

Teachers' Efficacy and Measures to Address and Enhance Teachers' Motivation

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ABSTRACT

The dictionary meaning of 'efficacy' is the ability to produce desired or intended results or effects. Efficacy becomes pertinent to the growing challenges in the fast-paced globalization coupled with increased ambitions, cut-throat competitions and imbalance of work and life. It is essentially when most of the men are perturbed with the performance pressure, dealing with stressful and conflicting situations in the blind race that self-efficacy guides one to have a belief in one's capabilities, he then is better equipped 'to organize and execute the course of actions required to manage prospective situations'. (Bandura, 1977, p.2) The paper discusses the significance of self-efficacy in teachers, the underlying factors in contributing to developing self-efficacy as well as the need of instilling the same in the DNA of educational institutions.

INTRODUCTION

The seed of efficacy is germinated in early childhood. It is a gradual process of learning in life in which various factors contribute. It is also highly regulated by interest, effort and tenacity. Efficacy paves the way for overcoming hurdles and challenges that we encounter in life at different points of time. Whether in personal or professional context the wellbeing and performance of any individual in handling it is highly driven by his ability to deal with the situation. In fact, his general well being is also the leading element for better performance. The art of effective handling of the situation thus plays a key role in achieving the desired outcome and adds to the peace and sanctity of an individual. Effective handling of the situation demands competence, skills and confidence that are instilled by the family, peer group, the socio-cultural and overall environment in an individual's life. These also add to a positive self-image and high self-worth both for internal peace as well as the growth of the individual.

Human beings are the biggest asset to any organization. Needless to mention that institutional growth in academics also is heavily dependent on individuals working in it, and the effectiveness in their mutual relationships among themselves and also with students. Efficacy in a teacher in challenging situations is, therefore, a crucial aspect to be looked at while discussing his development in the initial stage of life as well later in academic institutions. Various areas like teaching pattern, pedagogy, curriculum development, classroom delivery, classroom handling especially with notorious students, interpersonal coordination among teachers and with students, dealing with different age groups, dealing with students of varied backgrounds and cultures, subject-related research, design of question papers and establishing exam pattern, establishment of discipline and order, and above all balancing between the personal and professional life are few daunting challenges in a teacher's life. If the teacher is capable of managing some of these, if not all, then he is able to not only add the meaning to his job but also have satisfaction. Given a similar situation, it is an important noting that the performance of teachers invariably varies from person to person. It would be therefore pertinent to discuss the effective identification and allocation of resources at the time of discharge of responsibilities to them.

OBJECTIVES

1. To identify underlying factors building up one's efficacy
2. To describe the role of self-efficacy in job satisfaction and improve performance

3. To identify factors that may lead to stress in a teacher
4. To recommend training needs for in-service programs in the DNA of every education system

LITERATURE REVIEW

(1) Underlying factors building up one's efficacy -

Chris Kyriacou's work "Teacher Stress: directions for future research", mainly explores the reasons why some teachers are able to successfully negotiate periods of career reappraisal and retain a positive commitment to the work, whilst others are not; it discusses the role of teacher's efficacy, factors responsible for building up one's efficacy, and factors that may lead to stress in teacher. In addition, he also throws light upon the way self-efficacy leads to one's job satisfaction and adds toward improved performance. His paper finally suggests the 'intervention strategies' to help them improve efficacy to improve the health of interpersonal communication, and thereby institutional climate. Discussing the same in the Indian context, it would be very interesting and relevant to study various underlying factors responsible to make teachers' lives either miserable or desirable!

As per **Magdalena Kugiejko et. al.** 'an appropriate, harmonic and effective condition' at work is a very important factor, and it influences the existence beyond work. It is quite true that absence of it leads to lack of motivation and 'emotional exhaustion'.

According to **Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro (1982)**, healthy institutional climate and collaborative learning environment are contributing factors to enhance teacher efficacy and the likelihood that teachers will stay in the teaching profession. These factors sustain the joy of working in an institution and imparts an intrinsic motivational factor in the employee.

There are a number of factors namely parental upbringing, school education especially during primary years, peer group in the adolescent age, the environment in the surroundings and organisational work culture that contribute to efficacy construct of an individual.

The parental upbringing of an individual is capable of infusing a lot of psychological resilience in the child. It builds up his strength and lays a solid foundation for key turning opportunities in later life. Therefore it becomes essential to pay a lot of focus especially the parental interactions from time to time during the developmental phase. There have been ample instances wherein coercive parenting style has been negatively impacting the child growth. **Dr Eric Burne** has very aptly explained the significance of nurturing parent and their innate ability to infuse positive encouragement and facilitating a style of parenting in his "I'm Okay, You are Okay".

They thus 'learn how to parent in the course of being parented' in the words of **Joan E. Grusec** in "Parents' Attitudes and Beliefs: Their impact on Children's Development". Later on these result in a general attitude, specific beliefs and schemas, and therefore ineffective management of social and professional hardships. His findings, clearly underline the important role played by parental beliefs in the child-rearing process. However, the article does not throw light on the individual parent's cognition and attitude yet lays emphasis on the building of attitude and beliefs in a child-rearing process.

(2) Role of self-efficacy in job satisfaction and improved performance

Jantine L. Split, Helma M. Y. Koomen and Jochem T. Thijs have directly correlated teacher wellbeing and the importance of teacher-student relationships with the development of children. They discuss that the emotional response in their daily interactions with students is a significant factor in teacher's well being in the long run as well, as they 'internalize' these experiences to an extent that it affects their personal and professional 'self-esteem'. They even correlate its effectiveness with students' behaviour in class and outside.

David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins in their Parent involvement and student academic performance: A multiple mediational analysis examined two potential mechanisms of the association between the child's perception of cognitive competence and the quality of the student-teacher relationship, as well as the Parent involvement in a child's education. Both were consistently found to be positively associated with a child's academic performance. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

Alyssa R. Gonzalez-DeHass, Patricia P. Willems, and Marie F. Doan Holbein in their study Examining Relationship between Parental Involvement and Student Motivation on students from the elementary school to high school show a beneficial relationship between parental involvement and following motivational constructs : school engagement, intrinsic and extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation and motivation to read.

According to **Jantine L. Split, Helma M. Y. Koomen and Jochem T. Thijs; Hamre and Pianta 2004; Malmberg and Hagger 2009; Moolenaar 2010; Roth et. Al. 2007**, teachers are 'agents of change', therefore their well being though indirectly yet have a significant impact on children's 'socio-emotional adjustment and academic performance'; teacher's goals and aspirations (**Muijs & Reynolds, 2002**).

Ashton & Webb believe that teacher efficacy predicts student motivation and achievement, students' self-efficacy and attitudes (**Anderson, Greene, & Loewen, 1988; Cheung & Cheng, 1997**), teachers' attitudes towards innovation and change (**Fuchs, Fuchs, & Bishop, 1992; Guskey, 1988**). Not only this, but teacher's efficacy is an immense source of inspiration for students to deal their own lives.

Jane Webb-Williams in Self-efficacy in the primary classroom: An investigation into the relationship with performance indicated that the self-efficacy instruments were valid and reliable, and that self-efficacy was positively correlated with academic performance. The extent of the relationship between self-efficacy and science performance was one of the focus areas of their correlational study.

Dependency in the teacher-child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment in the study of The teacher-child relationship and children's early school adjustment by **Sondra H. Birch and Gary W. Ladd**.

According to **M, A. Adeniyi & V, A. Kolawole** perceived support from peers gives adolescent students a sense of motivation which enables them to see the importance of pursuing academic success.

Stuart (2001) defines peer pressure as, "The influence exerted by a peer group in encouraging a person to change his or her own attitude, values, or behaviour in order to conform to the group norms." This can be a positive or negative influence.

Wickert (2002) also defines peer pressure as the influence of a social group on an individual; it can be constructive or unconstructive. Young adolescents easily conform to behaviour patterns of their peers (**Owens, 2002**).

During the adolescent stage also it is observed that peer that is capable of effective handling of certain situations like sustaining self-confidence in adverse circumstances, prompt decision making and making it right, capabilities of instilling group effectiveness along with a positive attitude and leadership qualities, and effective techniques of managing in conflicting situations, are perceived by group members as 'psychologically healthier and self confident' (**M.A. Adeniyi & V.A. Kolawole, Allen et al., 2005**).

Child care practices interceding three patterns of preschool behaviour, *Genetic psychology monographs*, 75, 43-88 (1967). This is in accordance with what **Cashwell, C. S., & Vacc, N. A. (1996)**. Family functioning and risk behaviours: Influences on adolescent delinquency. School Counselor found out that 'an organized environment reduces the chances of delinquent behaviour'.

According to **M, A. Adeniyi & V, A. Kolawole** perceived support from peers gives adolescent students a sense of motivation which enables them to see the importance of pursuing academic success. However, **Kiran-Esen (2012)** reported a significantly negative relationship between peer pressure and self-efficacy expectation (social and moral) in adolescents. Their study reported that the adolescents recorded low levels of peer pressure in self-efficacy which is an indication that peer pressure has no significant effect on the self-efficacy indices used.

Multifaceted Impact of Self Efficacy Beliefs on Academic Functioning by **Albert Bandura and Claudio Narbaranelli, Gian Vittorio Caprara, and Concetta Pastorelli** reveals that children's perceived social efficacy to manage peer pressure for detrimental conduct also contributed to academic attainments but through partially different paths of effective and self-regulatory influence. This is an important observation here because the aspect of self-regulation again is seeded right from the stage of childhood where parental upbringing, school environment during primary education and general family environment lays the foundation of personal traits like self-belief, self-image and self-confidence. The time when adolescents enter from middle school to high school, and later in post-secondary institutions they spend maximum time with their peer group. They learn a lot about ways to socialize and behave with one another as well as teachers. At this stage, peer role is of high significance as it may offer them ways to behave unusually at times.

At the same time, according to **Baumrind, D. (1967)**, institutional environment and teachers' expectations also facilitate them opt for the right course of action along based on the institutional belief system and values. This can be as a result of the implementation of the set values, beliefs, standards and principles which the advantaged schools live by. And it is here that institutional climate plays a pivotal role and becomes a pronouncement for the righteous path.

(3) Factors that may lead to stress in a teacher

Rebecca J. Collie, Jennifer D. Shapka and Nancy E. Perry have investigated whether and how teachers' perceptions of social-emotional learning and climate in their schools influence their sense of stress, teaching efficacy and job satisfaction. Unfortunately, they have not received much attention from policymakers. (**Rebecca J. Collie et. al. 2012; Shann, 1998; Tschannen-Moran & Woolfolk Hoy, 2007; Wilson, 2002**)

This is pertinent to Indian education institutions where institutional climate is unfortunately unhealthy and quite ignored though unknowingly in the upsurge of other major issues like fulfilling the targets for admissions leading to an increase in class strength, higher teacher taught ratio, major emphasis on completion of syllabus than on learning outcomes, conventional pedagogies for classroom delivery, rote methods that give more significance to retention of knowledge over actual knowledge, difficulties in classroom handling and dealing with notorious students. Learning is not the priority in conventional Indian education system. The emphasis on quantity thus leads to deterioration in quality.

Among Indian academic institutions, if we discuss the example of schools, the general teacher-student ratio is 1:45, which is very high, unlike many foreign countries. This ratio varies again with the type of academic institution, whether it is a private entity or a government one in which the classroom size goes up to 60 at times. Such a high ratio indeed is an unwanted challenge that usually results in bearing an undue load on teachers. Most of the times, teachers suffer from psychological stress in and outside the classrooms. Not only that handling of the class becomes ineffective but it also lays a deep impact on their general well-being, thus

poorly affecting their physical and mental health. However, the regulatory bodies in India now very actively monitor the same in post-secondary studies.

Einar M. Skaalvik and Sidsel Skaalvik (2007) examined relations among teacher self-efficacy, perceived collective teachers efficacy, external control, strain factors and teachers burn out. Indian teachers lead a strenuous lifestyle owing to low paid jobs, huge diversity and discrimination in salaries, high family dependency, unequal treatment in job conditions and certain cultural challenges, and many times ineffective knowledge management. Enormous psychological pressures never encourage them to have any voluntary motif for further academic developmental prospects. Ignorance of developmental avenues also negatively affects teachers' knowledge bank and adds to the monotonous style of classroom delivery.

The Mediating Role of self-efficacy on teachers' work stress and job burnout was studied by **Xiaobo Yu, Pengyuan Wang, Xuesong Zhai, Hong Dai and Qun Yang** using the Perceived Stress Scale, General Self-Efficacy Scale and Maslach Burnout-Inventory General Survey.

Job burnout results out of 'high strength psychological pressure' **Xiaobo Yu et. al. 2015** was preceded by an inability to cope up with work pressure and interpersonal burnout (**Maslach and Jackson 1981; Pines and Maslach 1978**). As a result, absenteeism and various kinds of psychological, physiological and behavioural reactions are common phenomena being practised.

Julie Rayner and Daniel E. Espinoza (2016) in their 'Emotional labour under public reform: An exploratory study of school teachers in England' have tried to analyze emotional labour 'to illuminate areas of pressure and strain' in today's 'performance-driven education sector'.

In the Indian context, teachers undergo emotional labour to deal with situations of pressure and stress. A more rigorous situation arises when we lay our focus especially on private institutions where teachers' work and performance pressure are very high. The reasons could be many viz. teachers are overly involved in certain administrative, marketing and promotional based assignments other than the teaching and research which are at the core of their assignment. Multiple assignments not only dilute the quality of classroom delivery but also make the individual opt for mediocrity. Institutions make meagre efforts to identify the root cause and pay attention to such hurdles for their teachers. They generally do not acknowledge their need for knowledge and attitudes but replace the role and positions in the event of poor or non-performance.

(4) Training needs for in-service programmes

Nikki Bray Clark and Reid Bates admit to promoting 'meaningful and substantive educational improvement' as to them these are 'fundamental and systemic'. They researched self-efficacy beliefs and teacher effectiveness and tried to find out the implications for professional developments.

According to them healthy institutional climate and collaborative learning environment are contributing factors to enhance teacher efficacy, and the likelihood that teachers will stay in the teaching profession (**Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982**). It thus becomes the responsibility of the top management to create and maintain the healthy organisational culture and best practices which somehow appear to be of remote considerations in Indian educational institutions. Teachers' well being both at mind and heart are generally overlooked.

Debi Kipps-Vaughan found that there had been meagre opportunities for knowledge & skill enhancement provided to teachers. These are insufficient to manage the 'increasing demands and stress in their roles'. Their current roles are not only of effective teachers but also demand to be effective facilitators, researchers and administrators. This is not uncommon, and rather 'universal across cultures'. Institutions should design customized stress management training programmes to create a culture of 'caring and relatedness' to deal with such situations.

On the contrary Indian education system that lays weight on the clearing of any examination has actually become a substitute for students' learning. Indian teachers are overloaded with weekly, monthly and annual assessments, day to day administrative and other general developmental activities that never allow time for knowledge development and skill enhancement.

At the same time, it is also important to mention here that teaching, research, management development programmes and consultancy are the four pillars of any academic institution to grow by leaps and bounds. Unless that these are paid attention to, and provide opportunities for, no academic institution should aspire for the academic growth and recognition in its true sense.

The roles of institutions providing ample opportunities for improvement along with appropriate behaviour by teachers thus become very significant. Given a chance for this, especially through positive reinforcement and appraisals, the individual may gain a sense of revival and self-improvement. A high degree of self-efficacy help have a sense of accomplishment and look at the challenges as opportunities rather than perceiving them as threats.

Allinder, 1994; Woolfolk, Rosoff, & Hoy, 1990 suggest that the development of self-efficacy should become a central consideration in the design and development of in-service teachers' training programs to foster positive self-efficacy beliefs, as it defines teachers' use of teaching strategies. This would also help mentor the future building blocks to develop a stronger self-belief as well as belief in the brand of that institution. Then it will be able to achieve the true purpose of education, which is an enhancement of knowledge both for students as well as teachers.

CONCLUSION

Efficacy masters the man to achieve intrinsic motivation and have an internal locus of control. Facing difficulties or setbacks are then owned by him as a learning experience and do not make him vulnerable. It guides him explore his hidden potential and strengthen self-belief. He learns to be resilient to failures, and exercise tenacity along with self-regulation until being successful, unlike a self-doubted person who practices avoidance. It helps him explore his true self-reflection.

Therefore teachers need to identify and acknowledge the significance of self-efficacy in their lives to have enhanced job satisfaction and effectively deal with the stressful challenging situations coming on their way to happiness and peace. A happy and high spirited teacher would always infuse positive energy levels among his student. His way forward to face the challenges then will become the benchmark for his students.

At the same time, academic institutions should also acknowledge the importance of cordial and healthy work environment to keep teachers and students invigorating and achieve a healthy balance in life. The most important role in all this is of policymakers who must keep in mind the minor areas of self-efficacy while framing the norms, policies and regulations of their institutions. They need to address the self-efficacy needs of teachers as well as students. Institutions are required to take regular feedback from their teachers in form of midterm reviews and annual reviews so that they get a fair picture of the existing climate. This also demands them to create an open and transparent system of sharing opinions and ideas so that employees may feel free to express their concerns if any. Based on such responses, then institutions need to frame policies especially for key resource areas and also exert course corrections on as and when required basis. Customized training sessions for teachers to cope up with challenges, and perform better should be organized on a regular basis. It would help institutions have credibility and an environment of trust and transparency where employee retention would never be an additional concern as teachers will be satisfied at the core of their hearts. Such institutions can be then tagged as 'happy organizations' to work with for all its stakeholders.

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