



HELPING TEACHERS NAVIGATE THE DIGITAL WORLD: SELF-EFFICACY, EMOTIONS AND MINDFULNESS

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TOPICS

- ✓ Theoretical background
- ✓ Study Goal
- ✓ Participants
- ✓ Measures
- ✓ Results
- ✓ Final Remarks

Theoretical background

People with **high assurance in their capabilities** approach difficult tasks as challenges to be mastered rather than as threats to be avoided



Self-efficacy

Albert Bandura
(1994)

Self-belief does not necessarily ensure success, but self-disbelief certainly promotes failure

Albert Bandura (1997)

Albert Bandura

Psychologist, PhD in the 50's

Social Learning Theory (Bandura, 1962)



Self-Efficacy Theory (Bandura, 1977)



Social Cognitive Theory (Bandura, 1986)

- ▶ Former Professor Emeritus at Stanford University
- ▶ Research in Psychology for + than 65 years



ALBERT BANDURA
(France, 2006)



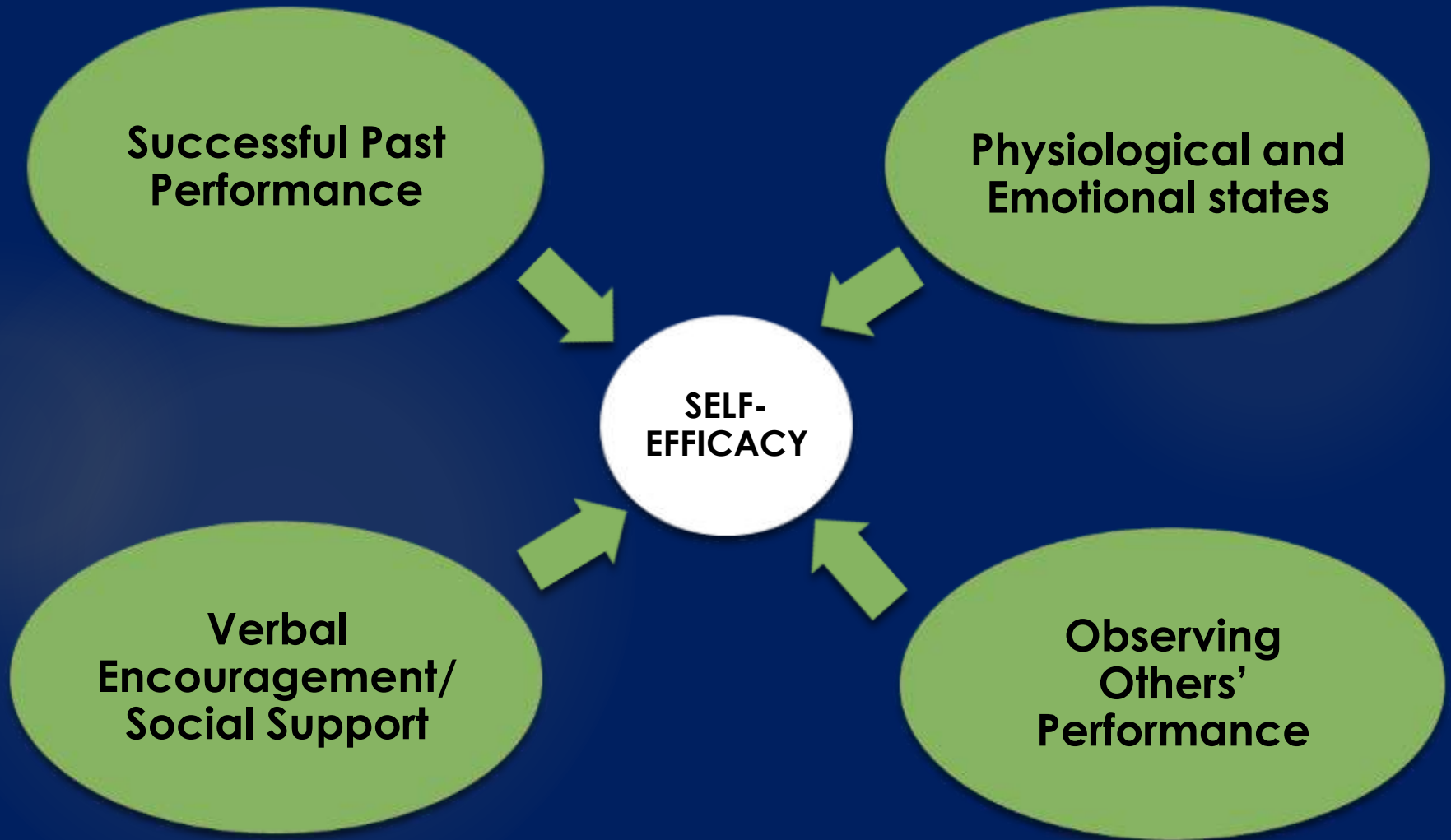
Self-efficacy?

Self-efficacy

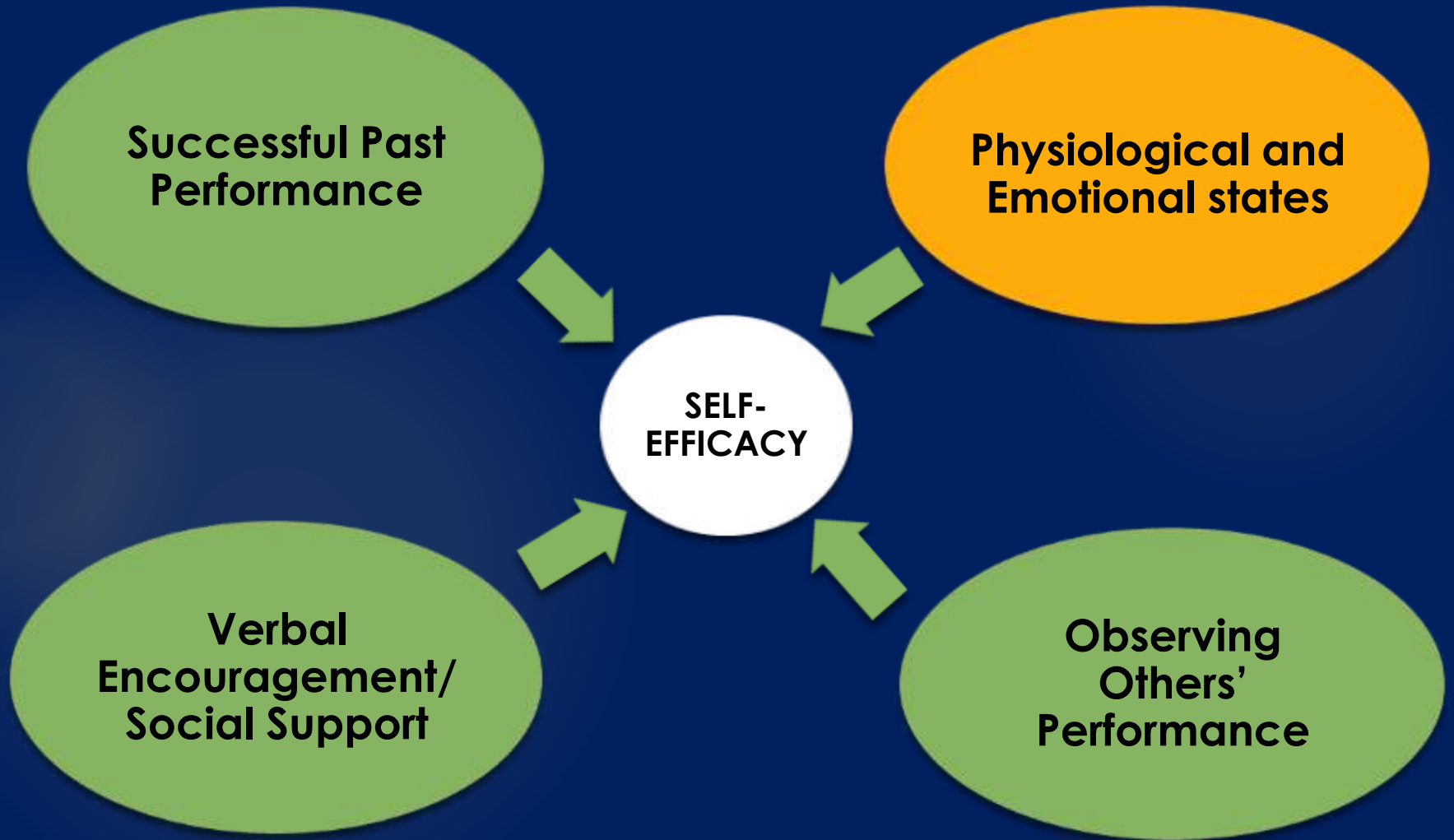


The confidence you feel in your
capacity to successfully
perform certain action or to
cope with a challenging situation

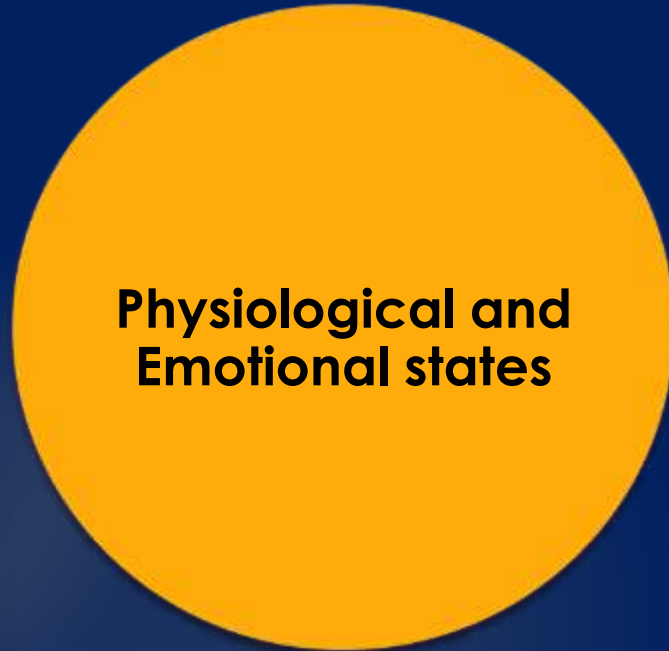
Self-efficacy - SOURCES



Self-efficacy - SOURCES



Self-efficacy - SOURCES



Positive emotions

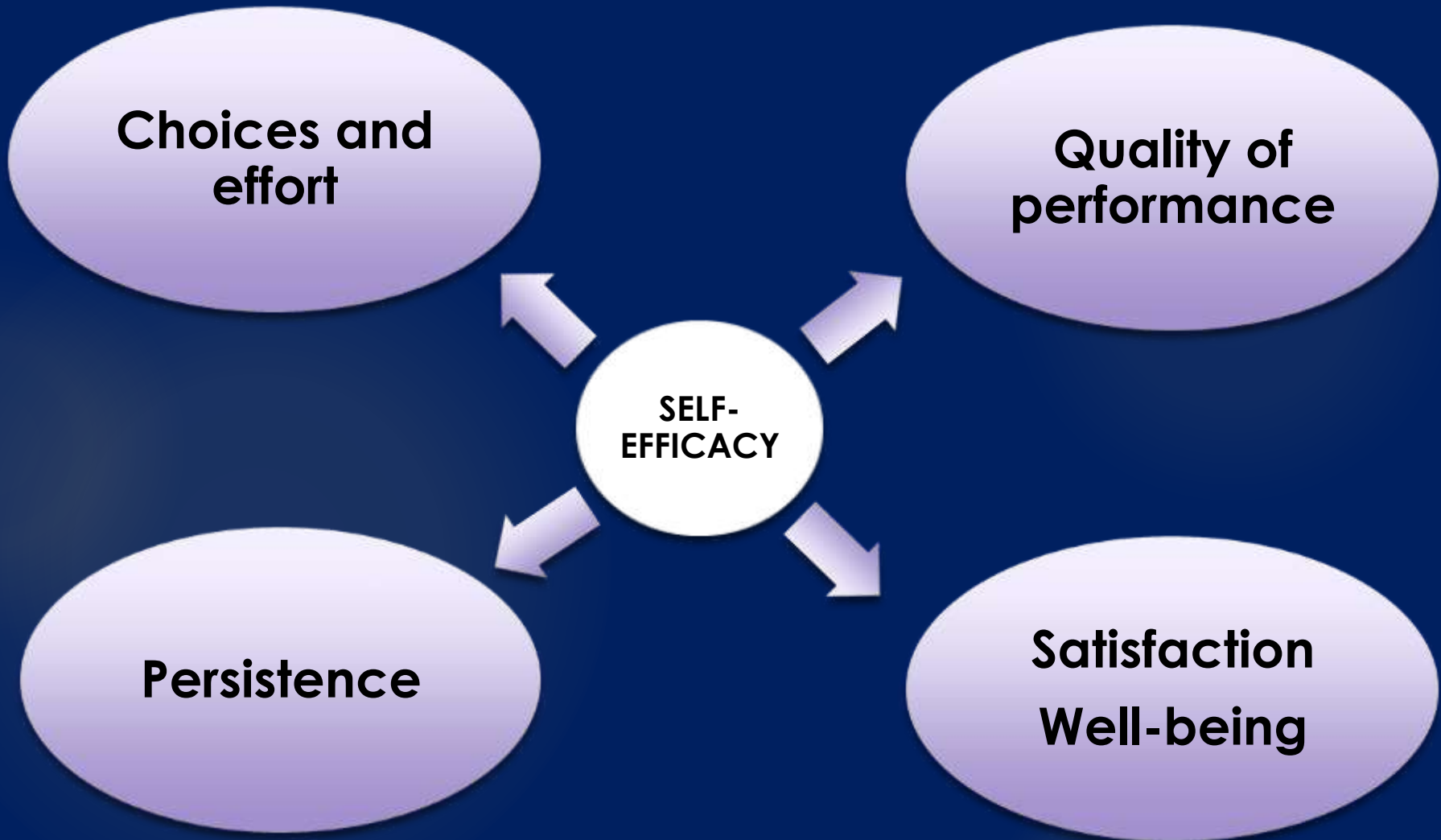
Negative emotions

Mindfulness

Mindfulness: process of bringing awareness to the present moment, attending to one thoughts, feelings, and sensations without making any judgment (Kabat-Zinn, 1990; Bishop et al. 2004)

The practice of mindfulness reduce emotional reactivity (Roemer et al., 2015; Du et al., 2019; Lindsay & Creswell, 2019)

Self-efficacy - CONSEQUENCES



Self-efficacy...

- ▶ is specific to each domain of human functioning
- ▶ is a judgment of personal capability
- ▶ can change over time; it is not a stable trait
- ▶ can be intentionally enhanced by the person or by others

Study Goal

Analyze if emotions and mindfulness may function as teachers' self-efficacy sources

Participants

- ✓ 150 higher education teachers (67% females)
- ✓ North to South of Portugal (63% from the Northern region)
- ✓ 24 to 65 years old (Mean age = 49; SD = 9)

Measures

- ✓ Teaching Self-Efficacy Inventory (TSEI; Vieira et al., 2022)
- ✓ Self-efficacy for online teaching (SEOT; Vieira et al., 2022)
- ✓ Well-Being and Malaise Emotional Scales (Rebollo Catalán et al., 2008, Portuguese Version, Runa & Miranda, 2015)
- ✓ The Mindful Attention Awareness Scale (MAAS, Brown & Ryan, 2003; Portuguese Version Gregório & Pinto-Gouveia, 2013)

Results

Variable	1	2	3	4	5	6	7	8
1. Age								
2. Gender	-0,05							
3. Teaching experience	0,73**	0,07						
4. Teaching self-efficacy	0,06	0,01	0,11	(0.93)				
5. Online self-efficacy	-0,13	-0,12	-0,01	0,34**	(0.86)			
6. Positive emotions	-0,02	-0,08	0,02	0,49**	0,43**	(0.94)		
7. Negative emotions	-0,06	0,07	-0,01	-0,42**	-0,35**	-0,49**	(0.94)	
8. Mindfulness	-0,12	-0,12	-0,04	0,20*	0,23**	0,32**	-0,48**	(0.95)

Table 1 Intercorrelations for Study Variables. Cronbach's alpha estimates in parentheses, along the main diagonal. Two-tailed. Significant at: * $p < .01$, ** $p < .001$

Results

Multiple regression analyses to explore if positive emotions, negative emotions and/or mindfulness could predict teaching self-efficacy and online self-efficacy

- 27% of the variance ($\text{adj } R^2 = .27$) in teaching self-efficacy

positive (and negative emotions ($\beta=0.37$; $t=4.65$; $p \leq .001$; and $\beta=-0.24$; $t=-3.02$; $p = .003$, respectively)

mindfulness as non-significant predictor ($\beta=-0.51$; $t=-0.63$; $p=.528$)

- 20% of the variance ($\text{adj } R^2=.20$) in online self-efficacy

positive and negative emotions ($\beta=0.35$; $t=4.13$; $p \leq .001$; and, $\beta=-0.18$; $t=-2.17$; $p=.032$, respectively)

mindfulness as non-significant predictor ($\beta=0.41$; $t=0.48$; $p=.629$)

Final Remarks

- ✓ Both positive and negative emotions predicted teaching self-efficacy and online self-efficacy. These findings are corroborated by previous research (Pajares & Kranzler, 1995; Reeve & Jang, 2006)
- ✓ Our study underscore the significance of emotions in shaping teachers' self-efficacy related to online teaching
- ✓ Future studies and mindfulness intervention to explore its role



THANK YOU

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