CHALLENGES TO TEACHERS' SELF-EFFICACY AND MORALE

by:
Jean E. Roque
Teacher III, Limay National High School

Teachers' self-efficacy has gradually gained recognition in school psychology research due to its impact on teaching effectiveness, teaching techniques, and students' academic performance. Teachers' objectives and behavioral patterns at school are influenced by their personal values. Furthermore, values can contribute to subjective well-being and an individual's sense of self-efficacy. Teachers' self-efficacy, or their belief in their ability to effectively handle the responsibilities, commitments, and difficulties associated with their professional role, is important in influencing significant academic outcomes (e.g., students' achievement and motivation) and workplace well-being.

Bandura (1977) pioneered the concept of self-efficacy as a socio-affective concept. In general, efficacy refers to people's perceptions and beliefs about their ability to perform at a certain level of achievement (Bandura, 1977), as well as how they might deal with challenges and difficulties and direct their actions. Teachers' self-efficacy (SE) in relation to teaching issues includes teachers' beliefs in their ability to increase the rate of their students' learning even when faced with obstacles (Ross & Bruce, 2007). Individuals' self-efficacy, according to Bandura (1998), is built by receiving information from four sources: active mastery experience, vicarious experience, verbal persuasion, and physiological/emotional state.

Self-efficacy beliefs have been identified as major mediators of our behavior and, more importantly, behavioral change. Over the last quarter-century, Bandura's other works have prospered and justified the idea that our belief systems in our capabilities have a powerful influence on our behavior, motivation, and, ultimately, our success or failure. Bandura (1997) proposed that self-efficacy beliefs could be powerful predictors of

21 July 2023

behavior because they were self-referential in nature and channeled toward demonstrated abilities given specific activities. Teachers' and students' self-efficacy viewpoints are related to academic achievement and self-regulated learning. Tschannen-Moran and Woolfolk Hoy (2001) defined teacher effectiveness as a teacher's "judgment of his or her expertise to generate desired results of students learning, unmotivated students".

Teachers have an impact on students' learning growth and the use of current learning-centered approaches. Participants suggested that teachers' self-efficacy affects three aspects of classroom management: teaching to exceptional students, student behavior management, and emotional development. Teachers were also believed to have an effect on acknowledging students' perspectives and encouraging learner autonomy. That is, highly effective teachers involve all learners in teaching and processes such as deciding on syllabi types, classroom management, and evaluation. As a result, according to Allinder and Guskey (1995; Guskey, 1981), highly effective teachers do not criticize students for their failures and welcome their suggestions with open arms.

The consequences of teaching self-efficacy (TSE) are learner-centered. To be more specific, the findings revealed that teachers' TSE influences learners' accomplishment, motivation, and independence. Learners taught by teachers with a higher sense of efficacy outperform those taught by teachers with a lower sense of efficacy.

Based on this, it is critical to understand what impacts a teacher's perception in his or her capacity to effectively manage duties, responsibilities, and challenges related to his or her professional role. Teachers' personal beliefs may be of significant concern to investigate for this purpose. Indeed, values have been shown to effectively predict workers' self-efficacy, but despite their relevant heuristic power in many life contexts, personal values have been completely understudied in the school context. The relationships between personal values and self-efficacy were predicted to be greater for self-determined educators, namely those with low guided motivations (i.e., performing

teaching activity for external rewards) and high independent motivations (i.e., attributing an intrinsic value to their professional activity). Self-determination has the potential to stimulate values and behavioral reactions, thereby strengthening the values–self-efficacy relationship.

According to Schwartz's (2012) structural model of value systems, self-transcendence and conservation are both values primarily concerned with social results, namely, values governing how one socially pertains to and determines others, whereas openness to change and self-growth are primarily associated with self-interest. Thus, teachers appear to be socially oriented in their value priorities, both in aspects of caring for others (i.e., benevolence and universalism) and in terms of maintaining the current order, which is found to be tradition, conformity, and security.

Overall, the personal values of teachers were found to be significant predictors of teachers' self-efficacy. Conservation was specifically associated with teachers' self-efficacy, both for those teachers who were motivated by governed motivations in their work and for those who were motivated by autonomous motivations. Respecting norms and ensuring stability in the teaching profession (where teachers are supposed to feel a sense of responsibility to transmit knowledge and "take care" of students) is likely to give teachers a sense of security when planning, organizing, and carrying out activities required to achieve educational goals.

References:

https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01645/full
https://sfleducation.springeropen.com/articles/10.1186/s40862-020-00102-1