05; the correlation between general self-efficacy and psychological empowerment -competence was not significant.

Table 5. Correlation between General Self-efficacy and Psychological Empowerment-Competence

| Variables          | Mean | SD    | Correlation | p - value |
|--------------------|------|-------|-------------|-----------|
| General Self-efficacy | 31.59 | 4.881  | 0.298<sup>NS</sup> | 0.066     |
| Competence         | 14.44 | 3.15   |             |           |

NS→Correlation is not significant.

Table 6 displays that the p-value was less than the significance level 0.05; the correlation between general self-efficacy and psychological empowerment -self-determination was significant.

Table 6. Correlation between General Self-efficacy and Psychological Empowerment-Self-determination

| Variables       | Mean  | SD     | Correlation | p - value |
|-----------------|-------|--------|-------------|-----------|
| General Self-efficacy | 31.59 | 4.881  | 0.318*      | 0.049     |
| Self-determination | 14.38 | 2.632  |             |           |

* Correlation is significant at 0.05 level.

Table 7 projects that the p-value was greater than the significance level 0.05; the correlation between general self-efficacy and psychological empowerment -impact was not significant.

Table 7. Correlation between General Self-efficacy and Psychological Empowerment-Impact

| Variables | Mean  | SD     | Correlation | p – value |
|-----------|-------|--------|-------------|-----------|
| General Self-efficacy | 31.59 | 4.881  | 0.090<sup>NS</sup> | 0.584     |
| Impact    | 13.38 | 2.691  |             |           |

NS→Correlation is not significant.

Table 8 manifests that the p-value was greater than the significance level 0.05; the correlation between general self-efficacy and psychological empowerment was not significant.

Table 8. Correlation between General Self-efficacy and Psychological Empowerment

| Variables            | Mean  | SD     | Correlation | p – value |
|----------------------|-------|--------|-------------|-----------|
| General Self-efficacy | 31.59 | 4.881  | 0.268<sup>NS</sup> | 0.099     |
| Psychological Empowerment | 57.03 | 10.58 |             |           |

NS→Correlation is not significant.

Discussion

Characteristics of participants

Related to age, majority 53.8% belonged to < 30 years; 71.8% were females; 61.5% were qualified with M.Sc Nursing; 51.3% have experience of < 5 years; 100% reported that they were motivated; 97.4% reported that they practiced healthy behavior; 66.7% stated they perform physical exercise regularly; 48.7% reported that they experienced success sometimes; 46.2% agreed that they experienced failure sometimes and 48.7% reported to have average mental strength and equal percentage stated they have strong mental strength too.

Assessment of scores of self-efficacy and psychological empowerment

The mean, mean percentage and range of GSE was 31.59, 78.97 and 18-40. The mean, mean percentage and range of overall psychological empowerment was 57.03, 79.20 and 21-67. The highest mean percentage (82.34) was obtained in the subscale of meaning and lowest mean percentage (74.36) in the subscale of impact. The present finding is consistent with a study that explored the relationship between psychological empowerment and the highest mean percentage (88.71) was found in the subscale of meaning.¹²
Correlation of scores of self efficacy and psychological empowerment

The present study findings showed that there was no significant correlation between self efficacy and psychological empowerment. The findings reflect psychological empowerment is not depending on self efficacy of nurse educators. In contrast to the present study findings, there are many studies conducted to elicit correlation between psychological empowerment and other variables such as productivity (p = 0.04) \(^{12}\), psychological well-being (p = 0.000) \(^{13}\), professional commitment (p < 0.01) \(^{14}\) and perceived autonomy of nurses (p = 0.000) \(^{15}\). All those studies proved to have significant correlation. Similarly, previous studies demonstrated significant correlation with self efficacy and other variables such as student motivation (p = 0.000) \(^{16}\), psychological well-being (p < 0.05) \(^{17}\), burnout (p < 0.01) \(^{18}\), and job satisfaction (p < 0.01) \(^{19}\). Perhaps, all the studies have been done with larger sample size may be the reason for such incongruence. Also, it paves way to conduct similar study with larger sample size and to develop insight on these two variables as studies with the combination of present study variables among the selected population is hardly done. Further, correlation between general self efficacy and subscales of psychological empowerment was computed and it was found significant (p = 0.049) with the subscale of self determination whereas other subscales were not found to have significant correlation.

Association between self efficacy and psychological empowerment with selected demographic variables

It was found that self efficacy and psychological empowerment were associated with mental strength at p < 0.01 level. Other variables did not have any significant association with psychological empowerment. But self efficacy was associated with age, qualification and exercise at p < 0.05 level and remaining variables were not found to have association.

Conclusion

The growth of any educational organization is reflected largely on the outcome of students. There are multiple factors that contribute towards the manufacturing process of the students. Faculty members play a vital role in shaping the students for which organizations prefer versatile teachers. The present study variables are very significant ones that every teacher requires to wear as a quality. However, the study finding proved to have no correlation. It implies to install few faculty development programs to develop strong traits for nurse educators that would facilitate them to prepare students with sound knowledge and competent skills.

Recommendations

- Similar study with larger sample size can be conducted
- Similar study with mixed method can be more informative
- Few more variables can be included with larger sample towards desirable outcome of students

Ethical Clearance: Obtained

Source of Fund: Self

Conflict of Interest: None

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Date of Submission: 2018-08-16
Date of Acceptance: 2018-08-21