CHAPTER - II
CHAPTER – II
SELF EFFICACY

The sense of self-awareness differentiates man from animals, generally people consider the term “self” as their distinctive and forever identity (Kundu, 1989). The question that who am I, deals with individual identity and the answer to this question leads towards the definition of self. Wolman (1973) considered the ego, the trait and characteristics as the ‘self’ that make up the individual. Rogers (1959) considered self as the part of personality which consists of the perception of “I” or “me” and it develops as a result of individual’s interaction with environment. It focuses on consistency and alterations as an outcome of maturation and learning. James, (1890) said self of a person reflects himself. Individual represents himself as a social, moral and spiritual being. James presented this differentiation by defining the “I” self as the actor or knower and the “Me” self as known or the object of one’s knowledge. James also divided the “Me” self into three components that are ‘material me’, ‘social me’, and ‘spiritual me’. The material me included the body as well as one’s possessions. Social me, consisted of those characteristics that are recognized by others (Harter, 1999).

The definition of self has been divided by psychologists into two types, such as self as process and self as object both being important personality construct. The self as process can be defined as “knower” and includes active processes such as perceiving, thinking, planning, remembering, choosing and linking. The self as object is defined as “self as known” and focus on the self as the perception of a person about himself or herself as a physical being, his sense of identity and self-esteem.

Self as object involves attributes that are physical, social, emotional and intellectual. This aspect of self-interacts with self as process that includes perceiving, performing, thinking and remembering functions. This interactive combination of attributes and functions leads to the development of two core ingredients of the self, that are self-concept (ideas about oneself) and self-esteem (feelings and evaluations about oneself). Self-concept is differentiated into the perceived self, real self and ideal
Self-concept and self-esteem develop personality which depending on who is describing it.

A common misconception lies between self-efficacy and self-esteem. Often, these two concepts are used to represent the same idea. The literature clearly revealed that self-efficacy and self-esteem are different phenomena. According to Bandura (1997), “perceived self-efficacy is concerned with judgments of personal capability, whereas self-esteem is concerned with judgments of self-worth.” Self-efficacy and self-esteem are ideas that are independent from one another in their levels. Certain individuals may hold a high level of efficacy for a given task while displaying no self-worth for completing the task skillfully. Conversely, another individual may display low levels of self-efficacy regarding a task and not affect their self-esteem in any form.

Personality is developed by self-concept and self-esteem and each person has positive and negative feelings about himself or herself. Same is the case with teachers, some teachers feel good about themselves and some feel bad about themselves. Their feelings of good or bad, like or dislike are triggered by their own judgment of themselves.

The concept of self-efficacy was developed in 1986 by Bandura. Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has potentials to achieve the goals and manage the situation. Self-efficacy is the belief of a power to achieve the success. Self-efficacy (belief in one’s ability to handle effectively and to master a situation to bring such changes that produce desired results) is taken as main thing to psychological health. It is well thought out that its absence is the heart of psychological problems (Khurshid, 2012).

One’s beliefs about oneself can act as moderating variables in the stress-strain relationship. These beliefs have been considered in other areas as well within organizational psychology. Other results have supported the idea that stressors have a less negative effect when individuals have more positive self-perception. Self perceptions according to Bandura (1994) refers to people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through
four major processes. They include cognitive, motivational, affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats, have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

According to Schwarzer (1999), self-efficacy can make a difference to people's ways of thinking, feeling and acting. With respect to feelings, a low sense of self-efficacy is associated with depression, anxiety and helplessness. People with low self-efficacy also harbour pessimistic thoughts about their performance and personal development. In contrast, a strong sense of belief in oneself facilitates cognitive and executive processes in multiple contexts, influencing, for example, decision making and academic achievement.

Self-efficacious people, however, perform well on specific tasks, cope better with anxiety, depression and helplessness, set higher goals, and follow through with them, recover more quickly from failure, and think more strategically than those who
are not self-efficacious. In other words, self-efficacy affects the choices people make, the amount of effort they expend on an activity, how long they persevere at doing a task, and their emotional reactions. Nonetheless, self-efficacy is concerned not with the number of skills that you have, but with what you believe you can do with what you have, under a variety of circumstances (Bandura, 1997).}

2.1 SOCIAL COGNITIVE THEORY

Social Cognitive Theory of human functioning was developed by Bandura in the mid-1980s in order to explain how individuals develop and how the ways human behave is interlinked with their self and the influences they receive by the environment. It provides a framework for understanding, predicting, and changing human behaviour. Social cognitive theory by Bandura in 1997 posits that an individual's behaviour is primarily learned through his or her observation of others as well as through interaction with his or her environment. Social cognitive theory stemmed out of the work by Miller and Dollard in 1941 when they proposed the social learning theory. They asserted that individuals would learn behaviour through observing others if they were motivated to learn this particular behaviour. In other words, the behaviour they would want to learn would be related to a favourable outcome. By imitating these observed actions the individual observer would solidify that learned action and would be rewarded with positive reinforcement.

The basic principles of Social Cognitive Theory are that: 1) Learning can occur by observing the behaviours of others as well as the outcomes of those behaviours; 2) Learning can occur without change in behavior; 3) The consequences on behaviour affect learning and 4) Cognition affects learning. According to Bandura and in unlike preceding theories all learning phenomena resulting from direct experience occur on a vicarious basis by observing other people’s behaviour and its consequences on them. In other words social learning theory supports that learning occurs through a number of processes: symbolic, vicarious and self-regulatory which hold a prominent role in the acquisition of new knowledge and behaviours.

**Symbolic** – Through verbal and imagined symbols people process preserve experiences in representational forms. Through the medium symbols people can solve
problems without having to enact all the various solutions. The capability for intentional action is rooted in symbolic activity.

Vicarious – Bandura, sees modeling as an indispensible aspect of learning. By observing others people, people are able to see behaviours and their consequences.

Self regulatory – Social learning theory recognises self regulatory capabilities as a prominent component of learning. By arranging environmental inducements, generating cognitive supports, and producing consequences for their own actions, people are able to exercise some measure of control over their own behaviour.

Learning through modeling – In social learning theory modeling holds a conspicuous position in the way people learn. By observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Through modeling people acquire symbolic representations which, as mentioned earlier, enable future intentional actions.

Bandura advanced a view of human functioning that accords a central role to cognitive, vicarious, self-regulatory and self-reflective processes in human adaptation and change. People are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses. From this theoretical perspective, human functioning is viewed as the product of a dynamic interplay of personal, behavioral, and environmental influences. The relationship among these variables is known as reciprocal determinism. In an educational setting, behaviors include goal progress, motivation, and learning. Environmental variables include models, instruction, and feedback. Personal variables include goals, outcome expectations, attributions, progress self-evaluation, self-regulatory progress, and self-efficacy to illustrate, teachers displaying an achievable outcome expectation which leads to students displaying increased motivation which causes the teacher to adjust instruction accordingly. Social cognitive theory examines self-confidence in a variety of settings to explore how it is created and how it affects behavioral outcomes such as persistence and effort. A main component to the idea of reciprocal determinism indicates that self-beliefs and other personal factors affect analysis of the environment and behaviors.
2.2 SOURCES OF SELF EFFICACY

According to Bandura, 1977 the efficacy beliefs (through cognitive, affective, and motivational regulatory mechanisms) influence how people feel, how much effort they invest in actions, how long they persevere in the face of obstacles and failures, and how resilient they are to adversity. Efficacious people are quick to take advantage of opportunity structures and figure out ways to circumvent institutional constraints or change them by collective action. The major influences on efficacy beliefs are assumed to be the attributional analysis and interpretation of the four sources of information about efficacy as under:

- **Enactive mastery experiences** that serve as indicators of capability is the most effective way of developing a strong sense of efficacy. Performing a task successfully strengthens people's sense of self-efficacy. On the other hand, failing to adequately carry out with a task or challenge can have a negative impact on and weaken self-efficacy i.e. one's previous performance, or *mastery experience*, perception that performance has been successful raises efficacy beliefs while the perception that performance has not been successful, lowers efficacy beliefs, contributing to the expectation that future performances will also be inept.

- **Vicarious experiences** are basically those experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainments of others i.e. skill in question is modeled by someone else. When a model with whom the observer identifies performs well, the efficacy of the observer is enhanced and when
the model performs poorly, the efficacy expectations of the observer also decreases. Witnessing others successfully completing a task is another important source of self-efficacy. According to Bandura, “Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed”.

**Verbal persuasion** Individuals also create and develop self-efficacy beliefs as a result of the social persuasions they receive from others. Bandura also asserted that people could in fact be persuaded to believe that they have the skills and capabilities to succeed. These persuasions can involve exposure to the verbal judgments that others provide. Persuaders play an important part in the development of an individual's self-beliefs. But social persuasions should not be confused with knee-jerk praise or empty inspirational homilies. Effective persuaders must cultivate people's beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable. And, just as positive persuasions may work to encourage and empower, negative persuasions can work to defeat and weaken self-efficacy beliefs. In fact, it is usually easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragement. For teachers, forms of social persuasion can include the response of their students and the sense of collective efficacy within the entire faculty.

**Psychological and affective states** from which people partly judge their capableness, strength and vulnerability to dysfunction. People’s responses and emotional reactions to situations also play an important role in developing a sense of self-efficacy. Psychological, physiological and emotional states, situational circumstances and stress levels can all impact how a person feels about their personal abilities under certain circumstance. A person who becomes extremely nervous before beginning a task, a teacher before entering the classroom for instance, may develop a weak sense of self-efficacy in these situations. However, Bandura also comments that it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. By learning how to cope with and eliminate stress and improve their emotional state when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

It is evident from the Learning through Modeling that the factors that contribute to learning are very similar to the sources that develop self efficacy beliefs.
There are several processes by which modeling exerts its effects on efficacy beliefs. Observation plays a major role in both learning new behaviors and developing capabilities. Also, the feedback following the actions is a contributor as well as very importantly the way each individual processes the information and the quality of their behaviour and task which then inform future actions. People not only experience the results of their efforts but also see how other are faring in similar circumstances and occasionally receive social evaluations of the adequacy of their performance. Through social comparative inference, the attainments of others who are similar to oneself are judged to be diagnostic of one’s capabilities. The different forms of efficacy influences rarely operate separately and independently.

The sources of self-efficacy information are not directly translated into judgments of competence. Individuals interpret the results of events, and these interpretations provide the information on which judgments are based. The types of information people attend to and use to make efficacy judgments, and the rules they employ for weighting and integrating them, form the basis for such interpretations. Thus, the selection, integration, interpretation, and recollection of information influence judgments of self-efficacy.

![Figure 2.2: Sources of Self Efficacy](source: Self generated for the thesis)
Self Efficacy Affects

According to social cognitive theorists people's feelings of self efficacy affect several aspects of their behaviour, including their choice of activities, their goals, their effort and persistence, and ultimately the quality of their performance and their learning. Perceived self-efficacy influences the level of goal challenge people set for themselves, the amount of effort they mobilize, and their persistence in the face of difficulties. Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly.

i) **Choice of activities:** Individuals tend to select tasks and activities in which they feel competent and confident and avoid those in which they do not.

ii) **Goals:** Perceived self-efficacy influences the level of goal challenge people set for themselves. Self regulated learners direct their learning processes and attainments by setting challenging goals for themselves. Self-regulated learners exhibit a high sense of efficacy in their capabilities, which influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges.

iii) **Effort and persistence:** Perceived self-efficacy influences the amount of effort they mobilize. The higher the sense of efficacy, the greater the effort, persistence, and resilience. People with a strong sense of personal competence approach difficult tasks as challenges to be mastered rather than as threats to be avoided.

iv) **Quality of individual performance:** Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are, a belief that fosters anxiety, stress, depression, and a narrow vision of how best to solve a problem. As a consequence, self-efficacy beliefs can powerfully influence the level of accomplishment that one ultimately achieves.

2.3 **TEACHER SELF EFFICACY**

Teacher efficacy basically refers to self-efficacy applied to teaching. Over the
last 20 years the construct of teacher efficacy has evolved from Rotter's theory (1996), Locus of Control Theory and Bandura's Social Cognition theory (1977, 1986 and 1997).

McLauhlin and Marsh (1978) has defined teacher efficacy as the extent to which the teacher believes he or she has the capacity to affect the student performance whereas Ashton (1985) defined it as teacher's belief in their ability to have positive effect on student learning. He also says that teachers with teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students. In addition he emphasised on the relationship of teacher efficacy to student achievement, it was learnt that current conditions in the schools, the isolation, the difficulty in assessing one's effectiveness as a teacher, the lack of collegial and administrative support, and the sense of powerlessness that comes from limited collegial decision-making make it difficult for teachers to maintain a strong sense of efficacy. The importance of teacher efficacy to the survival of the teaching profession has been suggested by Glickman and Tamashiro (1982). They reported that teachers who left the profession were significantly lower in sense of efficacy than first or fifth year teachers.

Teachers do not feel equally efficacious for all teaching situations. Teacher efficacy is context specific. Teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances. Even from one class period to another, teacher's level of efficacy may change (Ross, Cousin, Gadalla, 1996)^12. Therefore, in making an efficacy judgment, consideration of the teaching task and its context is required. In addition, it is necessary to assess one's strengths and weaknesses in relation to the requirements of task at hand.

Self-efficacy affects the efforts teachers invest in teaching, the goals they set, and their level of aspiration. Teacher's with strong sense of efficacy are open to new ideas and are more willing to experiment with new methods to better meet the needs of their students (Berman, Mclaughlin, Bass, Pauly & Zellman, 1977)^13. Efficacy beliefs influence teacher's persistence when things do not go smoothly and their resilience in the face of setbacks.
Thus it can be said that greater self-efficacy enables teachers to exhibit greater enthusiasm for teaching, have greater commitment to teaching, to be less critical of students when they make errors, work longer with a student who is struggling and be less inclined to refer a difficult student to special education. They are more likely to stay in teaching.

2.4 SELF-EFFICACY AND STRESS COPING

The majority of occupational stress models propose that stressors in the occupational environment generate negative changes in the individuals in various aspects i.e. in physical, psychological and behavioural terms. These models also suggest that the relationship between stressors and their negative consequences is moderated by different factors such as demographic variables, personality factors, social environment etc. Among all the other coping mechanisms, such as time management, exercise, yoga, meditation, visualization and massage etc., the most important is an individual’s belief or perception regarding his or her efficacy to control and manage effectively the events that are causing stress. All previous studies and literature brings in light the importance of self efficacy in the sense that, a sense of strong efficacy provides a foundation for keeping an individual motivated to produce desirable results, even in the least favourable situations. Hence, it can be inferred that self-efficacy plays a key role in coping and managing stress and burnout effectively not only this, the individuals with high self-efficacy confidently believe in their abilities in order to effectively respond to the environment stimulus and to maintain self-control. Researchers have also considered self efficacy to be a dominant organizational catalyst that can help in developing actions and effective strategies (active coping strategies) for defeating or mitigating the issues caused by the pedagogic factors that affect teachers performances (Salanova Martínez, Lorente, 2005)\textsuperscript{14}. There is need to change the language of hopelessness to the language of ability and optimism so that healthy social and emotional development of youngsters and the key to a promising future for youngsters is effective adaptation of the coping skills.

A positive effect of high self efficacy in coping with stress was also referred by Schwarzer (2008)\textsuperscript{15} as he stated that a positive belief about personal competence to deal with stressful situations results in adaptation of constructive coping strategies.
Thus, self-efficacious teachers tend to deem their routine work demands as less threatening than those teachers who carry negative beliefs or doubts about their performance. On integrating the findings from various studies regarding the role of self-efficacy in retrieval from various types of traumatic experiences (terrorist attacks, natural disasters, military combat, technological catastrophes, criminal and sexual assaults). Analysis found perceived self-efficacy to be a mediator of post-traumatic retrieval. The contribution of perceived coping self-efficacy as the sole mediator for posttraumatic retrieval indicates the effective functioning of an individual’s belief in his or her capabilities to exercise control over any traumatic and stressful encounters.

Similarly, in another empirical study, Betoret (2009) examined an association among teachers' self-efficacy, institutional resources, and teachers' burnout. Results indicated that internal and external coping resources including instructional self-efficacy, classroom management efficacy, and social support resources were significantly negatively related to job stressors. On the other hand, job stressors had a significant positive relationship with teachers' burnout.

Thus self-efficacy is relevant in the study of stress and work, fulfilling a moderating role. The basis for this is found on considering control as a key factor in the stress process, so that the mere exposure to stressors, with control by the subject has no adverse effects. On the other hand, exposure to stressors occurs without control on the part of the subject may lead to undesired or harmful effects. In this way, Bandura's Cognitive Social Theory considers the experience of stress in terms of low efficacy for exercising control over stressful situations or conditions. Hence, it can be inferred from the literature that coping with stress is closely linked with the self-efficacy, or the belief of an individual against the stressor encountered.

2.5 CONCLUSION

This chapter focuses on the next variable under study for the current thesis that is Self-efficacy. Perceived self-efficacy is concerned with judgments of personal capability that each individual has, and the positive or the negative feelings that an individual has about his capacity, these feelings of good or bad, like or dislike are triggered by their own judgment of themselves which in turns determines how people feel, think, motivate themselves and behave.
This concept of self efficacy had stemmed out of the work by Miller and Dollard in 1941 when they gave their social learning theory in which they asserted that individuals would learn behaviour through observing others if they were motivated to learn this particular behaviour. In other words, the behaviour they would want to learn would be related to a favourable outcome. By imitating these observed actions the individual observer would solidify that learned action and would be rewarded with positive reinforcement. Later on in 1963 Bandura and Walters included the principles of observational learning and vicarious reinforcement to the social learning theory, which asserted that Learning can occur by observing the behaviours of others as well as the outcomes of those behaviours, Learning can also occur without change in behavior moreover the consequences on behaviour affect learning which is further affected by Cognition.

It is evident from the researches that people who have a strong sense of efficacy are able to enhance their human accomplishments and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats, have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.
In other words, self-efficacy affects the choices people make, the amount of effort they expend on an activity, how long they persevere at doing a task, and their emotional reactions. However, Self-efficacious people, perform well on specific tasks, cope better with anxiety, depression and helplessness, set higher goals, and follow through with them, recover more quickly from failure, and think more strategically than those who are not self-efficacious. Nonetheless, *self-efficacy is concerned not with the number of skills that you have, but with what you believe you can do with what you have under a variety of circumstances.*

Thus it is evident that, Self efficacy has then an impact on a variety of domains and behaviours and affects how one acts in a personal and professional level inclusive of academic faculty which is the main focus of this study. The researches above reveal that Self-efficacy affects the efforts teachers invest in teaching, the goals they set, and their level of aspiration more over teacher’s with strong sense of efficacy are open to new ideas and are more willing to experiment with new methods to better meet the needs of their students and tend to exhibit greater levels of planning and organization which will definitely put an effect on the stress levels of any individual. Efficacy beliefs influence teacher’s persistence when things do not go smoothly and their resilience in the face of setbacks, which definitely has an impact on the levels of stress teachers face. Thus, the most important is an individual’s belief or perception regarding his or her efficacy to control and manage effectively the events that are causing stress. Hence, it can be inferred that self-efficacy plays a key role in coping and managing stress and burnout effectively.

Researchers have considered self efficacy to be a dominant organizational catalyst that can help in developing actions and effective strategies (active coping strategies) for defeating or mitigating the issues caused by the pedagogic factors that affect teacher’s performances.

Hence, it can be concluded that the contribution of perceived self-efficacy as the mediator for stress as well as sole mediator of posttraumatic retrieval, indicating the effective functioning of an individual’s belief in his or her capabilities to exercise control over traumatic and stressful encounters.
REFERENCES


