

Social Media Impact on Teacher Self-Efficacy among the Teacher-Educators

T. Thenmozhi¹, K.C. Bindhu²

1. Research Scholar in Education, Mother Theresa Women's University, India
2. Associate Professor and Head, Department of Education, Mother Theresa Women's University, India

Abstract:

Teacher self-efficacy, the belief in one's ability to effectively teach and facilitate student learning, is a critical factor influencing pedagogical practices and student outcomes. Social media platforms, with their diverse functionalities and global reach, offer numerous opportunities for teachers to connect with peers, access professional development resources, and engage in collaborative learning communities. By fostering a sense of belonging and providing a platform for knowledge sharing, social media can positively impact teacher self-efficacy. Social media has emerged as a powerful tool that has the potential to revolutionize the way educators learn and teach. This research aims to bridge this gap by examining the relationship between social media usage and teacher educators' perceived self-efficacy. By investigating the extent to which teacher educators utilize social media platforms and how these platforms influence their beliefs in their teaching abilities, this study contributes to a better understanding of the role of technology in professional development.

Keywords

- self-efficacy, pedagogical practices and social media.

Introduction

Social networks in place of conveyance text communication must be used for instructive function. Teacher Educator should be educated on the transformed ways of using social networks, which be able to make it easier for expand their knowledge. Teacher Educator must commit to carrying out useful activities

such as enrolment blogs. It will facilitate them gain good information of a subject matter and belong to completely different techniques whereas finding issues. Teacher Educator should organize an online atmosphere that can help them gather information, socialize with expert and construct behaviour. Teacher Educator should be aware of the constructive attribute of social networks. Teacher Educator should be taught that it is one of the very dominant means by which they can collaborate with professionals. With the start of newer applications, such as the application, educational institutions should try to determine students in more prolific jobs.

In recent years, social media sites have been more accepted than any other site, particularly among apprentice and adolescent people. Social networks permit individuals to be perceivable by others and to determine or preserve associations with others. —Social media sites are often used for professional, personal and business. Face book, as an example, permit its users to possess profiles on-line and encourage different to be their "friends" in order to that they will read other people's profiles and post comments on others' pages.

- social media are an innovative tool: social media are the most recent attraction that's utilize in innovative approach for instructional functions. Teacher Educator ought to be schooled to use this tool higher in instructional programme which are used solely to send messages or send text messages, as an alternative of learning to use the means for that teaching and learning.
- Teacher Educator are engage they can learn better: Teacher Educator merely do not learn whereas writing on a bit of paper, however it is also necessary to interact them in an exceedingly a lot of realistic effort just like the journal wherever them to develop their writing and creative skills. Once improved, they have a tendency to achieve a lot of data in sensible categories by implementing their theoretical rules.
- Secure tools for social networks are available: several free tools that enable academics to manage a web atmosphere by taking advantage of social networks. Academics or tutors ought to educate students on a way to use social networks for higher functions.
- Replace on-line procrastination with social education: generally, it's seen that social networks lately are accustomed create their uniqueness feel within the virtual globe. Consequently, it's necessary that learner and youngsters

perceive that this fun approach can even be accustomed produce a collective response and connect them to a additional specialized and educated world.

- Social network promote the alliance: the traditional instructional strategy usually involves lessons given by lecturers, students with their observe on their roles and while not speaking with their neighbours. Social networks as an instructional device have a combined natural part. Assessment and observation of scholars on the work of different in groups to make content and might directly admit to every other.
- Use cellphones within the learning process: the last part of ICT has created thus technologically dependent that mobile phone became a necessity currently. Students ought to be tutored to require full advantage of the technology for his or her education, because it will offer info accessible anyplace, anytime.

Positive Functionality of Social Media

The Positive Affect of Social Media are following

Facilities online learning: Employment of social networks has helped pupil to learn through numerous on-line learning platform accessible to them. With the help of using YouTube to observe academic videos has helped pupil to increase wider information. Online learning platforms and tools facilitate flexible and accessible education. They offer a variety of features such as video lectures, interactive quizzes, discussion forums, and personalized learning paths. These platforms allow learners to progress at their own pace, revisit content as needed, and engage with instructors and peers through online discussions. Additionally, online learning platforms often incorporate multimedia elements like videos, animations, and simulations to enhance the learning experience and make complex concepts easier to understand.

Access to information: There are several teams that students will be a part of through on-line platforms that are connected to their course of study, demography, school, and surroundings and far additional. Change of integrity this cluster on WhatsApp, Twitter, and Facebook et al. can facilitate student's access quality info once required. Access to information is a fundamental human right that empowers individuals to make informed decisions, participate in civic life, and hold authorities accountable. It encompasses the ability to seek, receive, and impart information through any media and regardless of frontiers. In the digital age, access to information has become increasingly important, as it enables individuals to connect

with diverse perspectives, engage in online learning, and participate in global conversations. However, barriers such as digital divides, censorship, and lack of literacy skills can hinder access to information for many. To ensure equitable access, it is essential to promote digital literacy, invest in infrastructure, and advocate for policies that protect freedom of expression and information.

Facilitate to achieve wider information: Social media facilitate enhance the learner scholastic presentation and enlarge their understanding through the collection of facts and information. When students are assigned a particular task at school, they will go through numerous online web sites to gather data and recover resolution for the tasks. To facilitate wider access to information, it is essential to address the digital divide and promote digital literacy. This involves providing affordable internet access, training individuals in digital skills, and creating user-friendly interfaces for online platforms. Additionally, open-source initiatives and public libraries can play a vital role in making information accessible to a broader audience. By breaking down barriers and empowering individuals with the tools to access and utilize information, we can create a more informed and engaged society.

Helps build a relationship: Students will get to understand one another higher through social networks. It helps a lot of individuals, wherever they will share their drawback that their colleagues will solve. If a scholar find out they have a trouble in a meticulous course, they can be opened via chat and find an outstanding ability that can provide a clarification to the dilemma. Building strong relationships is essential for personal and professional success. Effective communication, empathy, and active listening are key components of building positive relationships. By showing genuine interest in others, being supportive, and maintaining open and honest communication, individuals can foster deeper connections and create a strong network of support. Additionally, spending quality time together, celebrating shared experiences, and expressing gratitude can help strengthen relationships and create lasting bonds.

Job Opportunities: ideal for marketing, connection and business opportunity professionals. Employers find employees and the unemployed find work. Social networks have created thousands of jobs and new revenue streams. Job opportunities are diverse and constantly evolving, influenced by technological advancements, economic trends, and global shifts. Emerging industries such as technology, healthcare, and

renewable energy offer promising career paths, while traditional sectors like finance, education, and manufacturing continue to provide employment opportunities. As the job market evolves, developing in-demand skills like digital literacy, data analysis, and critical thinking becomes increasingly important. Additionally, continuous learning and upskilling are essential to adapt to changing industry trends and remain competitive in the job market.

Time wasted: Students notice it is very difficult to survive without not using social networks. It has been ascertain students are not willing to listen at school; they're busy chatting and reading stories on-line. Students are waste their time on the social media apps rather than reading and exercise what they have learned in the classroom. Time wasted can be attributed to various factors, including procrastination, distractions, inefficient work habits, and poor time management. Procrastination, the act of delaying tasks, can significantly reduce productivity and lead to stress. Distractions, such as social media, excessive notifications, and interruptions, can disrupt focus and hinder progress. Inefficient work habits, like multitasking or working in a disorganized environment, can decrease efficiency and increase the time required to complete tasks. Effective time management strategies, such as prioritizing tasks, setting realistic goals, and utilizing.

Negativity Functionality of Social media

- It causes distraction: Social media are becoming very famous now days. Students are spending a lot of their precious time prefer chatting, watching movies and playing online games rather than studying. Social media is a magnificent source of information but has some negative outcome when taken benefit.
- Causes health problems: The use of computers, cell phones and varied devices to access on-line platforms by students will hurt the user if they use it oft for long hours. Students may be exposed to unhealthy postures, visual fatigue, physical and mental stress. Excessive use of instructional technology tools to access social networks by students is harmful and there ought to be a limit.
- Reducing age command on the far side the employment of language and artistic writing skills of scholars usually use slang words or abbreviated word sorts native long vary social communication. They begin betting on the structure of the language laptop and justify the salient aspects of the

audit. This decreases the load idiom and experimental writing skills.

- Reduction of real human contact: Extra-time students spend in these online network destinations, less time will go through face-to-face association with other people. This diminishes relationship skills. They will not have the ability to transmit and mix properly face to face with other people. Companies are increasingly dissatisfied with the relational skills of new graduates because of this reason. Relationship skills are essential for convincing performance in reality.
- Lack of Privacy: People, especially young people, are often too open and public with information online. Most do not read the privacy policies and may not be aware of them the information can be used by third parties, such as advertisers, insurance companies. All educators must ensure that they coordinate the use of social media platforms with the creation of a policy that can help regulate the negative effects of social networks. Students should also be prepared to learn and listen in class, you should not do chat priority. Students should pursue a very good academic performance and with adequate skills that will help them in the future.

Social media in Education

In the Era of 21st century, students need skills that allow them to face the challenges posed by new technologies. The effect of social networks on people's personal and professional lives can no longer be ignored. It is important to integrate social network based learning tools into the curriculum. Social media can help teachers design the education system based on the changing needs of students or society in general.

Immediate Feedback: the utilization of interpersonal organizations furnishes understudies with prompt input. Informal organizations permit instructors to furnish understudies with quick instructive direction inside and outside the study hall. Analysts showed that prompt input and/or information on the outcomes assumes a significant job in the learning procedure. Immediate feedback from social media in education can significantly enhance the learning experience. By using platforms like Twitter, Facebook, and online forums, students can receive prompt feedback on their assignments, projects, and discussions from peers and instructors. This real-time interaction fosters a sense of community, encourages critical thinking, and motivates students to improve their work. Additionally, social media can provide opportunities for students to share their learning

experiences, collaborate on projects, and seek help from a wider network of learners.

Understanding and perceiving understudies needs: the utilization of informal organizations permits educators to rapidly perceive students adapting needs. The nonstop introduction of the understudies 'points of view furnishes the educator with a great deal of material to assess the students learning. Understudies who experience issues with specific ideas can be recognized in the past stages and can get sufficient mediation. Improve communication: the use of social networks inside or outside the classroom offers sufficient opportunities to transform passive and teacher centered one-way communication into active and student-centered two-way communication. Teachers can share links to various learning resources with the student. Social networks also help engage students, who otherwise do not participate in the teaching-learning process. For example, if a student is not comfortable talking in a class of over 40-50 students, you can post a "Tweet" to contribute to the class discussion Create a collaborative environment: social media use as a knowledge tool encourages collaboration. Basic nature of social media stimulates collaboration between students and teachers. To a large extent, it supports the theory of social constructivism, whose main belief is that students learn best in their natural social environment. It allows teachers to form a learning community and thus increase student interaction on the social media platform. Social networks offer students a platform to comment on others' tasks, work in a group to create content, ask questions and start a discussion. As a result, students analyse via interacting with their peers. Increase student participation: social networks have the potential to increase student participation. Student participation is defined as student participation in high quality learning related activities and conditions (Kuh, 2003). The familiar environment and the informality of the environment make the learning process more interesting and fun. The use of social media tools offers instructor the opportunity to teach students from anywhere and anytime. The social media has become an enticing technology for many educational institutions and researcher's. It has gained significant attention from universities, researchers, organizations and businesses. In turn, social media technology has the benefit of allowing learners to develop their ability and connect through the internet, to invent learning systems. During the last few years, social media has rapidly opened the way for utilization.

Self-Efficacy

Self-efficacy, the belief in one's capability to successfully execute specific tasks and reach desired goals, is a crucial element for teacher educators. It empowers them to navigate the complexities of the teaching profession, adapt to evolving educational landscapes, and inspire their pre-service teachers. A teacher educator with a strong sense of self-efficacy is more likely to:

Teacher-educator self-efficacy, the belief in one's ability to effectively teach and prepare future educators, is a cornerstone of quality teacher education. This belief system significantly influences the pedagogical practices, instructional strategies, and overall effectiveness of teacher-educators.

A teacher-educator with high self-efficacy is more likely to:

- Create support learning environment: Foster a positive and inclusive classroom climate that encourages student engagement, critical thinking, and creativity.
- Employ effective instructional strategies: Utilize a diverse range of teaching methods, such as active learning, problem-based learning, and inquiry-based learning, to cater to different learning styles and preferences.
- Provide constructive feedback: Offer specific, actionable feedback to help students improve their teaching skills, knowledge, and dispositions.
- Adapt to change: Embrace innovative teaching practices and technologies to enhance student learning experiences.
- Support student learning: Provide on-going support and guidance to help students overcome challenges and achieve their full potential.

Several factors can influence teacher-educator self-efficacy, including:

- Past experiences: Previous successes and failures in teaching can shape beliefs about one's abilities.
- Vicarious experiences: Observing successful colleagues can boost self-efficacy.
- Social persuasion: Positive feedback and encouragement from peers, mentors, and administrators can enhance self-efficacy.
- Psychological states: Feelings of stress, anxiety, or fatigue can negatively impact self-efficacy.

To foster self-efficacy among teacher-educators, institutions can implement the following strategies:

- **Mentorship programs:** Pairing experienced teacher-educators with novice faculty can provide valuable support, guidance, and role modeling.
- **Professional development opportunities:** Offering a variety of professional development opportunities, such as workshops, conferences, and online courses, can help teacher-educators stay current with best practices and enhance their skills.
- **Collaborative learning:** Encouraging collaboration among teacher-educators can foster a sense of community, promote knowledge sharing, and provide opportunities for peer feedback and support.
- **Positive reinforcement:** Recognizing and rewarding achievements can boost self-efficacy and motivate teacher-educators to continue striving for excellence.

Factors affecting teachers' sense of Self-Efficacy

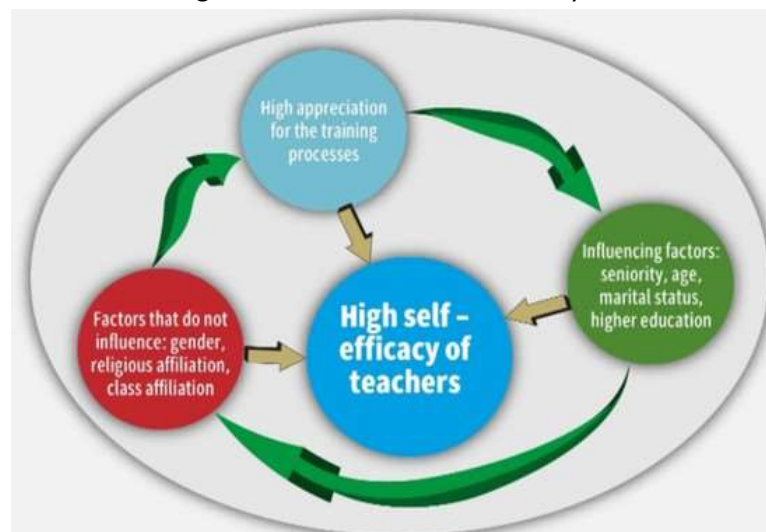


Figure 1. High Self- Efficacy of Teachers

- **Embrace Challenges:** They view challenges as opportunities for growth and learning rather than obstacles.
- **Persist in the Face of Adversity:** They are less likely to give up when faced with difficulties and setbacks.
- **Set High Standards for Themselves and Their Students:** They believe in the potential of their students and strive to help them reach their full potential.
- **Model Effective Teaching Practices:** Their confidence and competence inspire pre-service teachers to aspire to similar levels of excellence.
- **Foster Positive Learning Environments:** They create supportive and encouraging learning environments where students feel safe to take risks and make mistakes.

- **Adapt to Change:** They are open to new ideas and willing to embrace innovative teaching strategies.

Types of Self-Efficacy for Teacher Educators

Self-efficacy, a multifaceted construct, plays a pivotal role in shaping the effectiveness of teacher educators. It encompasses a range of beliefs about one's capabilities to perform specific tasks and achieve desired outcomes. Here are some key types of self-efficacy relevant to teacher educators:



Figure 2. Knowledge & Skill in Teaching Reading

Core Teaching Self-Efficacy

- **Pedagogical Self-Efficacy:** This involves confidence in one's ability to plan, implement, and assess effective instructional strategies. It encompasses a broad range of teaching skills, including lesson planning, classroom management, and assessment design.
- Pedagogical self-efficacy refers to a teacher's belief in their ability to effectively teach and positively influence student learning. It encompasses a teacher's confidence in their instructional strategies, classroom management skills, and ability to motivate and engage students. Teachers with high pedagogical self-efficacy are more likely to adopt innovative teaching methods, persevere in challenging situations, and create supportive learning environments. Factors that contribute to pedagogical self-efficacy include successful teaching experiences, positive feedback from students and colleagues, and ongoing professional development. By fostering a growth mindset and seeking opportunities for reflection and improvement, teachers can enhance their pedagogical self-efficacy and ultimately improve student outcomes.
- **Curriculum Knowledge Self-Efficacy:** This refers to the belief in one's ability to select, adapt, and deliver

curriculum content that is relevant, engaging, and appropriate for diverse learners. This includes subject-matter knowledge, curriculum standards, and instructional materials.

- Curriculum knowledge self-efficacy refers to a teacher's belief in their ability to select, design, and implement effective curriculum. It involves confidence in understanding curriculum standards, choosing appropriate instructional materials, and adapting curriculum to meet diverse learner needs. Teachers with high curriculum knowledge self-efficacy are more likely to create engaging and relevant learning experiences, foster critical thinking, and promote student achievement. By staying updated on current educational trends, participating in professional development opportunities, and collaborating with colleagues, teachers can enhance their curriculum knowledge self-efficacy and improve their teaching practice.

- Student Management Self-Efficacy: This involves confidence in one's ability to create a positive and supportive learning environment, manage classroom behavior, and motivate students. Effective classroom management is essential for creating a conducive learning atmosphere.

- Student management self-efficacy refers to a teacher's belief in their ability to create a positive and productive classroom environment. It involves confidence in managing student behavior, motivating students, and establishing effective classroom routines. Teachers with high student management self-efficacy are more likely to maintain discipline, create a sense of community, and foster a positive learning atmosphere. By developing strong classroom management skills, using positive reinforcement strategies, and building positive relationships with students, teachers can enhance their student management self-efficacy and improve student outcomes.

Professional Development Self-Efficacy

Professional development self-efficacy refers to a teacher's belief in their ability to engage in ongoing professional learning and apply new knowledge and skills to their teaching practice. This belief empowers teachers to seek out and participate in professional development opportunities, such as workshops, conferences, and online courses. By continuously learning and growing, teachers can enhance their teaching effectiveness, stay up-to-date

with educational trends, and adapt to the evolving needs of their students.

- **Self-Directed Learning Self-Efficacy:** This refers to the belief in one's ability to engage in self-directed learning activities, such as reading professional literature, attending workshops, and participating in online courses.
- **Problem-Solving Self-Efficacy:** This involves confidence in one's ability to identify and solve problems related to teaching and learning. This includes addressing challenges such as student difficulties, classroom management issues, and curriculum implementation.
- **Technology Integration Self-Efficacy:** This entails the belief in one's ability to effectively integrate technology into instruction. This includes using educational technology tools to enhance teaching and learning, such as learning management systems, interactive whiteboards, and online learning platforms.

Interpersonal Self-Efficacy

Interpersonal self-efficacy refers to an individual's belief in their ability to effectively communicate, build relationships, and influence others. It involves confidence in social skills such as active listening, empathy, assertiveness, and conflict resolution. People with high interpersonal self-efficacy are more likely to initiate social interactions, express their opinions assertively, and form positive relationships. This belief can impact various aspects of life, including academic performance, career success, and personal well-being. By developing strong communication skills, practicing active listening, and seeking feedback, individuals can enhance their interpersonal self-efficacy and build stronger connections with others.

- **Interpersonal Communication Self-Efficacy:** This involves confidence in one's ability to communicate effectively with students, parents, colleagues, and administrators. Strong communication skills are essential for building positive relationships, providing effective feedback, and resolving conflicts.
- **Collaboration Self-Efficacy:** This refers to the belief in one's ability to work collaboratively with colleagues to improve teaching and learning. Effective collaboration involves sharing ideas, co-planning lessons, and supporting one another.
- **Mentoring Self-Efficacy:** This entails confidence in one's ability to mentor and support pre-service teachers. Effective mentoring involves providing guidance, feedback,

and encouragement to help pre-service teachers develop their skills and knowledge.

Characteristics of Self-Efficacy as a Trait

As a trait, self-efficacy possesses the following characteristics:

- Self-efficacy is an important psychological trait which affects an individual behaviour. • It is a trait of an individual according to which a person executes his/ her actions.
- Past experiences play very important role in development of self-efficacy. If a person is increasingly successful in a given task, he/she is likely to develop high self-efficacy and firm belief in his/ her capability to execute the task successfully.
- Self-efficacy tends to vary according to the task. It is a belief that one can perform one's task well. • Self-efficacy affects the nature of task a person accomplishes. Strong sense of self-efficacy leads to accomplishment of more challenging task.
- It works as an intrinsic motivation. When a person has belief on his/her ability to perform a task, he/she initiates, involves and participates more actively.
- Self-Efficacy also determines a person's effort in fulfilling a task. It works as a strong predictors of behaviour.
- Self-Efficacy also affects a person's self-esteem.
- Self-Efficacy helps a person to recover from setbacks.
- Self-Efficacy is future oriented.

It is related to the level of aspiration positively. On the basis of above characteristics, it can be said that self-efficacy is an important psychological trait. It differs from individual to individual. It determines the past, present and future of the individual. The achievements of the past, efforts of the present and what sort of task one undertakes in future are determined by the self-efficacy of the individual. Some people have high self- efficacy; on the other hand, some people have low belief in their performance & abilities. Persons having High and low self-efficacy are easily recognised by their actions and thinking. High self-efficacy person has firm belief in his/her performance and capabilities. He/ She exert higher effort to accomplish a given task and is tagged with challenging tasks. Contrary to this, low self-efficacy people display a sense of despondency, distress and inability. Such individuals have low confidence and negative thoughts about

their accomplishments and personal development in given situations.

Characteristics of Self-Efficacious People

On the above basis, it can be said that self-efficacious people have certain qualities which make them different from others. These characteristics are as follows:

- Self-efficacious people engage themselves with more challenging and complicated tasks and are usually influenced by intrinsic motivation.
- Such people do not blame external factors for their failures rather than, they set forth surplus efforts to meet their commitments.
- The people who have strong self-efficacy retrieve from disappointments and ultimately they can easily achieve their personal goals.
- People with low self-efficacy remain doubtful about their ability to perform challenging tasks and they rather like to avoid them. Such people have low aspirations which may result in disappointment. Self-efficacy beliefs are important because unless people have faith in their capability, they won't try their hand on it.

Self-Concept and Self- Efficacy

Most of the people regard that there is no difference among self-efficacy, self- concept or self-esteem, but in fact three of these attributes are different terms. So, it is necessary to understand the difference amongst these psychological concepts. Self- efficacy is considered to be a belief that one is capable and competent to execute a particular task. It is future oriented, while on the other hand; self-concept includes the evaluation of such competence which is developed as a result of external and internal comparisons, using other people or other aspects of the self as frames of reference. Albert Bandura (1997) has an opinion that "self-efficacy beliefs are the strong prediction of the behaviour, while self-concept has weaker prediction power." (Woolfolk, 2011) 5 People have a general notion that self-efficacy and self-esteem are synonyms to each other but it is not so. There is also a difference in these related terms.

Self-concept and self-efficacy are intertwined psychological constructs that profoundly influence an individual's motivation, behavior, and overall well-being. Self- concept, encompassing one's beliefs about oneself, shapes how

individuals perceive their abilities, values, and identity. It is a multifaceted construct that includes cognitive, affective, and behavioral components. Self-efficacy, on the other hand, refers to an individual's belief in their capability to successfully execute specific tasks or achieve specific goals. It is a domain-specific construct that can vary across different areas of life.

A strong positive correlation exists between self-concept and self-efficacy. Individuals with a positive self-concept tend to have higher self-efficacy beliefs, as they view themselves as competent and capable of overcoming challenges. Conversely, individuals with high self-efficacy are more likely to develop a positive self-concept, as their successes reinforce their belief in their abilities. These constructs interact dynamically, influencing each other in a reciprocal manner. For instance, positive experiences can enhance both self-concept and self-efficacy, while negative experiences can undermine them.

Understanding the interplay between self-concept and self-efficacy is crucial for various reasons. In educational settings, these constructs are associated with academic achievement, motivation, and persistence. Students with a strong sense of self-concept and self-efficacy are more likely to set ambitious goals, persevere in the face of difficulties, and achieve academic success. In the workplace, these constructs are linked to job performance, career advancement, and job satisfaction. Individuals with high self-efficacy are more likely to seek out challenging tasks, exhibit greater effort and persistence, and achieve higher levels of job performance.

Furthermore, self-concept and self-efficacy play a significant role in psychological well-being. Individuals with a positive self-concept and high self-efficacy are better equipped to cope with stress, adversity, and setbacks. They are more resilient, optimistic, and have a greater sense of control over their lives. Conversely, negative self-concept and low self-efficacy can lead to feelings of inadequacy, anxiety, depression, and other mental health problems. Self-concept and self-efficacy are essential psychological constructs that have far-reaching implications for individuals' lives. By understanding the interplay between these constructs, researchers and practitioners can develop effective interventions to enhance individuals' self-beliefs, motivation, and well-being.

The Interplay between Self-Efficacy and Self-Esteem

Self-efficacy and self-esteem are interconnected. High self-efficacy can contribute to increased self-esteem, as successful experiences can boost one's overall sense of worth. Conversely, high self-esteem can enhance self-efficacy by providing a foundation of confidence and belief in one's abilities.

The Interplay between Self-Efficacy and Self-Esteem

Feature	Self-Efficacy	Self-Esteem
Definition	Belief in one's ability to succeed in specific situations or accomplish a task.	Overall evaluation of one's self-worth.
Focus	Task-specific	Global self-perception
Development	Can be developed through experience, modeling, and social persuasion.	Influenced by social comparisons, personal experiences, and cultural norms.
Impact on Behavior	Influences effort, persistence, and choice of challenging tasks.	Affects motivation, resilience, and overall well-being.
Relationship	High self-efficacy often contributes to higher self-esteem. Successful experiences boost both self-efficacy and self-esteem.	High self-esteem can enhance self-efficacy by providing a positive foundation for believing in one's abilities.

The Impact of Self-Efficacy and Self-Esteem

Both self-efficacy and self-esteem have a significant impact on individuals' lives. People with high self-efficacy and self-esteem are more likely to:

- Set challenging goals: They are not afraid to take on difficult tasks and strive for excellence.
- Persist in the face of setbacks: They are resilient and bounce back from failures.
- Cope with stress and adversity: They have effective coping mechanisms and can maintain a positive outlook.
- Achieve academic and professional success: They are motivated to learn, work hard, and seek out opportunities for growth.
- Build strong relationships: They are confident in their social interactions and can form meaningful connections with others.

To foster self-efficacy and self-esteem, it is important to:

- Provide opportunities for success: Encourage individuals to take on challenges and celebrate their achievements.
- Offer constructive feedback: Provide specific, actionable feedback to help individuals improve.
- Model positive behaviors: Demonstrate self-confidence, resilience, and a growth mindset.

- Encourage self-compassion: Help individuals to be kind and understanding towards themselves.

Teacher-Efficacy

Teacher-Efficacy is considered to be the major psychological factor effecting teacher's work. It can be defined as the extent to which a teacher believes that he or she can influence student's behaviour and their overall academic achievement, exclusively of students having low learning motivation. It is considered synonym with teacher's sense of responsibility for students learning. High self-efficacious teachers can bring desirable changes in the outcome of the students. Strong belief of the teachers on their capability makes them effective teachers. If teachers have a firm faith that they are able to bring about desired changes in his/her students, they teach in ways that exhibit this belief. High self-efficacious teacher believes and feels that he/she is capable to teach all students alike irrespective of their race, ethnicity, learning abilities and background. It can be said that the extent to which a teacher believes that he or she has the capability to effect student's performance is known as teacher's efficacy.

Self-efficacious teachers are likely to exhibit higher level of planning, organization and zeal. They keep up working zealously even when things do not go smoothly and are more resilient in the face of setbacks. In-fact self-efficacy is the self-notion of teachers and it has powerful impact on students learning. Self-efficacy affects teacher's rationale pattern, behaviour choices, commitment and achievement. It plays a serious role in the learning performance of students. Hence, it can be said that teaching quality can be enhanced if teachers improve their self-efficacy.

Teacher efficacy, the belief in one's ability to positively influence student learning, stands as a cornerstone of effective teaching. Teachers with high self-efficacy possess a strong sense of agency, believing in their capacity to create engaging and supportive learning environments. This belief empowers them to implement innovative teaching strategies, motivate students, and adapt to the diverse needs of their learners. They are more likely to set high expectations, provide constructive feedback, and foster positive student-teacher relationships. Moreover, teachers with high self-efficacy are more resilient in the face of challenges, persisting in their efforts to help students succeed, even when faced with adversity.

Research has consistently shown a strong correlation between teacher efficacy and student achievement. Teachers who

believe in their ability to make a difference are more likely to exhibit effective teaching practices, such as using evidence-based instructional strategies, differentiating instruction, and creating a positive classroom climate. These practices, in turn, lead to improved student outcomes, including higher levels of engagement, motivation, and academic performance.

Furthermore, teacher efficacy is closely linked to teacher job satisfaction and well-being. Teachers who feel confident in their abilities are more likely to experience job satisfaction, reduced stress, and increased motivation. This positive outlook can lead to greater job commitment, lower rates of burnout, and increased retention in the teaching profession. By fostering a sense of teacher efficacy, educational institutions can cultivate a teaching workforce that is motivated, confident, and committed to student learning. This can be achieved through various strategies, such as providing professional development opportunities, recognizing and rewarding teacher accomplishments, and creating supportive school cultures. By investing in teacher efficacy, we can ultimately improve the quality of education and positively impact the lives of students.

Theories of Self-Efficacy

Self-efficacy, the belief in one's ability to successfully execute specific tasks and reach desired goals, is a crucial element for teacher educators. Understanding the theoretical underpinnings of self-efficacy can help us to better support and empower teacher educators.

Here are some key theories that are relevant to teacher educators:

1.16.1 Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT) emphasizes the role of observational learning, self-regulation, and self-efficacy in shaping human behavior. In the context of teacher education, SCT suggests that:

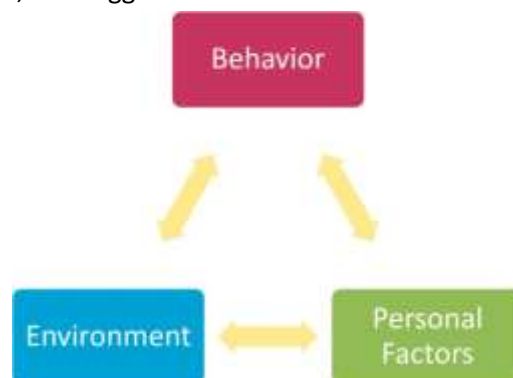


Figure 15. Social Cognitive Theory (SCT)

- **Modeling:** Observing experienced teacher educators can enhance pre-service teachers' self-efficacy. By witnessing skilled teachers in action, pre-service teachers can develop a sense of competence and confidence in their own abilities.
- **Vicarious Experiences:** Sharing stories of successful teacher educators can inspire and motivate pre-service teachers. These stories can demonstrate that challenges can be overcome and that success is attainable.
- **Social Persuasion:** Positive feedback and encouragement from mentors, peers, and supervisors can boost self-efficacy. Constructive criticism and supportive feedback can help pre-service teachers to believe in their abilities and persevere in the face of challenges.
- **Mastery Experiences:** Successful teaching experiences can strengthen self-efficacy. By experiencing success in the classroom, pre-service teachers can develop a sense of accomplishment and competence.

Self-Determination Theory (SDT)

Self-Determination Theory (SDT) focuses on intrinsic motivation and the importance of autonomy, competence, and relatedness. In the context of teacher education, SDT suggests that:



Figure 16. Self- Determination Theory

Autonomy Support: Providing opportunities for teacher educators to make choices and decisions can enhance their sense of autonomy and self-efficacy. By allowing teacher educators to have a voice in their professional development, we can empower them to take ownership of their learning and growth.

Autonomy support is a key concept within Self-Determination Theory (SDT). It refers to the extent to which an environment or individual provides opportunities for choice,

acknowledges and respects a person's perspective, and provides meaningful rationale for tasks or behaviors.

Characteristics of autonomy support:

- ② Providing meaningful choices: Offering options and allowing individuals to make decisions within a given framework.
- ② Providing rationale: Explaining the reasons behind requests or tasks, fostering understanding and buy-in.
- ② Minimizing external pressure: Avoiding controlling language or coercive strategies.
- ② Encouraging initiative: Promoting self-directed learning and problem-solving.
- ② Recognizing and respecting individual differences: Acknowledging and valuing diverse perspectives.

Benefits of autonomy support:

- ② Enhanced intrinsic motivation: Increased interest and engagement in activities.
- ② Improved self-regulation: Greater ability to manage one's own behavior and emotions.
- ② Enhanced creativity and problem-solving skills: Greater willingness to take risks and explore new ideas.
- ② Positive psychological well-being: Increased feelings of autonomy, competence, and relatedness.

Competence Support: Offering challenging but achievable tasks and providing constructive feedback can boost self-efficacy. By setting clear expectations and providing timely feedback, we can help teacher educators develop the skills and knowledge they need to be successful.

Competence support, a key component of Self-Determination Theory (SDT), refers to the extent to which an environment or individual provides opportunities for individuals to feel capable and effective in their actions. It involves fostering a sense of mastery and skill development.

Characteristics of competence support:

- ② Optimal Challenges: Providing tasks that are neither too easy nor too difficult, allowing for a balance between challenge and success.
- ② Positive Feedback: Offering constructive and encouraging feedback to help individuals recognize their strengths and areas for improvement.
- ② Opportunities for Skill Development: Providing opportunities for learning and growth, such as workshops, training programs, and mentorship.

☐ Clear Expectations: Establishing clear guidelines and expectations to help individuals understand what is expected of them.

☐ Encouraging Effort and Persistence: Recognizing and rewarding effort and persistence, even in the face of setbacks.

Benefits of Competence Support:

☐ Enhanced Self-Efficacy: Increased belief in one's ability to succeed.

☐ Improved Motivation: Greater intrinsic motivation to engage in tasks and activities.

☐ Increased Persistence: Greater willingness to persevere through challenges.

☐ Positive Affect: Enhanced feelings of satisfaction and accomplishment.

Relatedness Support: Creating a supportive and collaborative learning environment can foster a sense of belonging and connection. By building strong relationships with colleagues and mentors, teacher educators can feel valued and supported, which can positively impact their self-efficacy.

Relatedness Support is a key component of Self-Determination Theory (SDT). It refers to the need to feel connected to others and to have a sense of belonging. When individuals feel a sense of relatedness, they are more likely to be motivated, engaged, and satisfied.

Characteristics of relatedness support:

☐ Empathy and understanding: Showing genuine care and concern for others.

☐ Positive social interactions: Fostering positive relationships and a sense of community.

☐ Supportive relationships: Providing encouragement, guidance, and emotional support.

☐ Open communication: Creating opportunities for open and honest communication.

☐ Respectful interactions: Treating others with kindness, dignity, and respect.

Benefits of relatedness support:

☐ Enhanced well-being: Increased feelings of happiness, satisfaction, and life purpose.

☐ Improved mental health: Reduced stress, anxiety, and depression.

☐ Increased motivation: Greater willingness to engage in activities and tasks.

☐ Enhanced social skills: Improved ability to form and maintain positive relationships.

☐ Increased resilience: Greater ability to cope with challenges and setbacks.

Approaches of Teacher -Efficacy

Two important approaches of Teacher-Efficacy are: ¾
Humanistic Approach A teacher who has a very high self-efficacy and have humanistic approach towards students, are very positive and have trustful views of students. Such teachers empower students to work hard and take responsibility of their actions.

Custodial Approach

A teacher with a custodial approach emphasises to maintain order, distrust of students, and a moralistic strand towards deviant behaviour. In this approach, teacher considers himself to be very superior and his/ her students very irresponsible and

untrustworthy, lacking in respect and obedience. The whole process of the system of education revolves round the teacher. The behaviour and character of the students is greatly affected by the teacher. It has been proved now that student's academic achievement is affected by the teacher sense of self-efficacy. High self-efficacious teachers' leaves no stone unturned to work hard for the betterment of their students. They also have the ability to motivate students to work hard and to achieve success, while on the other hand, those teachers who have low self-efficacy usually seems to have negative outlook about students. Such teachers often blame students for their learning deficiencies. It can be said that efficacious teachers have more positive and effective results in the classroom as teacher-efficacy affect both teaching as well as student's achievement. whereas those with a low instructional self-efficacy undermine student' cognitive development and judgments of their own capabilities. Efficacious teachers believe that they can make a difference in their student' lives and teach in ways that demonstrate this belief. They effectively manage their classes and interact with their student in a positive and meaningful fashion. They help their student set goal for themselves and help them achieve them.

Teacher's Self-Efficacy and Teaching Effectiveness

A teachers perceived self-efficacy is a personality trait which helps him/her to succeed in enhancing his/her student' achievements, in setting high goals for himself/herself and in pursuing these goals vigorously. Self-efficacy beliefs determine how people feel, think, motivate

and conduct themselves. Such beliefs influence their cognitive, motivational and affective processes. A strong sense of self-efficacy enhances a person's well-being in many ways. People with a strong sense of self-efficacy are ready to face challenges and do not shy away from encountering them. Such an efficacious outlook fosters deep interest in activities. Those with such an outlook set themselves challenging goals and maintain a strong commitment to them. Such an outlook produces positive results, reduces stress and lowers vulnerability to depression. Pre-service teachers' sense of teachers' efficacy is related to their beliefs about controlling their student. Teachers with a low sense of efficacy tend to hold a custodial orientation that takes a pessimistic view of student' motivation, which emphasizes a rigid control of classroom behaviour and relies on extrinsic and negative sanctions to get the student to study. Teachers with high efficacy beliefs create mastery experiences for their student. Teacher Self-Efficacy refers to a teacher's belief in their ability to effectively teach and positively influence student learning. This belief plays a crucial role in shaping a teacher's motivation, persistence, and overall teaching performance.

Factors Influencing Teacher Self-Efficacy:

- Past Experiences: Successful teaching experiences can boost self-efficacy, while failures can diminish it.
- Vicarious Experiences: Observing successful teachers can inspire and motivate.
- Social Persuasion: Positive feedback and encouragement from colleagues, administrators, and students can enhance self-efficacy.
- Physiological States: Factors like stress, fatigue, and illness can impact self-efficacy.

Relationship between Self-Efficacy and Teaching Effectiveness:

- Motivation: Teachers with high self-efficacy are more motivated to try new strategies and persevere through challenges.
- Classroom Management: Effective classroom management is often linked to high self-efficacy.
- Student Achievement: Teachers who believe in their abilities are more likely to create engaging learning environments and inspire student success.
- Professional Development: Teachers with high self-efficacy are more likely to seek out professional development opportunities to improve their skills.

Strategies to Enhance Teacher Self-Efficacy:

- Positive Reinforcement: Celebrate successes and provide constructive feedback.
- Mentorship and Coaching: Offer support and guidance from experienced educators.
- Professional Development: Provide opportunities for learning and growth.
- Collaborative Learning: Encourage collaboration with colleagues to share experiences and strategies.
- Positive Self-Talk: Practice positive self-talk to boost confidence.

Teachers Competency

The teaching methods that were used in the past in the field of education were related where mentor had a prominent part in teaching learning environment and learner did not participate in classroom discussion. Those techniques of teaching were not able to achieve the learning goals like ingenuity, reinforcement, to conjure up, apprehension, formation and utilization of unique view point, originality, emblematic reasoning and application of similar relationship of concept for advance attainment. The progression of different approaches in recent times has taken the widest range of development in the field of teaching. One of the important purposes of these models is to provide guidelines to the teacher to use current and revolutionary approaches for creating an appropriate interactive and conducive environment for learning and enable the teacher to accustom to the learning needs of the student.

A teaching model cannot be defined as a substitute for teaching-learning environment because it provides lively, understandable, harmonious and clear vision that resolves the complexities of teaching but a model cannot replace the fundamental qualities and characteristics of teacher like depth of a concept, understanding towards the learning ability of a learner. This is very helpful to teachers so that they can modify the methods and present it in an impressive manner. It is a sort of framework which helps in implementation of teaching model and creates a suitable curriculum to teach model with proper guidelines to teacher. These models are strategies for teaching to achieve desired instructional motive. There are several teaching model for enhancing and expanding student' proficiency in various aspects related to teaching like inventive thoughts, capability to unlock the difficulties like attention, conceiving, relaxation, self-

examination, summarizing, dramatization, innovative thoughts, social-relationship, metaphor, framing-reframing, progression, symbolism, information, gestalt analysis etc. One of the prominent models that include creative problem solving procedure is the synectic model of teaching. This model encourages the creative ability of learner and make familiar to the analogies and metaphors. The exercises of synectics model are based on strategy known as familiar-strange that focuses on things in an innovative aspect. The creative aspect of student varies from others but by making use of guided techniques exercises and activities the synaptic model strengthen the “creative thinking” of learner. The classroom brainstorming activity can be used in the procedure of synectics model which encourages the learner to learn in a more efficient manner.

Teacher competencies are the essential skills and knowledge that effective educators possess. These competencies enable teachers to create engaging learning environments, facilitate student learning, and promote positive outcomes. Here are some key teacher competencies:

- Pedagogical Knowledge and Skills:
 - o Curriculum development and implementation
 - o Instructional strategies and techniques
 - o Assessment and evaluation
 - o Classroom management
 - o Differentiated instruction
- Content Knowledge:
 - o Deep understanding of subject matter
 - o Ability to apply knowledge to real-world contexts
 - o Staying updated with current trends and research
- Interpersonal and Communication Skills:
 - o Effective communication with students, parents, and colleagues
 - o Active listening
 - o Empathy
 - o Conflict resolution
 - o Building positive relationships
- Professional Ethics and Responsibilities:
 - o Adhering to ethical codes of conduct
 - o Maintaining confidentiality
 - o Promoting fairness and equity
 - o Engaging in professional development
- Information and Communication Technology (ICT) Literacy:
 - o Using technology to enhance teaching and learning

- o Integrating digital tools into instruction
- o Utilizing online resources for research and collaboration
- Critical Thinking and Problem-Solving:
 - o Analyzing complex issues
 - o Identifying solutions
 - o Making informed decisions
- Creativity and Innovation:
 - o Developing original ideas
 - o Encouraging creativity in students
 - o Adapting to changing circumstances
- Cultural Competence:
 - o Understanding and respecting diverse cultures
 - o Creating inclusive learning environments
 - o Adapting instruction to meet the needs of diverse learners

Teachers Competency Identified by NCTE

The National Council for Teacher Education (NCTE) has identified several key competencies that are essential for effective teaching. Pedagogical competence is crucial for planning, organizing, and implementing effective learning experiences. Teachers must be skilled in selecting appropriate teaching strategies, using diverse instructional materials, creating a positive learning environment, differentiating instruction, using assessment to inform instruction, and fostering critical thinking and problem-solving skills. A deep understanding of the subject matter is essential for effective teaching. Content knowledge competency involves grasping core concepts, theories, and principles, applying them to real-world contexts, and communicating them clearly to students. Staying updated on current research and developments ensures relevant and engaging instruction. Professional ethics and values are fundamental to the teaching profession. Adhering to ethical principles, maintaining confidentiality, and demonstrating integrity are essential. Prioritizing student well-being, promoting fairness and justice, and upholding the dignity of the teaching profession are crucial. Engaging in ongoing professional development enhances skills and knowledge. Effective communication involves active listening, clear speaking, and appropriate language and nonverbal cues. Strong communication skills create a supportive learning environment, motivate students, and facilitate effective interactions with students, parents, and colleagues. Proficiency in using ICT tools enhances teaching and learning. This includes using computers, software, and

other digital technologies to create engaging lessons, facilitate student learning, and communicate with students and parents. Integrating technology makes learning more interactive, personalized, and effective.

The National Council of Teachers Education has identified ten teachers competency for making the teachers professionally content. These are discussed below in brief: Teachers Competency have been categorized on the basis of purpose being completed. These are as follows:

UTILITIES OF ICT IN DIFFERENT STEPS OF RESEARCH

Table: 7

Research stage	Software/ Application	Utilities
Problem identification and Literature review	Google scholar, Microsoft academic Base, Science. gov, Research Gate and Semantic Scholar, Mendeley, ShothGanga, PubMed infilbnet, SSRN etc Academic database and search engines; ERIC, MEDLINE, SCOPUS, Wed of science, JSTOR, ABI/INFORM, directory of open Access Journals (DOA), IEEE Xplore, Science Direct.	Identification of research papers and reports Helps in construction of problem statement Helps in supporting the research discussion and results.
Reference/ Bibliography management	Easy.bib.com, Mendeley, Endnote, JabRef, BibMe.,Citavi, bibDesk, Bookends, Sorcd, Docear, Pybilographer, Qiqqa, Refbase, Bibfilex, Cite4m3.org,Paperpile, Reference manager	Helps in systematically cite any research paper or report etc. Help in management of reference or bibliography Help in all forms of citation like APA, MLA,Chicago,IEEE,CSE etc.
Datacollection (Survey or Questionnaire method)	Google Forms, SoGosurvey, Survey Monkey, typeform, Client Heartbeat, Zoho survey, Survey gizmo, Survey Planet, Survicate, Crowdsignal, Qualtrics, QuestionPro Field data collection software Fulcrum. Magpi, Fast Field, Jpt forms, GoSpot Check.	Helps in construction of questionnaire or survey online which can be circulated among the respondents to get the data. Most of the tools allow you to automatically create database out of survey/ questionnaire. Some tools are also give basic to intermediate level analysis like pie-chart, bar graph etc.
Data management and Analisis	Quantitative tools; SPSS, R Language, Ms-EXCEL, MATLAB, SAS, GrPHPad Prism, Minitab STATA, Python XLSTAT, Maxstat, Apache Spark. Qualitative tools; SPSS Text, Analytics, NVivo, ATLAS.ti., provalis Research, Annotations, Transana, Text Analytics software, MAXQDA, Dedoose, Raven's Eye, Hyper RESEARCH, F4analyse Datagrav.	There are many tools available in the market but as a researcher it is important to understand the need and usage of such software for the research. Most of the quantitative and qualitative software are application oriented where you input your data and followed by performance of analysis but there are some wherein you need to build your program according to your data and analysis, Qualitative analysis tools the raw unstructured data or narratives in to codes give theme or case analysis. Tools like Transana are so advance that

Plagiarism check	Turnitin, Quetext, Grammar, WhiteSmoke Plagiarism Checker, pro Writing Aid, Article Checker, SmallSEO Tools Plagiarism Checker, Copyleaks, Viper, Checkforplagiarism.net, Wordpress Plugin, Plagium, Plagiarism Checker, Copyscape, DMCA Scan, Dustball, WebConf tool, Plagtracker, Plagiarism, Unicheck, DupilChecker.	it analysis digital video or audio data. Help in identification of Plagiarism Some tools which are more advance are able to identity Plagiarism as well as suggest ways to remove the plagiarism.
Language Grammatical correction and error	Ms-word, Grammarly, proWritingAid, CorrectEnglish, Stylewriter, Whitesmoke, Ginger software	Help in all kind of Grammatical errors Also helps in typo errors and bad sentence structure It can give you word selections, usage of meaningful punctuation etc.
Manuscripts Submission and Publication	Elsevier, Wiley, Macmillan Publishers, Sage Publications, Springer, Emerald, Francis, and Taylor.	Ict has also made publication very easy through online submission Listed are not tools but typical websites which rule the academic research world and they most reputed publisher which accepts manuscripts throughout the years.

Conclusion

Education is that the technique of facilitating mastering or getting information, skills, values, beliefs and habits. It's usually conducted below the steering of educators; however students possibly will also educate themselves. Education will ensue formal and informal contexts and any expertise that has coaching effects on the means one thinks feels and acts may be thought-about academic. The major aim of education is to develop students' need and talent to assume and recognize the globe around them. Education should prepare adolescents for all times, work and smart citizenship. Teachers form an important component of the overall education system and the success and failure of a system to a great extent depends on the quality of the teacher. Our ancient education system is said to be excellent because of teachers like Rishi Vashist, Maharishi Vishvamitra, Maharishi Valmiki, Acharya Chanakyas etc. who all hold high respect in our society. As far as Teacher Educators are concerned, they play a significant role in the personality and career development of their students. Directly & indirectly teacher's personality affects the personality and growth of students. The examples set by them have long lasting effect on their students. They pick up the way of life, their teachers reflect through their behaviour & expression. Teaching is a responsible job and teacher is the key person on whom

the future of children and mankind depends. This means that a tremendous responsibility rests upon the teacher. In order to teach effectively, teachers must not only feel psychologically and physically comfortable, but they must also have firm trust that they can make difference to the lives of children; they are teaching, which is called teacher-efficacy. Even teacher's self-efficacy has important formative effects on student's outcomes such as achievement, motivation and students own sense of efficacy across various areas and levels.. At present, new media technologies are envisioned as the gateway for transforming the Indian higher education system into an educational utopia. As a result of which, the Government of India and the MHRD have started to make extensive investments in innovative projects that endorse the use of online technologies for education in the pursuit of providing inclusive quality education to the entire nation. They aim at making the future generation of India competent enough to strive in the knowledge-based economy of the digital era. Hence, almost all notable higher education missions and policies (including National Mission on Education through Information and Communication Technologies (NMEICT) of 2009, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (National Higher Education Mission of 2013), National Policy on Education of 2016 and the UGC's 12th Five Year Plan (2012-2017)) that were framed and executed during the last decade gave a significant focus to bring in digital interventions into the higher education classrooms for supplementing the teaching and learning process. The growth in the emphasis given to the digital technologies in the Indian educational policies coupled with the 'Digital India' programme (which was inaugurated in the year 2015 with the intention of digitally empowering the nation in the field of technology) has contributed to the launch of several prominent online educational interventions pertaining to higher education including SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) (an indigenous MOOC platform), National Digital Library, Virtual Labs, Shodhganga (online repository of Indian theses and dissertations) and e-ShodhSindhu (online portal that grant access to e-resources for colleges).

Social media change the way we study in the current generation. Students now refer to social networks for information. With the proper strategy, social networks will create education additional cooperative and economical. It

will facilitate keep course data organized and accessible. Social networks can be useful in all types of education. You can provide useful information and content that is not available in the nearest resources.

Social networks have been seen as one of the most used media in all age groups. In particular, social networks have been seen mainly among students for their easy accessibility and features for staying in touch with the people around them. Since its existence, the number of users has increased day by day and especially among students, they face great negligence and challenges in their academic performance, anxiety and social intelligence of the student and have certainly caused a rapid decline in quality education. It has been determined that students paying a lot of time spent on chatting and messaging than rather than doing any kind of physical activity and this might could definitely influence their academic achievement. Therefore, this study was to research the influence of social networks among students.

With Social Media Technologies progressively gaining attention in the global academic realm for their educational functionalities, it is imperative for the nation to shift its focus towards these technologies for attaining maximum benefits. But with the adverse lack of research pertaining to social media educational interventions in the Indian context, the following questions evidently arise: Will the faculty members of the Indian higher education institutions be able to accept social media outlets as educational interventions? How far are these social media platforms already being used informally by the faculty members and students for supplementing their classroom activities? What are the problems that can be expected when introducing social media interventions in the higher education classrooms of India? If an education based social media platform is introduced as a supplementary aid how well will it be received by the students and the faculty members? How does an education based social media platform when used as a supplementary aid in an Indian higher education classroom impact the teaching and learning experience of the students and the faculty members? The present investigation aims to address all these questions with the pursuit of finding answers that might aid in understanding the practicality of introducing social media intervention into the Indian higher education classrooms as formal learning aids employing survey and experimental research methods. By gaining a proper understanding, it is possible to design and

develop better educational interventions and policies that can overthrow the challenges faced by the nation's higher education system thereby creating an unparalleled educational environment for the students as well as faculty members of India.

The present study is carried out to evaluate the use of social media among preserve teachers. In this technological era, everyone participates in social networks and is a member of one or other social network sites. Obviously, now day's students spend a lot of time on networking sites. Nobody can stop them from chatting, sending text messages, video calls, audio calls, etc. So the only possible way is, so that they are aware of how useful this technology is for its integral development. Social networks have several advantages for students, since one can get in touch with the outside world so quickly and cheaply, he can discuss various issues related to education, society, politics and even commerce. A student can use this technology to make decisions about his / her academic and professional improvement and also to learn different languages. Well-managed and targeted synchronous chat sessions can provide students with powerful online learning experiences. In addition, the study will tries to make students recognize to how social media are to be utilize quickly for obtain available information etc. The present study differs from the studies examined in many respects. First, studies with the variable have not been conducted so far. Studies have been found on the use of social media and academic performance. Second, the present study is unique and differs from the rest of the studies in terms of population and sample. Finally, so far no studies have been conducted that combine the three variables anxiety, academic performance and social intelligence. Therefore, the present study is the first of its kind in this regard. Therefore, the researcher chose the title "Impact of Social Media in Enhancing Teacher Self -Efficacy among the Teacher Educators".

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