

TEACHER'S SELF EFFICACY

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Teachers' self-efficacy is critical to their success and capacity to engage students in meaningful learning experiences. Self-efficacy is an individual's belief in their own skills to do specified activities and achieve goals. Self-efficacy in the context of teachers refers to their belief in their own ability to effectively educate and positively impact their students' learning and development. It is linked to self-assurance, motivation, and perseverance.

Teachers who have a high sense of self-efficacy think they can overcome obstacles, adapt to varied teaching conditions, and engage their students in meaningful learning experiences. They are confident in their subject matter expertise, instructional tactics, and classroom management abilities. These teachers are more likely to have high expectations for their students, to use innovative teaching approaches, and to persevere in the face of adversity.

Teachers with poor self-efficacy, on the other hand, may doubt their abilities and be more prone to sentiments of frustration and powerlessness. They may have difficulty implementing effective teaching tactics, lack confidence in their instructional decisions, and have reduced levels of job satisfaction.

Past experiences, comments and support from colleagues and administrators, professional development opportunities, and the general school climate can all influence self-efficacy. It has a significant impact on a teacher's motivation, engagement, and, eventually, success in the classroom.

Teachers' self-efficacy is critical because it effects their confidence, motivation, instructional methods, student-teacher interactions, and overall success as educators. Nurturing and promoting teachers' self-efficacy can have a substantial positive impact on student learning outcomes and contribute to the creation of a thriving educational environment.

References:

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