

**Teacher and Learner Self-Efficacy
Enhancement:
A Practical Approach to Learner
Achievement**

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Teacher and Learner Self-Efficacy Enhancement: A Practical Approach to Learner Achievement

ارتقاء خودکارآمدی معلم و دانش‌آموز: رویکردی عملی به موفقیت دانش‌آموز

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Preface

This book is a review of theories and practices on self-efficacy in general, teacher and learners' self-efficacy, and how it can be enhanced and connected to learner achievement in particular.

Self-efficacy belief, as one of the most influential perceptions the individuals hold, has recently been at the center of investigation due to its fundamental role in every domain mainly in language learning field. Self-efficacy was first represented in one of Bandura's famous articles, 'Self-efficacy: Toward a Unifying Theory of Behavioral Change' in 1977. Later Bandura discussed the construct, self-efficacy, in his 'Social Cognitive Theory of Human Behavior' in 1986. In fact, what the theory claimed was different from the dominant school of cognitivism of that day, rather it incorporated and connected cognitive development to a 'socio-structural network'. Bandura asserts that 'self-efficacy perceptions refer to people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.' (1986, p. 391). In this vein, Bandura further maintains that people's beliefs about their abilities influence their performances and finally their whole lives. Decades of research, has also revealed that self-efficacy is likely to affect the academic motivation; and in turn,

it has the potential to influence and determine the individual's academic attainment for the best.

In its wide scope, the book is trying to support all teachers and learners for its theoretical and practical approach to self-efficacy perceptions. As it is apparent, there is a more important factor to the success of every educational system and that is the teacher. The great importance is due to the fact that the teacher can act as a model of the target language, syllabus designer, evaluator and learning facilitator. In the educational systems, teachers' sense of efficacy is required to be attended carefully and wisely since it is deemed to influence three important subclasses such as class management, student engagement, and instructional strategies.

The findings of studies reveal that the most of the Iranian EFL teachers do not possess high degrees of efficacy beliefs. Teachers need to realize their *personal teaching efficacy* (PTE) and make an endeavor to enhance such beneficial beliefs. Hence, there is a need to examine teachers' perceptions of their teaching competence in terms of personal capabilities to teach English as a foreign language in the language teaching and learning setting. This book is primarily designed to benefit EFL teachers and learners. Accordingly, teachers' self-efficacy has been proved to be positively correlated with the learners' accomplishments. While studies have approved of teachers' efficacy beliefs as influential factors for the students' achievements, it has not been examined thoroughly in Iran.

The book includes four parts. In part one, affective factors and beliefs, self beliefs and their role in learning are discussed. In part two, self-efficacy, its mechanisms, and its sources are explained. In part three, teacher's self-efficacy beliefs and its enhancement are discussed. Teachers' self-efficacy is strongly claimed to be significant since it enormously influences their performance in the classroom, their choice of instructional strategies and methodology, their way of controlling the class, their dealing with the students, and their general goals and objectives. Teachers' sense of efficacy is viewed as an important construct and has shown to be positively correlated with students' achievement (Ross, 1992). Besides, as the author states, this part of the book is recommended to be useful for all language teachers specifically EFL teachers but mostly teacher education and teacher training programs. The findings of research studies dealing with teacher self-efficacy is mainly required for the teacher training programs and teacher education centers since they need to study teacher self-efficacy issue closely and find some effective solutions with regard to teacher self-efficacy enhancement. Also, *continual professional development* (CPD) is addressed not just as an innovation but mainly as an issue which demands teacher education systems to pay serious attention and consideration to the significance of teacher development. In part four, learners' self-efficacy, its enhancement, and its relationship with the learners' achievement are investigated since self-efficacy enhancement is proved to be

effective for teachers and learners who are the ultimate goal of every educational program.

As the writer of this book, I made all attempts to explore the role of self-efficacy specifically teachers' self-efficacy on learners' success in learning contexts and bring together not all but some of the theoretical and practical facts and findings in self-efficacy domain. Still, I should admit the fact that self-efficacy domain and its enhancement in educational setting requires even further investigation in future studies. Hence, as it is evident, a wealth of research studies is necessary to examine the complex cognitive and affective components and challenges of teachers specifically pre-service teachers in their development, to raise their awareness and reflection toward their teaching, to render them into effective teachers who intend to improve their learners' social and emotional well-being in every educational context.

Hereby, I would like to express my sincere gratitude to my family and all other people who assisted me in writing this book. Special thank goes to Bandura, the founder of self-efficacy perceptions who has extensively examined self-efficacy in teacher and learner's self-efficacy domain to achieve the final most important goal that is the learner's success in educational settings. Last but not least, I would like to express my appreciation to all researchers who have devoted considerable time and resources to explore self-efficacy belief and its enhancement as one of the most valuable constructs and promote

teacher education and development to accomplish the ultimate educational goal that is learner achievement.

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