

*Factors in Teachers' Help-Seeking Preferences from the Viewpoint of Teachers
with New Appointment Terms*

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Abstract

This research examines the factors that influence teachers' help-seeking preferences using a structural equation model. Teachers with new appointment terms often face difficulties in their work and tend to ask other teachers or administrators for help. To identify the various factors in teachers' help-seeking preferences, an investigation using a questionnaire was administered to teachers who held new appointments at elementary schools; 91 teachers responded to this questionnaire. A statistical analysis was performed using SPSS 19.0 and AMOS 19.0. The structural equation model based on both factor and path analyses, revealed that head teachers' leadership (educational leadership) affected the workplace culture as well as teachers' feelings of self-respect and help-seeking preferences. The organizational control and workplace culture, which can influence each other, are important in teachers' everyday experiences. and head teachers' (educational leadership) also had a large influence there. Since teachers engage directly with children while teaching and head teachers affect teachers' feelings of self-respect and help-seeking preferences, it is necessary to foster a climate of collaboration between these professionals to develop effective educational practices.

Keywords: Teachers' Help-Seeking Preferences, New Appointments At Elementary Schools

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Introduction

A teacher who takes leave for an illness does not want to burden his or her coworkers. I work in education, and I observed that when teachers are overburdened with tasks, it is important that they seek help. A “help-seeking preferences” is “a cognitive framework of whether those who faced difficulty of some kind ask the others (a managerial post and coworker) for assistance positively,” and help-seeking is an “action which actually asks the others for assistance.” This research aims to increase recognition of teachers’ help-seeking preferences and explore methods for reducing stress regarding help-seeking in workplaces.

Method

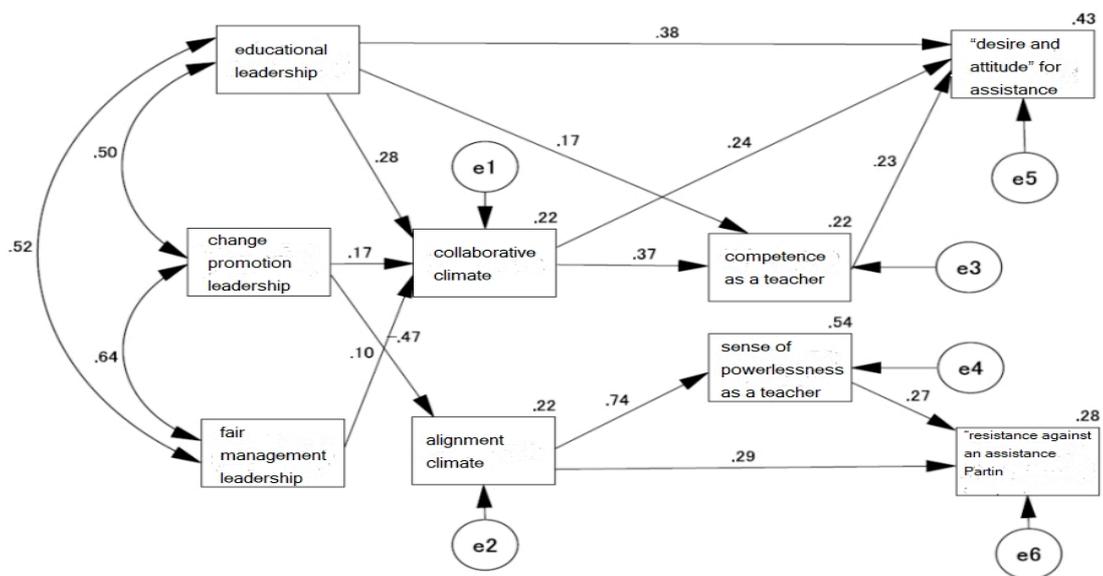
The investigation were targeted 92 teachers in a new appointment term (1st–6th years) among 268 persons who distributed question paper to 382 teachers who belong to public elementary schools. The schools were located in prefecture B in the city.

The survey investigated 26 items suggested by heads of school (Tsuyuguchi, 2003). The responses used a scale from 1–5, 1 meaning “I am not applied at all” and 5 meaning “I am very applied.” The second question explored six organizational climate cognitive measure items (Fuchigami, Kobayagawa, Shimotsu, Tanaue and Nishiyama, 2004).

The responses used a scale from 1–5, 1 meaning “I do not agree at all” and 5 meaning “I strongly agree.” Ten items regarding self-sense-of-competence measures (Yamauchi and Kobayashi, 2000) were used for the third item, using a scale of from 1–5, 1 meaning “I am not applied at all” and 5 meaning “I am very applied.” Eleven items regarding a teacher’s help-seeking-preferences measure (Tamura and Ishikuma, 2001) were used for item 4. These responses fell on a scale from 1, “I do fit in at all,” to 5, “I am molto applied.”

Conclusion

I asked the deed for interiority consistency (alpha coefficient) for factor analysis of each measure. Three factors were identified as regards the teacher’s evaluation. They were educational leadership (7itemalpha = .926), change promotion leadership (7itemalpha = .904), and fair management leadership (4itemalpha = .864). Two factors were extracted from the organizational climate cognitive measure item. These were self-sense-of-competence (5itemalpha = .858) and sense of powerlessness (3itemalpha = .758). As for the help-seeking-preferences measure, two factors were extracted: resistance (7itemalpha = .861) and the desire and attitude (4itemalpha = .810). As a result of path analysis (Figure 1), the goodness of fit of a model was confirmed by GFI = .953, AGFI = .899, CFI = .999, and RMSEA = .014. The results suggest that combining help-seeking preferences with strong leadership creates a sense of competence in teachers. Organization in the workplace and a positive workplace culture that includes the free flow of information are significant factors in teacher comfort; a strong head of school contributes greatly to this culture.



GFI=.953 AGFI=.899 CFI=.999 RMSEA=.014

Figure 1: teachers' help-seeking preferences model

A teacher's sense of competence and help-seeking preferences improve as she works with students in a collaborative and consistent climate. The leadership shown by a head of school is the strongest influence on the existence of a collaborative climate, creating "a sense of competence as a teacher" and the "desire and attitude" for assistance. Furthermore, the path of an "alignment climate" and "the resistance against an assistance Partin" was not accepted. In particular, "change promotion leadership" is an "alignment climate" and a negative Partin, and the "alignment climate" is participating in "the resistance against an assistance Partin" through "a sense of powerlessness as a teacher."

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