

A Study of Self efficacy in pupil teachers of Sanskrit University

Shreesha Sameera K.S

Research Scholar
Central Sanskrit University, Delhi

Abstract: -

Study focuses on the perspectives of Student-Teachers about their Self-Confidence regarding ability to perform an absolute role in presenting himself/herself as a Skilled Educator. In this study, the researcher tries to interpret an efficacy of future teachers at Sanskrit University. Here results presents that the Self efficacy of Sanskrit Teacher trainees is high. Researcher also tested the self-efficacy of trainees in conditions like Gender, Educational stream, and Economical status. he found out no changes between these variables. So, conclusion of study determines that there is no effect of any external variables on Sanskrit teacher trainees. All trainees may adopt the ways predicted by Albert Bandura to increase their self-efficacy indiscriminately.

Keywords: - Self Efficacy, Sanskrit Pupil Teachers, Sanskrit University, Self, Teachers, Bandura, Teacher sense of self efficacy, study engagement, Instructional Design, Classroom management, Mastery Experiences, Vicarious experiences, Social persuasion, Physiological and Emotional states.

Date of Submission: 13-10-2025

Date of Acceptance: 28-10-2025

I. Introduction: -

Many Self concepts exists in Social Psychology like Self-esteem, self-control. But these concepts describe the Existentialist view of Self concepts which is in sense so subjective, While Albert Bandura includes the Self Efficacy concept in his Social Learning theory which focuses on the efficiency of an individual in facing a challenge presented by objective world surrounding him. Bandura states that – “Self-efficacy is an individual’s belief in his/her capacity to execute behaviours necessary to produce specific performance attainment”. So, Researcher thinks this is the field to analyse further and know the nature and developmental strategies of Self Efficacy in Individuals. Curiously Researcher thought of conducting a survey study on teacher trainees of a Sanskrit University. This is a small, scaled survey and interpretation representing small sample size of a university. B. Ed students are chosen to be the perfect target group to be tested because they carry the responsibility of presenting themselves truly and confidently in front of wide-varied learners.

II. Research Problem: -

The topic "A Study of Self efficacy in pupil teachers in Sanskrit University." States clearly the target group that is B.Ed. students of Sanskrit universities who is being surveyed of Self efficacy in the concerns of the different variables such as Gender, Economical status and educational stream where each one’s scores are measured and compared with the group from where he/she represents.

III. Review of Literature: -

1977, Albert Bandura first used the term Self Efficacy in his research named “Self-efficacy: Towards a unifying theory of Behavioural change.”

1986, Bandura presented the Socio learning structure in cognition leading to social learning theory where he also includes descriptions of Self efficacy.

1997, In the book “Self-efficacy- the exercise of control” Bandura proclaims the major role of Self efficacy in social learning theory. It includes brief discussion of Self efficacy methods, approaches, and forms.

Some Experimental studies on self-efficacy are listed below: -

- 1982, Moe and Zeiss attempted to experiment the self-efficacy of pupils in acquiring social skills.
- 1983, Bandura tested the Self efficacy of a person to face the undesired existence of fear in mind for any object or a person.
- 1983, Manning and Wright scaled the power of Self efficacy of a person to face the challenges and obstacles.

- 1983, Barling and Abel showed the use of efficacy in sports.
 - 1995, Marlatt, Baer and Quigley researched the ability of self-efficacy in eliminating or creating habits.
- There have been also many studies on Sanskrit pupil teachers such as: -
- 2016, Dattatreya Sharma, Attitude, and stress in relation to performance among the Prospective Sanskrit Teachers.
 - 2007, Hrushikesh Dalai, A Study on Self-concept of Shiksha-Shastri (B.Ed.) Students.
 - 2009, Dileep Kumar Mishra, A Study of Creativity abilities in Sanskrit Pupil Teachers.

IV. Methods: -

- Method used = Quantitative and Descriptive Survey study.
 - Sampling = From the B.Ed. 2nd year class strength of 108, Total of 38 students are chosen as sample for study through Simple Random Sampling method.
 - Instrument used = Questionnaire – “Teacher’s Sense of Self Efficacy” created by Tschannen and Morey, consists of 24 questions divided in three sections named as Student engagement, Instructional design and Classroom management.
- Statistics used = Mean, Standard Deviation and T-test.

V. Results: -

Student Engagement results (8 Questions) –

Variables	Mean	S.D.	N	D.F.	T.Cal.	Sig.
Male	58.58	10.95	18	36	0.0329	2.028
Female	58.70	11.46	20			
A.P.L.	59.27	10.94	19	36	0.198	2.028
B.P.L.	58.84	11.68	19			
Traditional	58.88	11.50	22	36	0.186	1.688
Modern	59.57	10.94	16			

Instructional Design results (8 Questions) –

Variables	Mean	S.D.	N	D.F.	T.Cal.	Sig.
Male	56.605	12.616	18	36	0.0212	2.028
Female	56.516	13.175	20			
A.P.L.	57.24	13.06	19	36	0.169	2.028
B.P.L.	56.51	13.45	19			
Traditional	56.32	13.30	22	36	0.212	1.688
Modern	57.24	13.06	16			

Classroom Management Results (8 Questions) –

Variables	Mean	S.D.	N	D.F.	T.Cal.	Sig.
Male	57.26	12.09	18	36	0.175	2.028
Female	57.96	12.48	20			
A.P.L.	58.78	12.03	19	36	0.1206	2.028
B.P.L.	58.30	12.50	19			
Traditional	57.82	12.62	22	36	0.236	1.688
Modern	58.78	12.03	16			

Total (24 Questions) :-

Variables	Mean	S.D.	N	D.F.	T.Cal.	Sig.
Male	172.44	34.48	18	36	0.0654	2.028
Female	173.19	35.99	20			
A.P.L.	175.80	35.32	19	36	0.296	2.028
B.P.L.	172.44	34.48	19			
Traditional	172.32	34.95	22	36	0.2853	1.688
Modern	175.60	35.06	16			

VI. Discussions and Conclusions: -

The score of Questionnaire depicts that pupil teachers showcase Self efficacy more than 80% in Student engagement skills. While in Classroom management it is more than 85% and in Instructional design again ranges at 80%. So, It is clear that pupil teachers level of Self efficacy is more than 80% in total three sections. The present training of future teacher in Sanskrit University is better in creating the efficacies classroom manager compared to other two sections that are Instructional design and Student engagement. So, it could be concluded that the institute may shower more of their focus on developing Modern Instructional skills and adaptable Communication skills focusing the system to enhance learner-oriented approaches.

The study was mainly focused on clarifying the fact that whether any variable externally effects the efficacy of Sanskrit pupil teachers like Gender, Economical status and chosen stream of education. By rejection of all the hypothesis, the external factors don't affect the pupil teachers in developing their Self efficacy about their own abilities. So, following implications of Albert Bandura to develop Self efficacy could be engaged without considering the above-mentioned external factors.

➤ Mastery Experiences = Pupil teachers are engaged in Teaching practices and Internships to make sure that pupil get the maximum of Mastery experiences. Addition to that student if intentionally tries to reengage again and again in teaching practices, it gives him/her a great part of Mastery experiences leading him to pump more Self efficacy in his future simultaneous attempts.

➤ Vicarious experiences = If institute and Pupil teacher himself tries to continue to engage himself in surroundings of this experiences presented by his/her peers or elders or experienced trainers. Continuous communication of pupil teachers with experts, Model classes, practical classes, Seminars, Peer reviews and more helps pupil teachers to develop Self efficacy through Vicarious experiences.

➤ Social persuasion = From childhood every being gets motivated from others surrounding him/her which makes the definition of human as social animal. The motivating environment makes a person to output his best out of his skills. Pupil teachers need this in most. So, Institute and stakeholders may think to develop an encouraging environment by initiating various activities such as Best performance awards, competitions, motivational classes etc.

➤ Physiological and Emotional states = These are the direct factors determining the amount of self-efficacy in Human. Stakeholders can think of arranging health checkups, Guidance sessions, performance measures etc to conditionize the variations in physiological and emotional states. This neutralization of variations makes the Pupil teacher to stick focus on his work and helps in development of Self efficacy.

References :-

- [1]. Ciccarelli, K Sandra. (2017). *Psychology: Self Efficacy*. (5th edition), 518. Pearson.
- [2]. Mangal, S.K. (2002). *Advanced Educational Psychology: Learning Theories, Self Efficacy* (2nd edition), 237. EEE Pub.
- [3]. Bandura, Albert (1997). *Self Efficacy the exercise of control*.
- [4]. Bandura, Walters, H (1963). *Social Learning and Personality Development*.
- [5]. Baumeister, F (1999). *The Self in Social Psychology: Self Efficacy*. 281-298. Taylor and Francis.
- [6]. Santrock, W (2022). *Educational Psychology: Theory and application to fitness and performance: Self Efficacy*. 233. Mc Graw Hill.
- [7]. Parameshwaran, E.G. (2022). *An Invitation to Psychology: Self Concept*. 17 Chapter. Neelkamal.
- [8]. Sharan, A.K. (1999). *Social Psychology: Self Efficacy*. 153.
- [9]. Adamopoulos, Kashima. (1999). *Social Psychology and Cultural Context*. Sage Pub.
- [10]. Eysenck, W. (2018). *Simply Psychology: Social Learning Theory, Self Efficacy*. 288-289. Routledge.
- [11]. McInerney, Putwain. (2018). *Developmental and Educational Psychology for Teachers and applied approach: Self Efficacy Experiment*. 249-251 Routledge.
- [12]. Kaul, Lokesh (2009), *Methodology of Educational Research*. (5th edition), Vikas Pub.House.