

Original Research Article

Self-efficacy is one of the Key Components of Teacher Effectiveness

ABSTRACT

Teachers are extremely important to the education system. Teacher effectiveness is the most important factor that is able to influence the achievement of students, which is the primary goal of education. This study tried to look for the relation between self-efficacy and teacher effectiveness. This study relies on secondary sources from various articles, theses, books, journals, etc. Furthermore, this study seeks to explain the extent, perception, development, and importance of teacher effectiveness along with the relation between self-efficacy and teacher effectiveness. This study analyzes and discusses the results of different researches related to self-efficacy and teacher effectiveness. The perceptions of teacher effectiveness and self-efficacy are critical in supporting teacher and student growth. This research will impact the education system by boosting self-efficacy to ensure teacher effectiveness through in-service training. This study can play a vital role for educators striving to become more effective in increasing student achievement by ensuring teacher effectiveness. Self-efficacy boost teachers' self-confidence, helping them to make accurate self-evaluation. Teaching effectiveness is related to a teacher's sense of self-confidence to ensure teacher effectiveness. There are major psychological processes of self-efficacy belief Cognitive, motivational, emotional, and selection processes. There are various characteristics of an effective teacher which is the reason behind their effectiveness. The five core characteristics of effective teachers are; Self-Control Strategies, Classroom Design Techniques, Teaching Appropriate Behaviors, Accurate and Timely Consequences, Student-Teacher Relationships. All of them are indicating self-efficacy belief to be one of the major components of teacher effectiveness. Teachers' self-efficacy beliefs are one of the key factors behind the effective teaching and learning process. Effective teaching and learning processes that can ensure student achievement are proof of teacher effectiveness. Teachers' self-efficacy is one of the key components of teacher effectiveness.

Keywords: Self-efficacy, Teacher education, Teaching Practice, In-Service Training, Teacher Effectiveness.

1. INTRODUCTION

Teachers' self-efficacy has become increasingly important in school psychology research as a result of teaching effectiveness, instructional practice, and its impact on student's academic achievement (Klassen et al., 2009; Klassen and Tze, 2014). A teacher's sense of self-efficacy has consistently been recognized as an important feature of effective teaching and has been positively linked to teacher and student outcomes (Tschannen-Moran,

Woolfolk Hoy, & Hoy, 1998). Teachers who have a high sense of self-efficacy provide high experiences for their students whereas teachers with a low sense of self-efficacy impair students' cognitive development as well as their own judgment of students' abilities (Frank Pajares, 2002). Teachers are extremely important to the education system, and schools are as good as their teachers (Darling-Hammond, 2015). Teacher effectiveness is one of the most important factors that contribute to student achievement. Considering the importance of self-efficacy several researchers have been researching teachers' efficacy beliefs and their influence on teachers' teaching and students' achievement in recent past years (Manzar-Abbas & Lu, 2015; Cakiroglu, Cakiroglu, & Boone, 2005; Gencer & Cakiroglu, 2007; Tschannen-Moran & Woolfolk-Hoy, 2007). However, Manzar-Abbas & Lu (2015) further quoted (Cerit, 2010) that, Teachers' actions and behaviors reflect their perceptions, beliefs, attitudes, levels of belief, and motivation. Studying self-efficacy belief can play an important role to understand the teachers' teaching (Manzar-Abbas & Lu, 2015). Similarly, self-efficacy has a great role in teacher effectiveness by ensuring effective teaching methods. Teachers' effectiveness has such great importance that, the teacher preparation programs throughout the world focus on resolving the issue with shortages of qualified, and competent teachers (ÇAKIROGLU et al., 2005). It is to be believed that teachers' self-efficacy is one of the major factors in the effective teaching and learning process (Chaco'n, 2005). Furthermore, Bray-Clark & Bates (2003) stated that the teachers with higher levels of self-efficacy can achieve greater success in student achievement. So, it can be considered that higher levels of self-efficacy help a teacher bring off higher success in the teaching and learning process. A Successful teaching and learning process ensures efficient teaching which is prove of teacher effectiveness. Past studies have explored the effect of performance level on teacher performance and concluded that self-efficacy is an important component of effective teaching and can enhance student achievement (Tschannen-Moran et al; Gibson & Dembo, 1984). Strong, Ward, & Grant (2011) is of the view that teacher effectiveness is the ability of a teacher to use a specific set of methods, techniques, connections with students, and attitudes that enhance students' learning and achievement. Bandura (1997) indicates that teacher self-efficacy is an important measure for the effectiveness of the teaching process and higher student achievement. Bandura (1977) asserted that teachers with high efficacy have the ability to control the surrounding circumstances and act accordingly, which allows them to achieve their desired goal (cited Witcher et.al, 2002). Self-efficacy assists in determining and judging whether a person is competent to carry out an action (Cupertino et al. 2012; Kamen et al. 2013). In recent years, the self-efficacy theory has been extensively used by researchers to study the role of self-efficacy behind job burnout (Consiglio et al. 2013). It has also been reported that self-efficacy and emotional intelligence have been related to each other (Nikoopour et al. 2011). High self-efficacious teachers set their goals to a new higher level and they work harder to achieve those (Petrides & Furnham, 2001). The self-efficacy behavior of teachers has a positive influence on classroom management. Better classroom management can ensure the effective teaching and learning process for higher students' achievement. Self-efficacy and teacher effectiveness are inextricably related. Various study shows teacher development activities, especially in-service training, can be rearranged to develop teacher self-efficacy that can ensure teacher effectiveness. This study tried to find out the relation between teacher effectiveness and the self-efficacy of teachers. This study will be looking for further evidence related to the importance of self-efficacy as one of the key components of teacher effectiveness.

1.1 SELF-EFFICACY

Self-efficacy refers to a person's belief in his or her ability to perform the behaviors necessary to achieve a certain performance (Bandura, 1997). Self-efficacy boosts confidence and helps to achieve the goal. Self-efficacy is a task-specific belief that controls choice, effort, and perseverance in the face of obstacles and combination with the individual's mental state (Bray-Clark & Bates, 2003). Social cognitive theory, which provides

the basis for formation, focuses on self-functioning variables such as attitudes, actions, and contexts (Schunk & Meece, 2006). Self-efficacy is not universally the same, but it varies in different contexts, so the same person's self-efficacy will be different in different contexts (Bandura, 1997). Self-efficacy can easily be differentiated from self-esteem or confidence. Self-efficacy boosts the confidence in a person and helps to achieve the goal. An individual's performance beliefs are made up of a variety of sources of information that can be clearly communicated through social evaluation as well as direct experience (Bandura, 1986). Stajkovic & Luthans (1998) asserts self-efficacy judgments have the ability to make sufficient predictions for performance across a variety of tasks and behaviors. Graham & Weiner (1996) in view of that, self-efficacy beliefs are seen as an important element in many current approaches to motivation. Self-efficacy of teachers can bring job satisfaction, as well as able to reduce job burnout that might be resulting to lessen the intention to quit the job and help teachers to adjust with their job and training. Self-efficacy boosts up self-confidence at the same time it helps a person to make accurate self-evaluation. As a result, a person is willing to take risks and achieve a sense of accomplishment. So, self-efficacy is able to improve the teacher effectiveness by boosting up self-confidence in a teacher, helping them to make accurate self-evaluation, letting them take risks, and finally, they got the sense of accomplishment.

Bandura (1997) states that mastery experience, vicarious learning, social persuasion, and emotional states are four very important sources of efficacy. Mastery experiences are a very important source of self-efficacy because it is the personal experience of past accomplishment. Observing others' actions and behavior and learning from them is another important source of self-efficacy, which is called vicarious experiences. This type of experience helps to increase the self-efficacy of those who have no past experience or are not confident enough to do it (McCoach & Colbert, 2010). Encouragement, inspiration, and persuasion also affect self-efficacy. Influential conditions such as increased heart rate, sweating, and fatigue in a particular situation are also indicators of self-efficacy belief. (Manzar-Abbas & Lu, 2015). These four sources are directly related to the school experience, in particular, they are relevant to the state-directed achievement score (Colbert & Colbert, 2003; Colbert, Vernon-Jones, & Pransky, 2006; McCoach & Colbert, 2010).

Self-efficacy is basically believing in own ability to control own behavior, emotions, and motivations. Bandura (1994) stated about Perceived Self-Efficacy and Self-Regulation. Bandura (1994) asserted, people's belief about their ability to produce effects is called Perceived Self-Efficacy and the Practice of influencing over one's own motivation, thought process, mood, and behavior patterns is Self-Regulation.

1.3 TEACHER EFFECTIVENESS

Andrews, (2004) asserted that Effective learning is guided by certain behaviors displayed in certain situations that lead students to positive outcomes. Andrews, (2004) further asserted basically, when teaching methods increase students' knowledge and facilitate their learning. In addition, Andrews, (2004) view of that is to their content skills and methodological techniques, excellent teachers communicate their learning in a way that is consistent with their students' learning approach and thus enhances student understanding. Hoy (2000) says that Personal teaching effectiveness is related to a teacher's sense of self-confidence about teaching ability. And it is often said that the effectiveness of general education reflects a common belief about the power of education to reach difficult children.

According to Eggen and Kauchak (2010), the effectiveness of teaching is a teacher's belief that he or she can teach all students regardless of their previous knowledge or abilities. In a study of environmental factors that affect the development of teaching effectiveness, Moran & Hoy (2002) stated that effectiveness was related to perceived support (e.g. resources and interpersonal support from peers and school administrators) for neonatal teachers (less than five years of experience) but experienced Not for teachers (over five years' experience).

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Teachers' self-efficacy, that is, their belief in teachers' ability to effectively manage tasks, obligations, and challenges related to their professional activities, plays an important role in influencing important academic outcomes (e.g., student achievement and motivation) and well-being. Stay in the work environment (Barni D, Danioni F and Benevene P 2019).

Teacher performance indicates the level of teacher readiness/readiness in terms of content mastery, delivery techniques, and classroom aspects. Effective teaching is one of the characteristics/duties of an effective teacher. Effective teacher influences student outcome through effective teaching. Positive student outcomes are a parameter that can prove teachers' effectiveness. Teacher effectiveness is the level of confidence in their ability to lead students to success. That includes helping students to learn, creating effective programs for students, and effectively changing students learning (Gkolia, Belia, & Koustelios, 2014). Even after many years of study, educators still avoid proposing a direct definition of teacher effectiveness. A common and shared definition of teacher effectiveness should be posed to understand and implement all encompasses. Hattie (2018b) describes the effectiveness of the collective teacher has the greatest impact on student achievement. Collective teacher effectiveness is the collective belief of teachers that has the ability to pose a positive influence over students.

Teacher effectiveness is something more than students' scores on standardized tests. Accountability, critical thinking, creativity, flexibility, patience, adaptability, teacher behavior, teachers believe in the growth of the intellect and talent of their students potentially enhances the process of learning and student achievement. and purposeful focused enthusiasm over students' belief, potential, sincere empathy, and perseverance as well as to work until students' success makes a good teacher great. Only a teacher with high self-efficacy is able to achieve such a goal of teacher effectiveness.

1.4 ACTIVATION OF SELF-EFFICACY

A lot of researchers researched the four major psychological processes of self-efficacy belief that affect human effectiveness. Self-efficacy beliefs determine how people feel, think, inspire, and behave. Such beliefs create these varied effects through four main processes (Bandura, 1994). Cognitive, motivational, emotional, and selection processes are four major psychological processes of self-efficacy belief (Bandura, 1994).

a) Cognitive Processes

Bandura, (1994) asserted the effects of self-efficacy beliefs on cognitive processes take a variety of forms. Being purposive and setting goals is human nature. Humans always liked to set their personal goals and tried to achieve them. The stronger the self-efficacy, the more people challenge the goals they have set for themselves and the stronger the commitment they make (Bandura, 1994).

B. Motivational Processes

Self-efficacy beliefs affect the causal traits of a human being. Those who consider themselves highly effective blame their inadequate efforts for their failure, while those who consider themselves ineffective blame their inadequacy for their failure (Bandura, 1994). Self-efficacy beliefs contribute to motivation in a variety of ways: they set goals for themselves, how much effort they put into it, how much perseverance they endure in the face of adversity, and their endurance for failure (Bandura, 1994).

C. Affective Processes

Comment [D1]: A.

According to Bandura, (1994) people who believe they can control threats do not create the kind of annoying thinking. Bandura, (1994) added that those who believe they cannot handle the threat experience high anxiety stimuli. Bandura, (1994) added furthermore that perceived coping controls self-efficacy avoidance behaviors as well as anxiety stimuli. Bandura, (1994) asserted the stronger the sense of self-efficacy, the more courageous they are in imposing taxes and engaging in threatening activities. Bandura, (1994) in view of that, feeling of self-efficacy and thought control work together to reduce anxiety and avoidance behaviors. Once people develop an elastic sense of effectiveness they can tolerate difficulties and adversities without adverse effects (Bandura, 1994).

D. Selection Processes

The efficacy-activation process enables people to create a beneficial environment and has some control over what they encounter on a day-to-day basis (Bandura, 1994). It is believed that humans are partly the product of their environment (Bandura, 1994) therefore, the belief in personal effectiveness can shape a person's lifestyle and the type of activity and the environment a person chooses can be influenced by his lifestyle. According to Bandura, (1994) people avoid activities and situations that they believe exceed their ability to cope, yet they easily take on challenging tasks and choose situations that they can handle.

1.5 INCREASING TEACHER SELF-EFFICACY THROUGH IN-SERVICE TRAINING

King and Newmann (2000) state, Teachers have the most direct, sustainable communication with students and adequate control over what is taught and the learning environment, improving teachers' knowledge, skills, and dispositions through professional development is an important step in improving student achievement. Teacher effectiveness is strengthened when teachers follow effective instructions from their peers (Withy, 2020), he further added that this is especially effective if teachers are able to observe peers with the same level of experience and skills. Social motivation also has a strong effect on teacher self-efficacy (Withy, 2020). Che Omar (2014) describes that in-service training can enhance the professionalism of teachers who can contribute to the achievement of the organization's goals. In-service training is a professional and personal educational activity that can help teachers improve their skills, abilities, knowledge, and motivation in their professional work (Che Omar, 2014). Through in-service training, we can ensure that teachers are motivated to work more efficiently, help teachers find their problems and solve them by pooling their resources and wisdom, help teachers to teach more efficiently, modernize teacher education Helping to become familiar with the strategies.

Incorporating a focus on the development of teacher self-efficacy represents an important evolution in the design of teacher in-service training that can improve teacher effectiveness and ultimately enhance student achievement (Bates & Bray-Clark, 2003). Bandura (1986) outlines four sources of self-efficacy in his Social cognitive theory: enactive mastery (e.g., past performance accomplishments resulting from previous experiences or training), vicarious experience, social/verbal persuasion such as cooperation performance that, related to the corrective response, and physiological arousal, including changes in moods such as anxiety, fear, or positive expectations (Bandura, 1982).

Enactive mastery is probably the most influential source of efficacy beliefs because it is experiential in nature and rooted in past performance (e.g., training or prior on-the-job experiences) (Bates & Bray-Clark, 2003). Past experience helps a person to overcome future circumstances of a similar situation or past events. The value of enactive mastery is

that, when a person faces similar situations, individuals rely on perceptions of past mastery to produce information that is used to make judgments about present capabilities (Bates & Bray-Clark, 2003). Bates & Bray-Clark, (2003) mentioned that the impact of enactive mastery for in-service teachers is relatively simple: the goal should be to design and implement in-service training that ensures that teachers have ample opportunity to master new learning strategies and content before expecting to apply it in the classroom.

Bates & Bray-Clark (2003) state vicarious experience suggests different kinds of modules for teacher-in-service training. Bates & Bray-Clark (2003) added vicarious experience capitalizes on the idea that a person's efficacy beliefs can be improved by observing a significant model of activity that they consider to be consistent with their needs and abilities. Efficacy-focused in-service training should include activities that provide teachers with opportunities to observe other teachers successfully and unsuccessfully engaging in teaching behaviors that they will be expected to adopt (Bates & Bray-Clark, 2003). Bates & Bray-Clark (2003) further added that this is important because cognitive processing of positive and negative performance information (i.e., observation of both success and failure) increases a person's ability to engage in self-correction patterns of analysis and behavior. Bates & Bray-Clark (2003) continue it has been seen in recent times training strategies have been more focused on the collaborative training method by characterizing a small group of interactions, this method significantly benefits the learning process.

Bates & Bray-Clark (2003) asserted verbal persuasion also represents a potentially valuable tool for cultivating the efficacy beliefs of teachers. The self-efficacy belief of a person can be influenced by communication of verbal judgment from respected others (Bates & Bray-Clark, 2003). This kind of communication should not be confused with superficial, hollow praise for the sake of bolstering self-beliefs. Bandura (1986) stated, cautions against the use of artificial praise and advocates only sincere and valid verbal appraisals. Verbal persuasion can thus better transform self-efficacy beliefs when behavioral information is both binding and distributed in a way that disrupts existing distrust of one's abilities (Bandura, 1997). Verbal persuasion as a source for building positive efficacy beliefs is most easily seen in informal kinds of learning that are characteristic of many schools recognized for their outstanding professional development activities (Bates & Bray-Clark, 2003).

Self-efficacy beliefs are intertwined with physiological states (each is highly dependent on one another), physiological states such as anxiety, stress, and fatigue provide other potentially important sources of efficacy information (Bates & Bray-Clark, 2003). For example, strong emotional reactions to a task provide cues about the anticipated success or failure of the outcome (Pajares, 1996). The implication of in-service training needs a safe environment so the teachers could feel they may learn in a non-threatening and cooperative manner (Bates & Bray-Clark, 2003).

2. RESEARCHES ON SELF-EFFICACY

Teacher self-efficacy is important for the teaching and learning process as well as for student achievement and teacher effectiveness. Over the decade researchers started to study self-efficacy. The study of teacher self-efficacy has evolved over the years and added a lot of knowledge. Researches indicate that self-efficacy could contribute to teacher effectiveness in various ways. Some proofs suggest that positive self-efficacy beliefs will increase the extent to that academics are willing to transfer skills learned throughout in-service coaching to the classroom (Bates & Bray-Clark, 2003). For instance, analysis on worker coaching has incontestible that interventions geared toward raising self-efficacy concerning specific future behaviors considerably enlarged the chance people can exhibit those behaviors on the task (Eden & Kinnar, 1991). Bates & Bray-Clark (2003) quotes (Allinder, 1994) research has shown that those who are high in teaching self-efficacy tend to explore a lot of various ways of instruction, get improved teaching ways, and experiment a lot extensively with educational materials.

Some researchers also suggest that self-efficacy beliefs enhance a teacher's retort ability at a great level in a nerve-racking and difficult situation. Bates & Bray-Clark (2003) quotes (Guskey, 1988; Stein & Wang 1988) that, research has indicated that academics with sturdy, positive efficaciousness beliefs regarding their teaching ability are lot seemingly to require risks and Bates & Bray-Clark (2003) further quoted (Hani, Czerniak, & Lumpe, 1996; Ross, 1992) use new techniques and to experiment and continue difficult methods that will have a positive impact on student action. These findings show that the teacher with high self-efficacy takes more challenges but they got less stress, anxiety and feel less challenged.

Research shows that self-efficacy beliefs can determine which in-service training is more effective in terms of the acquisition of knowledge and skills. Numerous studies have shown that teachers with higher levels of self-efficacy in teaching skills can create higher student achievement across a variety of academic subjects. Ross, Hogaboam-Gray, and Hanay (2001) showed that students taking computer skills courses with a teacher who had high self-efficacy for computer skills instruction showed better performance than the student who had a teacher with low self-efficacy. Teachers with high self-efficacy are able to produce better student outcomes because they continue helping students with difficulty (Podell & Soodak, 1993; Soodak, & Podell 1993). Teachers with strong self-efficacy beliefs have also been shown to be good Organize, employ more effective planning (Allinder, 1994), and are more likely to set high-performance Value for themselves as well as for the Student (Ross, 1995).

2.1 PROSPECTIVE TEACHERS & SELF-EFFICACY

Academics define the term teacher self-efficacy as "judging a teacher's ability to engage students and bring about the desired learning outcomes, even among students who may be difficult or motivated" (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 12). There is ample evidence in the literature that self-efficacy directly affects the teacher's actions and attitudes (Palmer, 2006). The study further reveals that there is a correlation between teacher self-efficacy and student performance (Chambers & Hardy, 2005). The cognitive construction of teaching skills of potential teachers, which is largely based on self-efficacy beliefs, is a powerful indicator of the effectiveness of any teacher training program (Yeung & Watkins, 2000). Furthermore, self-efficacy enhances resistance to change (Wolfolk-Hoy & Spiro, 2005); this problem has been studied by many researchers on conservation teachers (Cerit, 2010). The self-efficacy of prospective teachers can predict their performance during in-service training and it can also contribute to the effectiveness of teacher education activities (Hamurku, 2006).

3. FINDINGS & RECOMMENDATIONS

This brief review of all of the above discussions or research indicates that there is also a good deal of significant evidence that suggests that self-efficacy can be an important forecaster of teacher achievement in in-service training, while training, it is important to keep in mind that a valuable process can be variable and that training is a desirable result of in-service training. Many studies have shown that the development of teacher self-efficacy can lead to many right paths or important results. Cyclical efficacy-Performance Spiral is important because it powerfully suggests that self-efficacy will be an important element of teachers' ongoing professional enlargement and those resource-oriented individuals can initiate and maintain an ongoing process of improvement to enhance teacher self-efficacy. Study shows that Teachers' personal values were considerably associated with one another, with the exception of self-transcendence and improvement values. Openness to vary, self-transcendence, and improvement were absolutely related to autonomous motivation for teaching lecturers. Moreover, Self-enhancement and self-transcendence are also associated

with teachers'-controlled motivations positively and negatively. In various research Teachers' self-efficacy was found considerably related to conservation, openness to altering, and self-transcendence, however to not self-enhancement values or motivations for teaching. Teacher self-efficacy has repeatedly been shown to be a relevant factor in the effectiveness of teaching activities, as it is a powerful driving force that influences teacher behavior in the classroom and influences effort. The development of teacher self-efficacy through in-service training is not only important for immediate results, but it is also important for continuous improvement of teacher effectiveness.

Various research shows that self-efficacy is an important factor for teacher effectiveness. So, the professional development of teachers and students can be the key to the success of school reform initiatives as administrators strive to improve the strength of current education. Studies have shown that teacher effectiveness is an important variable in teacher effectiveness that is consistently related to teacher behavior and student outcomes. Furthermore, it has been shown that schools integrate core dimensions with high-performance professional development that support and strengthen skills development and performance belief. The framework for professional development for teachers should include self-efficacy as the theoretically correct focus of training design aimed at improving teacher skills and improving student outcomes. Teacher self-efficacy development through in-service training is important for both immediate results and for continuous improvement of teacher effectiveness. In-service training can be a valuable process for incising self-efficacy among teachers.

4. DISCUSSION & CONCLUSION

Formatted: Strikethrough

A teacher's sense of self-efficacy has consistently been recognized as an important feature of effective teaching and has been positively linked to teacher and student outcomes (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). By its very nature teaching always involves solving complex, dynamic and non-linear problems. As a result, teacher effectiveness depends largely on the individual agency, or how teachers define tasks, employ strategies, see the potential for success, and ultimately solve the problems and challenges they face. The ability of teachers to be self-organized, self-reflective, self-regulating, and active in their behavior - which reflects the importance of self-efficacy as an important component of teacher effectiveness. Effective teachers' Steps toward teacher effectiveness through setting goals, doing things that they like to do, trying new things and facing challenges, accepting failures and criticisms positively, approaching the goals slowly, and not over-stressing about results. There are various characteristics of an effective teacher which is the reason behind their effectiveness. The five core characteristics of effective teachers are; Self-Control Strategies, Classroom Design Techniques, Teaching Appropriate Behaviors, Accurate and Timely Consequences, Student-Teacher Relationships. All of them are indicating self-efficacy belief to be one of the major components of teacher effectiveness. Effective teachers' set their goals, try new things while facing new challenges, accept failure and criticism positively, approach the goal slowly, and never stressed themselves about the result. Bandura (1997) states that Self-efficacy refers to a person's belief in his or her ability to perform the behaviors necessary to achieve a certain performance. It shows all the necessary characteristics and activities of effective teachers' are influenced by self-efficacy. Effective teachers have a set of attitudes, approaches, strategies, and connections with students that express themselves in non-academic ways and lead to higher student achievement. Self-efficacy boosts teachers' self-confidence, helping them to make accurate self-evaluations. Teaching effectiveness is related to a teacher's sense of self-confidence which ensures teacher effectiveness. The four major psychological processes of self-efficacy belief are cognitive, motivational, emotional, and selection processes. The psychological processes of self-efficacy belief determine a person's way of thinking, feeling, motivating, and behaving. That also helps to increase teaching effectiveness. The core characteristics of

effective teachers which are Self-Control Strategies, Classroom Design Techniques Teaching Appropriate Behaviors, Accurate and Timely Consequences, Student-Teacher Relationships is the major reason behind their effectiveness. Teacher traits such as knowledgeable, purposeful, critical thinker, creativity, promising, open-minded, flexible, patient, tolerant, adaptable, responsive and interested, and willing to learn are closely related to the teacher's self-efficacy which made a teacher effective. Teacher self-efficacy has repeatedly been shown to be a relevant factor in the effectiveness of teaching activities, as it is a powerful driving force that influences teacher behavior in the classroom and influences effort. Therefore, self-efficacy can be pointed as a key component of teacher effectiveness.

REFERENCES

- Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education, 17*, 86–95.
- Andrews, J. J. W. (2004). Teaching Effectiveness [E-book]. In C. D. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (pp. 535–539). Elsevier.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology, 10*(1645).
- Bates, R., & Bray-Clark, N. (2003). Self-Efficacy Beliefs and Teacher Effectiveness: Implications for Professional Development. *The Professional Educator, XXVI* (1), 13–22.
- Bray-Clark, N., & Bates, R. (2003). Self-Efficacy Beliefs and Teacher Effectiveness: Implications for Professional Development. *The Professional Educator, XXVI* (1), 13–22.
- Bray-Clark, N., & Bates, R. (2003). Self-Efficacy Beliefs and Teacher Effectiveness: Implications for Professional Development. *The Professional Educator, XXVI* (1), 13–22.
- Cakiroglu, J., Cakiroglu, E., & Boone, W. J. (2005). Preservice teacher self-efficacy beliefs regarding science teaching: A comparison of preservice teachers in Turkey and the USA. *Science Educator, 14*(1), 31-40.
- Cerit, Y. (2010). Teacher Efficacy Scale: The study of validity and reliability and preservice classroom teachers' self-efficacy beliefs. *Journal of Theory and Practice in Education, 6*(1), 68-85.
- Che Omar, C. M. Z. (2014). The Need for In-Service Training for Teachers and its Effectiveness in School. *International Journal for Innovation Education and Research, 2*(11).
- Consiglio, C., Borgogni, L., Alessandri, G., & Schaufeli, W. B. (2013). Does self-efficacy matter for burnout and sickness absenteeism? The mediating role of demands and

resources at the individual and team levels. *Work & Stress: An International Journal of Work, Health & Organisations*, 27(1), 22–42.

Cupertino, A.-P., Berg, C., Gajewski, B., Hui, S.-K. A., Richter, K., Catley, D., et al. (2012). Change in self-efficacy, autonomous and controlled motivation predicting smoking. *Journal of Health Psychology*, 17(5), 640–652.

Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Eden, D., & Kinnar, J. (1991). Modeling Galatea: Boosting self-efficacy to increase volunteering. *Journal of Applied Psychology*, 76(6), 773–780.

Enggen, P., & Kauchak, D. (2010). *Educational Psychology: Windowson Class rooms* (8thed). NJ: Pearson.

Gencer, A. S., & Cakiroglu, J. (2007). Turkish preservice science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management. *Teaching and Teaching Education*, 23, 664-675.

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 503-511.

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 63–84). New York: Simon & Schuster.

Hattie, J. (2018b, March 7). *Collective Teacher Efficacy (CTE) according to John Hattie*. Visible Learning. <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

Hoy, A. W. (2000) *Changes in teacher efficacy during the early years of teaching*. Paper Skinner, C., B. (2004). *Educational Psychology*. London: Staples Press.

Job, Christine Lynn, "What Is Teacher Effectiveness? A Case Study of Educator Perceptions in a Midwest Elementary School" (2017). *Theses and Dissertations*. 2240.

King, M. B., & Newmann, F. M. (2000). Will Teacher Learning Advance School Goals. *Phi Delta Kappan*, 81(8), 576–580.

Manzar-Abbas, S. S., & Lu, L. (2015). Self-efficacy Beliefs of Chinese Primary School Teachers. *Pakistan Journal of Psychological Research*, 30(2), 289–303.

McCaffrey, D., Koretz, D., Lockwood, J. R., & Hamilton, L., (2004). *Evaluating value-added models for teacher accountability*. Santa Monica, CA: RAND.

Formatted: Highlight

Comment [D2]: Not cited in the text?

Formatted: Highlight

Nikoopour, J., Farsani, M. A., Tajbakhsh, M., & Kiyaiie, S. H. S. (2011). Do EFL teachers' gender, age and years of teaching experience interact with emotional intelligence and self-efficacy? *International Proceedings of Economics Development and Research*, 26, 250-255.

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448.

Podell, D. M., & Soodak, L. C. (1993) Teacher efficacy and bias in special education referrals. *Journal of Educational Research*, 86(4), 247–253.

Formatted: Font: 10 pt, Highlight

Comment [D3]: Not found in the text.

Rivkin, S., Hanushek, R., & Kain, J. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.

Formatted: Highlight

Formatted: Font: 10 pt, Highlight

Comment [D4]: Not found in the text.

Formatted: Highlight

Ross, J. A. (1995). Strategies for enhancing teachers' beliefs in their effectiveness: research on a school improvement hypothesis. *Teachers College Record*, 97(2), 227–251.

Ross, J. A., Hogaboam-Gray, A., & Hannay, L. (2001). *Effects of teacher efficacy on computer skills and computer cognitions of Canadian students in K–3*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Soodak, L. C., & Podell, D. M. (1993) Teacher efficacy and student problems as factors in special education referral. *Journal of Special Education* 27(1), 66–81.

Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124, 240–261.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A crosscase analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(3), 202-248.

Tschannen-Moran, M., & Woolfolk-Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944- 956.

Witcher, L.A., Onwuegbuzie, A.J., Collins, K., Witcher, A.E., Minor, L., & James, T.L. (2002, November). *Relationship between teacher efficacy and beliefs about education among preservice teachers*. Paper presented of the annual meeting of the mid-south educational research association, Chattanooga, TN.

Withy, H. (2020, March 22). *Strategies for developing and maintaining self-efficacy in teachers*. THE EDUCATION HUB. <https://theeducationhub.org.nz/strategies-for-developing-and-maintaining-self-eficacy-in-teachers/>