

# Teachers' Psychological Literacy and Didactic Competence: A Correlational Study

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## Abstract

The relationship between teachers' psychological literacy and their perception of their didactic competence has not yet been sufficiently investigated. We therefore conducted a cross-sectional study to investigate this relationship, specifically the relationships between the components of psychological literacy and the components of didactic competence. The study sample consisted of 595 in-service teachers (10% men) aged 20 to 72 years ( $M = 43.33$ ,  $SD = 11.03$ ). The participants had an average of 17.50 years of professional experience ( $SD = 11.82$ ) and completed the Didactic Competencies Questionnaire, the Psychological Information Questionnaire, the Critical Thinking Disposition Scale, Credibility of Science Scale, and the Integrity Scale. To explore the relationships among the dimensions of psychological literacy and didactic competence, we conducted a correlation analysis. The results revealed didactic competencies associated positively with critical thinking dispositions. Moreover, integrity of teachers correlated positively with didactic competencies planning and preparation, building classroom climate and self-reflection. There were no relationships between didactic competencies and psychological misinformation and scientific trust. The present results emphasise the importance of promoting psychological literacy in order to improve teachers' didactic competencies.

**Keywords:** psychological literacy, professional competency, teacher