Study On Self-Efficacy Of Teachers In Teaching

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Abstract: Teachers' effectiveness depends on various things and self-efficacy is one of them. The construct of self-efficacy was coined by psychologist Albert Bandura in his social cognitive theory. Self-efficacy refers to one's belief about his/her capabilities to accomplish specific tasks. Teachers who have a high sense of belief in their teaching capabilities will achieve higher goals while teachers who have a low sense of belief in their capabilities will be under the shadow of fear of failures. Over the last four decades, researchers have thrown the light on teachers' self-efficacy in teaching and learning and established it as one of the important effective constructs. Self-efficacy plays a vital role for teachers to accomplish their goals, tasks, and how they approach instructional challenges. Teachers with a low self-efficacy evade challenging activities, take creative activities and situations as difficult to do, take most of the things negative and lose confidence in their abilities while teachers with a high self efficacy welcome challenging activities as to be mastered, create deeper interest in their activities, develops a high sense of commitments and mend swiftly from failures. The purpose of this study is to review the construct of teachers' self-efficacy and its importance in teachers' effectiveness.

Introduction:

Across the world, governments are seeking to raise the academic achievement of young people, particularly amongst those from disadvantaged socio-economic backgrounds. Although pupil achievement is the result of a complex interplay between a wide array of factors—including schools, parents and the home learning environment—teachers are widely regarded as one of the most important influences into children's academic development outside of the home (Burgess, Citation2019). Yet accurately measuring teacher quality is difficult and easily-observable characteristics such as postgraduate qualifications provide little to no indication of quality (Bitler et al., Citation2019; Hill et al., Citation2019). It is hence important that we collectively develop a better understanding of the attributes of teachers that are related to stronger levels of academic performance amongst pupils.

The changes necessary to promote meaningful and substantive educational improvement are both fundamental and systemic. Because change and reform in education continues to be at the political forefront, new challenges are emerging for policy makers and administrators across the country. For example, more challenging standards, high stakes testing, and school accountability are all pressuring administrators to highlight the key linkage between teacher effectiveness and student achievement. This has led to a rekindled emphasis on a timeless certainty:

if students are to achieve high standards then no less can be expected of their teachers (National Commission on Teaching & America's Future, 1996). The result has been a renewed interest in the ongoing professional development of teachers, particularly high quality in-service training, and an accompanying concern about how to design and deliver this training in ways that improve teaching and learning. Indeed, creating stable, high-quality professional development experiences for teachers has become a major concern as communities, states, and the nation struggle with ways to improve the quality of education. The substance and outcomes of many current teacher professional development opportunities have been soundly criticized suggesting the transforation of current patterns is a critical challenge (Feistritzer, 1999). This paper argues that the teacher selfefficacy is a key driver of teacher effectiveness and should be explicitly included as a central focus in the professional development of teachers. We argue that teacher in-service training should not only develop and implement professional development activities aimed at building positive efficacy beliefs but should also use such beliefs as an indicator of training success (i.e., a valuable outcome of training). Research substantiating the link between self-efficacy and teacher effectiveness is briefly reviewed and suggestions are made about how teacher development activities, particularly in-service training, can be reoriented to include the development of teacher selfefficacy.

Development of Self-efficacy in an individual:

Formation of self-efficacy beliefs occurs mainly from four sources which are Mastery experiences, vicarious experiences, Social persuasion, and emotional and physiological states (Bandura, 1977).

Mastery experiences:

This is the most influential source of efficacy development because it refers to the experience one attains when one successfully completes the previous tasks. Successful achievements develop a strong belief in one's self-efficacy. Carrying out a task positively reinforces our sense of self-efficacy. While failure of task or challenge can demoralize and fade up self efficacy.

Vicarious experience or modelling:

To develop the self-efficacy people observe others performing tasks. Sometimes people lack the confidence to work on something, but they try to learn by observing others' works. Therefore, it is also called observational learning. This learning has a great role in building self efficacy because it facilitates the observer required strategies and technics which are useful to achieve the desired outcome (Wise &Trunnell, 2001). This source of self-efficacy is weaker than mastery experiences but a person having less knowledge about work then the role of this source plays an important role to develop the sense of self-efficacy (Pajares, 2002). The modelling effects are relevant in the context when the person has less experience of the task. The modelling effects have a positive role even with experienced and self-efficacious people if models are properly demonstrated with the task. Higher the similarity with work develops higher the self efficacy (Pajares, 2002). Individuals seeing the others successful completed task can think if he/she can do then I can too.

Verbal persuasions:

Verbal persuasion is also one of the important sources of developing self-efficacy. Because of verbal persuasions, they get from others; people develop self efficacy too. It shows words can play a vital role to develop an individual's self-efficacy. Persuaders must be cautious about negative persuasions as it works more than positive persuasions. Positive verbal persuasions will encourage individuals to enhance their self efficacy beliefs while negative verbal persuasions can demine the individual self efficacy beliefs (Pajares, 2002). Coaches generally, use this type of persuasion to boost the self-efficacy of their teams. They motivate team members before the match starts. They psyche them that they are going to win the game. Somatic and emotional states: Individual

responses and emotional states like anxiety, arousal, stress, worry, fear of failures also play a vital role in self-efficacy. People having stress, fear can lead to a negative impact on self-efficacy. In coping with the situations, anxiety creates emotional arousal which leads to affects an individual's self-efficacy (Bandura and Adams, 1977). People new to performing a task, when he/she will realize that someone is watching him makes anxious and it may reduce their self-efficacy to that task. An individual has a number of opportunities to improve his/her self-efficacy related to a particular task in which he/she engaged. Doctor in a medical profession, law councillor in legal practice, and chartered accountant in his account audit practices, bureaucrats in an administration, teacher in the teaching profession, and so on. The tasks mentioned here require sound self-efficacy among respective professions for effective results. The teaching and learning process is one of the highest valued activities for a nation. The teacher must be assessed and supervised in terms of their specific self-efficacy. Therefore, a researcher like Bandura (1977) and his successors took high interest in an exclusive kind of self-efficacy for a teacher and termed it as teacher self-efficacy.

Teacher self-efficacy

In light of the failure to identify readily-observable characteristics of teachers that predict effectiveness, researchers have increasingly looked to intangible psychological variables. Perhaps the most widely studied in the literature is teacher self-efficacy (TSE), which refers to 'a [teacher's] judgement of his or her capabilities to bring about desired outcomes of student engagement and learning' (Tschannen-Moran & Woolfolk Hoy, Citation2001, p. 783). Educational psychologists have long argued that teachers' self-efficacy will in turn influence pupils' academic outcomes (Klassen et al., Citation2011). Indeed, recent meta-analyses by Klassen and Tze (Citation2014) and Zee and Koomen (Citation2016) identified around thirty studies looking at the relationship between TSE and pupil achievement. Research in this area has continued at pace since the publication of these influential reviews (Burić & Kim, Citation2020; Künsting et al., Citation2016; Perera & John, Citation2020).

The foundations of the TSE concept can be traced back to Rotter's (Citation1966) theory of locus of control (Zee & Koomen, Citation2016). Rotter hypothesised that individuals differ in terms of their beliefs about whether outcomes are generally due to luck or fate (external locus) or the result of their own actions (internal locus). Bandura (Citation 1977, Citation1986, Citation1997) built on this work but argued that an individual's locus of control would

also depend on their own personal capabilities. Since individual capabilities are domain-specific, the self-efficacy construct has been since adapted and applied to the specific domain of teaching (Tschannen-Moran & Woolfolk Hoy, Citation2001; Tschannen-Moran et al., Citation1998), where it is thought to encompass teachers' beliefs with regard to instructional practice, classroom management and student engagement.

Teacher self-efficacy and pupil outcomes

Self-efficacy beliefs 'influence thought patterns and emotions, which in turn enable or inhibit actions' (Gavora, Citation2010, p. 2). Thus, it has been argued that teachers with high levels of self-efficacy are more likely to perceive difficulties as something that can be overcome, will feel less fatalistic about initial failure and may have greater confidence to take on new challenges (Gibson & Dembo, Citation1984). As a result, they are also more likely to persist with practising and successfully acquiring new pedagogical skills (Holzberger et al., Citation2013, Citation2014). Pupils in turn are theorised to benefit from this in terms of enhanced learning and, by extension, greater academic self-confidence (Woolfolk Hoy et al., Citation2009; Zee & Koomen, Citation2016).

Two broad theoretical pathways have been proposed connecting teacher self-efficacy and pupil achievement. The first is the *indirect path*, which assumes that increased teacher self-efficacy will improve pupil achievement via the mediating variable of teachers' behaviour/practice in the classroom (Lauermann & Butler, Citation2021). More precisely, teachers with higher levels of self-efficacy are more likely to persist in the face of difficulties or to employ a wider range of teaching techniques, which may be better suited to the specific and varied challenges they face in the classroom (Lauermann, ten Hagen, Citation 2021). The second pathway is the *direct path*, which assumes that increased teacher self-efficacy may 'rub off' directly on pupils via a role-modelling process. This increased student self-efficacy may in turn improve pupils persistence with regards to their schoolwork, thus benefiting their achievement (Lauermann & ten Hagen, Citation2021).

Consistent with this theory, a large body of empirical research has found that TSE is linked to 'a range of instructional outcomes, teacher instructional behaviour, and teacher well-being, including student motivation, student engagement, student achievement, student self-efficacy, teacher work satisfaction, work commitment, teacher effectiveness and instructional behaviour' (Mok & Moore, Citation2019). With respect to academic achievement, Klassen and Tze (Citation2014) found a meta-analytic Cohen's D effect size of 0.2. A more recent meta-analysis by Kim and Seo (Citation2018) found a slightly smaller, though still statistically significant, mean effect. This body of theory and evidence has led to the TSE concept becoming highly influential in both academic educational psychology and in the classroom (American Psychological Association, Citation2020).

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