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ROLE OF SELF-EFFICACY OF TEACHERS IN EMERGING EDUCATION SCENARIO

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Role of Self-Efficacy of Teachers in Emerging Education Scenario

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Abstract – Education is a constructive process which drags a person from darkness, poverty and misery and leads him to the pool of prosperity and happiness by developing his personality in the entire aspects i.e. physical, mental social, emotional & spiritual. It is a lifelong process that starts from the birth of the individual and continues till death. A school is a miniature of the society. Both teacher efficiency and school improvement plans are often evaluated by measures of student achievement. It is clear from recent research that teachers have a great potential to affect student's educational outcomes. Teachers' efficiency is popularity known as self-efficacy in terms of psychological construct. Teachers Self – efficacy may be defined as his/her belief to achieve desired goal efficiently and effectively.

To give your best to others is the nature's law and Work is Worship, as said by Swami Vivekananda. It is prime responsibility of a teacher to inculcate the students in utmost manner. So a teacher with high self-efficacy can give his best to his students. Teachers with high self-efficacy can achieve their goals i.e. they are able to bring desirable changes in students behaviour and their outcomes. Teachers who have high levels of self-efficacy can motivate their students to achieve their goals. In olden days teaching profession was considered as one of the most comfortable job, but the time has changed, now teaching profession has become very challenging. In present education scenario only those teachers can survive who have high levels of self-efficacy.

Key words: Self-Efficacy, Intelligence Quotient, Emotional Intelligence, Social Quotient

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INTRODUCTION

Different types of organisations whether business or non-business seek to optimise the performance of their human resources in order to achieve high levels of productivity, efficiency and effectiveness. Generally an organisation has four types of resources viz. Land, Human Resource, Capital and Entrepreneurship. Centrally important human resources activities including job selection, orientation, skill -training, performance appraisal, compensation, human resource planning and career development are all related to improving and sustaining organisational performance.

Optimum utilisation of other non-living resources i.e. land, capital, machinery and raw material depends upon the efficacy of human resource. The abstract of self-efficacy is highly associated to teaching profession. To be a successful teacher a teacher needs the many traits such as mastery over his subject, well-planned lesson planning. He should also be emotionally intelligent. In modern education scenario due to stringent education policy teachers are expected to do more for their educational institution.

Thus teachers with high self-efficacy can meet the challenges of modern education scenario. Teacher's performance is affected by many factors such as teachers training, types of organisation viz. Private, aided and government, size of class, behaviour of students and support of students. Self-efficacy of teachers is one the construct which help the teachers overcome daily stress and pressure.

OBJECTIVES OF THE STUDY:-

- (A) To ascertain the the role of SELF EFFICACY in emerging education.
- (B) How teaching learning outcomes can be improved by SELF EFFICACY.
- (C) How teacher can achieve the educational goal by SELF EFFICACY.
- (D) To understand the other related concepts of psychology which may be associated SELF EFFICACY such as Social Intelligence,

RATIONALE OF STUDY:-

Around two decades ago teaching profession was considered as most popular and convenient. But due to changes in Education Policy, Right to Education, awareness in mass and easy availability of contents on internet the role of teachers are becoming more challenging day by day. To survive in present education scenario a teacher is supposed to have many traits such as mastery on the subject higher intelligence (IQ). Further in present education scenario a teacher is supposed to Emotional Intelligence (EI), Social Intelligence (SI), and SELF EFFICACY (SE).

STATEMENT OF THE PROBLEM:-

The term Self-Efficacy finds its root in social cognitive theory of Albert Bandura, popularly known as "Bandura's Social Cognitive theory". In 1977 Bandura found the role of cognition in motivation of Employees. According to Bandura (2005), social cognitive theory takes on an agent-like perspective to change, development and adaptation. Bandura describes an agent as someone who intentionally influences one's functioning and life circumstances; "In this view, people are self-organizing, proactive, self-regulating, and self-reflecting. They are contributors to their life circumstances not just products of them". According to Ashford & LeCroy it is an extension of Bandura's social cognitive theory. The term self efficacy initially was used in the field of psychology, but gradually diverted in field of Education and personnel management (Now known as HR or Human Resource management. In 1984 Gibson and Demo suggested that Teacher's SELF EFFICACY plays positive role in students learning output. The study has been carried out to unveil the impact of SELF EFFICACY on teacher's role in modern education scenario. If a teacher is aware of his potential and educational goals to be achieved, than the teacher can improve his teaching and learning output through Self-Efficacy. Further endeavour has been made to unveil the factors affecting SELF EFFICACY.

RESEARCH METHODOLOGY:-

Since the topic is an extract of Ph.D work. The study is based upon analytical descriptive methodology of research and the appropriate secondary data which has been retrieved from various Books, Newspapers, Research Article, Hard-cover Journals and On-line Journals. On-Line journals were searched on "Sodh Ganga" and "Google Scholar". Further different books of Human Resource Management/ Personnel Management were also referred. The author has tried to sum up the study in lucid language to maintain the interest of reader. Even a layman can understand the gist.

LITERATURE REVIEW:-

Maharishi Mehi Paramhans (1969), a great spiritual saint (Born on 28 April 1885 and died on 8 June 1986) wrote in *Moksha Darshna* or *Philosophy of Liberation* and *Satsang Yoga* that we can meet the god who is one and ultimate if we set it as the goal of life on the top of the hierarchy with the Self-Efficacy. According to him the construct Self-Efficacy can be enhanced by devoted practice if we learn it from a Guru.

Bandura (1977) is a well-known personality in the field of human psychology. In fact most of the theories on self-efficacy are rooted in Bandura's social cognitive theory. He explained the self-efficacy as "people's belief about their capabilities to produce designated levels of performance that exercise which in turn affects the lives and behaviour. Further he found that people with strong sense self efficacy sets themselves more challenging goals and maintain stronger commitment of those goals than do people with a poorer sense of self-efficacy.

When self-efficacy applied in sense of teacher's context, it plays more important role as a teacher with stronger sense of self-efficacy could bring desirable changes in behaviour and learning outcomes. The teachers with higher self efficacy provide better and conducive atmosphere for learning.

Chan D. (1984) found through his study SELF EFFICACY was substantially variable due to perceived Emotional Intelligence of secondary school teachers in Hong Kong. The construct of self-efficacy belief was significantly predicted by the component of Emotional Intelligence in secondary school teachers. He focused on "emotions as a consequence rather than an antecedent" of efficacy beliefs recommend research to explore the relationship between teacher emotions and efficacy beliefs. "Efficacy beliefs are the product of cognitive processing of diverse sources of information" which, the extent to which teachers are able to deal effectively with their own and others' emotions can be considered a reflection of their own emotional intelligence.

Gibson and Dembo (1984) a well-known education psychologist found that Teacher self efficacy is one of the most important variables consistently related to positive teaching and student learning outcomes. In their study in 1984, it was found that teachers with high self-efficacy were better able to keep the students engaged in learning activities. They presented the content in the class room in much systematic manner, asked the questions in more interesting way and effectively managed the class. Further it was observed teachers with high self-efficacy were more humanistic in their approach in the class room.

Abbas N.A. (July 2012), found the positive relationship between Emotional Intelligence and SELF EFFICACY. He found that the persons with higher Emotional Intelligence have higher SELF EFFICACY,

in turn they were able to set higher goals and achieved them optimally i.e. with minimum resources and least wastage. It was found that person with higher Emotional Intelligence were more self-efficient so set the goals for them which could otherwise not possible.

Adebomi O. (2012) contended that there is positive correlation between job-satisfaction and SELF EFFICACY. The study examines job satisfaction and self-efficacy as correlates of job commitment of special education teachers in Oyo State. A sample of 250 special education teachers were the respondents used to ascertain or otherwise the job satisfaction and self-efficacy as correlates of job commitment. The result revealed that there was a positive significant relationship between job satisfaction and commitment; further the study revealed that job satisfaction and self-efficacy when combined together were reliable predictors. Job satisfaction when used alone as the predictor of job commitment was found significant. Also, self-efficacy of special education teachers was a significant predictor of job commitment when used alone.

Cherry Kendra (2012) defined in her blog self-efficacy as our belief in our ability to succeed in specific situations. The sense of self-efficacy can play a major role in how we approach goals, tasks, and challenges. She said that sense of self-efficacy make tough goals easily attainable.

Farsani M.A. (2011) found the Self efficacy as a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" which may have a positive or negative effect on teachers' attitudes and behaviours.

Steven H.A. (2012) , According to author Self-efficacy is a social cognition construct (social learning) which refers to a person's self-beliefs in his or her ability to perform specific tasks has been shown to be a reliable predictor of both motivation and task performance and to influence personal goal setting According to Bandura's description of the human cognitive self-regulation system, self-efficacy beliefs are the most central and pervasive influence on the choices people make, their goals, the amount of effort they apply to a particular task, how long they persevere at a task.

FINDINGS AND CONCLUSION:-

After review of related online journals, hard-cover journals, newspapers, research papers, research articles and relevant material available online it has been observed that the from psychological field there has been a significant emergence of research related to SELF EFFICACY in the field of education. As we know that the teaching job has become very challenging and teachers are supposed to have more

responsibility and liability. They are expected to achieve much higher educational goals. Teacher of all levels are expected to deliver higher output in form of academic results. Thus, self-efficacy is a dynamic concept. Self-efficacy beliefs are also associated primarily with specific task conditions, even though, as will be noted later, there is considered to be a degree of generalization of self-efficacy beliefs across related task situations and of a person's general sense of efficaciousness.

It has been found that self efficacy has three dimensions viz.

- (1) **Identified magnitude**
- (2) **Strength**
- (3) **Generality**

Magnitude refers to the level of task difficulty a person believes he or she can attain; Strength refers to the degree of conviction that a given level of task performance is attainable; and generality refers to the extent to which a given self-efficacy judgement applies across different situations. Magnitude and strength of self-efficacy judgements are the basis of most measurements of self-efficacy.

Self-Efficacy is based on the three elements: a) Mental power of teacher i.e. belief in own capability b) setting of goals and c) internal motivation to achievement to goals.

In Teachers can be classified as follows:-

- A) Primary Teachers or Elementary Teachers
- B) Middle School Teachers
- C) Secondary and Senior Secondary school teachers
- D) Higher Education teachers

Since the teachers of different levels have to teach the students of different standards so it is oblivious that they need different levels of self-efficacy. But the fact cannot be denied that in present scenario teachers need to be highly self-efficient if they want to survive in their profession. Day by day teaching professions is becoming more challenging job, so high level of self-efficacy is one the key to become a successful teacher in emerging education scenario.

Self-Efficacy can be useful for the teachers in modern complex era of education as follows:

- 1) If a teacher wants to be role the model of his / her students then it is the need of hour to

attach the student with himself /herself by setting higher goals for him.

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- 2) The conflicts, between teachers and students, which have emerged in this era, can be resolved by the teachers if they are self-efficient.
- 3) Self-efficient teachers create a healthy and conducive learning environment in classroom and it helps them to produce better results in smoother ways.
- 4) When Self-Efficacy is associated with other psychological construct such Emotional Intelligence, Job satisfaction and Teacher's Effectiveness than desirable results may be achieved by teachers in modern emerging education scenario.
- 5) The ancient "Gurukul" system of education was based on the same construct i.e. Self-Efficacy. "AACHARYA CHANKKYA" is deemed to be one of the best "GURU" and had a great sense of Emotional Intelligence and Self-Efficacy and he created a superb bond with his students and he achieved the goal of his life. He always set higher goals for his students and achieved them as he was the master of many psychological concepts and one of them was Self-Efficacy.
- 6) **Swami Vivekananda** who was spiritual Guru always stressed on achieving the higher goal through Self-Efficacy. He also said that it can be enhanced by handwork.
- 7) One of the great *Spiritual Saint Maharishi Mehi Paramhans* stressed on Self-Efficacy and inculcated that all goals of could be achieved with Self-Efficacy ,hard work and dedication.

LIMITATIONS AND SCOPE FOR FURTHER RESEARCH:-

The present study is based on secondary data which elaborates the role of Self-Efficacy of Teachers about emerging education scenario. More studies can be done on other similar constructs like Emotional Intelligence, Social Intelligence, Job Satisfaction and Teacher Effectiveness. It is oblivious from the study that different levels of Self-Efficacy is required for different levels of teachers, so further studies may conducted on different levels of teachers using primary data.

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