

Self-efficacy: A Key Components of Teacher Effectiveness

ABSTRACT

Teachers are very important for the education system. Teacher effectiveness is one of the most important factors that are able to influence the achievement of students, which is the primary goal of education. The purpose of this review article is to analyze the interconnectedness among 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 interconnectedness among self-efficacy and teacher effectiveness. This study analyzes and discusses the results of different researches related to self-efficacy and teacher effectiveness. Study shows that the development of teacher self-efficacy can enhance instructional resources. As well as instructional resources can enhance the teacher effectiveness. Teacher self-efficacy directly takes part in enhancing teacher effectiveness through improving self-enhancement values or motivations for teaching, as well as by improving self-confidence. Focusing on teachers' self-efficacy development can be a major inclusion in the in-service training design for teachers' that can improve teacher effectiveness and achieve the ultimate goal of student outcome. Self-efficacy development programs should be included in the teachers' professional development frameworks to improve teacher effectiveness. Boosting self-efficacy among teachers' through in-service training programs and professional development frameworks is important for rapid and continuous improvement of teacher effectiveness. Enhancement of self-efficacy by incorporating capacity-building programs and teacher professional development programs into in-service training design is capable of improving teacher effectiveness and ultimately improving student achievement.

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

1. INTRODUCTION

Teacher self-efficacy has become an important area in school psychological research. Because teacher self-efficacy development has a great effect on teaching effectiveness, instructional practice, and the teacher-student academic endeavor (Klassen et al., 2009; Klassen and Tze, 2014). Self-efficacy among teachers' has consistently been acknowledged as one of the major features of effective teaching and linked with the teacher and student academic achievements (Tschannen-Moran et al, 1998). Teachers who have a high sense of self-efficacy able to provide higher experiences, on the other hand, teachers with a low sense of self-efficacy interrupts the cognitive development of their student and shows poor judgment on students' abilities (Pajares, 2002). Teachers are one of the most important parts of the education system, and schools are as good as their teachers. Teacher effectiveness is a key factor that, contributes to student achievement. In recent years, various researchers have conducted studies on teachers' self-efficacy and their impacts on teachers' teaching and students' performance, given the relevance of self-efficacy. (Manzar-

Abbas & Lu, 2015). 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). Self-efficacy has a great impact on enhancing teacher effectiveness. The teachers' self-efficacy is significantly correlated with their teaching practice (Khanshan & Yousefi, 2020). Teachers' effectiveness has such great importance that, teacher preparation and development programs all over the world focus on creating more qualified, and competent teachers (ÇAkıroglu et al., 2005). It is to be believed that teachers' self-efficacy is one of the major components in the effective teaching and learning method (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. It is feasible to draw the conclusion that, a higher degree of self-efficacy might be able to assist a teacher in achieving more accomplishment throughout the teaching and learning activities. A Successful teaching and learning process ensures efficient teaching which is proving of teacher effectiveness. Various studies have been conducted in the past decades on the effect of teacher performance level over teacher effectiveness. Study shows that self-efficacy has been considered an important element of effective teaching that has the ability to acquire the goal of positive student outcome (Gibson & Dembo, 1984). Strong, Ward, & Grant (2011) opined that teacher effectiveness is the ability of a teacher to use a specific set of methods, techniques, connections with students, and attitudes that are able to enhance student learning and positive student outcome. Bandura (1997) indicates that self-efficacy can act as an important tool to enhance the effectiveness of the teaching process and higher student achievement. Witcher et.al, (2002) quoted (Bandura, 1977) that teachers with high efficacy have the ability to control the surrounding circumstances and act accordingly, which allows them to achieve their preferred outcome.

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). Self-efficacy has also been reported to have an interconnection with emotional intelligence (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 studies have shown that teacher development programs such as in-service training, and professional development training should be organized to boost up teacher self-efficacy that has a direct impact on enhancing teacher effectiveness.

This study aims to find out the correlation between teacher effectiveness and the self-efficacy of teachers. The goal of this study is to find out the significance of the correlation between self-efficacy and teacher effectiveness. This study is looking for the significance of teachers' self-efficacy beliefs. This study aims to analyze the correlation between teacher effectiveness and self-efficacy. This study aims to further determine whether teacher self-efficacy can influence teacher behavior in the classroom and affect effort. Furthermore, this study looks at whether self-efficacy can be an important factor in the ongoing professional development of teachers.

2. SELF-EFFICACY

Self-efficacy refers to personal belief in one's own ability to perform the actions required to achieve a certain goal (Bandura, 1997). Self-efficacy boosts confidence and helps to achieve the goal. Self-efficacy is a specific action-centered belief that can control one's choice, endeavor, and perseverance by adapting to the time of distraction and the individual's emotional state (Bray-Clark & Bates, 2003). The concept of self-efficacy is not always the same, it depends on contexts, a person's self-efficacy belief varied upon the 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 created from various sources of data which will be carried through social analysis further as direct expertise (Bandura, 1986). Self-efficacy judgments, according to Stajkovic & Luthans (1998), may generate adequate predictions regarding a wide range of activities and behaviors. Graham & Weiner (1996) in view of that, self-efficacy beliefs have been considered as an essential element for various approaches of inspiration. Teachers' self-efficacy can influence job satisfaction, and also prevent job strain, which may lead to a reduction in the desire to quit and assist teachers in adjusting to their job and training. Self-efficacy boosts 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, assisting them in inadequate self-appraisal, allowing them to take chances, and lastly providing a sense of success.

Bandura (1997) states that mastery experience, vicarious learning, social temptation, and mental states are very important sources of self-efficacy. Mastery experiences are considered a key factor of self-efficacy because it is the personal experience of past accomplishment. Observing others' actions and behavior and learning from them is another key factor of self-efficacy, which is called vicarious experiences. This type of experience aids in the process of self-efficacy in persons who have little or no expertise and are unsure about their abilities (McCoach & Colbert, 2010). Influential conditions such as increased heart rate, sweating, and fatigue in a certain condition are indicators of measuring 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). Self-efficacy is the belief in one's own capacity to manage emotions, feelings, and inspirations. Inspiration, incitement, and temptation are also the effects of self-efficacy. Bandura, (1994) stated about Perceived Self-Efficacy and Self-Regulation. According to Bandura, (1994) people's belief in their own capacity to the transmission of the impact is called Perceived self-efficacy, and practicing to influence someone's motivation, way of thinking, mood, as well as behavior pattern, is called Self-Regulation.

2.1 ACTIVATION OF SELF-EFFICACY

A lot of researchers researched the key psychological trait of self-efficacy belief that has an immense effect on human effectiveness. Self-efficacy belief helps people to ordain their feeling, way of thinking, inspiration, and behavior through four prime psychological processes (Bandura, 1994). Cognitive processes, motivational processes, emotional processes, and selection processes are four major psychological processes of self-efficacy belief (Bandura, 1994).

A. Cognitive Processes

Bandura, (1994) asserted self-efficacy beliefs able to affect cognitive processes in various ways. Being goal-centered and purposive is human nature. Humans always liked to set their personal goals and tried to achieve them. The stronger a person's self-efficacy, the more he

challenges the goals he has set for himself and the stronger the pledge he makes (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). In a variety of ways, self-efficacy beliefs contribute to the inspirational method: setting goals, making effort, showing endurance while facing adversity, and their endurance for failure (Bandura, 1994).

C. Emotional Processes

According to Bandura, (1994) people who believe in their ability to control threats, they don't generate the kind of annoying thinking. Bandura, (1994) added people who have a lack of belief about controlling the threat, might face high anxiety stimuli. Bandura, (1994) added furthermore that awareness of self-efficacy is capable of controlling anxiety stimuli as well as abstinence behaviors. Bandura, (1994) asserted a strong sense of self-efficacy makes a person more courageous to imposing taxes and engaging in independence activities. Bandura, (1994) in view of that, thought control efficacy and feeling of self-efficacy work together to lessen anxiety and avoidance behaviors. When a person develops a perception of effectiveness, he would be willing to withstand obstacles and animosity without experiencing any negative consequences (Bandura, 1994).

D. Selection Processes

The efficacy-activation method helps people to able to originate a favorable environment as well as able to help to have some hold over the circumstances they might face on a day-to-day basis (Bandura, 1994). It is believed that humans are considered to be a part of their ambiance (Bandura, 1994) so that, the belief in individual effectiveness can form 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 always try to avoid any kind of circumstances and activities that they consider are beyond their ability to cope with, yet they easily take on challenging tasks and choose situations that they are able to deal with.

2.2 IMPROVING SELF-EFFICACY

King and Newmann, (2000) asserted that teachers are responsible for the most direct, and sustainable communication with their students. King and Newmann, (2000) further stated that adequate control over teaching and learning methods, boosting teachers' knowledge, proficiency, and development of behavioral traits through professional development programs are important steps in promoting positive student outcomes. Teacher effectiveness is strengthened when teachers follow effective instructions from their peers (Withy, 2020), he further added that this is especially effective when teachers can observe their peers having the same level of expertise and skills. Social motivation has an impact on teacher self-efficacy (Withy, 2020). Che Omar (2014) describes that teachers' in-service training can promote professionalism and ensure their contributions toward the achievement of the organizational aim. In-service training has been considered as a professional and individual instructional activity that can help teachers to promote their skills, abilities, wisdom, and inspiration in their professional responsibilities (Che Omar, 2014). It is possible to ensure that teachers are motivated to work more efficiently through in-service training, that teachers are assisted in identifying and solving problems by protecting their rights and knowledge and

understanding, that teachers are assisted in teaching more efficiently, and that teacher education is modernized by assisting teachers in becoming familiar with strategies.

Bates & Clark, (2003) state vicarious experience suggests different kinds of modules for teacher-in-service training. According to Bates and Clark (2003), the notion of vicarious experience is founded on the premise that viewing a big pattern of engagement that is compatible with someone's interests and qualities as well as may raise one's efficacy beliefs. Teachers should have opportunities to witness other teachers successfully and poorly engaging in teaching practices that they will be asked to adopt during efficacy-focused in-service training (Bates & Clark 2003). Bates & Clark, (2003) further added that this is significant because information about positive and negative action must be processed cognitively (i.e., observation of both attainment and failure) increases a person's capability to be able to embark on a self-correction model of analysis and behavior. Bates & Clark, (2003) continue it has been noticed that in recent times, types of training have been much more dedicated to the collaborative training method by characterizing a small group of interactions, this method significantly benefits the learning scheme.

In a various research, reasonable payment was mentioned as a way to increase teachers' self-efficacy (Rynes, Gerhart, Minette 2004). Despite the fact that the inspiring consequence of money is dynamic at all compensation levels, in particular, conducted a secondary analysis into the motivating influence of income on workers and determined that it is a very pervasive and persistent position of motivation (Gerhart, Minette 2004). According to Orodho, Waweru, Ndichu, & Nthinguri (2013) teachers' self-efficacy can be improved by changing their working conditions. According to Orodho et al. (2013), positive modifications in the workplace atmosphere could also be used to boost teachers' self-efficacy. Teacher self-efficacy is an idiosyncratical performance-based element that can help shield teachers from fatigue and workplace stress. (Orodho et.al, 2013).

According to Bates & Clark (2003), oral incitement is a potentially useful strategy for fostering teachers' efficacy beliefs. The self-efficacy belief of a person can be influenced by communication of verbal judgment from respected others (Bates & Bray-Clark, 2003). This type of communication ought not to be mistaken with phony praise intended to boost one's self-esteem. According to Bandura (1986), false praise should be avoided and only genuine and meaningful verbal evaluations should be used. When behavioral input is both binding and disseminated in a way that disturbs existing distrust of the other's abilities, oral incitement can better modify self-efficacy beliefs (Bandura, 1997). The use of oral incitement as a source for positively influencing efficacy beliefs is most visible in informal learning environments, which are common in many institutions known for their exceptional continuing professional development. (Bates & Clark, 2003). Physiological aspects such as anxiety, tension, and exhaustion provide another potentially relevant genesis of efficacy information because they are entangled with self-efficacy beliefs (one is highly relevant to the other) (Bates & Clark, 2003). For example, Intense affective responses to an activity, convey clues about the outcome's likelihood of success or failure (Pajares, 1996). In-service training required a secure setting in which teachers can feel comfortable learning in a quasi and equitable manner. (Bates & Clark, 2003).

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) went on to say that teaching strategies boost students' knowledge and make learning easier for them. 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 comprehension. 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 such kind of teacher's belief that he or she can teach all students whatever the case of their previous knowledge or capacity. In a study of environmental factors that affect the development of teaching effectiveness, Tschannen-Moran & Hoy (2002) stated that effectiveness was related to perceived support (e.g. resources and interpersonal support from peers and school administrators) for newcomers (less than five years of experience) but experienced Not for teachers (over five years' expertise).

Teachers' self-efficacy, or their conviction in their caliber to efficient management of tasks, commitments, and obstacles linked to their professional responsibilities, has a significant impact on critical academic outcomes (such as student motivation and academic outcome) as well as well-being while continued in the workstation (Barni, Danioni, and Benevene, 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. The degree of confidence in a teacher's capacity to influence students in achieving is referred to as their effectiveness. This includes assisting students in learning, developing effective student programs, and effectively modifying students' learning habits (Gkolia et al., 2014). Behavioral self-efficacy describes how confident a teacher is in his or her ability to carry out specified behaviors in order to deal with various instructional circumstances. 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 (2018) 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. Purposeful and 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.

3.1 SELF-EFFICACY AND TEACHER EFFECTIVENESS

Academics define the term teacher self-efficacy as "judging a teacher's ability to engage students and bring about the desired learning outcomes, even those students who are likely to be challenging or disengaged" (Tschannen-Moran & Hoy, 2001). There is ample evidence in the literature that self-efficacy has a direct impact on a teacher's behaviors and reactions. (Palmer, 2006). According to the research, there is also a link between instructor self-efficacy and student academic outcomes (Chambers & Hardy, 2005). The conceptual framing of prospective teachers' teaching skills is mostly dependent on self-efficacy beliefs, which is a key indicator of a teacher training program's effectiveness (Yeung & Watkins, 2000). Furthermore, self-efficacy increases resistance to change (Wolfock-Hoy & Spero, 2005); many conservation educators have examined this issue (Cerit, 2010). The self-

efficacy of prospective teachers can predict their performance during in- Self-efficacy of future teachers' able to forecast their competence throughout the in-service training period and also influence the efficacy of teacher education programs. (Hamurcu, 2006).

According to the Orodho et.al, (2013) investigation tactics used to solve obstacles that hinder the efficient application of fundamental education curriculum based on teacher effectiveness, research data further suggests that insufficient physical institutions and educational resources impede effective curriculum implementation. This study has suggested that educational resources will improve teacher effectiveness (Odanga et al., 2018).

4. DISCUSSION

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. Over time, the research of teacher self-efficacy has progressed and gained a great deal of knowledge. According to studies, self-efficacy can help teachers be more effective in a variety of ways. Positive self-efficacy beliefs, according to some evidence, boost academics' willingness to transfer abilities learned during in-service training programs (Bates & Clark, 2003). For example, research on employee training has proven that treatments aimed at increasing self-efficacy about specific future actions significantly increased the likelihood of workers exhibiting those actions on the job (Eden & Kinnar, 1991). Bates & Clark (2003) quotes from (Allinder, 1994) persons with a higher degree of instructional self-efficacy are more likely to try out a variety of different teaching methods, enhance their teaching methods, and experiment widely with educational resources.

Some researchers suggest self-efficacy beliefs strengthen a teacher's retorting ability at a great level in a nerve-racking and difficult situation. Bates and Clark (2003) quote (Guskey, 1988; Stein & Wang 1988), the study has shown that academics with sturdy, and optimistic efficaciousness about their teaching performance are more likely to take risks and Bates & Clark (2003) further quoted (Hani et al. 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.

Integrating a focus on teacher self-efficacy development marks a significant advancement in the formulation of in-service training modules which can promote teacher effectiveness and, as a result, student accomplishment (Bates & Clark, 2003). In his Social cognitive theory, Bandura (1986) identifies four sources of self-efficacy: enactive mastery (e.g., past acquisitions associated with past experiences or training), vicarious experience/emotional arousal, social/verbal persuasion (e.g., cooperation performance that is related to the corrective response), and physiological arousal (e.g., emotional swings such as anxiety, distress, or enthusiasm).

Because it is experiential and based on past achievement, enactive mastery is likely the most significant source of efficacy beliefs (e.g., training or prior on-the-job experiences) (Bates & Clark, 2003). Past experience helps a person to overcome future circumstances of a similar situation or past events. The advantage of enactive mastery is that when people are confronted with comparable situations, they can rely on past mastery perceptions to generate knowledge that can be utilized to make decisions regarding current capabilities (Bates & Clark, 2003). The impact of enactive mastery for in-service teachers, according to Bates and Clark (2003), is extremely straightforward: the aim ought to be to formulate and

construct in-service training which guarantees that teachers have adequate opportunity to master new learning strategies and content before expecting to apply it in the classroom.

According to research, self-efficacy beliefs can influence which in-service program is most beneficial in terms of knowledge and skill acquisition. Numerous studies have demonstrated that teachers with better aspects of self in teaching abilities can help students attain higher levels of accomplishment in a range of areas. Ross et al. (2001) found that students in computer skills classes with a teacher who has a high degree of self-efficacy for computer literacy education perform better than students in computer skills classes with a teacher who has low self-efficacy. Teachers with strong self-efficacy can yield higher student results because they continue to assist struggling students (Podell & Soodak, 1993; Soodak, & Podell 1993). Teachers that have high self-efficacy values have also been demonstrated to be better organized, plan more effectively (Allinder, 1994), and create high-performance goals for themselves and their students (Ross, 1995).

Orodho et.al, (2013) investigated tactics used to solve obstacles that hinder the efficient application of fundamental education curriculum based on teacher effectiveness, research data further suggests that insufficient physical institutions and educational resources impede effective curriculum implementation. Educational resources improve teacher effectiveness (Odanga et al., 2018). According to research, teacher self-efficacy has a big impact on overall school educational performance. Although high self-efficacy teachers are uncommon in high-performing schools (Olivier, 2001), there are indications that teacher self-efficacy is a crucial mediating element between school environment, organizational culture, and educational success (Bobett, 2001).

This brief review of all of the aforementioned debates or research demonstrates that there is also a substantial deal of significant proof which supports self-efficacy can be a useful predictor of teacher success. Study shows that the development of teacher self-efficacy can enhance instructional resources. As well as instructional resources can enhance the teacher effectiveness. Teacher self-efficacy directly takes part in enhancing teacher effectiveness through improving self-enhancement values or motivations for teaching, as well as by improving self-confidence. Teachers' self-efficacy is greatly influenced by their working environment, efficiency-building initiatives, and positive and constructive leadership. It's crucial to remember that a valuable process can be variable and that in-service training can lead to training. Many studies have demonstrated that increasing teacher self-efficacy could pose a variety of positive outcomes. The Cyclical Efficacy-Performance Phenomenon is significant because it strongly implies that self-efficacy will be an important component of teachers' ongoing professional development and that resourceful individuals can generate and maintain a continuous culture of continuous development to enhance teacher self-efficacy. Apart from self-transcendence and improvement goals, the study found that teachers' personal values were strongly linked to one another. Autonomous motivation for teaching lectures was strongly linked to openness to change, self-transcendence, and improvement. Furthermore, both positively and adversely, self-enhancement and self-transcendence are linked to teachers' regulated incentives. Teachers' self-efficacy has been linked to sustainability, flexibility to change, and self-transcendence in various studies, but not to self-enhancement principles or aspirations for teaching. Teacher self-efficacy has been found to be a significant element in the success of teaching and learning activities, as it is a potent motivator that influences teacher behavior and effort in the classroom. The strengthening of teacher self-efficacy via in-service training is critical not just for instant results, but also for long-term teacher effectiveness enhancement.

Ensuring higher payment for every teacher in general and as for specialized teachers who have obtained higher degrees on the job can boost teacher self-efficacy. Teachers' self-

efficacy can be boosted by improving their working conditions. Capacity-building initiatives can also boost self-efficacy. Furthermore, the research suggests that self-efficacy might have been a significant predictor of teacher effectiveness in in-service training, a useful process variable to examine throughout training, and a specific goal of training inside the service. The progression of teacher self-efficacy would lead to a wide variety of beneficial outcomes, according to research. Studies show that instructional resources can enhance the effectiveness of teachers. According to research, teacher self-efficacy has a big impact on both overall school performance and teacher effectiveness. Not only do high-self-efficacy instructors appear to be more common in high-performing schools, but there are indications that teacher self-efficacy might also be a crucial intervening element between a school's atmosphere and organizational environment and its academic expectations. Incorporating a focus on teacher self-efficacy development marks a significant advancement in the formulation of teacher in-service training programs which can benefit teacher effectiveness and, as a result, student accomplishment.

5. CONCLUSION

The sense of self-efficacy of a teacher has long been identified as a vital aspect of good teaching, and it has been connected to both teacher and student positive academic achievements (Tschannen-Moran et al. 1998). By its very nature teaching always involves solving complex, dynamic and non-linear problems. As a result, teacher effectiveness is mostly determined by individual initiative, or how teachers design their objectives, implement solutions, assess the likelihood of success, and eventually resolve difficulties and challenges. The relevance of self-efficacy as a component of teacher effectiveness is reflected in teachers' abilities toward being self-embodied, self-contemplative, self-regulating, and engaged in their behavior.

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. Self-control approaches, classroom construction methods, teaching adequate behaviors, adequate and reliable responsibilities, and student-teacher relationships are the five key qualities of good teachers. 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 most important variables behind the efficient teaching and learning method. Effective teaching and learning processes that can ensure student achievement are proof of teacher effectiveness. One of the most important components of a teacher's effectiveness is their self-efficacy.

Effective teachers' steps toward teacher effectiveness through focusing on the target, doing things they enjoy, trying something different, facing obstacles, accepting setbacks, taking critiques graciously, pursuing aims gently, but not over-anxious regarding success. There are various characteristics of an effective teacher which is the reason behind their effectiveness. Self-efficacy, according to Bandura (1997), is a person's own significant belief about his or her capability to accomplish the actions required to attain a specific result. 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 following are the basic traits of effective teachers: self-restraint approaches, classroom management strategies, teaching acceptable behaviors, precise and consistent outcome, student-teacher communications are 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 been found to be a significant element in the efficiency of instructional methods, as it is a potent motivator that influences teacher behavior and effort in the classroom. Therefore, self-efficacy can be pointed as a key component of teacher effectiveness.

6. RECOMMENDATIONS

According to numerous studies, self-efficacy is a critical aspect of teacher effectiveness. As administrators attempt to increase the strength of present education, the professional development of teachers and students may be the key to the success of school reform projects. Teacher effectiveness is a significant component in teacher effectiveness that has been reliably linked to teacher conduct and student results, according to research. In addition, it has been demonstrated that schools combine fundamental dimensions with high-performance career-centered upliftment to promote and increase professional skills and achievement belief. Teachers' professional progressive frameworks, self-efficacy should be a theoretically adequate focus of training designs aimed at promoting teacher capacity and optimizing student academic outcomes. In-service training can be a valuable process for increasing self-efficacy among teachers. Developing teacher self-efficacy via in-service training is critical for both immediate and long-term teacher effectiveness enhancement.

The purpose should be to develop and conduct in-service training that gives teachers plenty of time to comprehend effective teaching strategies and teaching material before using them in the classroom. Teachers' self-efficacy can be boosted through the commitment to better remuneration. Teacher remuneration should be compatible and a better and compatible remuneration system among teachers can improve teachers' work performance. Self-efficacy has a significant impact on teachers' effectiveness. More research can be conducted on the overall remuneration system with relative importance in terms of teacher self-efficacy. according to the various study, the current compensation structure should be examined in terms of the effectiveness of the pay-performance correlation. Teachers' self-efficacy can be improved through improving working circumstances, implementing capacity-building programs, and providing convenient leadership via in-service training. Teachers' professional development programs might concentrate on the improvement of teacher self-efficacy, which constitutes a huge progression in the formulating of teacher in-service training design, by improving and incorporating capacity-building programs. Enhancement of self-efficacy by incorporating capacity-building programs and teacher professional development programs into in-service training design is capable of improving teacher effectiveness and ultimately improving student achievement.

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