# SELF-ESTEEM AND ANXIETY AS PREDICTORS OF PRE-SERVICE TEACHERS' EFFICACY AMONG COLLEGES OF EDUCATION

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ABSTRACT

The level of competence expressed by classroom teachers is important and relevant to classroom delivery and management, but observation has shown that some pre-service teachers express poor classroom interaction and have difficulties handling students in their classroom in the course of their field experience. This study therefore evaluated pre-service teacher's self-esteem and anxiety on teaching efficacy among colleges of Education. The correlation research design of expost-facto was used for the study. The cluster sampling technique was used to select 250 second year students of Adeniran Ogunsanya College of Education, Lagos who were on teaching practice. The sample elements were selected from the five schools within the college. Three instruments were used: teacher self-efficacy scale (r=0.62); Rosenberg self-esteem scale (r=0.84) and teaching anxiety scale (r=0.78). Three research questions were answered and tested at 0.05 level of significance. Data analyses were done using descriptive statistics, Pearson product moment correlation and multiple regressions. There was a significant joint effect of teacher's self-esteem and teaching anxiety on teachers' self-efficacy $(F(5,408)=22.66, P < 0.05)$ and a significant relative effect in this order ($\beta=0.335$, t=5.996, P < 0.05) and self-esteem ($\beta=0.081$, t=1.145, P> 0.05). The result also showed there was a significant correlation between (r=0.165, P < 0.05); teachers' self-esteem (r=0.355, P<0.05) and teachers' self-efficacy. Teacher's esteem and anxiety are relevant factors to the teachers' self-efficacy. Various training and interventions should be used to enhance teacher self-esteem and reduce teaching anxiety, while experimental research design should be used to determine the most effective method for improving self-esteem and reducing teaching anxiety among pre-service teachers.

Keywords: Teachers' Self-Efficacy, Teachers' Self-Esteem, Teaching Anxiety, AOCOED Students.
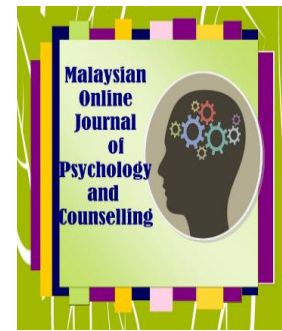
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INTRODUCTION

Teacher quality, effectiveness and efficiency are peculiarities of teachers' productivity which usually starts from the professional development stages developed during pre-service teachers education in which they underwent various preparatory courses and programmes (curricular and extracurricular) enshrined in the National Commission for Colleges of Education curriculum and document. This curricular activity covers every aspect of the teacher development programme which includes but not limited to Psychology and Counseling; Educational Planning and Management; Curriculum and Instruction; General Studies as the core discipline areas. The period of transition allows the trainee to acquire basic knowledge, skills and values required for successful teaching practice which is usually conducted during the second year of training. The role of teachers in conducting educational and societal ideas for communal development cannot be over-emphasized. These roles are arguably complex and intertwined against the backdrop of society's expectations of individual's contribution to their environment. Teachers perform multiple roles such as instructors, model, parents, counselor, administrator, policy implementer and classroom crisis manager among several other functions.

Adeniran Ogunsanya College of Education Teaching Practice Committee (2021) received and reported a series of complaints during teaching practice exercise for 2020/2021 session amongst which are students abscondment from school, truancy, poor dress sense, incompetence in lesson note development, lateness to school, inarticulate teacher-student classroom interaction, unimaginative teaching, poor classroom management and poor mastery of the subject matter or teaching content delivery. These observed behaviours are persistent with preparation in micro-teaching classes which are taught and examined. These poor attributes may be linked to pre-service teachers' self-esteem and anxiety which invariably affects their efficacy and efficiency on the job.

Self-efficacy has been variously defined, with regards to this study, in Tai, Hu, Wang, and Chen (2012) citing Wolfolk, Hoy and Hoy (1999) as a teacher's judgment of his or her capabilities to bring about desired outcomes of students' learning. Prendergast, Garvis and Keogh (2011) also viewed self-efficacy from the definition of Bandura (1997) as beliefs in one's capabilities to organize and execute the course of action required to produce a given attainment. Accordingly, self-efficacy has been linked to students' academic achievement, increased job satisfaction; commitment to teaching; greater levels of planning and organization and working long hours with students who are struggling with academic achievements. This is associated with teachers' self-esteem and is viewed as the individual's self-worth or satisfaction with oneself. According to Tabassum and Ali (2012) "Professional" self-esteem is a multifaceted concept of a professional's teachers' life as it touches his/her personality, attributes and their authenticity for his/her idea of professionalism. Teachers as human elements live in the environment where their sense of self-worth evolves from while interacting with others. This sense of a person's positive, negative or mixed, subjective thoughts or feeling about oneself, positively or negatively affects their whole life and their professional fulfillment. Teachers' self-esteem has been linked to children's academic achievement which in turn influences their own self-worth (White, 1994). On the other hand, Shokraii (1996) noted that in a study to promote self-esteem, personality and responsibility, the study found practically no connection between self-esteem and any of the behaviours studied.

Unmanaged exposure to stressful situations may cause an observable reaction known as anxiety. This has been found to adversely affect teaching unpleasant emotional state marked by apprehension and tension. Whereas there are two types of anxiety: state anxiety which is an emotional reaction that varies from one situation to another; and trait anxiety which is regarded as a personality characteristic reflecting the noticeable reactions to stress. It is a characteristic of people's emotional

reaction to stress; it is a characteristic of the person and not the situation confronted (Kaplan & Saccuzza, 1993).

According to Ngidi and Sibaya (2003) every student in a teacher education programme is expected to do teaching practice as it serves as the pre-service teacher's initiation into the real-life world of the school. Pre-service teachers anxiety are noticeable on the demonstration field when student-teachers are often incapable of managing classroom disruptions, high level of noise, expression of tension, inability to deliver on content etc. Empirical evidence has shown that a correlation exists between "student-teacher anxiety" and "proper classroom student-teachers anxiety".

Khurshid, Qasmi and Ashraf (2012) contended that self-esteem and self-concept develop personality which, depending on who is describing it, can either be the sum total of one's own internal perceptions or of another person's external perceptions of that individual. In other words, personality is developed by self-concept and self-esteem and each person has positive and negative feelings about himself or herself. These feelings of good or bad, like or dislike are triggered by their own self judgement. Mruk (2006) citing Harter (1999) used the words self-esteem and self-worth interchangeably and her approach to self-esteem includes two primary components competence and worth. Studies have shown that people with high self-efficacy are more motivated than people of low self-efficacy. This motivation arguably has been found to increase or enhance competence in their output on the job. Self-efficacy also helps to overcome failure which means a large percentage of efficacious people learn to overcome failure as against low self-efficacious people (Khurshid et al, 2012). Furthermore, Khurshid et al, (2012) found that female teachers have high percentage of self-efficacy and job performance compared to their male teachers, and teachers with high qualification were found to have higher self-efficacy and better job performance. Bandura (1997) opined that people with self-efficacy are developed through four sources of influence which he termed source of efficacy information, consisting of: Mastery experience or actual experience; Vicarious experience; Verbal or social persuasion; Physiological arousal or emotional state.

For the purpose of this study and with reference to the two independent factors under focus, the self-efficacy information will be explained. Experience of stress and anxiety may have negative effect on individual's beliefs about their capabilities. For example, in a tasking situation, physical symptoms such as perspiration or increased heartbeat can cause individuals to perceive themselves as incompetent in performing a task (Bandura, 1997). From the foregoing, some paradigms including personality factors (self-esteem, self-concept and anxiety) are valid antecedents in the assessment of teacher's self-efficacy which of course could be direct or indirect facilitator.

Campbell and Uusimaki (2006) further explained that excessive anxiety is one the most prevalent type of disorder experienced by the general populace and in particular pre-existing anxiety disorder is often exacerbated in the course of teaching in classroom situation. Thomas (2006) citing Gardener and Gary (1994) in a study to determine how frequently, and intensive psychology instructors experience teaching anxiety have concluded that 87% of the 102 participants in the study reportedly experienced some sorts of anxiety disorder associated with teaching & symptoms that precipitate anxiety trigger include preparing to teach, standing before a class, addressing students' hostility and offering insufficient responses to student's questions.

Guffery and Jackson (2002) surveyed 333 accounting educators and discovered that nearly 80% of respondents experience teaching anxiety. Ngidi and Sibaya (2003) in their study on student-teacher anxiety related to teaching practice found that student teachers do not differ in the extent to which they experience anxiety from factors related to practices teaching. This notwithstanding, a higher

percentage of student (44%) reported a moderate level of anxiety compared to those who reported a low level (25%) and those with high level (31%).

Al-mehzi, Aldhari, Al-Busaidi, Ambusaidi, Soman, Amat and Al-Ghafri (2011), in a study titled Path analysis of the effect of teaching attitudes and anxiety on pre-service's teacher efficacy beliefs, reported that teaching attitude was positively correlated with teaching efficacy beliefs; moreover teaching anxiety had negative correlation with both teaching attitude and teaching efficacy beliefs. This indicated that pre-service teachers who are anxious about teaching demonstrate a negative attitude and have most probably low teaching efficacy. Furthermore Al-mehzi et al (2011) citing Sinclair and Ryan (1987) contended that teaching anxiety was found to relate negatively to in-service teachers' sense of efficacy belief.

From the foregoing, in all pedagogical literature a teacher's self-efficacy is very important to the kind of classroom delivery expected of capable and competent teacher. However, fewer studies have examined teacher's self-esteem and anxiety as predictors of teacher's self-efficacy among pre-service teachers in college of education in Nigeria, hence the researcher engaged in this investigation.

AIM OF STUDY

Recent reports based on pre-service teachers' assessment during teaching practice is worrisome taking into consideration teachers' poor mastery of the subject matter, poor class control, truancy and abscondment from duty post, unimaginative ability, and poor dress sense, etc. These challenges have a significant impact on the stakeholders including school, parents, policy formulators, non-governmental organizations, education, administrators and students. The teacher's capacity to manage the increasing changes among students could be environmentally and psychologically influenced; this has necessitated the quest of the investigator to examine pre-service teachers' self-esteem and anxiety on teaching efficacy among colleges of Education. Three research questions were raised to guide the study.

i.   Is there a joint contribution of self-esteem and teaching anxiety to teaching self-efficacy of pre-service teachers?

ii.   Is there relative contribution of self-esteem and teaching anxiety on teaching self-efficacy of pre-service teachers?

iii.   Is there a relationship between self-esteem and teaching anxiety on teaching self-efficacy of pre-service teachers?

METHODOLOGY

This study adopted a correlation research design of ex post facto. This design was chosen because of its relevance in establishing the relationship between the variables under investigation. The population of the study comprised 1,260 second year Nigerian College of Education (NCE) students in Adeniran Ogunsanya College of Education, Lagos State on teaching practices in public secondary schools.

The sample size comprises of 250 students on teaching practice. Cluster sampling techniques were used to obtain the sample. This was as a result of the unit chosen was not of an individual, but group of individuals that shared common characteristics. The respondents were chosen from three (3)

districts randomly selected out of the five districts in Lagos-State. Using the multistage sampling technique, forty percent (40%) of the schools within each district were also randomly selected. Student teachers on teaching practice were selected to make up the sample size.

The application of three research instruments, mainly questionnaires was used to generate data for the study and this includes; Teacher's Anxiety Scale, Teacher's Self Efficacy Scale and Rosenberg's self-Esteem Scale.

The modified version of student teacher's anxiety scale developed by Ngidi and Sibaya (2003) was adapted for the study. It comprised of (22) items of which 8 items cover evaluation anxiety; 4 items for professional preparation anxiety; 5 items for school staff anxiety; 5 items for unsuccessful lesson anxiety. This was based on the original version developed by Hart (1987) which consists of four point Likert scales and the rating are strongly agreed, agreed, disagreed and strongly disagreed. The internal consistency of the instrument as measured by Cronbach's Alpha was .88 (evaluation anxiety); .89 (class control anxiety); .83 (professional preparation anxiety); 85 (school staff relations anxiety) and .81 (unsuccessful lesson anxiety) respectively.

The Teacher Self-Efficacy Scale was developed by Schwarzer, Schmitz and Daytner (1999). The Scale consisted of 10 items and was used to measure job accomplishment, skill development on the job, social interaction with students, parents, and colleagues, and coping with job stress. All items were constructed by explicitly following Bandura's social cognitive theory (Bandura, 1971 and Schwarzer, 1992). The response format and numerical value ranged from (1) not at all true; (2) barely true; (3) moderately true; and (4) exactly true. The Cronbach's Alpha for the Teacher Self-Efficacy Scale was found to be between .76, and .82, test-retest reliability resulting in .67 and .76 respectively for the period of one-year and .65 over a period of two years. The instrument was revalidated using the test-retest method and the reliability coefficient of .62 was established, hence the instrument was considered suitable for the study.

The Rosenberg's Self-Esteem Scale (RSE) consists of 10-items Guttman Scale used to access self-esteem; it was developed by Rosenberg in 1965. Individuals were asked to rate the degree to which the statement are self-descriptive on a 4-point scale (i.e 0=Strongly Agreed; 1=Agree; 2=Disagree; 3=Strongly Disagree for items 3,5,8,9,10 and 3=Strongly Agreed; 2=Agree; 1=Disagree, 0=Strongly Disagree for item 1,2,4,6,7). Internal consistency for a Guttman scale was determined by the patterned relationship that each item has with other items in the scale and has reported in terms of its reproducibility (Rosenberg, 1965). A Guttman scale reproducibility of .92. The instrument was revalidated using the test-retest method and the reliability coefficient of .84 was established, hence the instrument was considered suitable for the study.

FINDINGS

The statistical results of this study and discussion of findings are presented.

Is there a joint contribution of self-esteem and teacher anxiety on teacher self-efficacy of student teachers?

Table 1: Multiple Regression showing Effect of independent Variables on teacher's self-efficacy of pre-service teachers

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	825.38	2	412.69	22.6	.000
Residual	5408.26	297	18.21		
Total	6233.64	299			

Table 1 showed that the R-value .364 tested significant (F (2/297). Hence, self-esteem and teacher's anxiety have significant predictable joint effect on self-efficacy of student teachers.

Table 2: Summary of regression showing Effect of Independent Variable on teacher self-efficacy of student teachers

Model	R	R. Square	Adjusted R Square	Std Error of The Estimate
1	.364	.132	.127	4.26727

From Table 2, it could be observed that there is positive multiple correction (β=0.364) among the two independent variable (self-esteem and teacher's anxiety) on the dependent variable (teacher's self-efficacy). This implies that the factors are relevant towards the determination of the dependent measure. The adjusted R-Square value of 0.127 revealed that the two independent variable accounted for 12.7% of the total variance in the dependent measure (teacher self-efficacy). The remaining 87.3% could be due to errors and factors that are not considered in this study.

Is there relative contribution of self-esteem and teacher's anxiety on teacher's self-efficacy of student teachers?

Table 3: Estimate of relative contribution of independents variable on teacher's self-efficacy of student teachers

Model	Unstandardized Coefficients		Standard Coefficients	T	Sig
	B	Std. Error	Beta		
Regression	19.736	2.456		8.035	.000
Residual Total	.156	.108	.081	1.451	.148
	.157	.026	.335	5.996	.000

From Table 3 above, teachers anxiety made the higher contribution to teachers self-efficacy of the participants (β=.335, t=5.996, p<.05 and self esteem (β=.081, t=1.451, p>.05) took the last position.

Is there any relationship between self-esteem and anxiety on teacher's self-efficacy of pre-service teachers?

Table 4: Descriptive Statistic and Correlations among the variables

	1	2	3
Trt anxiety	1.000		
Self-esteem	0.252**		
Trt Self efficacy	0.165**	0.355**	1.000
Mean	69.90	19.92	33.82
Standard Deviation	9.74	2.37	4.57

Table 4 showed that the correlation coefficient between teacher's self efficacy of the student teacher was r=.165 and P<.05. Also, the correlation between self esteem and teacher self efficacy was r=3.55 and P<0.5. Since P<.-5 in both cases it implies that there is significant relationship between teacher self-esteem and anxiety on teacher self-efficacy of student teachers.

DISCUSSION

The result of the research question revealed that teachers' self-esteem and teaching anxiety have significant predictable joint effect on self-efficacy of pre-service teachers. This implied that teachers' self-esteem and teaching anxiety jointly contributed to teachers' self efficacy. Teaching is synonymous with display of self worth, confidence and mastery of the subject matter, hence when student teachers' feel inferior, they tend to become anxious, lose their self confidence and are unable to deliver instructions efficiently. This finding corroborated that of Bandura (1997) who found that experience of stress and anxiety can have a negative effect on individual beliefs about their capabilities. Also, Mruk (2006) reinforced the belief Bandura (1997) that some patterns of behaviour including personality factors are antecedent of teacher's self-efficacy which may be direct or indirect facilitator to anxiety disorder. The implication of the result to this study requires researchers to explore and conceptualize ways of ameliorating the challenges of teaching anxiety and esteem of pre-service teachers' anxiety in other to gain confidence and mastery of not only the subject matter but of the classroom environment.

The study further revealed that there is a significant relative contribution of the independent variables on self-efficacy of pre-service teachers. The result indicated that teaching anxiety made the higher contribution margin to teacher's self-efficacy of pre-service teachers. Teaching involves preparation that tends to stress out the instructor and inadequate preparation for classroom teaching creates anxiety which affect the teachers' pedagogy and knowledge of the subject matter This finding was valid considering the challenges faced by teacher. Thus, Campbell and Uuimarki (2006), and Thomas (2006) concluded that teachers and student-teachers experience high levels of anxiety arising from keeping discipline and control of the class. Ngidi and Sibaya (2003) also reported that student-teachers' anxiety related to teaching and teaching practice found that student-teachers' do not differ to the extent to which they experience anxiety from factors related to teaching practice. The inference from the result implies that teaching anxiety should be managed or alleviated among pre-service teachers to allow for efficient classroom interaction.

The finding of the study revealed there is a significant relationship between teacher's self esteem and teaching anxiety on self-efficacy of pre-service teachers. Anxiety creates negative feelings, loss of confidence, palpitation, nervousness, uneasiness or a feeling of worry which are linked to the self-

efficacy of pre-service teachers. This finding agreed with those of Al-mehzi et al. (2011); Sinclair and Ryan (1987), who reported that teaching anxiety, had negative correlation with both teaching attitude and teaching efficacy beliefs. The conclusion from the result revealed that teaching anxiety and self-esteem are associated with student teachers' poor classroom delivery, and this can be mitigated through appropriate psychotherapy.

CONCLUSION

Based on the outcome of this study, it was concluded that the two independent variables could be used to predict and increase teacher's self-efficacy among pre-service teachers. The variables however showed both composite and relative predictors of teacher self-efficacy.

The study has revealed that teacher's self-esteem and teaching anxiety are important variables that can be used to enhance classroom teacher's effectiveness. Thus, teacher's self-esteem and teaching anxiety must be enhanced and developed through appropriate training and intervention.

RECOMMENDATIONS

Based on the finding from this study, the following recommendations were made:

Teacher's self esteem must be considered as an integral part of their professional development and practice; hence appropriate interventions such as psychotherapy should be incorporated into teacher education programmes in order to enhance pre-service teachers' self-esteem. Furthermore, teaching anxiety could be reduced through appropriate teaching based programmes within teacher education programmes, that is, teaching based programmes that will facilitate practical demonstration of teaching skills should be incorporated into teacher education programme as this would help reduce student-teacher's anxiety.

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