



A CONCEPTUAL STUDY ON IMPACT OF TEACHER EFFICACY ON STUDENTS LEARNING OUTCOMES

R. Sinduja

Assistant Professor in Business Administration - BPM, PSGR Krishnammal College for Women, Coimbatore, Tamilnadu

Cite This Article: R. Sinduja, "A Conceptual Study on Impact of Teacher Efficacy on Students Learning Outcomes", International Journal of Multidisciplinary Research and Modern Education, Volume 4, Issue 2, Page Number 28-30, 2018.

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Introduction:

Teacher efficacy is defined as Teachers' self-efficacy refers to a teacher's belief in his or her ability to execute courses of action required to successfully complete a specific teaching task in a particular context. Bandura (1977) defines self-efficacy beliefs as an individual's conviction about his or her capabilities to accomplish a task when faced with a challenge. Outcome based education, being the current trend in the field of education, changes the role of a teacher from just teaching in the classroom to being a facilitator to the students to facilitate their learning. Teacher efficacy beliefs (teachers' self-efficacy) have been related to teaching strategies, instructions, and motivation (Holzberger, Philipp and Kunter, 2013 Kleinsasser, 2014; Midgley, Feldlaufer and Eccles, 1989) as well as to student achievement (Austin, 2013). Teachers with higher teacher efficacy become more effective in the classroom and are less likely to experience burnout (Kleinsasser, 2014; Ross, 2013). If students are to achieve high standards then no less can be expected of their teachers (National Commission on Teaching & America's Future, 1996). Teachers with strong self-efficacy beliefs have also been shown to be better organized, to engage in more effective planning (Allinder, 1994), and are more likely to set high performance standards for themselves as well for their students (Ross, 1995).

Tschannen-Moran and Hoy (2007) show that predictably, novice teachers generally exhibit a lower sense of efficacy in their teaching practices when compared to experienced career teachers. In addition, teachers who are in their first couple of years of their career are vulnerable to leaving the profession if they have a low sense of self efficacy. Phillips (2015) found that over a quarter of teachers do not stay in the profession past three years while Brill and McCartney (2008) reported that 33% of teachers leave their careers in the first three years and 46% after five years of teaching. The relationship between TSE and students performance has roots in Bandura's (2001) social cognitive theory, where a sense of efficacy refers to a person's beliefs about their capabilities to successfully carry out a particular course of action. The students are the pillars who build the Nations, so it is important, that they are given good knowledge and updations in their respective fields. The more engaged the students are, the better are their outcomes (Lesther A. Papa, 2015). The participation of the students in the classroom is also an important factor that determines their outcome. The students learning satisfaction is highly influenced by the teacher efficacy (Hoyt, 1999). It is also proved that when the teachers try with bringing out their efficacy towards students, it can highly motivate even the dissatisfied students (Armor et al., 1976, in Henson, 2001). In his review of research, Jerald (2007) highlights some teacher behaviors found to be related to a teacher's sense of efficacy. Teachers with a stronger sense of efficacy:

- ✓ Tend to exhibit greater levels of planning and organization.
- ✓ Are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students.
- ✓ Are more persistent and resilient when things do not go smoothly.
- ✓ Are less critical of students when they make errors; and Are less inclined to refer a difficult student to special education.

How do Teachers Develop a Sense of Efficacy?

An important factor in the determination of a teacher's sense of efficacy is, not surprisingly, experience, or what Bandura (1977), a leader in the development of self-efficacy theory, calls performance accomplishments. Has he or she been able to make a difference in student learning? Hoy (2000) suggests that "some of the most powerful influences on the development of teacher efficacy are mastery experiences during student teaching and the induction year." Thus, "the first years of teaching could be critical to the long-term development of teacher efficacy." Increasing teachers' perceived self-efficacy has the potential to better the overall work environment and subsequently increase student achievement (Wayne M. Eberle, 2011). The efficacy of teachers influences the self efficacy beliefs, motivation and performance of the students (Schunk, 1987).

Students Motivation and Teacher Efficacy: There is a mutually causal relationship between student's motivation and student's academic performance. This relationship is reciprocal, meaning students who are more motivated perform better and student who perform better become more motivated (Hasan Afzal et al., 2010).

Lumsden, (1994) analyzed students' involvement towards education and sources of their motivation. Marshal (1987) viewed students' motivation as a force beneficial to the learner. Ames (1990) stated that motivation to learning is dependent on long-term, quality attachment in learning and pledge to the process of learning. Most motivation theorist believes that motivation is involved in the performance of all learned responses and leaned behavior will not occur unless it is energized. Bomia et al. (1997) has suggested student motivation as student willingness, need, desire and obligation to participate and be booming in the learning process.

Student motivation is often separated into two types: Intrinsic motivation and extrinsic motivation. Intrinsic motivation: A student is intrinsically motivated when he or she is motivated from within: Intrinsically motivated students keenly engage themselves in learning out of oddity, interest, or enjoyment, or in order to achieve their own scholarly and personal goals. Dev (1997) viewed that student who is intrinsically motivated will not need any type of reward or incentive to instigate or complete a task. This type of student is more likely to complete the chosen task and eager by the challenging nature of an activity. Lepper (1988) viewed intrinsic motivation for own sake for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes. Extrinsic motivation: Dev, (1997) viewed that extrinsically motivated student engages in learning purely for attaining a reward or for avoiding some punishment. Lepper (1988) states extrinsic motivation means to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers or teacher approval. Thus students with intrinsic motivation are more enthusiastic, self-driven, challenging and feel pleasure in their studies and students with extrinsic motivation try to drag themselves with academic assignments, feel compelled to learn, and always put minimal efforts to achieve maximum appreciations. Intrinsically motivated, students tend to utilize strategies that require more effort and that allow them to process information more intensely. Condry and Chambers (1978) found that when students were confronted with multifarious intellectual tasks, those with an intrinsic direction used more logical information-gathering and decision-making strategies than did students who were extrinsically motivated. Students with an intrinsic orientation also tend to prefer tasks that are fairly challenging, whereas extrinsically oriented students incline toward tasks that are low in degree of difficulty. Extrinsically oriented students are prone to put forth the minimal amount of effort necessary to get the maximal reward (Lepper, 1988). Brooks et al., (1998) states that to motivate students extrinsically, students should be publicly recognized for their academic achievements; which may be done through giving out stickers, candy, and other rewards; and taking away privileges, such as recess, on the basis of students' poor academic performance.

Bandura also states that people motivate themselves and use forethought to guide their actions. Thus, motivation is concerned with selection, activation, and direction of behaviour toward a goal. Individuals who are motivated to attain some goal are more likely to believe in their capabilities to attain that goal. Motivational effects do not derive from the goals themselves, but from the fact that people tend to respond evaluatively to their own behaviour. Heightened self-efficacy sustains motivation and improves skills development (Schunk, 1991).

Students Self Efficacy and Learning Outcomes:

Fernando Doménech-Betoret, Laura Abellán-Roselló and Amparo Gómez-Artiga(2017), HAVE FOUND THAT THERE IS relationship between the Self Efficacy of students and their Learning Outcomes. Thus, self-efficacy, motivation, and outcome expectations are all believed to influence or impact intention, which leads to performance of some behaviour. Self-efficacy beliefs can influence an individual to become committed to successfully execute the behaviors necessary to produce desired outcomes. Selfefficacy theory states that the level and strength of self-efficacy will determine 1) whether or not a behavior will be initiated, 2) how much effort will result, and 3) how long the effort will be sustained in the face of obstacles. According to Bandura (1993), humans make life decisions based on our perceived self-efficacy by undertaking activities and choosing situations we deem to be within our capabilities for success. Additionally, activities associated with failure are avoided. When humans have a strong sense of perceived self-efficacy, they put forth a greater effort to accomplish a task despite the obstacles they encounter than those who have a weak sense of self-efficacy. It is believed that students who have a higher degree of self-efficacy will have a higher intention to remain enrolled in college and will be more likely to persist in the face of external obstacles. Though self-efficacy is an important influence on behavior, it is not the only influence. Behavior is a function of many variables. In achievement settings, such as higher education, other important variables include skills, outcome expectations, and the perceived value of outcomes (Schunk, 1991). When the necessary skills are lacking, self-efficacy will not produce competent performances. According to Bandura (1997), once efficacy beliefs are formed, they are not stable. They can vary in strength because the individual is constantly evaluating new information. However, once efficacy beliefs have been established over long periods of time and based on a large amount of information, they are unlikely to be changed. Because self-efficacy beliefs are specific in nature, it is impossible to discuss "general" or "global" self-efficacy. For example, students may have strong selfefficacy beliefs about their abilities to thrive in social situations, but weak efficacy beliefs about their abilities to succeed academically. For this reason, self-efficacy will be discussed in terms of College Student Self-Efficacy. This

term is intended to capture several components of self-efficacy believed to be integral to college students. College student self-efficacy is comprised of self-efficacy for self-regulated learning, self-efficacy for academic achievement, self-efficacy for financial attitudes and difficulties, and self-efficacy for career decision-making.

Perceived academic self-efficacy is defined as “personal judgements of one’s capabilities to organize and execute courses of action to attain designated types of educational performances” (Zimmerman, 1995, p. 203). Bandura (1977) developed scales to measure perceived academic self-efficacy to assess its level, generality, and strength across activities and contexts. In terms of academic functioning, self-efficacy level refers to variations across different levels of tasks, such as increasingly difficult math problems. Self-efficacy generality refers to the transfer of self-efficacy beliefs across activities, such as different academic subject matters. Finally, self-efficacy strength in academics is measured by degrees of certainty that one can perform given tasks (Zimmerman, 1995). According to Bandura (1997), performance successes generally strengthen efficacy beliefs and repeated performance failures weaken them, particularly if the failures occur early in the course of events and do not reflect lack of effort or adverse external circumstances. A small performance success that persuades individuals they have what it takes to succeed will often enable them to achieve higher accomplishments and to succeed at new activities or in new settings (Bandura, 1997; Williams & Zane, 1989). But performance alone does not provide sufficient information to judge one’s level of capability, because many factors that have little to do with ability can affect performance.

Research in academic settings verifies that perceived self-efficacy beliefs contribute independently to intellectual performance (Bandura, 1997). In research with students, Collins (1982), selected students who judged themselves to be of high and low self-efficacy at each of three levels of mathematical ability. These students were then given mathematical problems to solve. Students who had stronger self-efficacy beliefs were quicker to discard faulty strategies, solved more problems, chose to rework problems they missed, and did so more accurately than students of equal ability who doubted their self-efficacy. In higher education settings, Pajares (1996) reports that mathematics self-efficacy of college undergraduates was a better predictor of their mathematics interest and majors than either their prior math achievement or math outcome expectations. According to Zimmerman, Bandura, and Martinez-Pons (1992), academic self-efficacy influenced achievement directly as well as indirectly by raising students’ grade goals. Pintrich & Garcia (1991) found that students who believe they are capable of performing academic tasks use more cognitive and metacognitive strategies and persist longer than those who do not.

Outcome Expectations:

Self-efficacy is often confused with outcome expectations when, in fact, they are two different constructs. An outcome expectancy is a person’s estimate that a certain behavior will produce a resulting outcome. Self-efficacy is the individual’s conviction that he or she can execute the behavior needed to produce the desired outcome (Bandura, 1997). An outcome expectation is thus a belief about the consequences of a behavior. An efficacy expectation, on the other hand, is a belief concerning the performance of a behavior (Hackett & Betz, 1981). Bandura (1997) argued that because the outcomes people expect are largely dependent on their judgements of what they can accomplish, it is unlikely that outcome expectations will make much of an independent contribution to predictions of behaviour when self-efficacy perceptions are controlled.

Conclusion:

Self-efficacy of teachers’ impact the learning outcome of students by motivating the students, keeping them engaged and encouraging student participation in the classroom. Various studies reveal that there is positive correlation between teacher self-efficacy and students earning outcome. The role of a teacher now a days has changed to a facilitator by facilitating the students to acquire knowledge through various modes of learning. It is also understood the teachers’ self efficacy impacts the academic self-efficacy of students, which in turn brings out the learning outcomes.

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