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## Exploring the Impact of Teacher's Personality Traits on Student's Self-Efficacy in Physical Education: An Explorative Study

**Gurpreet Kaur**

Research Scholar

CT University, Ludhiana, Punjab.

[gurpreetk032@gmail.com](mailto:gurpreetk032@gmail.com)

**Dr Pravin Kumar**

Professor and Dean

School of Humanities and

Physical Education. CT University.

Ludhiana. Punjab

### Abstract

There is significant role of the teacher's personality traits on students 'self-efficacy in physical education in India and the rest of the world by its process, determinants, and consequences. In these consequences, the major statement of the research problem of this research paper is based on trying to find out the answer to unfolding facts about the nexus of teachers' personality traits and self-efficacy of students. In these consequences, the major objective of this research paper is based on the explorative based study of the role and function of teachers' personality traits on students 'self-efficacy. The methodology of this research paper is based on the empirically based study among students and teachers in Chandigarh city of Punjab. Major findings of this research paper give a base for the



development of an understanding of the role and function of social and psychological well-being of students are important tools in the formation and function of the impact of teacher's personality traits on self-efficacy on learning domain of students in physical education of India. The result part also gives a linear sequence of the cultural values, norms, attitudes, and perceptions of teachers about students' self-efficacy in the context of globalization. Therefore, the findings of this research paper encourage and motivate students, teachers, researchers, and policymakers for better enhancing the conducting of research work in the area of research work. Therefore, it can be finalized that the findings of this research work are based on the depth study about an explorative study concerning the global phenomena in India.

**Keywords:** Teachers, Students, Personality traits, self-efficacy, India.

## 1. Introduction

### 1.1 Some Basic Definition

#### *Personality traits of teachers*

Personality traits of teachers may be defined as role of teachers including empathy, sympathy, and active learning, free of biasness and respectful toward students in the context of learning domain of physical education. These consequences create a positivity among students in the periphery of better educational relationship between students and teachers (Polk, 2006, pp.23-29).

#### *Student's self-efficacy*

Student's self-efficacy can be defined as creation of attitudes and belief among students regarding to achieve targets and goals with interaction of teachers in organization. These perspectives create phenomena concerning generating self confidence among students toward their teachers (Ahamed & Safaria, 2013, pp. 22-29).

### 1.2 Some conceptual framework

According to Hutzler et al (2019), teachers' attitudes play an important role in enhancing student's self-efficacy in physical education. The matter of traits of teacher's personality traits and their impact on student's self-efficacy is positively associated with the



psychological behavior of both students and teachers because these consequences fall as impact factors on the relationship between teachers and students. A similar study given by Pan (2014), shows that the cordial nexus between a teacher's personality traits and a student's self-efficacy motivates and inspires students in a friendly education atmosphere in physical education among teachers. Additionally, this study gives an approach-based phenomenon in the context of developing an understanding of the study of the impact of teachers' personality traits. A study by Gorozidis & Papaioannou (2011), reveals that teacher's personality traits, achievements, goals, attitudes, and intention generates a better impact among students as self-efficacy in physical education. Apart from this, this study also reveals that facts of psychological behavior positively give a motivational approach to students due to better relationship in the environment of physical education. These consequences also contribute to the creation of creativity with self-efficacy in physical education.

A study by Browuers et al (2011), shows that there is a significant impact of social support in the case of the creation of self-efficacy among students in physical education in the context of teacher's personality traits. However, this study gives a base for developing a methodology in the context of explorative techniques concerning the micro-based study about the role of self-efficacy among students. A study byes cart et al (2010), gives a similar phenomenon concerning the motivation and inspiration among teachers and students' relationship in physical education. Likewise, this study also forwards that the Western approach of the study gives a significant impact on teachers' personality traits on students' self-efficacy in physical education in the context of psychological support. According to the study of Martinez et al (2010), self-efficacy may be defined as inspiration, motivation, and aspiration among students in the context of the impact of teacher's personality traits in physical education. This study also reveals that teachers should motivate students for better educational performance from the perspective of the impact of a teacher's personality in physical education. Likewise, a similar study given by Semiz and Ince (2011), shows that educational personality with physical personality is an important tool in the measurement of the level of self-efficacy among students in physical education.



A study by Martins et al (2015), realized that experiences of teaching are an important tool in the measurement of the impact of teacher's personality traits on the self-efficacy of students in physical education. Additionally, this study also reveals that matter of psychological motivation is also positively associated with creativity among students in the context of self-efficacy. Study by Guruvitch and Metzler (2009), field-based information is important base for developing an understanding among students in the context of the impact of teacher's personality traits in physical education. Additionally, it is also found that both conceptual and theoretical frameworks are giving an important role and function in the context of the impact of personality traits of teachers on students' self-efficacy. Therefore, it may be concluded that these consequences are positively associated with the psychological behavior of students in physical education. In the consequences, study by Nara & Kumar (2010), aging, personality, and aptitude of teachers are important phenomena in the process of enhancing self-efficacy among students in physical education in India. In the case of India, it is also realized that the personality of teachers is an important key in the creation of self-efficacy among students in India.

In the case of India, the study of Sehgal et al (2017) shows that the leadership quality of teachers gives an important role in the creation and enhancement of self-efficacy among students in physical education. Likewise, the study also reveals that the Indian education system is not considered a leadership quality in the context of the relationship between teachers and students in physical education. A similar study given by Lamture and Gathoo(2017), shows that self-efficacy is positively associated with personality traits of teachers in physical education in the case of disabled students in India. Apart from this study also realizing that it is needed to give motivational support to the student through traits of the teacher's personality in the context of leadership quality among students with the role of teachers in physical education in school. In a study by Salimard and Srimathi (2016), the role of psychological well-being gives an important role in the function of self-efficacy among students in physical education. The authors also reveal that there is a need to be conducting an explorative-based study concerning the impact of teachers' personality traits on the self-efficacy of students in physical education in India in the consequences of globalization.



Based on the above introduction part, there are the following concluding remarks concerning the impact of personality traits of teachers and its impact on the self-efficacy of students in physical education:

- i. Process, determinants, and consequences of the personality traits of teachers are positively associated with the phenomena of the creation and enhancement of self-efficacy among students in the context of psychological well-being. In the context of psychological well-being, it is realized that the role of psychological behavior is an important tool in the process of measuring the impact of personality traits of teachers on the self-efficacy of students.
- ii. In the case of India, the introduction part gives a base for developing an understanding of the impact of personality traits of teachers with the aptitude of students including norms, values, and psychological behavior in the creation of self-efficacy among students in physical education. However, it is also realized that these consequences are positively associated with the self-aspiration, motivation, and self-esteem of students in the case of physical students in India.
- iii. Based on the above-concluding remarks, the background of the study is based on the explorative-based study concerning the phenomena of the impact of personality traits of teachers on the self-efficacy of students in physical education in India. Therefore, the introduction and background of the study also give a base for a critical review of the impact of personality traits on teachers by its impact in the context of process, determinants, and consequences of leadership quality of teachers. Therefore, the next section of this research paper is based on the review of selected literature according to the nature, theme, and objectives of the study in the context of retrospective to prospective manner of the study design for better justification of the objectives and answering of research questions in current research work.

## 2. Review of Literature

Based on the above concise introduction part, the review of literature part follows the following steps concerning developing a better understanding according to the nature of the research work:



- i. Searching review of the literature
- ii. Selection of selected review of literature
- iii. Theoretical framework
- iv. Conceptual framework

The above four steps are being followed according to the following sub-sections of the review of literature:

- i. Exploring the impact of teacher's personality traits on student's self-efficacy in physical education in India.
- ii. Exploring the impact of teacher's personality traits on student's self-efficacy in physical education in the rest of the world.
- iii. Emerging challenges concern the impact of teachers' personality traits on students' self-efficacy in physical education.

**i. Exploring the impact of teacher's personality traits on student's self-efficacy in physical education in India.**

- A study by Barr et al. (2008), shows that there is a significant impact of the psychological well-being of teachers on students' self-efficacy in the perspective of the role of leadership quality of teachers. Additionally, this study also reveals that attitudes and norms have a significant impact on improving the quality of psychological well-being among students in physical education. Likewise, in the study of Nguyi & Lay (2020), the effect of emotional intelligence, self-efficacy, well-being, and behavioral approach are important factors in the case of measurement of the impact of teachers' personality traits on students on self-efficacy in India. Additionally, the study gives a critical approach to developing an understanding of the psychological relationships between teachers and students. The findings of the study of Saksviget al (2005) show that there are different phenomena concerning the role of psychological well-being between teachers and students concerning the enhancing motivational behavior among students among teachers in physical education in India compared to the role of teachers' personality traits on students' self-efficacy. A study by Efrat (2017), shows that there is a need to develop an explorative-based study



concerning conducting a better study about process, determinants, and consequences of the impact of personality traits on the psychological development of students. In these consequences, the study of Sun (2017), reveals that there is significant importance of the role of music in the process of enhancing the relationship between teachers and students in the context of generating leadership quality among students in physical education in India. This study also gives a basis for analyzing a new debate concerning self-efficacy among students.

## **ii. Exploring the impact of teacher's personality traits on student's self-efficacy in physical education in the rest of the world.**

In the case of the United States of America, the study of Zheng et al. (2020) shows that there is a significant impact on the social and psychological well-being of teachers among students concerning improving self-efficacy among students. Additionally, this study also reveals a base for debate around the role of psychological well-being in leadership relationships between students and teachers. A study by Sum et al. (2018), shows that in the case of Britain, the personality traits of teachers give a significant role in the case of improving self-efficacy and leadership quality among students in physical education. However, this study also reveals a phenomenon about the nexus of social/psychological well-being between teachers and students. Findings of the study of Barksiek (2022) also give similar findings concerning the role of teachers' personality traits on students' self-efficacy in physical education in Germany but the methodological approach is based quantitative approach in the process of measurement of the impact of personality traits of teachers with a little sufficient information about the theoretical framework. In this perspective, the study of Caimpa and Gallagher (2016) shows that teachers' collaborative enquiry is an important key concerning the improving role and function of self-efficacy among students in physical education in Canada. A study by Bautista & Boone (2015) shows that in the case of the impact of personality traits of teachers on students' self-efficacy in Australia with the approach of ethnographic tools and findings show that attitudes, norms, values give a significant collaborative enquiry in the context of nexus of teachers' personality traits and self-efficacy among students. Based on the above remarks, it can be summarized that both cultural and



psychological values are positively associated with phenomena of leadership quality among students and teachers.

### **iii. Emerging challenges concern the impact of teachers' personality traits on students' self-efficacy in physical education.**

A study by Gao et al. (2008), shows that there are technical problems existing in the process of improving self-efficacy among students in South Asia due to socio-economic backwardness, but it is realized that the Western world is in a better position due to better communication between teachers and students compared to communication gaps between students and teachers in South Asian countries. A study by Martins et al. (2008), shows that the process, determinants, and consequences of self-efficacy among students are based on the positive sense of relationship between students and teachers in the context of values, norms, and psychological well-being. The study also reveals that socio-economic inequality is the major cause behind the little impact of teachers' personality traits on student's self-efficacy in physical education in South Asian countries. A similar study given by Sparks et al (2015), shows that the approach of "Getting Connected" gives a significant role in the formation and function of better educational relationships between students and teachers in the Western world compared to the large gap in getting connecting approach in physical education of India due to socio-economic backwardness in the context of globalization. In the case of India, the study of Cruz et al (2020), shows that there is an important role of the cultural responsibility of teachers in the improving of self-efficacy among students in physical education. The study also presents a lens for critical analysis of the values of cultural phenomena in communication between students and teachers. Finally, the findings of the study of Meisera et al. (2019), attitudes, concerns, and self-efficacy teaching intentions are important factors behind the improving impact of teachers' personality traits on self-efficacy among students in physical education in India. These consequences can give a role in the development concerning the educational relationship between teachers and students in India.

Based on the above concise critical analysis of the review of literature, the major arguments of this research paper are focused on the explorative study of the impact of teachers' personality traits on the self-efficacy of students in physical education by its process, determinants, and consequences. Additionally, there is an existing gap in the selected review





of literature in the context of India; therefore, the present study covers a broad concept about the above topic as an approach to the explorative method under an empirical-based field survey in India. It is also realizing that these perspectives help develop an understanding concerning the above topic. From these perspectives, it is also realized that the current phenomena of this research paper are based on trying to fill the existing gap in the review of literature according to the demand of the academic world because there is a lack of such kinds of literature concerning around the depth analysis of explorative study about process, determinants and consequences of the impact of teacher's personality traits on self-efficacy of students in learning domain of students in physical education of India. Therefore, the findings of the review of literature also give a broad aspect about the phenomena of the methodological framework concerning the explorative-based study based on empirically based study according to the nature and theme of the determined objective in the paper.

### 3. Methodology

Based on the above concise critical analysis of the review of literature, it is realized that there is an existing gap in the literature in the context of the impact of teachers' personality traits on the self-efficacy of students in physical education in the periphery of India. Therefore, the major statement of the research problem of this research paper is based on trying to explore unfolding facts of process, determinants, and consequences of the role and function of teachers' personalities in improving self-efficacy in students. Apart from this, the major argument of this research paper is based on the exploration-based study concerning the dynamics of empirical-based study among students and their teachers regarding the creation of a new paradigm of knowledge as a role of globalization. However, it is well known that there is a significant role of self-efficacy in the creation of psychological well-being among students and teachers in the context of the impact of personality traits of teachers on the self-efficacy of students. In these perspectives, the major discussion of research problems of this research paper gives a perspective concerning the paradigm of dynamics of psychological behavior of students and teachers.

Based on the above statement of the research problem, there are the following research questions:



1. What is the role of facts concerning the effect of teachers' personality traits on achievement motivation in the learning domain of physical education?
2. What is the correlation between the teacher's personality traits on the self-efficacy of the student in the learning domain of physical education?

Based on the above research questions, there are the following objectives:

1. To study the effect of Teacher's Personality Traits on Achievement Motivation in the learning domains of physical education.
2. To find out the relation between the Teachers' Personality Traits on the Self-Efficacy of the Student in the learning domains of physical education.

Based on the above both research questions and objectives, it is trying to answer research questions based on justification of the objectives focused to empirically based study in selected study zone in Chandigarh city of Punjab in India. Primary data is collected by structured schedule using random sampling in 203 schools that Chandigarh has within its union area comprising both elementary and senior secondary institutions. Students are registered in higher education after completing the 5+3+3+4 level of study. These selected schools are categorized into one of three categories: national schools with boarding and day boarding facilities, international schools with day boarding, or multinational schools with boarding facilities. Schools in Punjab are associated with "the CBSE, ICSE, IB, and CIE Boards" in addition to the state's only state board.

The researcher selected a random sample of 200 sixth graders (130 boys and 70 girls). Physical education classes for sixth graders sometimes differ from those for elementary school students. There may be less likelihood of mixing prior knowledge with the material learned in class. Furthermore, since sixth graders now understand the value of using learning techniques, they can clearly express their ideas and actively utilize those strategies in their learning.

### **Analytical Framework**

Collected primary data is analyzed with the help of statistical tools like method correlation and regression analysis with the help of SPSS.



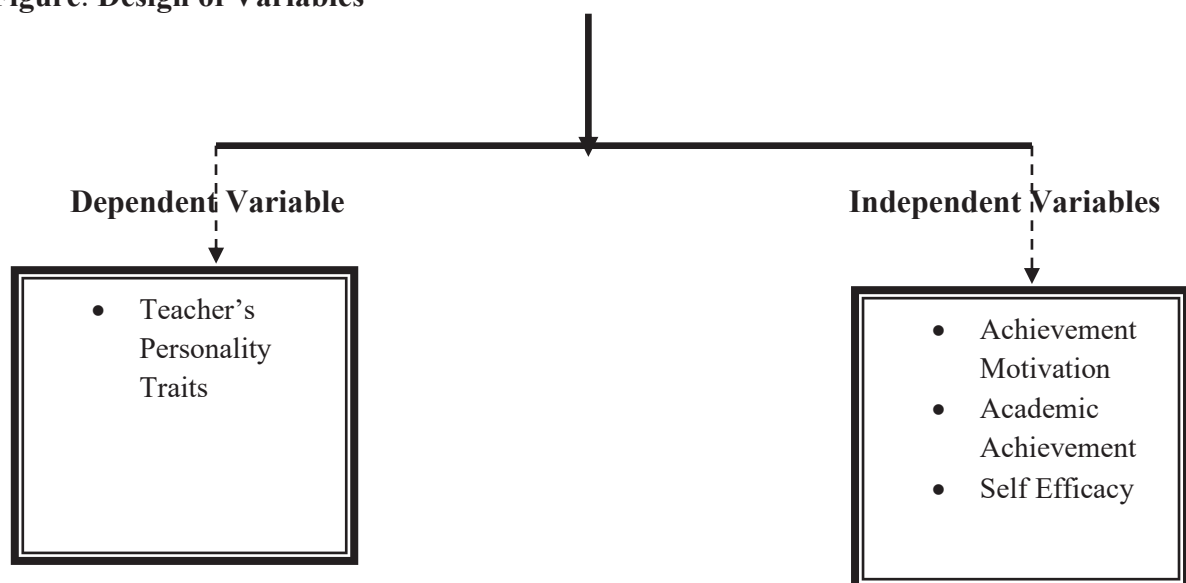
### Correlation

The correlation technique gives a better justification for the association between independent and dependent variables in the context of the role and function of independent variables in the process of leading to dependent variables.

### Regression

Regression analysis is based on the prediction of dependent variables based on independent variables concerning the measurement of the impact of independent variables on dependent variables. In regression analysis, dependent variables are measured in continuous ratio scale while independent variables are measured in categorical, continuous, or a combination of both for exploring-cause-effect relationship between independent and dependent variables.

Figure: Design of Variables



Source: Design by Author, 2023



### 3. Analysis of Result

**H1: There is a significant effect of Teacher's Personality Traits on Achievement Motivation in the learning domains of physical education.**

**Table 4.1 Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.158 <sup>a</sup>	.025	.020	23.57525
a. Predictors: (Constant), Teacher's Personality				

The above table 4.1 show the R-value which represents the simple correlation and that is 0.158, which indicates a low degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the dependent variable, "Achievement Motivation", can be explained by the independent variable "Teacher's Personality".

**Table 4.2 ANOVA**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2828.419	1	2828.419	5.089	.025 <sup>b</sup>
	Residual	110046.936	198	555.793		
	Total	112875.355	199			
a. Dependent Variable: Achievement Motivation						
b. Predictors: (Constant), Teacher's Personality						

The above table is the ANOVA table 4.2, which reports how well the regression equation fits the data (i.e., predicts the dependent variable). This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model 0.025, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).



As per the results, there is a significant effect of Teacher's Personality Traits on Achievement Motivation as the significant value is lower than 0.05, and the alternative hypothesis is accepted.

**Table 4.3 Coefficients**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	170.404	14.732		11.567	.000
	Teacher's Personality Traits	-.612	.271	-.158	-2.256	.025
a. Dependent Variable: Achievement Motivation						

The Coefficients Table 4.3 provides the necessary information to predict the effect of "Achievement Motivation", as well as determine whether the "Teacher's Personality" is statistically significant to the model.

From this above hypothesis, it was found that there is a significant effect of Teacher's Personality Traits on Achievement Motivation in the learning domains of physical education, Hence, the calculated value is smaller than the standard significance value (0.05), the alternative hypothesis is accepted.

**H3: There is a significant relation between the Teacher's Personality Traits on the Self-Efficacy of the Student in the learning domains of physical education.**

**Table 4.4 Descriptive Statistics**

Descriptive Statistics			
	Mean	Std. Deviation	N
Teacher's Personality	53.9250	6.15702	200
Self-Efficacy	137.1850	19.76878	200



In the above table 4.4, we define the descriptive statistics of Teacher's Personality and Self-Efficacy. Descriptive statistics represent the mean and standard deviation values of the variables. According to Table 4.4, the mean value of Teacher's Personality is 53.9250 and the mean value of Self-Efficacy is 137.1850.

**Table 4.5 Correlations**

Correlations			
		Teacher's Personality Traits	Self-Efficacy
Teacher's Personality	Pearson Correlation	1	.157*
	Sig. (2-tailed)		.027
	N	200	200
Self-Efficacy	Pearson Correlation	.157*	1
	Sig. (2-tailed)	.027	
	N	200	200

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 is the Correlations table which shows the correlation between the Teacher's Personality Traits on Self-Efficacy. According to Table 4.5, there is a significant relationship between the Teacher's Personality Traits on Self-Efficacy, as the significant value is .027 which is smaller than 0.05.

As per the results, there is a significant relation between the Teacher's Personality Traits on Self-Efficacy as the significant value is lower than 0.05, and the alternative hypothesis is accepted.

Based on the above result part, it is realized that the result part gives a significant phenomenon about the discussion according to the findings of analysis as well as better justifies the objectives in the sense of the impact of teacher's personality traits on self-efficacy of students in physical education in India. Additionally, regression and correlation analysis also give a base for developing an understating of cause-effect relationship and impact based on independent and dependent variables according to the theme of the research paper and objectives.



## Discussion and Conclusion

Based on the above concise description of the analysis of the result part, major discussion points of this research paper concerning the better justification of process, determinants, and consequences of the role of teacher's personality traits on self-efficacy on students in physical education in India. In these perspectives, it is also realized that the matter of personality traits is positively associated with phenomena of social and psychological well-being among students in the context of the educational behavior of teachers in schools and colleges. Therefore, it is also realized that the major debate of this research paper is based on the depth study about the emerging issues and prospectus concerning the positive relationship between students and teachers in the sense of human values as well as motivational, inspirational, and well-being. Regarding this, it can be discussed that the first objective of this research paper is based on the study of the effect of teachers' personality traits on motivation achievement in the learning domain in physical education. From these perspectives, it can be discussed that there is a significant role of motivational attitudes concerning the nexus of teachers' personality traits in the process of enhancing self-efficacy among students in the domain of physical education. Regarding this, it can be realized that the first objective of this research paper gives a base for developing an understanding of the issues and prospectus about psychological well-being in the context of the role of inspirational and motivational sense among students in physical education. However, based on testing of the hypothesis, it is realized that the major concluding remarks of this research paper are based on the micro-based study in the context of better justification about the nexus of teachers' personality traits on self-efficacy among students in the learning domain of physical education.

The basis of the second objective of this research paper is based on the analysis of the study of the association and correlation between teachers' personality traits and self-efficacy in the students of learning domain of students in physical education in India. In these consequences, both factors are associated and correlated to each other by process, determinants, and consequences about the dynamics of the paradigm of the educational environment of physical education in India. Apart from that, the second objective of this research paper also gives a realistic picture concerning the attitudes, norms, cultural values, and psychological behavior of teachers and their effect on the self-efficacy of students in the learning domain. It can be



also mentioned that the prospectus and issues of the learning domain are based on the association and correlation of social and psychological well-being between teachers and their students by behavioral approach. It is well known that the behavioral approach gives an important role in the function of formation of attitudes, and cultural values in the learning domain of students in physical education in India. In the context of India, it is well known that both individual and social behavior of the students and teachers determine the motivational inspiration among both students and teachers in the context of enhancing self-efficacy among students. Additionally, from the perspective of India, the present study gives an explorative approach to the measurement of the impact of teachers' personality traits on the self-efficacy of students in the context of the learning domain. However, the second objective of this research paper is also associated with the first objective as well as directed by hypothesis in the context of better justification of emerging issues concerning the role and function of self-efficacy among students in physical education of India according to the dynamics of educational behavior of teachers and students.

Based on the above concise description of the discussion part, major concluding remarks can be mentioned as following points:

- i. Firstly, it can be concluded that there is a significant role of teachers' personality traits in the self-efficacy of students in the learning domain of students in physical education in India. In these perspectives, it can be discussed that matters of personality traits and self-efficacy are subjects of discussion in the context of enhancing the learning domain of students in physical education of India because there is a large gap in the policymaking and implementation in the context of enhancing better educational relation between students and teachers.
- ii. Secondly, the first concluding remarks give a significant phenomenon about developing an understanding of the better justification of the objective and testing of the hypothesis. From this perspective, it can be concluded that the result part of this research paper according to Pearson's correlation between teacher's personality traits and self-efficacy of learning domain of students in physical education in India, shows that both factors are correlated and associated with each other by process,





determinants, and consequences in the context of role and function of independent and dependent variables according to the nature of the research paper.

- iii. Thirdly, it can be also concluded that both the first and second objectives of this research paper are justified by an empirical-based survey concerning the impact of personality traits of teachers on the self-efficacy of students in India. Therefore, it is realized that an explorative-based study about the dynamics of teachers' personality traits is a better justification of the objective by the role of independent and dependent variables. In these perspectives, it can be justified that the prospectus of the learning domain of students is based on the positive role of globalization in the determining behavior of students.
- iv. Finally, it can be concluded that the above three concluding remarks may be compiled as the framework for the better justification of the effect of the learning domain of students concerning improving self-efficacy among students. However, the entire findings of the result part of this research paper are based on the given space to debate about the impact of teacher's personality traits on the self-efficacy of students in physical education by the role of psychological behavior of students and teachers in schools and colleges. From these perspectives, it can be realized that the result part of this research paper is based on the critical analysis of the function of teachers' personality traits and self-efficacy of students.

## Recommended Policies

Based on the above-concluding remarks, there are the following recommended policies:

- i. There is a need to be conducting an explorative-based study for developing a better understanding of the process, determinants, and consequences of the impact of teacher's personality traits on self-efficacy in the learning domain of students in physical education of India. However, based on the review of the literature, it is realized that there is a lack of such kinds of literature in the case of the nature of the study in the context of India.
- ii. Secondly, it is also important to recommend that there is a need to motivate and inspire both teachers and students concerning the debate of the nexus of teacher's



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personality traits and self-efficacy of students according to the psychological behavior of the students. Therefore, it is realized that the output of this research paper gives a significant concept about the role and function of teachers' personality traits and self-efficacy of students in schools, colleges, and universities in India. However, it is well known that the current debate of this research paper is based on the manner of retrospective to prospective manner of the study design.



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