Self-Efficacy of English Language Teachers and Its Effect On their Pupils' Achievement In Baghdad Secondary Schools/Karkh2

By
Shaima Mahdi
Asst. Inst.
University Of Baghdad
College of Education for Women
Department of Education and Psychology

Abstract

Teachers' self-efficacy plays a very important role in the process of teaching English language, and teachers have primary role in determining what is needed or what would work best with their students.

The sample consists of eighty-seven English language teachers in secondary schools in Baghdad/Kaarkh2. Self-efficacy questionnaire of fifteen items was constructed. Face, content validity and reliability were verified. Then, pupils' marks for the first semester were taken as their achievement.The main finding of the study indicates that: English language teachers' self-efficacy has effect on their pupils' achievement.

In the light of the findings of the present study, several conclusions, recommendations and suggestions for further study have been made.

1.Introduction

1.1.The Problem and its importance:

No printed word nor spoken plea
Can teach young minds what men should be
Not all the books on all the shelves
But what the teachers are themselves
Anonymous(Purkey,1970:4)

Teachers' qualifications and interests play agreat role in teaching at schools .The researcher having an experience of three years of teaching thinks that self-efficacy is one of vital importance of teacher qualification.

Beane and Lipka(1986:60) put an emphasis on teacher's self-concept, and they stated that:

"teacher with the clearest and most positive sense of self ,based on quality professional idea are in the best position to facilitate learner self-perception."

Over a quarter century ago ,Albert Bandura introduced the concept of self-efficacy or "beliefs in one's capacity to organize and execute the courses of action required to produce given attainments" (Bandura,1997:3)

In the past two decades researchers have found links between   pupils' achievement and the sense of efficacy of teachers .

Eggen and Kauchak clarified teacher's self-efficacy by saying that teachers created learning environments implement instruction, and establish learning-oriented or performance-oriented classroom. None of the other components of the model are effective if teaching efficacy is lacking .(Eggen and Kauchak,2001: 436)

Understanding teachers 'perceptions and beliefs is important because teachers have a primary role in determining what is needed or what would work best with their students, these perception and beliefs not only have considerable influence on their instructional practices and classroom behavior but also related to their students' achievement . (Eslami&Fatahi,2006:1)

The central research problem is to verify the question: does teacher's self-efficacy truly have a significant effect on pupils' success in language learning?

1.2.The Aim:

This study aims at finding the self-efficacy of English language teachers and its effect on their pupils' achievement.

1.3.The hypothesis:

The following null hypothesis is posed in order to conduct this research:
Self-efficacy of English language teachers has an effect on their pupils' achievement as English language learners .

1.4.The Limitation:

1. This study is limited to the investigation of the self-efficacy of English language teachers in secondary schools in Baghdad/Karkh2
2.English language marks of the pupils for the first semester, academic year 2008-2009.

1.5.The Procedures:

The following procedures will be adopted to fulfill the aim of this study :
1.the sample will be taken randomly.
2.a questionnaire of self- efficacy scale will be conducted in order to find out the teachers' self-efficacy .
3. the final marks of first semester of pupils' achievement in English language are taken .
4. the effect of the results of self-efficacy scale of each teacher on his/her pupils achievement are done .

1.6.Definition of Teacher's self-effecacy:

Teachers self-efficacy is a teacher's belief in his/her capability to organize and execute courses of action to successfully accomplish specific instructional tasks, or more simply , his or her capacity to affect student performances (Bandura,1997:89).

2.Theoretical Background and Previous studies

2.1.Theoretical Background:
2.1.1.Self-Efficacy and other concepts of self:

Self-efficacy should be distinguished from other concepts of self such as self-concept, self-observation, self-fulfilling prophecy and self-esteem because of its important role in teachers' qualifications .

Kaplan(2002:251) defines self-efficacy as "one's judgments about one's own ability to succeed on a task or long-term effort .Individuals who doubt their capabilities might lack their efforts when facing serious difficulties, but those with strong self-efficacy make greater efforts to master challenges."

Feldman(2005:68)proposes three components of self-concept that comprises people's view of themselves They are : the physical self , the social self , and the personal self .

Eggen and Don(2001:244) mention that self-observation allows one to monitor his own progress . Self-observation combined with appropriate goals can change students behavior sometimes dramatically and concentration can be improved and social interaction can be more positive and productive.

Another conception of self is the self-fulfilling prophecy which is defined by Feldman(2005:68) as a phenomenon that occurs when we hold a belief or expectation that affects our behavior , thereby increasing the likelihood that our beliefs or expectations will come true.

The last conception of self that would be distinguished from self-efficacy is the self-esteem which is considered to be a trait reflecting an individual's characteristic affective evaluation of self .By contrast, self-efficacy is a judgment about task capability that is not inherently evaluative (Goddard and Wayne,2004:5).

Self-efficacy is distinct from all afore-mentioned conceptions of self, in that it is specific to a particular task. Ibid

Both of the teacher self-efficacy and English language learners' achievement affected each other thus the teacher works with students in the regular classroom and helps the classroom teacher develop instruction that simultaneously supports academic learning and English language acquisition (Walker, et al,2004:132).

2.1.2.Teaching English as a Second language and teachers' self-efficacy:

In order to optimize a better plan for educational programs for FLLs , teachers thus need to look beyond their self-efficacy to the wider linguistics and pedagogical knowledge in order to determine how their capability interaction with ELLs may be influencing what takes place in the classroom (Walker, et al,2004:131).

Virtually all English teachers have certain preconceived ideas or beliefs about how best to approach English teaching , They come into an English classroom conditioned by their previous educational experiences , cultural backgrounds and social interaction, which may further shape their beliefs about English teaching .(Liao,2007:44)

Kaplan(2002:7) presents language teacher development from applied linguistics point of view by saying that : applied linguists must support teachers through their mediation with aspects of communicative competence , balancing language understanding so that it combines grammaticality , appropriateness and feasibility.

Teachers must understand language as a system , knowing components of language such as phonology ,syntax , semantics , pragmatics , and writing conventions . They should also understand native-and second-language acquisition. (Te'llz and Hersh,2004:11)

High linguistics competence helps the teacher to perform successfully as a result his or her self-efficacy as a language teacher will increase according to the four factors which influence people's beliefs about their capability to perform. Those factors are as follows:

1.Past performance on similar tasks .A history of success increases self efficacy .

2.Modeling ,such as observing others performance for excellent teachers , increases self-efficacy by raising expectations and providing information about how a skill is performed .

3.Verbal persuasion can also increase self –efficacy .

4.Psychological and Emotional states, such as an anxiety , can reduce efficacy by filling working memory with thoughts of failure(Eggen and Don,2001:428).

Goddard and Wayne(2004:5) link between teachers' self-efficacy and pupils' achievement by saying that teachers with strong perceptions of self-capability tend to employ

classroom strategies that are more organized and better planned, student centered and humanistic than do teachers with lower levels of efficacy which provide considerable explanation for the positive link between teachers' efficacy and pupils' achievement .

Paneque and Patricia(2006:172) agreed with Goddard and Wayne when they said that :"Numerous positive outcomes have been associated with teachers' high sense of self-efficacy. Among these are student achievement and teachers with a high sense of efficacy have a strong conviction that they can influence student learning ,even the learning of those students who may be more challenging" .

In contrast, teachers with low efficacy feel that they only have minimal influence on students' achievement. These teachers give up more easily when confronted with difficult situations ,are less resourceful, and often times feel that students cannot learn because of extenuating circumstances.

Furthermore ,teachers with a high sense of self-efficacy are confident that even the most difficult pupils can be reached if they exert extra effort; teachers with lower self-efficacy ,on the other hand ,feel a sense of helplessness when it comes to dealing with difficult and unmotivated students.

2.2.Previous Studies:
2.2.1.Eslami and Fatahi, 2008.
Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran.

This study examined the efficacy beliefs of nonnative English speaking Iranian EFL teachers . EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency level were examined. A modified version of the teacher sense of efficacy scale was used to assess efficacy for management, engagement,and instructional strategies.

The results showed that the teachers' perceived efficacy was positive correlated with self-reported English proficiency. The findings also revealed that the more efficacious the teachers felt , the more inclined they were to use communicative-based strategies . The study has implications for preparation of nonnative English speaking teachers and the support they need to develop their language

proficiency , which in turn is related to their perceived self-efficacy.

2.2.2.Paneque & Particia ,2004
A Study of Teacher Efficacy of Special Education Teachers of English Language Learners With Disabilities.

This study examined the teachers' efficacy of special education teachers of English language learners (ELLs) with disabilities by surveying 202 elementary special education teachers . Overall participant teacher efficacy scores were high .No statistically significant differences in efficacy scores were found for levels of teacher preparation ,number of years of teaching experience , or socioeconomic status of the students . A statistically significant difference in perceived efficacy was found with self reported proficiency in the language of the students .In addition , a multiple regression analysis indicated that proficiency in the language of the students accounted for significant variance in predicting the level of teachers' perceived efficacy . The results demonstrate the positive correlation between proficiency in the language of the students and teacher's efficacy .

2.2.3.Discussion of Previous Studies:

There are many studies that have point in common with the present study but there are two studies that are the nearest in the sample ,aim and instrument. The two studies; Eslami&Fatahi(2008) , Paneque &Potricia(2004) , and the present one examined the self-efficacy of the English language teachers in accordance with Bandura's (2001) Guide for Constructing Self-efficacy scale . The sample of the present study is the same as the sample of the Eslami&Fatahi study, both of them are English language teachers in secondary schools, and they differ from the sample of the Paneque &Patricia that the sample of the latest is the teachers of English language learners with disabilities .

The aim of the present study is the same of Paneque & Patricia aim.Both of them examined the English language teachers self-efficacy and its effect on their pupils' achievement .On the other hand Eslami&Fatahi's study aims to investigate English foreign language (EFL) teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach (EFL) and their perceived English language proficiency level .

Accordingly ,it can be concluded that the present study tends to expand its scope by investigating the self-efficacy of

ELT and its impact on their pupils' achievement which is not tackled before.

3.Procedures

3.1.The Population:

After little modification, The questionnaire was given to English language teachers in secondary schools since the aim of the study is to find out their self-efficacy and its effect on their pupils' achievement.

3.2.The sample:

The total number of sample is (87) teachers (males and females) which has been randomly chosen from the population ,secondary schools in Baghdad / karkh 2 .

3.3.The self-efficacy questionnaire:

Bandura's (2001) Teachers' self-efficacy questionnaire was modified by the researcher ,and she selected 16 items which suited the Iraqi secondary schools and ELTs.

The English language marks of the pupils for the first semester will be considered as a criterion for deciding the effect of teachers' self-efficacy on achievement.

3.4.Face Validity:

Validity is defined by Bergman (1981:150) as a reflection of how well it measures what it is designed to measure".

After the questionnaire has been constructed , it will tentatively be exposed to a jury in order to ensure its suitability . The jury included specialists in methodology and specialists in psychology to decided whether the items of the questionnaire are represented or not .

According to the suggestions of the jury members some items excluded and others included .The researcher has taken their valuable notes into consideration .Below is a list of the names of the jury member arranged alphabetically .

3.5. Validity Construction :

Pearson's correlation coefficient was used to find the relationship between the items and total mark. The results show a significance relationship since the calculated value is between (12.395 -5.168), while the tabulated value is 1.98 $P < (0.05)$ and df =85 which means that all the items are well constructed.

The jury members are:

Al-Haj Yousif,LayLa (Ph.D.) Department of Education and Psychology. College of Education for Woman. University of Baghdad.

Al-Na'eemi,Layla. (Ph.D.) Department of Education and Psychology. College of Education for Woman. University of Baghdad.

Al-Qaissi, Talib. (Ph.D.) Department of Education and Psychology. College of Education for Woman. University of Baghdad.

Al-Saadi, Shatha.(M.A.)Department of English. College of Education for Woman. University of Baghdad.

Al-Yaasry,Husein. (Ph.D.) Department of Education and Psychology. College of Education for Woman. University of Baghdad.

Raheem,Khloud. (Ph.D.) Department of Education and Psychology. College of Education for Woman. University of Baghdad.

3.6. The Reliability :

Reliability is the degree of accuracy with which a given test or a set of scores measures whatever it is measuring. (Verma&Beard,1981:86)

On basis of this definition, reliability is used to enrich the instrument of a research with accuracy and consistency. Thus, to ensure the reliability of the questionnaire, a sample of ten teachers was chosen randomly for finding the reliability .The Cornpik formula was used and found out that the reliability coefficient is (0.91) which can be seen as a desirable correlation.

3.7.The Administration of the questionnaire:

After attaining its validity and reliability , the questionnaire was ready to be administrated to the study sample, Hence,for the purpose of getting the information of the questionnaire for the teachers and getting the final marks of the first semester, the visits to the secondary schools started at the beginning of January 2009 and ended at the end of the same month . Each teacher in the sample was given the questionnaire and written the English marks of his/her pupils

4. Result Analysis

4.1.Teachers' self-efficacy results and the results of their pupils' achievement:

After conducting self-efficacy questionnaire and gathering the students' English marks using T-test to verify the null hypothesis which reads:

Self-efficacy of English language teachers has effect on their pupils' achievement as English language learners.

The results show that there is no statistical significance concerning teachers self-efficacy since the calculated value is (1.811) while the tabulated value is (1.98)$P<0.05$ and a df=87 which means that English language teachers of Baghdad secondary schools at Karkh /2 have low self-efficacy.

Table(1)teachers' self-efficacy

number	mean	Standard deviation	Hypothetical mean	Calculated value	Tabulated value
87	122.448	18.047	75	1.811	1.98

df=87 P<0.05

Since the students marks were changed into T-marks ,the results are highly significant in showing the low level of students as English learners. Table (2)shows that the calculated value is (26.025) and tabulated value is (1.98) $P<0.05$ and a df=87

Table (2)Students' T-marks

pupils	number	mean	Standard deviation	Calculated T-value	Tabulated T-value
intermediate	1236	607.95	181.217	26.026	1.98
preparatory	1635	621.12	179.609		

df=2871 P<0.05

By comparing the two results of table (1) and table(2), the null hypothesis can be accepted since the teachers' low self-efficacy effect on their students' achievements' which are very low too.

Table (2)shows that the preparatory students are better than intermediate students as an English learners that can be explained as the teachers' self-efficacy has less effect on preparatory students since they are old enough to be nearest to the independence age i.e. preparatory students have partial

ability to depend on themselves in studying English language even if their teachers have some weaknesses.

4.2.teachers' self-efficacy according to their gender:

T-test is used to show the differences between the levels of the teachers' self-efficacy of female and male. The results show that there is a difference between the level of teachers' self-efficacy in favor of female but this difference is not statistically significant because the calculated T-value is (1.150) and the tabulated value (1.98) P<0.05 and a df=87 . Table(3) shows the afore mentioned results.

Table(3) Teachers' self-efficacy according to gender

teachers	number	mean	Standard deviation	Calculated T-value	Tabulated T-value
Females	٥٣	121.72	19.61	1.150	1.98
Males	٣٤	123.5	15.132		

df=87 P<0.05

4.3.Teachers' self-efficacy according to their experience:

T-test is used to find out the differences between the levels of the self-efficacy of the teachers with more than ten years of experience and teachers with less than ten years .The results show that the difference is not statistically significant because the calculated value is (0.0346)while the tabulated value is (1.96) P<0.05 and a df=87. This result is due to the same problems or weakness that all the teachers suffer from and even the experience cannot increase their self-efficacy because they need special materials which help them to build well self-concept.

4.4.Conclusion:

After analyzing and discussing the results gained throughout the procedures of the present study , conclusion remarks can be pointed out as follows:
1.English language teachers at secondary schools have no self-efficacy .
2.The students' level in English language is very low therefore the result could be attributed to teachers' self-efficacy which influenced pupils' achievement.

3.Table(2) shows that the achievement of both the intermediate and preparatory pupils are affected with their teachers' self-efficacy but the preparatory pupils are better than intermediate because they are nearer to the independence age.

4.There are no significant differences between the teachers' self-efficacy according to the gender.

5. There are no significant differences between the teachers' self-efficacy according to the years of experience.

5.Recommendations and Suggestions

5.1Recommendations :

Some recommendations are registered through this study and they are as follows:

1.The colleges of Education should play special attention on training their students to get high self-efficacy.

2.Enroll the teachers in pre-service and in service training that enrich their mastery of language teaching skills and consequently, enable them to get high self-efficacy.

3.Ministry of Education should train the teachers on the new trends and help enable them to evaluate their efficacy in order to be able to improve themselves. This may help their students to be better as English language learners.

4.Those involved in language teaching at Colleges of Education should visit the schools in order to discover the problems and train the student-teachers to avoid those problems.

5.2Suggestions for Further Research:

On The basis of the findings of this study some suggestions for more research can be scheduled as follows:

1.Measuring the student-teachers self-efficacy.

2.Comparing between primary schools and secondary schools teachers' self-efficacy.

3.Finding out the effect of teachers efficacy on their self-efficacy.

Bibliography

Bandura,Albert (1997)<u>Self-efficacy: The exercise of control.</u> New York: W.H.Freemans.

         (2006)<u>Guide For Constructing Self-Efficacy Scales</u>. <u>http://www.des.emory.edu/mfp/014-Bandura</u> Guide.2006.pdf

Bean, James A.and Richard P.Lipka(1984).<u>Self-Esteem Curriculum</u>. New York: Teachers college press.

Bergman, Jerry .(1981) ,<u>Understanding Educational Measurement and Education</u> , Boston :Haughton Mifflin Company.

Eggen , Paul and Don Kauchak. (2001), <u>Educational Psychology Windows on classrooms</u> .

Eslami, Zohreh and Azizulah Fatahi.(2008) , <u>Teachers' Sense of Self-Efficacy, English Proficiency , and Instructional Strategies: A study of Non-native EFL Teachers in Iran.</u> <u>http://test.ej.org/ej44/al.pdf</u>

Feldman , RobertS. (2005) ,<u>Power Learning , Strategies for Success in College and life</u> . Mc,Graw Hill.

Goddard, Roger D. ,Wayne K.Hoy . Anita Woolfolk Hoy .(2004).<u>Collective Efficacy: Theortical Development, Empirical Evidence, and Future Directions.</u> <u>http://www.coe.ohio-state.edu/a hoy/Ed%20</u> Researcher.pdf

Jerald,C.(2007). <u>Believing and achieving</u>. Washington, Dc:Center for Comprehensive School Reform and Improvement. <u>http://www</u>. cat.org/NR/radonlyres/c9354F51-DCE2-4472-9D39-A982963 A 8198/0-10107.pdf

Kaplan,Robert B.(2002). <u>The Oxford Handbook of Applied Linguistics</u>. <u>Oxford:</u> University Brass.

Liao, Posen. (2006), <u>Teachers' Beliefs About Teaching English toElementary School Children</u>. http:// home. pchome.com. tw/ show biz/posenliao/doc/teachers_beliefs_bout_teaching_English. pdf

Paneque, Oneyda M. and Patricia M.Barbetta(2004). A Study of
 Teacher Efficacy of Special Education Teachers of English
 Language Learners With Disabilities. http://brj. asu
 .edu/vol30-nol/art9.pdf

Purkey , William W. (1970), Self-Concept And School Achievement.New
 Jersy: Prentice Hall,Inc.

Te'llez,Kip &Hersh Waxman. (2004), Quality Teachers for English language
 Learners: AResearch Synthesis, http://www.Temple .edu/lss/pdf/
 publications/pubs2004-2.pdf

Verma, Gajendra K. and Beard, Ruth M. (1981), What is Educational
 Research, London:Gower Publisher Company Ltd.

Walker, Ann, et al . (2004), Not In My Classroom:Teachers Attitudes Toward
 English Language Learners.
 http://njrp.tmu.edu/2004/PDFs/notion pdf

Appendix(1)
The Questionnaire Given Jury To The

University of Baghdad
College of Education for Women
Department of Education and Psychology

Dear ,
The researcher intends to conduct a survey study entitled
"The Self-Efficacy of ELTs and its Effect on their Students' Achievement, In Baghdad Secondary schools/ KarKh2".

instrument of the study is a questionnaire containing sixteen The items designed for measuring English teachers' self-efficacy.

As a specialist in the field of psychology and teaching English, please read the items of the questionnaire and kindly state if they are suitable for measuring English teachers' self-efficacy or not. Any addition or modification will be highly regarded.

Thank you

Asst.Inst.

Shaima Mahdi

Self-Efficacy Questionnaire of ELTs

Items	Confidence (0-10)
1.How much can you do to motivated students who show low interest in learning English ?	
2.How much can you do to make the English class enjoyable for all students?	
3.Howmuch can you do to students believe that they can do well in English ?	
4.Howmuch can you do to make students appreciate the the potential benefits associated with learning English?	
5.How much can you do to maintain high attendance in your English class?	
6.How much can you do to get students to turn in ssignment Or papers promptly ?	
7. How much can you do to calm down a student Who is noisy or uncooperative in your English class ?	
8.How much can you use a variety of assessment strategies In your English class ?	
9.To what extent can you provide an alternative Explanation or example when your students are Confused ?	
10.How much can you implement alternative Instructional strategies When a certain strategy does not work ?	
11.How much can you get students to learn English When there is a lack of support from the home ?	

12.howmuch can you increase students memory of what they have been taught in previous lessons ?	
13. How much can you get students to practice in group work ?	
14.how much can you overcome the influence of adverse Community conditions on students language learning ?	
15.How much can you do to make students enjoy coming to school in order to learn English ?	
16. How much can you get students to trust English language teachers ?	