RELATION BETWEEN PERSONALITY, SELF-EFFICACY AND INDIVIDUAL WORK BEHAVIOUR AND ITS SIGNIFICANCE IN TEACHER'S LIFE

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ABSTRACT

Having a strong sense of self-efficacy is a key factor in a teacher's ability to learn and perform at the highest level. However, in everyday practise, there is only limited research that analyses the role of self-efficacy in the education process. The purpose of this study is to examine the link between instructors' personality type, sense of self-efficacy, and job output. Self-efficacy was shown to be linked to personality traits including Extraversion, Conscientiousness, and Openness to Experience. These findings show that Self-efficacy has a favourable association with both the dimensions of Task and Contextual Performance. Self-efficacy, on the other hand, has a negative association to counterproductive work behaviour. As a result, the higher the three personalities possess by a teacher the higher the self-efficacy and the work performance they have.

Keywords: Personality trait; self-efficacy; Extraversion; Agreeableness; Conscientiousness.

I. INTRODUCTION

The ability of a teacher to give an effective teaching process for their students at school may be determined by their performance. To obtain the highest possible teaching performance, a variety of preparations, methods, and planned activities are required. Internal aspects of the instructor, relationships with other people in the workplace, and the facilities supplied by the workplace are some of the elements that should be considered by a teacher in order to optimise performance.

Teachers will constantly encounter varied organisational climates in their everyday teaching process from an environmental standpoint. The school atmosphere will undoubtedly play a role in determining how well their job is done. Furthermore, teachers' and students' interactions contribute to instructors' willingness to provide teaching and learning processes to students, particularly when teachers are comfortable with what they have done at school. Another component that is regarded crucial is the teacher's personality and unique talents. The initial aspect for instructors to function effectively is self-identity in the form of talents or skills in teaching that are accompanied by positive characteristics or personalities.

Psychological components play a significant role in defining how a teacher may start their activities with the excitement till they deliver their finest performance. Teacher self-efficacy has been identified as one of the psychological characteristics that may influence teacher effectiveness in several research. Self-efficacy relates to a person's capacity to attain certain objectives and their level of confidence in doing so. This characteristic is important in providing teachers with the strength they need to perform at their best. Furthermore, personality traits are linked to teachers' self-efficacy and the quality of work they produce.

II. CONCEPT OF PERSONALITY

The term "personality" comes from the Latin word "persona," which refers to a cover or mask worn by players in a play to portray their character and personality. The major five personality factors are as follows.

- **Openness**

Art, passion, adventure, unconventional ideas, inventiveness, curiosity, and a wide range of experiences are all valued. This quality includes qualities like inventiveness and insight, and those who score high on it have a diverse set of interests.

- **Conscientiousness**

A proclivity for self-discipline, duty, and goal-oriented behaviour; planned rather than spontaneous action. The second most important factor is conscientiousness. This dimension is characterised by high levels of thinking, as well as strong impulse control and goal-directed activities. Those with a high level of conscientiousness are structured and detail-oriented.

- **Extraversion**

Extroverts are split into two categories: extroverts and introverts. Extroverts receive their energy from engaging with others; they enjoy communicating with others, are energetic, and frequently create a favourable environment in their immediate family. Families have an impact on a person's emotions and, particularly in the early phases, are the individuals who prefer to say "Yes." The natural world or "Let's go" to exciting prospects. The following elements will determine the extent of such influence: Introverts are the polar opposite of extroverts in terms of socioeconomic status, family size, and birth order. Race, religion, parents, educational level, and geographic region will all provide them with vitality. Lacking vitality inside themselves, they do not take action. An newborn receives from participation in activities and does not socialise via the process of socialisation. Finally, extroversion manifests itself as vitality, good feelings, and a need for stimulation in the presence of others.

- **Agreeableness**

A proclivity to be empathetic and helpful toward people rather than distrustful and aggressive. Only a sliver of a link exists between agreeability and leadership. Trust, benevolence, friendliness, love, and other pro-social actions are included in this personality characteristic.

- **Neuroticism**

Emotional instability is a term used to describe a tendency to readily experience negative emotions such as anger, anxiety, melancholy, or vulnerability. The next most closely connected traits are neuroticism and openness. Emotional instability, anxiety, moodiness, impatience, and sorrow are common in those who score high on this attribute.

Personality Determinants

The following are some of the elements that influence personality development:

A. Heredity

The idea that inheritance influences personality is deeply ingrained in our thoughts. Due to inheritance, an individual's physical characteristics, such as eye colour, hair colour, height, temperament, energy level, IQ, and reflexes, develop. However, the influence of heredity differs depending on the personality attribute. For example, genetics is more essential than principles and ideals in defining a person's temperament.

B. Environment

If all personality traits are determined by heredity, they are fixed at birth and cannot be altered later in life. However, this is not the case. Personality qualities are not entirely determined by genes; the environment plays a significant part in the formation of a person's personality. Culture, familial, societal, and situational aspects make up the environment:

Culture

The sum amount of acquired behavioural qualities that are displayed and shared by society's members is referred to as culture. Culture creates consistency through time by establishing standards, attitudes, and values that are passed down from generation to generation.

Family

The immediate family is another major influencer of a person's personality. Families have an impact on a person's behaviour, especially in the early phases. The nature of such effect will be determined by characteristics such as the family's socioeconomic status, family size, birth order, race, religion, parent's educational level, and geographic location.

Socialization

Socialization is the process by which a child learns to behave in ways that are acceptable to his family and social groups from an immense variety of behavioural possibilities available to him at birth. His socialisation is influenced by his interactions with other family members and social groups. Schoolmates, pals, then friends or coworkers at work are examples of social groupings to which an individual belongs. Every community in which individuals live has its own set of rules and regulations. Respect for these norms and rules is at the root of much of the behaviour. The individual's social life has a significant influence on his or her behaviour.

III. WHAT DOES SELF-EFFICACY MEAN?

Self-efficacy has a significant impact on human accomplishment in a range of settings, including school, sports, and work. Bandura was the first to describe self-efficacy as a person's belief in their own ability to attain their objectives. "People's judgements of their capacities to arrange and execute courses of action necessary to reach specific sorts of performances" is how self-efficacy is described. Self-efficacy is influenced by behavioural, environmental, and cognitive variables, according to the Social-cognitive theory of learning. A group of researchers defined self-efficacy as "beliefs in one's capacities to mobilise

the motivation, cognitive resources, and courses of action needed to satisfy current demands," according to their definition.

Self-efficacy refers to an individual's belief in his or her capacity to develop and carry out the practical strategies needed to attain goals and maintain control over occurrences. As a result, self-efficacy can influence an individual's motivation, effort, and initiative when confronted with a difficulty. It also has an impact on his or her manner of thinking and interacting, since if the individual feels he or she can reach the goals, he or she will work hard to make them a reality. Self-efficacy is an individual's performance in his or her capacity to perform in many disciplines. Individual success is based on overcoming obstacles and attaining objectives. Self-efficacy refers to a person's conviction in his or her own talents and how to use those abilities in certain situations. It is the capacity to do what can be done in a reasonable amount of time. In the academic sector, self-efficacy is defined as confidence in one's capacity to do academic assignments. It's the process by which kids come to believe in their own skills.

Because these beliefs begin in childhood and continue throughout life, growing to apply previous experiences to future situations, self-efficacy is not genetic but acquired via trial and error. The intimate interaction between environment, personality attributes, and behaviour leads to the development of self-efficacy. On the one hand, self-efficacy is important for self-adaptation since it allows an individual to feel in control of his or her behaviour, surroundings, and how they respond to life's obstacles. Because of its impact on behaviour and ideology, self-efficacy plays a significant role in all aspects of personality.

Self-efficacy refers to an individual's assessment of his or her own capacity to perform a task. If it is related to the field of education, teacher self-efficacy may be defined as the amount of confidence a teacher has in his capacity to plan, execute, and assess educational activities. The efficiency of a teacher's pedagogical skills, which are connected to teaching skills, can be determined by his self-efficacy. Furthermore, self-efficacy can affect how a teacher establishes learning goals, innovates teaching methodologies, and selects appropriate teaching methods based on the characteristics of the pupils.

When self-efficacy is linked to other abilities, it may be used to predict teachers' positive attitudes, as well as their social skills in engaging with students and other social interactions in the school. Finally, a teacher's level of self-efficiency can impact work satisfaction and the chance of a teacher continuing his career as a teacher.

IV. PERFORMANCE OF INDIVIDUAL WORK

Individual work performance is defined as an individual's performance to do or produce high-quality work in his or her employment. Individual work performance has a strong and continuous link with job happiness. Individual work performance is intimately tied to an individual's multidimensional behaviour, in addition to job happiness. This demonstrates that each individual has a unique personality, cognitive abilities, and learning experiences, all of which influence knowledge, skills, and work habits. Personality and cognitive abilities can moderate work performance.

Furthermore, the work environment and atmosphere, such as organisational hierarchical levels, organisational borders, physical boundaries, and the process of producing and distributing information inside the company, have a significant work on individual work performance. The significance of a

positive link between work conflict and individual performance, where workplace conflict may have a direct work on the quality of an individual's work.

V. CORRELATION BETWEEN PERSONALITY, SELF-EFFICACY AND INDIVIDUAL WORK BEHAVIOUR

Many research has looked at the link between the Big Five Personality Traits, work performance, and a variety of other factors. Van Dierendonck looked studied the association between the Big Five Personality traits and three job performance metrics (job proficiency, training proficiency, and personnel data) for a work of occupations. They discovered that all work performance metrics for all job categories had a consistent connection with the Conscientiousness dimension. They also discovered that Extraversion was a good predictor of two sorts of jobs that need social contact, such as sales and work. Furthermore, the qualities of Openness to Experience and Extraversion are reliable predictors of Training Proficiency. In addition, Maksi and Pavlovi discovered that personality traits (Extraversion and Neuroticism) and learning styles (Reflector and Pragmatist) were statistically significant predictors of work performance levels. This reveals that the personality characteristic of an individual is responsible for gauging work performance.

In the Big Five Personality model, autonomy works as a moderator variable between personality traits and job performance levels. The validity of Conscientiousness and Extraversion is stronger in the work of managers with high autonomous values, according to this study's statistical findings. Meanwhile, Agreeableness' validity indicates a high score in occupations with high autonomy compared to positions with low autonomy, but with a negative correlation value.

Further, there is an effect on individual work performance in connection to the variable of self-efficacy. They wanted to explore if there was a link between individual-level information sharing (such as attitudes, profit estimations, self-efficacy, and behaviour actualization) and individual work performance in this study. The findings of the study validated the premise that knowledge-sharing behaviour, which includes self-efficacy characteristic, also influences individual performance.

VI. TEACHERS' SELF-EFFICACY AS A DETERMINANT OF LESSON MANAGEMENT QUALITY

A. Self-efficacy as the theory of perceived professional capability of a teacher

Teachers and their profession are frequently the personality of educational research, which focuses on topics such as students' perceptions of teachers, teachers' influence on students' mental development, the typology of teachers' personalities, teachers' workload, exhaustion at work, teachers' skills, and teachers' professional activities. The ability to accurately map a teacher's performance by observing the outward side of their class activity has been increased; however, not what their actions are based on and motivated by, or why they teach in the manner they do and not in any other way. This mindset is a powerful motivator for instructors to use their professional knowledge and talents. When it comes to the notion of teachers' self-efficacy, there are two popular approaches.

B. Self-efficacy is defined as a teacher's belief in his or her own talents and skills to effectively educate and exert influence in the classroom.

Self-efficacy is a basic skill for men, as well as an element of their personal identity and an important self-regulative personality attribute that determines how they act. It also has a performance on how well or how well-prepared teachers are. The efficacy of a teacher's activities is frequently used as a determining element in the educational environment. Self-efficacy in a teacher might be interpreted as the instructor's responsibility for the educational process's outcomes; however, this is only true to a limited extent, because perceived capacity is a subjective characteristic, not the real level of performed tasks. Nonetheless, it is a very powerful and crucial subjective variable in the teacher's profession, because the teacher's perception of their competence is highly reflected in the outcomes of their actions. In the educational process, teachers' self-efficacy refers to their belief in their own talents and skills to educate successfully and solve difficulties.

C. The quality of lesson management – the results of micro-teaching analyses

The fundamental framework of educational work in schools is defined by the National Programme of Upbringing and Education, which includes two important phenomena related to the idea of quality: creativity and humanism (so-called Millennium Plan). The programme serves as a springboard for the implementation of the micro-teaching analyses research approach. The approach in question is a helpful instrument for learning more about the aforementioned phenomena and, as a result, for fostering creativity and humanism, teaching quality, and school quality via practise management. The most appropriate plan for the practise of school principals, their deputies, inspectors, methodologists, and researchers is now being evaluated.

VII. CONCLUSION

Extraversion, openness to experience, agreeableness, and conscientiousness are found to have a positive and substantial relationship with three aspects of teacher self-efficacy, namely Student Engagement, Instructional Strategies, and Classroom Management. Furthermore, there is a negative correlation between neuroticism and teacher self-efficacy. Teachers have been encouraged to develop healthy professional self-confidence and a good self-image. Explicit formative activities aimed at teachers' self-efficacy growth via a cohesive notion, on the other hand, are still uncommon, and only occur in pre-service teacher training.

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