

SELF-EFFICACY AND TEACHING COMPETENCIES OF THE TEACHERS

by:

Isagani M. Santos

Teacher I, Morong National High School

The role of the teacher of the class has a significant impact on the learning process of learners. Teachers are vital to the success or failure of an educational system; they implement an educational system's policies on the ground. The more qualified teachers are, therefore, the more effective the educational system is. They will influence the performance of students if teachers are competent. Teacher competence is based on self-efficacy (beliefs of self-efficacy), and a lack of self-efficacy causes many psychological problems such as low trust and low self-esteem. Bandura defines self-efficacy as the coordination of social, technological, and behavioral skills to achieve objectives. Self-efficacy in the sense of teaching refers to assessing the effects of the students' work (Shahzad, 2017). Teacher self-efficacy is described as a teacher's confidence in his or her ability to bring about students' desired engagement and learning outcomes. Researchers have found that teachers' self-efficacy is closely linked to many significant educational results, such as persistence, excitement, devotion, and educational actions of teachers. In difficult tasks, such as classroom management, high teacher self-efficacy is also linked to teacher perseverance (Mitchell, 2019). Self-efficacy is a person's confidence to perform or acquire a specific skill based on future goals. In the case of a student, if he feels he is intelligent, he can have a positive self-concept; but the self-efficacy of this student may also apply to how strongly they believe they will receive a high grade in a specific class (Reed, Kirschner, and Jolles, 2015).

Morales (2014) explained that self-efficacy, a non-intellectual characteristic of student learning, determines an individual's persistence. Self-efficacy is affected by one's

achievements, vicarious experiences, feedback from parents and school members, and physiology such as anxiety (Corkett, Hatt, & Benevides, 2011). Huang (2015) and Morales (2014) have also clarified that believing in one's ability to succeed is vital to the individual's achievement.

A successful teacher needs to have a high learning standard. If the students do not grasp the idea at the end, an instructor who has low expectations of his or her students about learning a concept does not care. If, on the other hand, the teacher focused firmly on students understanding the idea, but at the end of the lesson the students do not know, the teacher should be moved to look for the cause and probably teach the idea again for a clearer understanding. A successful teacher will always connect well both inside and outside the classroom with students, which is very important for students' learning. Communication between teacher and student in the school is necessary, and successful teachers should ensure maximum interaction to enhance learning in the classroom. Aina (2013) failed to provide sufficient contact between teacher and student as one reason for students not doing well academically. Students' interest and achievement lie in the teacher's interaction/relationship with students in a given subject (Onah and Ugwu, 2010). It will inspire students to channel their feelings and aspirations by developing classroom environments that foster positive cultures with healthy interactions to achieve their goals.

References:

Aina, J. K. (2013). Effective Teaching and Learning in Science Education through information and Communication Technology (ICT). *IOSR Journal of Research and Method in Education*, 2(5); 43-47

Corkett, J., Hatt, B., & Benevides, T. (2011). Student and teacher self-efficacy and the connection to reading and writing. *Canadian Journal of Education*, 34(1), 65-98.

Huang, H. (2015). Can students themselves narrow the socioeconomic-status-based achievement gap through their own persistence and learning time? *Education Policy Analysis Archives*, 23(108), 1-37.

Mitchell, M. (2019). Teacher self-efficacy and classroom management. (Doctoral Dissertation. Walden University). Retrieved on January 10, 2021 from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=8973&context=dissertations>

Morales, E. E. (2014). Learning from success: How original research on academic resilience informs what college faculty can do to increase the retention of low socioeconomic status students. *International Journal of Higher Education*, 3(3), 92-102.

Onah, D.U, & Ugwu, E. I. (2010). Factors which predict performance in secondary school physics in Ebonyi North educational zone of Ebonyi state, Nigeria. *Advance in Applied Science Research*, 1(3), 255-258.

Reed, H. C., Kirschner, P. A., & Jolles, J. (2015). Self-beliefs mediate math performance between primary and lower secondary school: A large-scale longitudinal cohort study. *Frontline Learning Research*, 3(1), 36-54.

Shahzad, N. (2017). Impact of teacher self-efficacy on secondary school students' academic achievement. *Journal of Education and Educational Development* 4(1). Retrieved on January 10, 2021 from <https://files.eric.ed.gov/fulltext/EJ1161518.pdf>