

Quadrant-I E-Text
Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner
Course Code	EDU502
Module Name/Title	<i>Facilitating Holistic Development of Learner: Self-regulated learning, meaning and importance of self-regulated learning., distinguish self-directed and self-regulated learning. Self-Efficacy, meaning, sources and theory of self-efficacy. Ways to improve self-efficacy.</i>
Module Code	UTL019
Pre-requisites
Learning Outcome	<p>After going through this lesson, the learners will be able</p> <ul style="list-style-type: none"> • To understand issues regarding the holistic development of the learner. • To know about the importance of self-regulated learner. • To study regarding the self-directed learner. • To understand the difference between self-regulated and self-directed learning. • To know about the concept and meaning of self- efficacy. • To understand Bandura’s theory of Self-Efficacy • To understand how to improve the self-efficacy among the students.
Keywords	Self regulation, Self-directed learning, Self Efficacy .

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Introduction

For facilitating holistic and global development of the learner, it is necessary to study the self-regulated and self directed learning. Self-regulated learning is the behavior modification in self-regulation of the learner. Broadly speaking, it refers to learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. "Self-regulated" describes a process of taking control of and evaluating one's own learning and behavior. on the other hand, in self-directed learning, the individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means. So we will have to study self-regulated learning and what self-directed learning is. It is also necessary to know their relationship with the concept of self-efficacy and theories of self-efficacy as given by a well known psychologist Albert Bandura.

Self-Regulated Learning

Self-regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement. In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence and attribute their successes or failures to factors like effort expended on a task, effective use of strategies within their control.

Moreover, students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of efficacy. The self-regulated students will take initiative in every activity being undertaken by the teacher in the classroom. They will always be active in the project method especially in the science subject and will lead other students in all the assignments given by the science teacher. In the remedial teaching also, they will be helpful to the teacher and will monitor the class

Self-regulated learners/students are successful because they control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals. Self regulated learning should be used in three different phases of learning. The first phase is during the initial learning, the second phase is when trouble-shooting a problem encountered during learning and the third phase is when they are trying to teach others.

Meaning of Self-Regulation Self-regulation is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy them. It is the fact of something such as an organization regulating itself without intervention from external bodies. The ability to self-regulate has been viewed as a desirable quality throughout history because of its positive affects on behavior

Self-Regulation refers to our ability to direct our behavior and control our impulses so that we meet certain standards, achieve certain goals, or reach certain ideals. Self regulation involves being able to set goals, monitoring one's behavior to ensure that it is in line with those goals, and having the willpower to persist until goals are reached.

Research consistently shows that self-regulation skill is necessary for reliable emotional well being. Behaviorally, self-regulation is the ability to act in your long-term best interest, consistent with your deepest values. Self-regulation is

when a person or group governs or polices itself without outside assistance or influence. An example of self-regulation is when you limit, of your own accord, how much you will eat. Emotional and behavioral self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings.

Self-regulation can be defined as the processes by which people manage their own behaviors that are directed toward specific goals. These processes include goal-setting, planning, observing, and evaluating behaviors.

Self-regulation refers to the self exerting control over itself. In particular, self-regulation consists of deliberate efforts by the self to alter its own states and responses, including behavior, thoughts, impulses or appetites, emotions, and task performance. The concept of self-regulation is close to the colloquial terms self-control and self-discipline, and many social psychologists use the terms inter-changeably.

The term self-regulation can signify emotional self-regulation. The ability to self-regulate is the second of six core strengths that are an essential part of healthy emotional development. It is clearly important to develop self-understanding and healthy self-esteem. But one of the most important skills that we develop in childhood is the ability to control aspects of the self. Without this ability we would have great difficulty accomplishing anything, regardless of how good we might feel about ourselves. Mature self-regulation requires several sophisticated cognitive skills. These include awareness of the demands of any given situation; consistent monitoring of our own behavior, thoughts, and strategies; consideration of how successfully we are meeting the demands of the situation; and the ability to change aspects of our current functioning as needed to fit the situation or to accomplish a goal. Aspects of self-regulation correlate with various positive outcomes for children and adolescents—including better academic performance, problem-solving skills, and reading comprehension; more satisfying interactions with peers; higher levels of intrinsic motivation, self-worth, perceived competence, self-efficacy, moral cognition, and moral conduct; fewer behavior problems; and lower levels of psychopathology.

Self-regulation has come to be more emphasized in social learning theory. Self-regulation is when the individual has his own ideas about what is appropriate or inappropriate behavior and chooses actions accordingly. There are several aspects of self-regulation:

- i. Setting standards and goals
- ii. Self-observation
- iii. Self-judge
- iv. Self-reaction

Promoting self-regulation can be an important technique. This is usually done by teaching the individual to reward himself after doing the needed behavior. For example, a graduate student will tell himself to complete a certain chapter before taking a break and relaxing.

Self-Directed Learning

Self-directed learning is a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes. Learning independently can be challenging, even for the brightest and most motivated students. This learning outlines four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

Step 1: Assess readiness to learn: - Students need various skills and attitudes towards learning for successful independent study. This step involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at school and at home and also involves evaluating past experiences with independent learning.

Step 2: Set learning goals: -Communication of learning goals between a student and the teacher is critical. There is a set of questions for students to consider as they map out their learning goals: and which are critical in developing a clear understanding of learning goals between students and teachers.

Step 3: Engage in the learning process: -Students need to understand themselves as learners in order to understand their needs as self-directed learning student. Earlier academic work may have encouraged a surface or strategic approach to studying.

Step 4: Evaluate learning: - For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study.

Self-directed learning is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning. By allowing students to choose different learning objectives and outcomes, it allows students to choose based on their personal interests and strengths.

Self-directed learners are aware of their own learning desires and interests, confident of their learning abilities based on previous learning experiences, capable of setting their own goals in learning, are able to choose strategies for learning are capable of being self-motivated and self-disciplined, understand the material themselves.

Development of Self-Regulation skills among children

It is clearly important to develop self-understanding and healthy self-esteem. But one of the most important skills that we develop in childhood is the ability to control aspects of the self. Without this ability we would have great difficulty accomplishing anything, regardless of how good we might feel about ourselves.

As part of life, children are exposed to new events and experiences such as their first day at childcare, moving house or the birth of a sibling. Babies and young children may be frightened and upset by these new experiences and express their distress in a number of ways such as crying, withdrawing, bedwetting or clingy behavior.

When parents respond in a caring way, for example, with a calm tone of voice, holding, rocking and gentle touch, children learn they can feel comfortable and

safe again. They learn others will be available to help them notice and understand their feelings and behaviors and provide comfort when needed. Parents act like an 'emotion coach' and with their help; children can learn to regulate their feelings and behaviors. Being able to manage feelings and behaviors is called self-regulation.

Emotional and behavioral self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behavior that eventually allows a child to become more skilled in their relationships with children and adults, for example, when playing together or making decisions together. In the preschool years, children's self-regulation skills are still developing and can often go up and down. Being able to consistently regulate their own feelings and behavior is a major task for a young child.

Sensitive and comforting care from warm, supportive and trusted adults helps children develop self-regulation. Just like newborn babies need help regulating basic needs like body temperature, heart rate and sleeping, they also need help regulating their emotions. Babies have simple ways to manage their emotional experiences, for example, looking away when they need a break or sucking their thumb after hearing a loud sound. By the end of the second year most toddlers have learnt some self-regulation skills, such as being able to wait a short time for something they want and paying attention when someone is talking to them.

All children learn to regulate their emotions through watching the adults in their life (like parents) manage their own feelings and behavior. Parents are therefore important models for their children in their day to day life. When children see parents and effectively regulate their own emotions and actions, it helps them to learn how to manage their own feelings and behaviors.

Children learn over time how to self-regulate without the presence of a parent. For example, a three-year-old may be able to share a toy for a short time when a parent is present but find it more difficult when the parent is away from them. However, by the time children are about four, they are abler to understand and manage their emotions, slow down their behavior and focus attention on tasks. Also at this age child can manage two or three feelings, thoughts or tasks at the

same time. All of these new skills help children to self-regulate more effectively when their parent is not with them.

"Children learn to regulate thoughts, feelings, behaviours and emotion by watching and responding to adults' self-regulation." By school age, children become more flexible and are better at regulating their own emotions and actions. When children learn to self-regulate they have stronger friendships and relationships with others, are abler to pay attention and learn new things and deal better with the normal stresses and disappointments of daily life. Parents contribute in many ways to children's ability to regulate emotions.

At 12 to 18 months, children show awareness of social demands in their environment. They can voluntarily initiate, maintain, and stop behaviors, particularly when they are interacting with someone they know well. By age 2 years, children are able to show aspects of self-control. From 3 to 11 years, children grow steadily in their ability to inhibit first responses, with particularly rapid improvements from age 3 to 5.

Older children and adolescents are increasingly able to self-regulate not only their behavior but also their emotions and problem-solving strategies. For example, across the elementary and middle school years' children become much more accurate in monitoring how well they understand what they read, and they gradually learn to modify their study strategies to improve their comprehension. Older children and adolescents are also much more likely to use strategies to manage negative emotions appropriately. If they are angry, they may take a walk or throw a tennis ball against a wall; if they're sad, they may engage in a distracting activity.

Self-regulation is not simply an internal characteristic. Researchers often use compliance as a measure of early self-regulation because it requires children to change their behavior in response to a caregiver's request. One reason may be that parents tend to focus on what young children should not do rather than encouraging them to continue an activity. It could also be that continuing an undesired activity requires ongoing effort and persistence, whereas a child can inhibit a response more easily-for example, by focusing on a different activity.

The lesson here is that self-regulation comes both from internal sources, such as children's developing ability to modify behavior and their opinion of a request, and from external factors, such as the type of self-regulation being requested. The fact that children can self-regulate does not necessarily mean that they will, even on easier tasks. It is helpful to encourage children to see the reasonableness of requests—to understand that the change in behavior makes sense. It's also important to know what level of self-regulation we can reasonably expect at different ages.

Self-regulation of feelings can be the most challenging part of emotional development. A child must be able to self-regulate many different feelings in 'real-life' situations. Children will experience difficulties in regulating their feelings and behaviors as they are still developing these skills. An older child may find it difficult to wait their turn or calm down after becoming upset. One way of understanding self-regulation difficulties in babies, toddlers and preschool children is to look at their behavior.

Self-Efficacy: Concept and Meaning

Self efficacy is the perceived ability to carry out a desired action (Bandura 1982). The higher a person's feelings of self-efficacy, the better that person tend to be at a wide range of tasks. And such success, of course can ultimately lead to more generalized positive feelings about oneself. Self-efficacy is the individuals' expectations concerning their ability to perform various tasks. The important role of self efficacy is the individual's beliefs about their ability to perform at given levels. If people conclude that no matter what they do, they lack the capacity to reach a certain goal, then effort and performance will decrease. In contrast, if they conclude that they can reach the goal, motivation and performance will be strongly enhanced.

The most important aspect of Bandura's theory that has received most attention in recent years is his concept of self-efficacy. This theory emphasizes that an individual's belief that he or she can perform some behaviour or task successfully. If a person can expect to do well in some task, his self-efficacy is high, but if he has some doubts about his performance, then his self-efficacy is lower. Self-efficacy has been found to play a role in success on many tasks and in personal happiness and life satisfaction.

Bandura (1977) coined the word "self-efficacy" to represent the individual's belief as to how successfully he or she can perform a course of behaviour needed to produce certain results. Although self-efficacy as described by Bandura was related to performance of specific tasks and is not an aspect of personality, recent findings indicate that people form general expectations about their abilities to succeed at many tasks or to exert control over the events in their lives. Such generalized beliefs about their task-related capabilities are stable over time, and these can be viewed as an important aspect of personality.

Self-efficacy is a term used corresponding to a person's belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain certain goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

Bandura also named the level at which an individual becomes aware of their acquired self-efficacy as "perceived self-efficacy." In short, perceived self-efficacy means the sense of possible accomplishment perceived by an individual before he or she initiates certain behaviour. It is a sense of expectation felt by an individual about attaining certain results. It is also a kind of confidence, which develops when an individual becomes aware of such an expectation. It is said that high self-efficacy promotes appropriate behaviour for maintaining and improving an individual's health. There are also reports that in the stress management process, high self-efficacy promotes active coping behaviour and eases the responses to stress.

Perceived self-efficacy can influence thought patterns, persistence and performance. Performance potential is more nearly realized when there is a personal belief of capability. If an individual believes in himself, then effort will be increased and achievement will follow. Most people willingly undertake those activities in which they judge themselves capable of managing. The degree of self-efficacy influences the desire to initiate an activity and how often.

According to Albert Bandura (1995), self-efficacy is "the belief in one's

capabilities to organize and execute the courses of action required to manage prospective situations”. In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel. He has defined self-efficacy as our belief in our ability to succeed in specific situations. Your sense of self-efficacy can play a major role in how you approach goals, tasks, and challenges. According to Bandura's theory, people with high self-efficacy, i.e.; those who believe they can perform well- are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Sources of Self-Efficacy

How does self-efficacy develop? These beliefs begin to form in early childhood as children deal with a wide variety of experiences, tasks, and situations. However, the growth of self-efficacy does not end during youth, but continues to evolve throughout life as people acquire new skills, experiences, and understanding (Bandura, 1992). According to Bandura, there are four major sources of self-efficacy. Hence, people’s beliefs about their efficacy can be developed by four main sources of influence.

1. Mastery Experiences: - The most effective way of developing a strong sense of efficacy is through mastery experiences," Bandura explained (1994)," Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy." Successes build a strong belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. If people experience only easy successes, they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort.

2. Social Modeling: - Witnessing other people 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” (1994). The impact of modeling on perceived self-efficacy is strongly influenced by perceived

similarity to the models. The greater the assumed similarity the more persuasive is the models' successes and failures. If people, see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results its produces.

The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same way, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts.

3. Social Persuasion: - Social persuasion is another way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy. Bandura also asserted that people could be persuaded to belief that they have the skills and capabilities to succeed. Consider a time when someone said something positive and encouraging that helped you achieve a goal. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.

4. Psychological Responses: - Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations. However, Bandura also notes "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted" (1994). By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self-doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities.

Bandura's Theory of Self-Efficacy

The concept of self-efficacy lies at the centre of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. According to Bandura, a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part in this self-system.

Self-efficacy theory is a social cognitive approach to behavioural causation in which behavioural, physiological, and cognitive factors and environmental influences all operate as interacting determinants of each other (Bandura, 1986, 1997). This interactive process, referred to as reciprocal determinism, posits that behaviour and human functioning are determined by the interrelated influences of individuals' physiological states, behaviour, cognition, and the environment.

Social Cognitive Theory: - Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The main concept in social cognitive theory is that an individual's actions and reaction in almost every situation is influenced by the actions which that individual has observed in others.

Bandura, in his explanation of social learning, has developed his own theory which is called as Social Cognition theory. It is the theory of behavior suggesting that human behavior is influenced by many cognitive factors as well as by reinforcement contingencies, and that human beings have an impressive

capacity to regulate their own action. In this theory, he places much emphasis on what he terms the “self-system” which is the set of cognitive processes by which a person perceives, evaluates and regulates his or her own behavior so that it is appropriate in a given situation. Bandura suggests that people don’t simply respond to reinforcements, rather they think about the consequences of their actions, anticipate future events, and establish goals and plans. In addition, they engage in ‘self-reinforcement’, patting themselves on the back when they attain their goals. It is the process in which individuals reward themselves for reaching their own goals.

People observe others acting within an environment whether natural or social. These observations are remembered by an individual and help shape social behaviors and cognitive processes. This theoretical approach proposes the idea that by changing how an individual learns their behaviors in the early stages of mental development could have a large impact on their mental processes in later stages of development. Since Self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of social cognitive theory. Self-efficacy represents the personal perception of external social factors.

Social cognitive theory prescribes mastery experiences as the principal means of personality change. Guided mastery is a powerful vehicle for instilling a robust sense of coping efficacy in people whose functioning is seriously impaired by intense apprehension and phobic self-protective reactions. Mastery experiences are structured in ways to build coping skills and instill beliefs that one can exercise control over potential threats.

Bandura offered a social human functioning that accords a central role to cognitive, vicarious, self-regulatory and self-reflective processes in human adaptation and change. This theory has its roots in an agentic perspective that views people as self-organizing, proactive, self-reflecting and self-regulating, not just as reactive organisms shaped by environmental forces or driven by inner impulses. Although someone may believe that how some future event turns out is under their control, they may or may not believe that they are capable of behaving in a way that will produce the desired result.

Self-efficacy theory focuses on the role of self-referent thought and provides a common mechanism through which people demonstrate control over their own motivation and behaviour. Self-efficacy cognitions have been consistently shown to be important determinants of sports (Feltz, 1992) and exercise behaviour (McCauley, 1992; McAuley & Jerome, 2001) as well as social, clinical and health-related behaviours (Bandura, 1997). It is important to realize that self-efficacy is not concerned with the skills an individual has but rather with judgments of what an individual can do with the skills he or she possesses (Bandura, 1986, 1997).

Efficacy expectations are the individual's beliefs in his or her capabilities to execute necessary courses of action to satisfy situational demands and are theorized to influence the activities that individuals choose to approach, the effort expended on such activities, and the degree of persistence demonstrated in the face of failure or aversive stimuli (Bandura, 1986). More recently, Bandura (1995, 1997) refined the definition of self-efficacy to encompass those beliefs regarding individuals' capabilities to produce performances that will lead to anticipated outcomes. The term self-regulatory efficacy is now used, and both the term and definition encompass a social cognitive stance that represents the role that cognitive skills play in behavioural performance above and beyond simply behavioural or skill beliefs.

Social Learning Theory This psychological theory describes the acquisition of socially valuable skills that are developed exclusively or primarily in a social group. Social learning depends on group dynamics and how individuals either succeed or fail at dynamic interactions. Social learning promotes the development of individual emotional and practical skills as well as the perception of oneself and the acceptance of others with their individual competencies and limitations. It considers that people learn from one another, including such concepts as observational learning, imitation, and modeling. Self-efficacy levels reflect a person's understanding of what skills they can offer in a group setting.

Another important feature of Bandura's theory is its emphasis on observational learning, which is a form of learning in which individuals acquire both information and new forms of behavior through observing others. Such learning

plays a role in a very wide range of human activities i.e.; everything from learning how to dress and groom in the style of one's own society through learning how to perform new and difficult tasks. In essence, any time that human beings observe others, they can learn from this experience; and such learning can then play an important part in their own behavior. Such models don't have to be present personally for observational learning to occur. Human beings can also acquire new information and new ways of behaving from exposure to models which are presented symbolically, in films, on television and so on.

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action."

Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influence. The component processes underlying observational learning are Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and Motivation, including external, vicarious and self reinforcement. Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller & Dollard (1941). Bandura's work is related to the theories of Vygotsky and Lave which also emphasize the central role of social learning.

Role of Self-Efficacy

This subject has become one of the most studied topics in psychology. Why has self-efficacy become such an important topic among psychologists and educators? As Bandura and other researchers have demonstrated, self-efficacy can have an impact on everything from psychological states to behavior to motivation. Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached.

People with a strong sense of self-efficacy:

- View challenging problems as tasks to be mastered.
- Develop deeper interest in the activities in which they participate.
- Form a stronger sense of commitment to their interests and activities.
- Recover quickly from setbacks and disappointments.

People with a weak sense of self-efficacy:

- Avoid challenging tasks.
- Believe that difficult tasks and situations are beyond their capabilities.
- Focus on personal failings and negative outcomes.
- Quickly lose confidence in personal abilities (Bandura, 1994).

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. They 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.

Ways to improve Self-Efficacy

In considering the need and importance of self-efficacy, it has to be developed among the students. There are various techniques which have to be applied for improving the self-efficacy. So the challenge is to increase student self-efficacy. There are many factors which affect self efficacy.

An effective strategy is to teach learners to give themselves instructions that guide their behavior. There are five steps to achieve this goal:

- (i) Cognitive modeling: (ii) Overt external guidance (iii) Overt self guidance
- (iv) Faded, overt self guidance (v) covert self instruction

These are two ways that people can control their own behavior. First they monitor and observe their own behavior, sometimes even scoring behavior. Secondly, people are also able to change their behavior by reinforcing themselves, by giving or withholding reinforcement.

The applications of self-efficacy in modern society are enormous. We are searching for ways to make our children learn more effectively and be more productive, but we are also learning that adults are affected by perceived self-efficacy as well. By understanding how to help influence one to develop a positive mental assessment of their abilities, it is possible for us to design learning and work environments that provide the necessary feedback and support for

individuals. This will allow more people to develop high levels of self-efficacy that will translate into increased productivity in their environments. Also, the stress of life can be at times intolerable, but those with high self-efficacy seem to be abler to live stress-free lives that are rewarding and happy.

Helping students to increase their self-efficacy; - Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

Role of teachers

.Teachers can use the following strategies to build self-efficacy in various ways.

- 1. Mastery experiences** - Students' successful experiences boost self-efficacy, while failures erode it. This is the most robust source of self-efficacy.
- 2. Vicarious experience** - Observing a peer succeed at a task can strengthen beliefs in one's own abilities.
- 3. Verbal persuasion** - Teachers can boost self-efficacy with credible communication and feedback to guide the student through the task or motivate them to make their best effort.
- 4. Emotional state** -A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it. A certain level of emotional stimulation can create an energizing feeling that can contribute to strong performances. Teachers can help by reducing stressful situations and lowering anxiety surrounding events like exams or presentations.

Pedagogic strategies that develop self-efficacy: - It is particularly exciting to note that teaching strategies used in the classroom can and do make a difference to students' self-efficacy.

Research shows that the type of learning environment and teaching method can improve self efficacy in the classroom. Bandura concludes that cooperative learning strategies have the dual outcome of improving both self-efficacy and academic achievement. "Cooperative learning structures, in which students work together and help one another also tend to promote more positive self-evaluations of capability and higher academic attainments than do individualistic or competitive ones."

In addition to those pedagogies, collaborative learning and the use of electronic applications showed a positive correlation with increased self-efficacy in their student sample. Fencil and Scheel (2005) point out that the teaching methods that showed a measurable positive effect share the common feature of engaging students in a comfortable or creative manner. Moreover, pedagogies such as collaborative learning and inquiry-based activities have also been shown to have a strong correlation with how well students learn physics.

Other pedagogies for improving self-efficacy include:

- Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. [Schunk and Pajares, 2002]
- Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask students to note their progress and verbalize the next steps. [Schunk and Pajares, 2002]
- Compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class(Bandura)

Suggestions to improve self-efficacy for students

- **Use moderately-difficult tasks** If the task is too easy will be boring or embarrassing and may communicate the feeling that the teacher doubts their

abilities; a too-difficult task will re-enforce low self-efficacy. The target for difficulty is slightly above the students' current ability level.

- **Use peer models:** -Students can learn by watching a peer succeed at a task. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.
- **Teach specific learning strategies:** -Give students a concrete plan of attack for working on an assignment, rather than simply turning them loose. This may apply to overall study skills, such as preparing for an examination, or to a specific assignment or project.
- **Capitalize on students' interests:** -Tie the course material or concepts to student interests such as sports, pop culture, movies or technology.
- **Allow students to make their own choices:** -Set up some areas of the course that allows students to make their own decisions, such as with flexible grading, assignment options or self-determined due dates.
- **Encourage students to try:** -Give them consistent, credible and specific encouragement, such as, "You can do this. We've set up an outline for how to write a lab report and a schedule for what to do each week - now follow the plan and you will be successful."
- **Give frequent, focused feedback:** -Giving praise and encouragement is very important, however it must be credible. Use praise when earned and avoid hyperbole. When giving feedback on student performance, compare to past performances by the same student, don't make comparisons between students.
- **Encourage accurate attributions:** -Help students understand that they don't fail because they're dumb; they fail because they didn't follow instructions, they didn't spend enough time on the task, or they didn't follow through on the learning strategy.

Summary

Self-regulation is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. Self regulation refers to our ability to direct our behavior and control our impulses so that we meet certain standards, achieve certain goals, or reach certain ideals. It involves being able to set goals, monitoring one's behavior to ensure that it is in line with those goals, and having the willpower to persist until goals are

reached. On the other hand, self-directed learning is a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes. It is clearly important to develop self-understanding and healthy self-esteem. But one of the most important skills that we develop in childhood is the ability to control aspects of the self. Without this ability we would have great difficulty accomplishing anything, regardless of how good we might feel about ourselves.

Self-regulation can be applied to many aspects of every day life, including social situations, personal health management, impulse control, and more. Self-efficacy is a concept, introduced by Bandura. Although someone may believe that how some future event turns out is under their control, they may or may not believe that they are capable of behaving in a way that will produce the desired result. Self efficacy is the perceived ability to carry out a desired action. The higher a person's feelings of self-efficacy, the better that person tend to be at a wide range of tasks.

The most important aspect of Bandura's theory that has received most attention in recent years is his concept of self-efficacy. This theory emphasizes that an individual's belief that he or she can perform some behaviour or task successfully. If a person can expect to do well in some task, his self-efficacy is high, but if he has some doubts about his performance, then his self-efficacy is lower. Self-efficacy has been found to play a role in success on many tasks and in personal happiness and life satisfaction.

According to Bandura, there are four major sources of self-efficacy. Hence, people's beliefs about their efficacy can be developed by four main sources of influence, i.e.; (i) mastery experiences, (ii) social modeling, (iii) social persuasion and (iv) psychological responses. In considering the need and importance of self-efficacy, it has to be developed among the students. There are various techniques which have to be applied for improving the self-efficacy. So the challenge is to increase student self-efficacy. There are many factors which affect self efficacy, (i) Cognitive modeling: (ii) overt external guidance (iii) overt self guidance (iv) Faded, overt self guidance (v) covert self instruction

**Quadrant-III Learn More/Web Resources/Supplementary
Materials**

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 2. [^ Miller, N. E., & Dollard, J. \(1941\). *Social Learning and Imitation*. New Haven: Yale University Press](#)
 3. [^ Bandura, A. \(1988\). *Organizational Application of Social Cognitive Theory*. *Australian Journal of Management*, 13\(2\), 275-302](#)

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Books for Supplementary Readings

1. A Textbook of Educational Psychology. (2010) Dr.Agyajit Singh & Dr. S.Virk, Twenty-first century Publication, Patiala.
2. Learner, Learning and Cognition (2010) Dr.Agyajit Singh, Twenty-first century Publication, Patiala.
3. Development of the Learner and Teaching Learning Process. (2012) Dr.Agyajit Singh, Twenty-first century Publication, Patiala.
4. The Learner: Nature and Development (2013) Dr.Agyajit Singh, Twenty-first century Publication, Patiala
5. Understanding the Learner and Teaching-learning Process (2014), Twenty-first century Publication, Patiala.
6. Understanding the Learner (2015) Dr.Agyajit Singh, Twenty-first century Publication, Patiala.
7. Childhood and Growing Up. (2015) Dr.Agyajit Singh, Twenty-first century Publication, Patiala.
8. Psychology of Learning and Development (2016) Dr.Agyajit Singh, Pepsu Publication, Patiala.

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9. Understanding the Learning Process (2016) Dr.Agyajit Singh, Pepsu Publication, Patiala.
 10. Advance Educational Psychology (2016) Dr.Agyajit Singh, Pepsu Publication, Patiala.
 11. Educational Psychology: Current Research Trends (2017) Dr.Agyajit Singh, National Psychological Corporation Agra.
 12. Psychology of Learning and Development (2018) Dr.Agyajit Singh, Twenty first Century publications, Patiala.
 13. Growth and Development of the Learner (2018) Dr.Agyajit Singh, Twenty first Century publications, Patiala.
 14. Understanding the Learners (2018) Dr.Agyajit Singh, Twenty first Century publications, Patiala

Quadrant IV (Self-Assessment)

Description: In self-assessment Question No. 1 to 05 are Essay Type Questions. Question No.06 to 15 give answer in 6 to 8 lines and Question No. 16 to 25 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives

OBJECTIVE TYPE QUESTIONS

1. The self-regulated theory is related with the theory of:
 - a. Conditioning
 - b. Cognition
 - c. Social Cognitive
 - d. Social Learning

2. The meaning of self-regulation is:
 - a. Self-regulation is the modification of our behaviour.
 - b. Self-regulation is the ability to monitor and control our own behavior,
 - c. Self-regulation refers the ability to channelizing emotions.
 - d. Self-regulation is the ability to manage our behavior.

18. Self-directed learning is an instructional strategy
 - a. where the students decide what and how they will learn.
 - b. where the teacher's guide the students to learn
 - c. where the parents help them in their instructional work
 - d. It is an informal kind of learning.

19. Social cognition theory was devised by
 - a. Piaget
 - b. Rogers
 - c. Rotter
 - d. Bandura

20. Social learning is concerned with:
 - a. Social Modeling
 - b. Self-Efficacy
 - c. Locus of Control
 - d. Self-Esteem

21. Which is not the source of self-efficacy?
 - a. Mastery experiences
 - b. Social modeling
 - c. Social effectiveness
 - d. Psychological responses

22.The role of self-efficacy is:

- a. To develop deeper interest in the activities in which they participate.
- b. To avoid challenging tasks.
- c. To believe that difficult tasks and situations are beyond their capabilities.
- d. To focus on personal failings and negative outcomes.

23.Which strategy teacher should not use to increase self-efficacy among students?

- a. Mastery experiences
- b. Vicarious experiences
- c. Verbal persuasion
- d. Non-verbal communication

24.Self-efficacy theory was developed from the concept of;

- a. Locus of Control
- b. Need Hierarchy
- c. Self-Concept
- d. Self-Prestige

25.Self-efficacy can be improved by:

- a. Teachers
- b. Parents
- c. Peer Group
- d. All of them

Answer Key

1.C 2. B 3. A 4. D 5. B 6. C.

7.A 8. D 9. A 10. D.