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

DIANA AGUIAR VIEIRA(1) , VIVIANA MEIRINHOS (1) , SUSANA PEDRAS (2) & SARA LIMA(3)

1 CEOS.PP, ISCAP, POLYTECHNIC OF PORTO, PORTUGAL
2 ESENFTS, IHEALTH4WELL-BEING CESPU, INSTITUTO POLITÉCNICO DA SAÚDE DO NORTE, PORTUGAL
3 ESENFTS, IHEALTH4WELL-BEING, TOXRUN, CESPU, INSTITUTO POLITÉCNICO DA SAÚDE DO NORTE, PORTUGAL

MAY 16TH - 2023
TOPICS

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

- Successful Past Performance
- Verbal Encouragement/Social Support
- Observing Others’ Performance
- Physiological and Emotional states
Self-efficacy - SOURCES

- Successful Past Performance
- Verbal Encouragement/Social Support
- Observing Others’ Performance
- Physiological and Emotional states
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

- Choices and effort
- Quality of performance
- Persistence
- Satisfaction
  Well-being
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)
<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Gender</td>
<td></td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching experience</td>
<td>0.73**</td>
<td>0.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teaching self-efficacy</td>
<td>0.06</td>
<td>0.01</td>
<td>0.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Online self-efficacy</td>
<td>-0.13</td>
<td>-0.12</td>
<td>-0.01</td>
<td>0.34**</td>
<td>(0.86)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Positive emotions</td>
<td>-0.02</td>
<td>-0.08</td>
<td>0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Negative emotions</td>
<td>-0.06</td>
<td>0.07</td>
<td>-0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Mindfulness</td>
<td>-0.12</td>
<td>-0.12</td>
<td>-0.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 (adj $R^2 = .27$) in teaching self-efficacy
  
  positive (and negative emotions ($\beta=0.37; t=4.65; p \leq .001; \text{and } \beta=-0.24; t=-3.02; p = .003$, respectively)
  mindfulness as non-significant predictor ($\beta=-0.51; t=-0.63; p=.528$)

- 20% of the variance (adj $R^2 = .20$) in online self-efficacy
  
  positive and negative emotions ($\beta=0.35; t=4.13; p \leq .001; \text{and, } \beta=-0.18; t=-2.17; p=.032$, 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

DIANA AGUIAR VIEIRA(1), VIVIANA MEIRINHOS (1), SUSANA PEDRAS (2) & SARA LIMA(3)

1 CEOS.PP, ISCAP, POLYTECHNIC OF PORTO, PORTUGAL
2 ESENFTS, IHEALTH4WELL-BEING CESPU, INSTITUTO POLITÉCNICO DA SAÚDE DO NORTE, PORTUGAL
3 ESENFTS, IHEALTH4WELL-BEING, TOXRUN, CESPU, INSTITUTO POLITÉCNICO DA SAÚDE DO NORTE, PORTUGAL

MAY 16TH - 2023