



## **STRATEGIES TO INCREASE THE SELF- EFFICACY OF EDUCATIONAL ADMINISTRATORS**

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### **ABSTRACT**

*Many human behaviors are controlled and raised by Self-influence. Among the self- influence mechanisms, none is more important and inclusive than believing personal self efficacy. If one believes that he or she cannot achieve the expected results or prevent unacceptable behavior, He or she will be less motivated to do the work. Although there are other factors that act as triggers of human behavior but they depend on personal belief. This paper attempts to define self efficacy, its field, dimensions and forming and reinforcing factors, as well as training Educational administrators Managers.*

**Keywords:** Performance, Self-efficacy, Dimensions of efficacy, Field of efficacy.

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### **1. INTRODUCTION**

For many of years psychologists paid attention to Negative aspects of human behavior and performance and Rarely considered his positive attributes But recently, focusing on the positive aspects of behavior they have been trying to develop people, organizations and the society (Simarasl *et al.*, 1389) .Efficiency is the most important mission of management in modern organizations.

Productivity is one of the major factors that plays a significant role in the competitiveness and survival of the organization. Non Efficient institutions are removed from the market competition and tend to be destroyed immediately. Productivity is considered as an indicator for evaluating and analyzing performance this involves effectiveness and efficiency.

Organizational Effectiveness depends on various factors such as organizational structure, knowledge and information, physical and material resources, human resources and strategic location. The most important element among these is the human factor, because it is the manpower that can use other factors in the optimal way so as to achieve the maximum output (efficiency) (Rezayian, 1382)

Generally, organizations with high performance are those which efficiently combine and use the actions of human resources, the Processes that enhance knowledge, skills, commitment and flexibility of staff and managers and also the structure of work .Experience growth, awareness, knowledge, skills and job satisfaction of employees and managers these make them Committed and reliable people For the organization that Along with other mentioned factors create an efficient system. The relevant parts of this system will help each other complementally in achieving its goals. (Droussiotis, 2004)

## 2. CONCEPT OF SELFEFFICACY

Is derived from SOCIAL COGNITION THEORY of Albert Bandura (1997) the famous psychologist and Refers to personal Beliefs or judgments about abilities in performing duties and responsibilities. This theory emphasizes the interaction between behavior, environmental effects and personal factors (cognitive, affective and biological factors) which refers to the individual perception describing the psychological functions. Humans have kind of self control system and self-regulation power by which they control their Thoughts, feelings and behaviors, And through play a decisive role which they fate in their destiny. Thus, human behavior is not only controlled by the environment. Human learning and performance is influenced by cognitive and, emotional tendencies, as well as his feelings.

Previous knowledge, skills and achievements are not good predictors of ones future performance, but it is his belief in his ability to use them that affect his performance.

In other words, an effective performance needs both having the skills and believing to have the ability to use them. self-efficacy Determines whether an behavior action will start or not and If it does, how much attempt would a person put into it and how much strength would he show in dealing with the problem (Thahmasiyan and Anari, 1388)

Self-efficacy Causes encourages individual motivation and cognitive resources .it also is a controlling factor for particular to control events .Self efficacy determine what people can do with their knowledge and skills and why people with similar skills and knowledge, performed differently?(Abdollahi and Abdolrahim, 1385)

It also acts as an activating motivational factor, force provider, holder and behavior guide to the target (Pintrich and De Groot, 1990)

Sense of Self -efficacy enables people to do extraordinary things, by using skills in dealing with obstacles.

Beliefs give the person the ability to predict what is about to happen and makes it possible for others to predict his behavior. (Dweeck, 2000)

Self -efficacy beliefs are influenced by Interpersonal and environmental differences (Linnenbrink and Pintrich, 2003)

### **2.1. Self-efficacy has Different Dimensions (Asarzadeh, 1390)**

A) Social self-efficacy: Individual understanding of the abilities to reach to social criteria and communication.

B) Educational self efficacy: is perception of an individual of his/her abilities in learning, solving educational problems and achieving academic success.

C) Emotional self-efficacy: is perception of an individual in controlling and managing negative thoughts and emotions.

D) Physical self-efficacy: is perception of an individual of his/her physical abilities and having positive effect on other people. (Richardson, 1999)

### **2.2. Self-efficacy Dimension**

Efficacy beliefs are different in terms of level, strength and generality (Asarzadeh, 1390)

**A) Level:** Efficacy beliefs may be simple, medium or average activities. As a result the choice of activities should be based on the rate and strength of personal efficacy. Wrong choice causes weak sense of self-efficacy.

**B) Strength:** Higher sense of self – efficacy causes higher stability and durability. People with high self-efficacy, protect themselves against efficiency problems.

**C) Generality:** People may regard themselves self-efficacy partly, in some dimensions.

### **2.3. Efficiency Effects on Psychological Functioning**

#### **A) Efficiency Effect on Motivation**

Efficiency belief affects on choosing challenging goals, level of effort on performing tasks, endurance and perseverance in the face of difficulties, and tolerance of pressures. (Locke and Latham, 1990; Bandura, 2000).

#### **1. Choose Targets**

People usually choose ends that have a certain level of ability in achieving their success. Self-efficient people, according to their goals, make themselves to determine performance criteria and then watch and judge their performance result. If there is no agreement between actual and desired level of performance, they have a sense of dissatisfaction and this is a stimulus to determine and modify the performance. People who believe in self-efficacy choose challenging goals and avoid threatening experiences on the other hand; people with low efficiency avoid dealing with difficult goals and duties.

#### **2. Gaining Expected Results of Outcome**

High efficient people expect desirable outcome through good performance. But low efficient people expect poor performance and gain negative or poor results. Self-efficacy theory states that

believing in abilities creates necessary behaviors to achieve positive results and causes additional effort to use behavior. (Abdollahi and Abdolrahim, 1385)

### **3. Performing Goals**

Making a decision never ensures person to do necessary behavior successfully and have stability in the case of problems. Belief in self efficacy shapes human behavior if uses the opportunities or will prevent their presence in different situations and make problems harder. High efficient people focus on job promotion opportunities and control the environment and limitations by creativity.

### **4. Effort Level**

People with high self-efficacy try to overcome obstacles and problems. In contrast people, who don't their competencies, when facing problem and obstacles don't try a lot, are deterred or present lower solutions:

### **5. Level of Endurance and Effort**

Self-efficient people in dealing with difficult situations, endure and take positive responses from personal and environmental resources that those responses act as amplifier or empowering the efficacy (Bandura, 1997)

### **6. Stress and Psychological stress**

People with high self-efficacy reduce the psychological stress level in stressful situations. But people with low level of self-efficacy, experience high anxiety in controlling threats and regard a lot of environmental aspects as a threat. People, who believe they can control potential threats, don't make their mind up and are not distributed by them.

### **7. Self-regulation**

Self-efficacy enables people to control their thought, feeling and behavior. People try to control events that affect their life. By influencing the situations, it's possible to have desirable future and prevent undesirable future.

### **B) Effect of Self-Efficacy on Emotions**

Success in life and work is the result of personal positive attitude. The positive attitude leads people to success and negative attitude of self and others causes mind to think about problems.

### **2.4. Human Performance Formula**

Environmental condition, motivation, and ability are human performance formula.

Conditional Situation, organizational factors (like organizational structure, rules, clues, organizational culture) and external factors are family situation and cultural belief such as power distance and family circumstances that affect people performance. (Izadi Yazdan Abadi, 1386).

Ability is one's capability for doing various duties related to a job and includes two kinds of abilities, physical and mental. Jobs need different abilities and people have different abilities too. (Droussiotis, 2004).

Motivation illustrates one's desire to do an action (Irannejad and Sasan, 1376).

People are motivated in two ways, internal or external factors that are called Internal or external motivation.

## **2.5. Psychological Energy Source of Efficient Man Power: Inside or Outside**

Mac Kland believes that either some people have internal motivation, that is absent in other people, to do things (Internal motivation) (Saatchi, 1370) or are motivated because of punishment or reward (external motivation). They cannot be influenced by both simultaneously.

Those who have internal motivation challenge a lot and interested in working. Those who are externally motivated work for the result of action (money, praise or promotion) (Sapington, 1382).

Source of Internal motivation is some personality aspects like self esteem, internal control authority, soon studies show, effective people are more influenced by internal factors. (Droussiotis, 2004).

Ability and motivation of employees and the Environmental conditions, are the main determinants manpower efficiency Studies shows Effective People, are more influenced by internal motivation than external stimuli. (Izadi Yazdan Abadi, 1386)

## **2.6. Effective Person Characteristics**

Each person has specific ways and aspects to show his/her feeling, views, thoughts, and behavior. Psychologists call it personality (Izadi Yazdan Abadi, 1386)

Management researches try to find those aspects of human that affect success and effectiveness of manpower.

Personality includes a group of stable physical and psychological aspects that make a unique identity for a person. These characteristics like how a person thinks, acts, and feels are the result of mutual relation and environment. (Kinicki and Kreitner, 2003). Studies have proved that successful action has relation with personality aspects, responsibility.

## **2.7. Responsibility**

Responsibility has the most positive relation with job and education. Responsibility is in accordance with success, attempt, hard working, (Kinicki and Kreitner, 2003)

### **2.8. Self Esteem**

Our satisfaction of life depends on our feeling about our value. Psychologists believe, in a society where people have high self-esteem are stable against psychological diseases and stress. (Dorrani, 1379)

Self-esteem represents a value that people found of themselves in working place. It refers to organizational self-esteem in a fixed period of time and creates motivation in people to feel responsibility in doing actions that reinforces organizational value. (Stark *et al.*, 2000)

### **2.9. Control Authority Inside or Outside**

People with inside control authorities think they can control their future and fate. They regard their professional position as the result of their abilities and ascribe their success and failure to their own attempt.

People with outside control authority believe that fate and luck play a basic role in their life. They regard environmental condition and other people effective in their professional situation and ascribe their success of failure to outside environmental factors.

### **2.10. Effective Man Power**

As mentioned, although environmental factors cannot be overlooked, according to researchers the most important variable in increasing outcome is human resource. Effective man power characteristics' is as the following: offers good suggestion, uses time effectively, plans in advance has positive sight to affairs, is a good member and leader for the team. Self motivation is the inner nature, has enough information about his/her job, listens to suggestions and is fond of work. Doesn't exceed the standards, has good social relation, is in the search of monetary and non-monetary incentives.

These staffs that are the biggest capital of organization are the result of accurate process of recruiting, selection, training, apprentice ship, Experience, motivation and empowerment. In recent years, there has been great attention to empowerment processes. Organizational culture and atmosphere of effective organizations is useful in empowerment. By this, staffs are more eager to participate in decisions making and problem solving that results in better performance of manpower and organization. (Hell Riegel and Woodman, 1998)

### **2.11. Effective Factors in Efficacy**

(Bandura, 2000) identified three factors according to evolution, adaptation and transformation. (Asarzadeh, 1390).

**A) Personal factor:** is related to person's behavior. People are mostly the result of their environment, but by choosing and changing environmental conditions, can be regarded as environmental producer, and this ability enables them to affect events and has a role in their life.

**B) Functionality factor:** In many activities, a lot of people don't have direct control on the social situations that affect their life. People choose others to achieve desired outcome.

**C) Collective factor:** people act as a group to shape the future. Collective effectiveness beliefs enhance group motivation to reach the goals. (Bakhshayi, 1386).

**D) Organizational factor:** is seen by goal-oriented actions of organization to reach educational goals and organization differences.

**E) Gender:** According to Morice, boys are more efficient than girls. In the area of language arts, girls developed more than boys. The differences between genders in every area have been reducing or have disappeared.

**F) Education system:** educational system is a place where students test their knowledge and skills. When students gain enough knowledge to do their best the sense of effectiveness increase so, educational system should act in a way to improve student's sense of effectiveness (Bandura, 1994).

**G) Social and cultural aspects:** In organizations with biased structure, human resources may have high efficacy but because of lack of incentive hide it, if organization doesn't have efficient manager, self efficacy can't affect their performance.

### 2.12. Outcomes of Efficacy

Outcomes of efficacy are improving performance, increasing the belief and the relation between people, committing to the work, successful experience, feeling competence, feeling significant, feeling confident, and more capacity.

### 2.13. Strategies for Creating, Changing, and Increasing Self Efficacy System

Bandura (1997) represents that people's belief in their self- efficacy forms major part of their self-consciousness. To create and change belief system, there are four sources:

#### A) Practical Skills or Successful Experience

Practical Skills or Successful Experience Are one of the effective sources to create and enforce personal efficacy. (Bandura, 1997) Success enhances efficiency and failures reduce it, especially if they happen before the sense of efficiency.

By successful doing of a duty or solving a problem, people enhance the sense of mastery.

#### B) Indirect Modeling or Substitution Experience

Individuals do not rely on their previous awards when they evaluate their self- efficiency but on substitution experiences through modeling. Modeling indicates individual's behavior as a model in their performance (Appelbaum *et al.*, 1998). Manpower with strong processing can either focus on training as blue- print as well as train by observance of experts. Individuals may evaluate their capabilities in contrast with other's development in many affairs. Modeling by successful

attempts provide a criteria to compare socially and judge about individual competency, so this may reinforce observer's belief and perform its responsibilities with great efforts in spite of possible challenges. Observers ensured themselves that they can do their duties as the same by others.

### **C) Vocal and Oral Encouragement**

It means messages received by the individual from social milieu. Vocal and social encouragement in relation with environmental factors aims that individual successfully enjoys their capabilities to full fill responsibilities entrusted, nor an unreal expectation which is negative effect on them.

When personnel in a corporation look up their manager as a powerful one, her/ his orders are understood by wise personnel as main one that is binding.

### **D) Excitation or Emotional and Physiological States**

Self- efficiency expectations is influenced by her/ his emotional excitation and physiological states. Individual's capabilities are affected by physical states when they judge themselves.

Emotional excitation means leaving negative emotions, anxiety, bad- tempered and presence of positive emotions such as, love, excitement and competition (Whetten and Kim, 1998). Excitation may arouse someone, therefore he/ she tends to end its performance in best manner which cause to increase self- efficiency.

## **3. PROFICIENCY**

Occupational capacity with empowerment, liability, autonomy in decision making and self- efficiency is developed and consequently, productivity and efficiency of organization is increased too. Capital, motivated manpower and attitudes in the same direction are required in this regard with the aim of achieving Proficiency, using three significant principles including, information share for personnel, and determination of autonomy fundamentals for decision making and substitution of self- control groups in hierarchical of the organization. Loyalty and dependency of the personnel will increase and appeared in their active participation and creativity, as a result cause to promotion of organization's productivity (Hadavand and Sadeghian, 2007).

## **4. EDUCATION AND SELF- EFFICIENCY INCREASE OF PRINCIPALS**

Nowadays, human and mental capitals are considered as remarkable issues. In this way, individual may acknowledge their capacity and look a great one, overcome stresses to attain individual- organizational objectives so, managers and organizations can provide a situation to improve individual's capabilities and talents.

Self- efficiency helps to job performance through increasing motivation, focusing on its responsibility, making effort to decrease anxiety and negative attitude.



Self- efficiency indicates control on rules and regulations with no need to other resources in principals ' performance.

Principals with high self- efficiency may believe that they have positive influence on student's successful.

The relation between self- efficiency and performance is a cycle. It means that self- efficiency in high and down levels result in effective performance.

In general, stability and development of a community bound to efficiency and quality of education and education's objective is training and teaching more individuals.

Today, some experts and theoretician in our country suppose that education system suffer from efficiency decrease and ineffective productivity.

There has no determined criteria and continuous and systematic proficiency plans is less seeable and subsequently there is less opportunity for principals to show creativity and renovation. Hence, it seems that proficiency is considered an important procedure to develop in order to adjustment with changes inside and outside of education organization.

Principally, principals can increase productivity through enhancement of obligation to the organization. Occupational development of the principals means targeted activities with the aim of using science, information technology and productivity of them in strength of its management. In this process, the principals shall have sprit of creativity and renovation

## 5. CONCLUSION

Some of theoreticians in field of management express manpower as a significant parameter to increase productivity. Manpower efficiency is related to some factors such as, capability, motivation and environment. Although, extrinsic motivation (punishment and reward) has a great influence on personnel's performance but efficient individuals achieve their minds and bodies to do something from intrinsic motivations but not external stimulus. Intrinsic motivation conducts our personality, self- esteem, intrinsic control base, self- efficiency, achievement, responsibility. Many researches has examined that if personality of individual will be in high level, he/ she show more efficiency. Nowadays, workplaces need some managers to decide quickly, find new solutions, and own creativity and being responsible their results. Stability and development of a community is bound to its education and all states need efficient and motivated professors, teachers and managers to instruct young people in framework of education.

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