

## Assessing Teachers' Self-Efficacy Beliefs Using Bandura's Scale

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## Abstract

The study aimed to assess the level of teacher's self-efficacy belief as input to faculty development plan based on Bandura's instrument. Mean and ranking were utilized to determine the Teachers' Self- efficacy level. The results show that faculty members have higher efficacy in terms of discipline, instruction, create a positive school climate. Meanwhile, low efficacy in terms of influence in school resources, enlist parental and community involvement, and influencing decision making in the University. Generally, it indicates that faculty members need to enhance their self-efficacy belief in some aspects. It is suggested to include plan as part of faculty development program to enhance the teachers' self-efficacy level particularly on decision making, community involvement, getting school resources, and parental involvement.

**Keywords:** Teacher's self-efficacy beliefs; Self-efficacy theory; Bandura's self-efficacy scale.

## 1. Introduction

Teachers are one of the keys to students' outcomes, it is necessary that they possess the skills, ethical behavior, and positive motivation for teaching. Effective teachers play a vital role in society, they educate children in such a way that these learners could be active agents in the construction of their world and our community. Multiple teachers' tasks are not that easy, and it requires much task-focus and enactment of goals (Bembenutty, 2006). Research has shown that teacher efficacy is an essential variable in teacher effectiveness that is consistently related to teacher behaviors and student outcomes. Tschannen-Moran and Woolfolk (2001), studies revealed that teachers' self-efficacy beliefs are a significant factor that influences teachers' positive attitude toward helping their students, their level of satisfaction, and their desire to motivate their students. Murat *et al.* (2018), concluded that to achieve the desired level of education, the level of self-efficacy belief of the teacher must be high.

In Self-Efficacy Theory, Bandura depicted that the behavior is influenced by both self-efficacy and outcome expectations. Furthermore, schools with high-performance professional development integrate key dimensions that support and reinforce skill development and efficacy beliefs (Nikki Bray-Clark Reid Bates). The idea that self-efficacy beliefs are strongly correlated to the level of professional commitment of the teachers (Coladarci, cited in Bembenutty (2006)), have brought to the author's attention to propose research regarding the level of self-efficacy belief of Teachers. The result of the study could be an essential instrument to determine on what specific criteria on self-efficacy they are low and would be an input for faulty development program.

There are several studies on the self-efficacy in the Philippines but mostly aiming to assess the students' self-efficacy few were focusing on the teachers' self-efficacy, Mante-Estacio (2018) focus on the relationship of teachers' self-efficacy and the number of years in teaching. While Digap (2016) found a significant association between socio-demographic characteristics, level of self-efficacy, English proficiency, and teaching effectiveness. Some research focused on the self-efficacy of the student (Yazon, 2015).

### 1.1. Self-Efficacy Theory (SET)

Self-efficacy theory asserts that self-efficacy expectations exert potent influences on behavior and behavioral change (Bandura and Adams, 1977; Bandura, 1982;2010; Sherer and Adams, 1983) first publish expound that people's core belief is the foundation of human motivation, performance accomplishment, and emotional wellbeing. Self-efficacy, as defined by Wood and Bandura (1989); Chen *et al.* (2001) is a belief or a degree of confidence of one's own capability to perform successfully from various challenging situations. It can mobilize the motivation, cognitive resources, and courses of action.

Maddux and Rogers (1983), states that an expectancy concerning mastery is viewed as two independent expectancies: an outcome expectancy, and a self-efficacy expectancy. Outcome expectancy is a belief that a given behavior will or will not lead to a given outcome, on the other hand, self-efficacy expectancy is the person's belief

that he or she is or is not capable of performing the requisite behavior. He came out to the conclusion that expression and changes in self-efficacy expectancy are positively correlated.

Bandura (1993) & Zimmerman (1995), cited in AĞÇAM and BABANOĞLU (2015), concluded that individuals with high self-efficacy are likely to come up with new strategies when the existing ones fail. In response to this, a lower sense of self-efficacy is prone to result in avoiding the task or giving up easily when difficulties arise. It determines how people feel, thinks, motivates themselves, and behave.

Bandura further suggests that there are four ways of creating and strengthening self-efficacy; *first is mastery experiences*, which requires skills in overcoming obstacles through perseverant effort; second, is *through the vicarious experiences* wherein an individual develops their sense of efficacy through social models; third is *social persuasion* wherein it defines as a way of strengthening people's expectations to succeed. When an individual is convinced that they possess the capabilities to master their given activities are likely to mobilize more significant effort and sustain it; fourth is *reduce people's stress reactions and alter their negative emotional tendencies and misinterpretations of their physical state*, in this category, Bandura emphasizes that how an individual perceived and interpreted thing are more important than the intensity of their emotional and physical reaction.

## 1.2. Teachers' Self Efficacy Beliefs

The ability to have a positive effect on student learning are what called Teacher self-efficacy (Ashton, 1985, p. 142, cited in Bembenutty (2006)). Scholz and Schwarzer (2005); Sherer and Adams (1983) affirms that general self-efficacy seems to be a universal construct that has essential relations with other concepts such as social cognitive variables – intention, implementations, outcome expectancies, and self-regulation. On the other hand, cited in the study of Chen *et al.* (2001), self-efficacy predicts several important work-related outcomes, including job attitudes (Saks, 1995) training proficiency (Martocchio and Judge, 1997) and job performance (Stajkovic and Luthans, 1998). Behjat and Chowdhury (2012) concluded that the reason why many women professionals fail to sustain motivation at work is the lack of self-efficacy. She further believes that strong expectations of personal efficacy play a key role in career successes and accomplishments for most of them.

Teachers in other countries enrolled an advanced professional certification, and they are given tasks that require cognitive control, the ability to delay gratification, and firm self-efficacy beliefs to learn (Bembenutty, 2008). It is just a justification that self-efficacy is an essential characteristic of the teachers to develop.

Emphasizing the review done by Peker and Ramazan (2018) on the essential role of teachers in the students' performance, they confirm that teacher's conception on his or her competence is the most critical factors that affect teaching. The positive notion of oneself is related to one self-efficacy belief that teachers with high self-efficacy beliefs establish a better classroom environment and assist their students in improving their achievement.

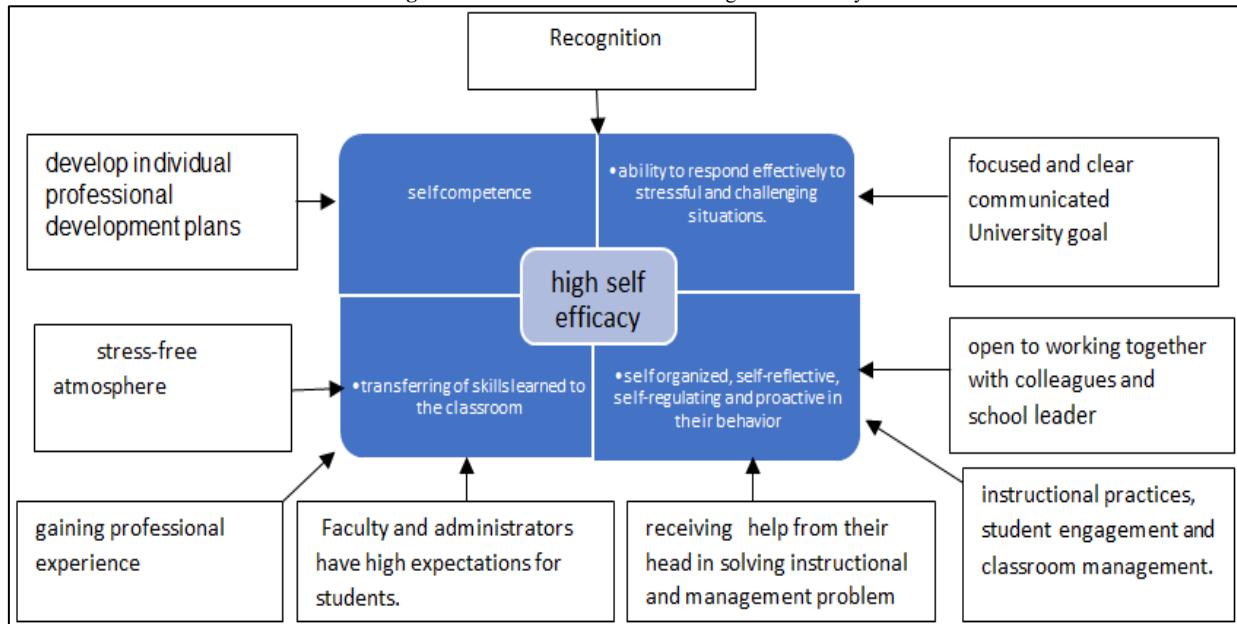
Swars *et al.* (2007), confirmed that there is a strong correlation between the teacher's belief and their ability to teach math effectively. On the other hand, Zee and Koomen (2016) established in their study that teacher self-efficacy predicts teachers' practices, which, in turn, predict student literacy outcomes over and above the influence of teachers' experience and teachers' education. They further concluded that the importance of teacher self-efficacy moves beyond the typical concept of teachers' qualifications."

Bray and Bates (2003), suggested that to achieve and improve teacher competence; self-efficacy should be one of the highlights in the framework for professional development for teachers or in the training design for the reasons that it will improve student outcomes. It confirms the study of Freeman (2008), which found a strong link between teaching effectiveness to self-efficacy. Evidence of characteristics of an Award-winning professional development school in the US.

Findings of Bembenutty (2006) emerged five crucial educational implications. First, it highlights the critical role of teachers' motivational beliefs and the use of self-regulation play in their educational training. Second, is to review the institutional programs to see whether their training encompassed the whole myriad of factors. Third, instructors of the teaching programs may consider the four sources of self-efficacy information. Fourth, teachers need to believe that their homework assignments are exciting, challenging, and relating to their career for them to experience homework self-efficacy beliefs. Fifth, teachers' self-efficacy beliefs and use of self-regulation of learning matter in pursuing an advanced professional certificate.

Besides, they concluded that, of all the motivational components, teacher self-efficacy explains most of the variance in teacher learning and teaching practices (Yin, 2019). One of the recommendations of Peker and Ramazan (2018) is that training must be established to gain teachers' self-efficacy beliefs.

Below is a self-formulated framework on establishing a high level of teachers' self-efficacy based on the scoping review.

**Figure-1.** Framework for Teachers' High Self Efficacy

The box in the center is a teacher with high self-efficacy, which correlates with a better classroom environment and improvement of student outcome. These two characteristics lead to teaching effectiveness. The four boxes around the term self-efficacy are the characteristics of teachers with higher self-efficacy beliefs. Meanwhile, the nine boxes indicate ways to increase the self-efficacy of teachers. It was a realization that most suggested activities to raise the self-efficacy belief of teachers are external, means from the outside environment.

## 2. Materials and Methods

The study aimed mainly to assess the level of efficacy of faculty of a state University in Southern Luzon Philippines and would be a basis as input to faculty development plan. The study is a descriptive research design wherein 320 faculty are involved in this study. These faculty members came from different disciplines namely; Teacher Education, Computer Studies, Criminal Justice and Education, Industrial technology, Arts and Sciences, Hospitality Management & Tourism, Nursing & Allied Health, Business Management and Accountancy and Engineering. There are 150 male and 270 female faculty members as respondents in this study.

Researcher adopted the Bandura's Teachers Self-Efficacy Belief scale to assess their self-efficacy level. The Bandura self-efficacy scale composed of a various category, namely, efficacy to influence on decision making, efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, and efficacy to create positive school climate. These categories consist of subcategories which compose of thirty (30) indicative statements in all; the portions range from nothing (1-2), very little (3-4), some influence (5-6), quite a bit (7-8), and a great deal (9). Weighted mean utilized to get the result of the level of self-efficacy. This study was conducted on 2019-2020. Results of the study served as input to faculty development plan.

## 3. Results

**Table 1** presents the teachers' level of self-efficacy belief.

**Table-1.** Teachers' Efficacy Level

	WM	Remarks	Rank
Efficacy to Influence decision making	4.32	Very little	7th
Efficacy to influence school resources	5.82	Some influence	4th
Instructional Self-efficacy	6.79	Quite a bit	2nd
Disciplinary Self-Efficacy	7.44	Great deal	1st
Efficacy to Enlist Parental Involvement	5.71	Some influence	5th
Community involvement	5.13	Some influence	6th
Efficacy to Create Positive School Climate	6.62	Quite a bit	3rd

Notice that faculty members rate themselves in over-all as highest among the items in terms of disciplinary self-efficacy ( $M=7.44$ ). Such as influencing students on the classroom rules ( $M=7.64$ ), in controlling the students' disruptive behavior ( $M=7.65$ ) and in preventing students' problem behavior on the school ground ( $M=7.02$ ). As a trained teacher with their expertise and experiences, these findings justified on how they believe they manage their students in the class well. The faculty has *quite a bit* of influence in terms of disciplining the students. It also reflects that they mostly have high regard to instilling in their students the discipline they should possess.

The second-highest over-all mean ( $M=6.79$ ) rated by the faculty is in terms of instructional self-efficacy. It indicates that teachers believe that they have a *quite a bit* of influence in terms of getting through to the most challenging students ( $M=5.34$ ) and promoting learning when there is a lack of support from home ( $M=6.65$ ). They also believe that they can keep students on a task with challenging assignments ( $M=6.90$ ) and can influence to increase students' memory of what they have been taught in previous lessons ( $M=6.71$ ). In terms of motivation, they believe that they can encourage students to be interested in schoolwork ( $M=6.88$ ) and doing their homework ( $x=6.58$ ). They are getting students to work together ( $M=7.12$ ) with influence to overcome the adverse community conditions on students learning ( $M=7.45$ ). Surprisingly instruction came out to be the second and not the first in rank even though faculty members have necessary mastery in teaching well. It seems that faculty believe that learning can still take place initially from students' internal motivation and interest.

*The faculty rated themselves a bit* high when it comes to efficacy to create a positive school climate ( $M=6.62$ ). They believe that they have an influence in making the school a safe place ( $M=6.94$ ) and in preparing students to enjoy coming to school ( $M=7.33$ ). They also believe that they influence their students, not to drop out of the school ( $M=5.47$ ) and to refrain from absenteeism ( $M=6.21$ ).

They are also getting the students to believe they can do well in schoolwork ( $M=7.20$ ) and making them trust the teachers ( $M=7.46$ ).

Faculty members also a little bit higher self-efficacy in terms of helping other teachers ( $x=6.96$ ) with their teaching skills. In enhancing collaboration between teachers and the administration to make the school run effectively ( $M=5.41$ ).

Efficacy to create a positive school climate is the third-highest rate by the faculty; the items reflect that the respondents believe that they can have a rapport with their co-worker, students, and administration. It is one of the most important characters of the teacher to possess that can contribute to a stress-free environment. However, they rated themselves as they have *some influence* ( $M=5.82$ ) in terms of getting school resources such as instructional materials and equipment they need. This rate is low as compared with the first three indicative categories (disciplinary self-efficacy, instructional self-efficacy, and creating a positive school climate). It can show that there is a possibility of difficulty inaccessibility of resources in the University.

Faculty members rate themselves as *some influence* ( $M=5.71$ ) in terms of efficacy to enlist parental involvement. They believe that they influence parents in terms of involvement in school activities ( $M=5.32$ ); in assisting parents in helping their children do well in school ( $M=5.92$ ) and in making parents feel comfortable coming to school ( $M=5.88$ ). Faculty members believed that they have at least have some influence on the parents' participation' in school. This rate is not that high as compared to the three most top items motioned (disciplinary, instructional, and create a positive school climate), maybe because parents have their work to prioritize than participating in school activities.

In terms of community involvement, faculty members believe that they have some influence in getting community groups involved in working with the schools ( $M=5.67$ ) and can do to get churches involved in working with the school ( $M=4.91$ ). They also believe that they have a little influence in getting businesses involved in working with the school ( $M=4.73$ ) and can get local colleges and universities engaged in working with the school ( $M=5.22$ ).

The lowest efficacy level is about the influence of decision making ( $M=4.32$ ) means *very little*. It indicates that the faculty members believe they have very little influence in terms of decisions made in the school ( $M=3.78$ ). A very little influence also in terms of expressing their views freely on essential school matters ( $M=4.86$ ).

## 4. Discussion

The results shows that professors and instructor regardless of their discipline are having a higher efficacy in terms of discipline, instruction, create a positive school climate. However, not so high in terms of influence in school resources, enlist parental and community involvement. And they are having the lowest self-efficacy on influencing on matters of decision making, which seems to indicate that faculty find difficulty in expressing views on essential school matters. This point is in congruent with the implication of the study of [Thaxter and Graham \(1999\)](#) which states that all faculty from a variety of discipline (academic and vocational) felt disconnected from the important decision in their college.

The findings have brought three important implications on the part of administration and the faculty association. First, administration through the College head may develop a mechanism on how the faculty members recognize their views concerning with student's engagement and in utilizing school resources. According to [Bray and Bates \(2003\)](#), the recognition of teachers can boost their self-efficacy and can result from having better students' learning outcomes. Their open communication with their immediate head is also essential for the accessibility of school facilities, which in turn can influence some decisions on school matters. This point of view confirmed with the study of [Carroll et al. \(2014\)](#) when they concluded that social efficiency of the university resource allocation increases particularly with academic quality if the faculty members are involved in the decision making.

Second, the administration may conduct a regular reorientation about enhancing teachers' skills in the proper engagement with the community and parents. It could result in developing rapport between the University and the stakeholders and could work hand and hand for the best interest of their students. This could also upshoot the right topics for research and extension focusing on the problems of students in the community. Third, the faculty association may consider in their resolution the involvement of all faculty members in matters of decision making concerning with the categories discussed.

Having this in the faculty development plan is vital since recognition and open to working with colleagues and school are ways to enhance the teachers' self-efficacy beliefs.

## 5. Conclusion

The highest rate for the faculty efficacy level as based on Bandura's self-efficacy scale is nine (9), this indicates that the level of efficacy belief of the faculty members for all categories is not that high. The implication for administration to include program for faculty in the development plan is suggested to enhance their self-efficacy especially when it comes to decision making, community involvement, getting school resources, and parental involvement. Knowing on what aspect/s that the faculty members can boost their self-efficacy would help administration to focus on what specific program to formulate.

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