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SELF-EFFICACY OF TEACHERS: A REVIEW OF THE LITERATURE

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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.

Key Words: Self-efficacy, Teacher Self-efficacy, Measurement of Teacher Self-efficacy.

Introduction:

To be effective and to get success in any activity one must have sound belief in his/her ability. Without it, one cannot be worthy in society. Both characteristics have been the key yardsticks for evaluation of a professional viz, teachers, medical practitioners, engineers, managers, etc. Bandura (1977) identifies a psychological variable self-efficacy which is processed by an individual and his/her belief in his/her capability to get the success in a specific task. It is quite different from the concepts like self-confidence, self-esteem, and outcome expectancy. To distinguish the construct of self-efficacy from other similar variables it is better to analyze the other components of self-related concepts too. Self-efficacy can be defined in other words that one having faith in his/her ability to perform certain work. In contrast, self-confidence is a general belief rather than a specific belief in a

certain task. A person can be confident but may not be self-efficacious to a specific work. Also, self-efficacy and self-esteem are not the same as self-esteem is a perception of self-worth to others. Furthermore, outcome-expectancy is the level to which a person believes that a specific outcome will arise (Brown, et al. 2014). It is notable that there is a difference between actual skills and self-efficacy as self-efficacy is a person's belief to do a specific task having the skills they have (Bandura, 1997). It may be elaborated as performing/completing tasks cannot be taken into the same sense as the self-efficacy is perceived which is associated with just one's beliefs. A person may have a certain level of skills about an activity, but it does not mean that he/she has a belief about their capability to perform that very activity. Self-efficacy plays a vital role in changing our perception of experiences and it greatly influences thoughts, well-being, personal accomplishment, actions,

emotions, and human motivations. A person having a high sense of self-efficacy may have little fear of failures than a person who is having a low sense of self-efficacy. A person's way of thinking positively or negatively, in self-enhancing or self-debilitating affected by self-efficacy beliefs (Nabavi, 2012).

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 techniques 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:

Over the last four decades, researchers have shown a great interest in teacher self-efficacy and its related psychological issues (Zee & Koomen, 2016). Most of the researchers keep centered on the construct of Bandura's theory of self-efficacy (Berg & Smith, 2016). Teacher self-efficacy refers to the teachers' belief about their capability to bring out expected results of students. This belief has a powerful effect on students as it helps teachers to motivate even those students who are facing educational difficulties (Armor, et. al, 1976).

It has been established that teacher self-efficacy has significant roles on various educational outcomes not only on students' outcomes like students' achievements, motivation, and efficacy beliefs but also teachers' determination, passion, assurance, and instructional behavior (Tschannen-Moran & Hoy, 2001). Studies show that there has been a positive relationship between teacher efficacy and students' achievement (Ashton & Webb, 1986; Moore & Esselman, 1992 & Ross, 1992, Swarnalatha, 2019, Shahzad & Naureen, 2017). Teachers' efficacy has been directly or indirectly influenced the student's motivation and achievements (Dusek, 1985; Parsons, Kaczala, & Meece, 1982). Sehgal, Nambudiri, & Mishra (2017) recently studied teacher effectiveness through self-efficacy, collaboration, and principal and confirmed that there is a positive relationship between three dimensions of teacher effectiveness which are teachers' delivery of course material, teacher's role in teacher-student interactions, and teacher's role in regulating students' outcome. The study confirmed that there is a positive relationship between collaboration, principal leadership, and teacher self-efficacy.

Teacher self-efficacy has significantly affected the management of the classroom specifically confronting students' misbehaviour (Tilfarlioglu & Ulusoy, 2012). Teachers with a weak sense of self-efficacy get stressed by students' misbehaviour, which leads to taking strict action, makes them more authoritarian, and focused on teacher-centered approach, pinned around subject matters rather than students' achievements. Contrary to these, a high efficacious teacher professionally deals

with such issues, keeps calm, optimistic and creates such types of environments where students feel motivated (Melby, 1995). Researchers like, Baker, (2005); Gibson & Dembo, (1984) & Melby, (1995) studied the relationship between teachers' self-efficacy and their collaborative practices. The findings of the studies confirmed that the higher level of self-efficacy, the easier it is for teachers to take help from their colleagues.

A teacher having strong efficacy creates such an environment where students feel motivated and goal-oriented. Teachers having a stronger level of self-efficacy provides effective teaching outcomes, contributing to their students' higher level of motivation and which leads to better academic achievement (Caprara, et al. 2006). Generally, all people can set goals which they want to execute, things they want to achieve, however as we know that without converting into action it is not easy to reach the target. To approach the goals, tasks, and challenges, researchers like Bandura suggested that an individual's self-efficacy plays vital role. Individuals having efficacy belief in their capability can achieve goals easily. Up to a great extent of successful teaching activities and practices depend on teachers' self-efficacy to be updated what the changes happening in child-centered approaches (Rodriguez, et al. 2009).

Cherry (2020) finds that teachers with a high sense of teacher efficacy can develop an interest in academic activities, develop a higher sense of commitment to their interest and school activities, do not get out of control when they face difficulties and setbacks, welcome challenging activities as to be successful. Whereas teachers with a low sense of teacher efficacy escape challenging activities and make excuses, they feel that challenging tasks are outside of their capabilities, get focused on negative impacts and take it personal failings, eventually, they lose belief in personal capabilities.

Teacher efficacy has a great influence on educational planning and organizing different activities (Alliner, 1994). Strong self-efficacious teachers are more open to learn new ideas and are more curious to experiment with the latest teaching methods so that their

students can be benefitted optimally (Guskey, 1988).

Measuring teacher self-efficacy:

Several researchers developed the instruments to measure the efficacy of teachers. The first instrument was grounded in Rotter's social learning theory. To measure teacher efficacy, teachers were provided of two items instruments. This instrument was called Teacher efficacy. After the success of this instrument, researchers sought to expand the instrument developing a more reliable and valid instrument to capture more about teacher self-efficacy. Just after that, Guskey constructed a thirty-item instrument to measure responsibility for student achievement (Guskey, 1981).

Bandura's instrument consists of Efficacy to influence decision-making, Instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement. Jerusalem and Schwarzer (1978) developed a general self-efficacy scale and it was first used from 1979 to 1981 in a panel discussion with secondary schools' students. Originally it had 20 items. After panel discussion it was finalized with 10 items. Respondents had to rate themselves on a scale from 1 to 4. The minimum and maximum scores lie between 10 and 40 per respondent. This scale was specially designed for adult respondents. Last 40 years several researchers studied teacher self-efficacy but still, there is a lack of reliability and validity in those instruments. It has created an opportunity for other researchers to reach a more valid and reliable instrument. Tschannen-Moran, & Hoy (2001) reviewed various instruments developed by Ashton et al., (1982); Gibson & Dembo, (1984); Riggs & Enochs, (1990); Emmer, (1990); Coladarsi & Breton, (1997); Meijer & Foster, (1988); Midgley et al., (1989) regarding teacher self-efficacy and based on a model of teacher efficacy of Tschannen-Moran, & Hoy (1998) developed a new more reliable and valid instrument, the Ohio state teacher efficacy scale (OSTES). The Ohio state teacher self-efficacy scale is a promising tool for researchers to capture the teacher self-efficacy construct. Recently, with special reference to Indian context, researchers like Sen (2017) and

Sharma (2017) also developed and validated teacher self-efficacy scale.

Educational Implications:

The construct of Bandura's self-efficacy attracted researchers to understand and promote the development of teacher self-efficacy. The findings suggest that teacher educators need to understand the importance of teacher self-efficacy. Teacher efficacy belief can be enhanced by taking appropriate measures. Recently, Kavita & Dahiya (2018) concluded in their experimental study that the self-efficacy of prospective teachers can be enhanced by using multimedia instructional packages. Teacher educators need to understand the key points of self-efficacy sources. Teachers should be allowed to be mastered in their respective areas. The mastery experience helps a teacher to boost their confidence as in this experience teachers get results directly by doing their own. Albert Bandura (1997) suggests that successful attempts foster teacher self-efficacy. Mastery experience of teachers can be increased by organizing workshops and training sessions. Teachers not only gain their effectiveness through mastery experiences but also vicarious learning. Watching or observing others' work, training sessions, class activities, role-playing can also play the role to develop the teacher's efficacy. During teaching practices at school, prospective teachers learn from other colleagues by observing them. Vicarious experience is the core of any training program. Teacher educators should consider arranging such types of training programs where teachers can enhance their self-efficacy. Wang, Ertmer, and Newby (2004) found that vicarious learning plays a significant role to enhance the prospective teachers' self-efficacy belief for technology integration into the classroom. Verbal or social persuasion is another way that can increase the efficacy of a teacher. The role of a leader is important in this source. For example, when the principal of a school expresses faith in the capabilities of school teachers it shows that he/she is persuading to maximize their efficacy. Somatic and emotional states too create a sense of efficacy. Bandura advocates that there should be a certain level of stress which motivates a person to work on it. For example, teachers should remember that they have some

assignments to complete and they should be prepared for them. Teacher educators should take care of emotional states as it affects efficacy and efficacy affects the further course of action.

Conclusion:

The development of a nation depends on various things, and the youth of the country is one of the most important assets. A country cannot develop until its youth be skilled so that it can contribute to the development of the country. The teachers must take care of their students particularly, the early stage of students (Sehgal, 2015). To get the desired results there is a need to check the quality and effectiveness of teachers. Various things make a teacher effective in their profession. Teacher self-efficacy has been significant to enhance the effectiveness of a teacher. Studies confirmed that the construct of self-efficacy has a greater role to increase the teacher's effectiveness. It is very useful, as it is open to interventions. In this review paper, we discussed self-efficacy, its sources, teacher self-efficacy. We also reviewed different studies and tried to find studies that have measured teacher self-efficacy. Finally, we discussed the implications of teacher self-efficacy.

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