On Studying Teachers' Self-Efficacy Based on R. Schwarzer and M. Jerusalem (1995).Generalized Self-Efficacy Scale (GSE) Test (Revised and Adapted)

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Abstract. Self-efficacy is one of the notions that is widely conferred with researchers. Teachers' self-efficacy level can be the core foundation of either their success or failure and personality improvement. Its heightening can be related to the time and efforts devoted for personal competency development. Hitherto, the present research is meant to divulge the eminence of self-efficacy concept in language teaching. The notable objective is to determine the impact of teachers' efficacy level on students' learning. Thus, the main methodology followed is a case study in which a self-efficacy adapted test was distributed. The results estimated that teachers have different levels of self-efficacy, which reflects on their teaching method, classroom managements and skills, besides to lessons presentation. Then, the researcher tries to seek some appropriate and plausible techniques for a healthy level of self-efficacy.

Keywords. Self-Efficacy , Teachers ,Competence , Performance , Personality.

Résumé. Le présent article se concentre sur le concept d'auto-efficacité, étant l'une des notions les plus pertinentes qui a bénéficié d'une longue période d'intérêt. Il souligne l'impact du niveau d'auto-efficacité des enseignants sur les comportements et les performances en classe, ainsi que son importance dans les processus d'enseignement et d'apprentissage. Pour cette raison, la méthodologie principale utilisée est une étude de cas dans laquelle 37 enseignants étaient la population principale. L'enquête a porté sur le test de l'échelle d'auto-efficacité généralisée (GSE). Ensuite, les résultats des recherches sur l'auto-efficacité supposent qu'un niveau sain d'auto-efficacité se traduit généralement par des résultats positifs et se reflète sur les comportements, les performances et même la gestion de la classe. Enfin, il s'efforce de suggérer des techniques susceptibles de favoriser l'auto-efficacité.

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1 . Introduction

Teachers' competence' development issue has positioned a great area of research in both TEFL and psychology. Teachers' potential progress can be the outcome of long term work and researches, continuous learning, and even learning from others' experiences. This means that teachers' personal improvement is based, primarily, on their personal efforts and motivation for growth. This latter, implicates that their personal confidence about their abilities for performances and personal perception play a vital role in their enhancement.

In other words, owing to Bandura (1977), self-efficacy means personal beliefs about one's capabilities for a specific task performances . It is the evaluation of one's competences in order to execute a course of actions that are fundamental to attain the pre-ordained objectives. This signifies that personal efforts and self-perception can influence their teaching efficacy. Indeed, teachers' efficacy refers back to their ability to perform a course of action with no fear or hesitation. This can be : course presentation, decision making …etc or any other teaching process action .

In fact, other teaching practices can be the means to develop teacher's efficacy. This denotes that teachers can take benefit from others' experiences, or learn from experts as to improve their own teaching. Also, teachers can work together for the sake of developing each others' teaching practices. This implies to planify and develop a course, to evaluate students, to discuss students' behaviours, to exchange decisions, even , to present a course together. This later is what educational psychology calls 'team teaching'.

Team teaching, or as commonly referred to as 'co-teaching' is the action of planifying, organizing and evaluating students. This kind of teaching practices can help teachers to improve their competences, efficacy, innovate their teaching and even develop their relationship. Studies have shown that there is more possibility for communication growth and debates space in a co-teaching class .

2. Definition of Self-Efficacy

In its simplest terms, self-efficacy stands for the personal believes about one's abilities to perform a specific task. People who have faith in their skills and capacities are more confident than those who have not. Owing to Bandura (1977, 1982, 1986), self-efficacy refers to the personal beliefs of one's competences in order to execute a course of actions that are fundamental to attain a per-ordained objectives. It is a multifaceted construct that differs according to the area of demands (Zimmerman, 2000), for this reason, it should be evaluated depending on the domain outcome (Bandura, 1986; Pajares, 1996) .

In other words, the perception of personal abilities can be tremendously influential on goals and accomplishments. It can affect the level of persistence that the person will exhibit in the face of obstacles . Also, it is discernibly linked to personal choice, motivation, and emotional reactions. Therefore, measurement of academic self-efficacy is more important than the generalized one .

On the same line, general self-efficacy is the global self-evaluation of personal potential. Whilst the academic self-efficacy stands for personal' confidence in their ability to a good performance . A number of self-efficacy meta-analysis investigation in academic environments determined that the more specific academic self-efficacy is developed, the better academic performance and outcomes are achieved .

In addition, depending on Bandura's view (1993), self-efficacy affects schools' outcomes. It is the reason behind up surging personal' motivation and perseverance to overcome challenges in academic tasks. Then, Torres and Solberg (2001) findings indicate a positive connection between academic self-efficacy and the amount of time and efforts spend by students on studying . Besides, Howard Margolis and Patrick P. Mccabe (2006, p 219) advocate that self-efficacy theorists posit that low self-efficacy leads to de-motivation.

3. Self-Efficacy and Education

Any educational system aims at upsurging individuals desire to pursue his own education. Within the educational setting, every person sets up his/her self-conceptions of academic competency. It is their main tool for developing their sense of self-efficacy, and the chief influential of their accomplishment level. Thus, as cited by Bandura (1995) in his book Self-Efficacy In Changing Societies, according to Gardner (1963) , schools' job ought to go beyond teaching programmes as to prompt students' self-beliefs and self-regulations about their own capacities . That is to say, schools must aim at developing students' personality and even teach them how to self-educate themselves through a lifespan.

This means that self-efficacy is paramount in education. Indeed, researches on self-efficacy in education is well established. A number of studies demonstrate the linkage between achievements outcomes and self-efficacy . As cited in Jonnath et al (2011), students with a high level of self-efficacy tend to be ready to challenge a perplexing situation and be more motivated for success when faced with potential failure. In contrast, students with a low level of self-efficacy seem to experiences difficulties to cope with challenges and failure .

If Jonathan studies on students' self-efficacy have proved that students who have a positive self-perception about their potential tend to perform well, rather than other, then, this can be also applied for teachers. Indeed, as Karen (2005) states, teacher's self-efficacy influences student achievement. This later implies the idea that teachers' self-perception and beliefs about their own capacities for classroom performances and teaching skills would lead to create either students' positive, or, negative attitude towards learning. Therefore, self-efficacy seems to be important for teachers and learners alike.

4. Sources of Self-Efficacy

Bandura (1977) identified four main sources of data that people use in their self-efficacy judgment. These sources are performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These elements are the first and foremost determiners of each one's beliefs about capacities for task accomplishments, as Williams and Williams (2010) advocated "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided" (p. 455) .

4.1. Performance Outcomes

Owing to Bandura (1977), performances upshots (or past experiences) are the basic source of self-efficacy arousal. Positive or negative experiences may affect individual's ability of task performances. If one experiences a successful task performance, s/he is more likely to raise his/her competency beliefs and performances in similar tasks; for instance, if one performed

well in a training workshop, s/he is more likely to develop his/her self-confidence and self-efficacy in another training workshop.

4.2. Vicarious Experiences

Each one's self-efficacy development can be improved via others' performances. One can compare his competency and performances to that of others. Therefore, if the person views that the other person is performing just similar to him/her, his/her self-efficacy is more likely to upsurge . The common example is in the workplace where two persons will work together in a similar career path, and one will increase the other's self-efficacy beliefs. These later can be further improved if the two have the same potential level .

4.3. Verbal Persuasion

Owing to Redmond (2010), one's self-efficacy is impacted by the verbal encouragement or discouragement regarding the ability to perform. For instance, a manager tells the employee "you can do it, I have confidence in you". Such verbal reinforcement can lead the person to invest extra efforts and time for succeeding. Yet, negative verbal persuasion causes the person to doubts his/her abilities and diminishes self-efficacy. Besides, the level of trustworthiness enhances self-efficacy; the more trust there is, the more efficacious the person will be.

4.4. Psychological Feedback (Emotional Arousal)

Every person receives a personal sense from her body; such emotional arousal affects self-efficacy. One of the common examples is giving a speech in front of the audience, or making presentations, or even taking exam … etc. such tasks can result in anxiety. Though this source is not believed to be largely influential, still, it is worth mentioning that feeling at ease when in a specific performance can higher one's self-efficacy .

5. Statement of the Problem

Algeria, has always been interested in developing its educational process. It is mainly concerned with improving the learning process via enhancing the teaching quality. In fact, it highlights the importance of developing the teaching process, the teaching methods and teachers' capacities. Indeed, one of the common beliefs is that good teaching can increase the learning process. This means that, knowing what and how to teach the subject matter besides to the means to, appropriately, communicating the message to students are the essential steps towards evolving the learning quality.

To put it clear, teachers' competency is a central issue that has gained momentum over the years. Indeed, many researchers focused on developing some training courses for teachers as to improve their competence in teaching, especially a foreign language. Still, teachers' competency perfection is an extension question at the heart of the teaching quality improvement, i.e. what can enhance teachers' competence and make them more efficient.

6. Study Objectives

The major problematic of this study is to investigate teachers conceptualization to self-efficacy, and to explore further strategies behind its development. The study aims to rejuvenate the self- efficacy concept and sees the impact it has on learners learning process. It also tries to show the link existing between teachers' self-efficacy development and learning outcomes.

7. Research Question and Hypothesis

The prime research question is: What is the impact of teachers' self-efficacy on students' learning?

the researcher hypothesis that: Teachers' efficacy level can increase the learning outcomes

8. Method and Tools.

Since the aim is to measure and examine teachers' self-efficacy level, the main method undertaken is the quantitative methods. It embraces one tool, which is revised and adapted Generalized Self-Efficacy Scale (GSE) test. It was Basically developed by Schwarzer and Jerusalem (1995). To put it clear, the original test was composed out of 10-item scale with a score for each question ranging from 1 to 4. Higher scores indicate stronger patient's belief in his/her self-efficacy. It was designed for assessing people's beliefs about their capacities to cope with different life's demand; that is to say, the belief that one's actions are the reason behind successful outcomes.

Hence, the test was adapted in a way that would fit with the research objectives. In fact, the questions were adjusted and some other questions were added as to reply to the research issues. The basic way for measurement was not changed. This means, there are four items for each question. Each item is measured from 01 to 04. The general score obtained would indicate if the person possesses a high, low or medium level of self-efficacy.

8.1. Test Measurement

In other words, in trying to measure teachers' self-efficacy, the general teacher's test score will be divided by the number of questions (15). The mean will determine teachers' level of self-efficacy. That is to say, if the mean is more than one and less than two ($1 \leqslant$ the mean $\leqslant$ 2) it is a low self-efficacy. If it is more than two less than three ($2 \leqslant$ the mean $\leqslant$ 3) it is a medium self-efficacy. If it is more than three nearly four high self-efficacies ($3 \leqslant$ the mean $\leqslant$ 4), for instance: $2 \leqslant 2.3 \leqslant 3$ is an medium level of self-efficacy. Then, the sampling method was based on randomization. Thus, the population included 37 teachers of the English language at the Djilali Liabes University, Sidi Bel Abbes.

9. Results and Discussion

The aim behind the self-efficacy test is to determine teachers' self-efficacy level. Then, it would be possible to categorize teachers' self-efficacy into three sets: teachers with high, average or low self-efficacy. The test anonymity and privacy were highly respected so that to make teachers feel at ease while answering.

Henceforth, the test embraces 15 questions, each of which aims at discovering a specific point related to teachers' self-efficacy. Then, it can be divided into four basic parts. Part One is about teachers' self-confidence and its reflection on their classroom behaviours, whilst part two tackles teachers' confidence in their teaching methodology. The third part deals with students' affect on teachers' efficacy self-efficacy sources. The last part reveals teachers' classroom management. Then, the Likert scale is used for the general scale calculation.

10. Self-Efficacy Test Analysis and Interpretation

The general results of the self-efficacy test reports that amid 25 teachers, 4% of them possess a high self-efficacy sense, ($4 \leqslant x$ on the Likert Scale). Whilst 84% of them have a medium level of self-efficacy ($3 \leqslant 3.7 < 4$ on the Likert Scale). The remaining 12% of teachers have low self-efficacy beliefs ($1 \leqslant 2.9 < 3$ on the Likert Scale).
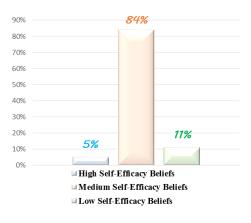
Figure 1: Teachers' Self-Efficacy Level at the Djilali Liabes University, Sidi Bel Abbes

10.1. Part One: Teachers' Self-Confidence and Classroom Behaviours

Questions number (2, 3 and 4) are correlated. The aim is to discover the extent to which teachers are confident about their capacities, and how it can impact their behaviours in classroom.

As demonstrated in the figure above, question 02 reports that a great number of teachers 56% always remain calm in difficult situations as they depend on their coping capacities. This leads the same category of teachers in question 03, i.e. 40% to be capable to avoid confusions and debates in class. On the same line, 52% of them, in question 04, can find means of convictions at any students' opposition.

However, 44% of tutors are sometimes unruffled in problematic situations, thus, can usually avoid confusions and debates. Still, 48% of them may sometimes find the way to convince students. Still, none of them (0%) feels angry at difficult situations or even once in a great while 0%. They also never feel incapable to persuade students, even once per time (0%). While 8% of them never, frequently, find out usually, or once in a great while a way to avoid confusions and debates.
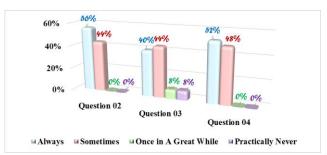

Figure 2 : Teachers' Self–Confidence and Classroom Behaviours

As can be depicted from the three questions, the majority of teachers always know how to control themselves in difficult situations. These teachers tend to possess an average level of self-efficacy beliefs that help them to, appropriately, manage to avoid debates and convince students. However, this is not the case for the others.

That is, some tutors feel perplexed in tough circumstances. This would lead them sometimes to enter in debates and confusions with students, and so, influencing their capacity to sway students at any opposition. This signifies that their personal beliefs about their own teaching practices are impacted by the distinct teaching and learning situations. It results in a low level of self-efficacy beliefs.

The remaining category of teachers showed their absence of patience in hard situations 0%. This fact would affect their convincing skills 8% and ability for debates and misperceptions' ignorance 8%. Seemingly, these teachers tend to be authoritarian as they refuse to induce students. They allow themselves to impose their words. Consequently, they seem to possess a high level of self-efficacy.

10.2. Part Two: Teachers' Self-Confidence

Questions number 6, 9, and 11 are highly interrelated. To put it clear, teachers' confidence reflects on their classroom actions and practices. It also contributes in the extent of their flexibility and eclecticism in class. That is to say, if teachers are sure enough of their teaching efficacy, it can be easier for them to be flexible and apologize in case of an erroneous data provision.
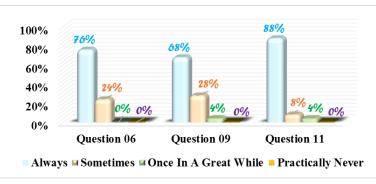

Figure 3: **Teachers' Self–Confidence**

As can be demonstrated from the histogram above, 88% of teachers find it easy to correct themselves in front of students and apologize in case they mistake. This fact shows their great readiness to be flexible and eclectic 68%. Hence, to be capable enough to, well, act in class 70%. However, that is not the case for the second category of teachers. In other words, only 8% of them, sometimes, correct themselves, especially in front of students, once mistaking. This type of teachers finds it quite hard to be flexible and eclectic in class 28%; resulting in their unstable classroom actions 24%. Actually, these teachers need to develop their certainty about their teaching practices if there are to be efficacious.

The rest of teachers 4% do rarely apologize to their students for a mistake done. This only shows their obstinacy (4%) and absolute bullheadedness (0%) to change their behaviours or to adapt themselves in class. Therefore, the first group of teachers seems to have an average level of self-efficacy. Their stable level of self-confidence helps them to well behave in class, to be flexible and eclectic in a way that apologizing to students for a mistake would seem more as an opportunity to develop their teaching and knowledge than a shame.

Nevertheless, for the second type of teachers, it is quite hard to present excuses for students in case of a mistake. This fact proves that these tutors have a low self-efficacy. That is to say, their difficulty to be flexible and eclectic in class reflects on their lower personal confident. For these teachers, it is not a matter of a shame but it is more about assertiveness capacity. That is to say, they feel afraid to show their excuses so as not to be misevaluated by their learners. Apparently, their efficacy level is low.

As for the remaining teachers, they do not consider apologizing to students for a mistake an important matter. They tend to avoid adjusting their behaviours in class, the fact, which exhibits their stubbornness. This later, which is not advisable in teaching, can hinder from self-efficacy improvement. Outwardly, these teachers possess a high self-efficacy level.

10.3. Part Three: Students' Effect on Teachers' Efficacy

The aim behind questions number 12 and 13 is to explore the association between teachers' efficacy and students' point of view.
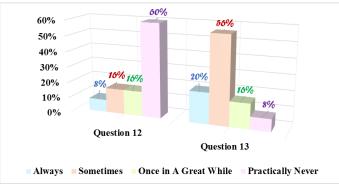

Figure 4: **Students' Affect on Teachers' Efficacy**

The graph above shows that more than half teachers 60% alongside 16%, respectively, practically never feel disrupted, or just once in a great while, if students provide information that they do not recognize. Besides, students rarely affect 8% of them, or once in a great while, 16% when it comes to classroom decisions. This category exhibits their great confidence in themselves that sometimes can be negatives, i.e. high self-efficacy beliefs. To put it clear, they seem to ignore students' knowledge or contribution in teaching and learning verdicts.

On the same line, 56% of teachers consider that taking students' point of view in case of any decision making is paramount to their teaching. Besides, 16% of them are affected if students give information that they do not recognize. These kind of teachers possess an average level of self-efficacy. Their affection is linked to their personal confidence in their background. That is to say, they seem to deem having a new information from students as a weakness or lack of competency because of their low efficacy beliefs.

The remaining teachers 20% always take into account students in any classroom decision. At the meantime, only 8% of them feel disrupted once supplied by new data. Seemingly, these teachers have an average level of self-efficacy. That means, for these tutors, new information is only a way to enrich their background about a specific subject matter. They tend to view teaching as a continuous learning process that does not depend only on their efforts as a source for improvement, but also on students, being a source for knowledge provision.

10.4 .Part Four: Teachers' Method

Questions number 5, 7, 8 and 10 reveal the linkage between teachers' teaching method and its impact on their efficacy level. That is to say, if teachers' method is practical, it can develop teachers' efficiency, thus, their confidence in them.
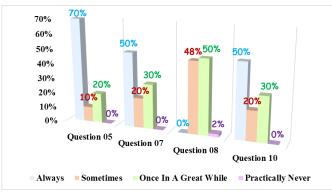

Figure 5: Teachers' Method

Indeed, the chart above arrays that 50% of teachers feel always confident about their professional background, along with 70% of them who find it easy to stick to their goals and accomplish them. Meanwhile 70% of teachers trust their teaching method. Yet, none of them 0% gives the possibility to change or adjust it as to respond to students' preferences. This signifies that these teachers possess a high self-efficacy level, which is not very recommended. To put it in another way, it is primordial and enough to trust their linguistics background and teaching methodology besides to attaining the pre-ordained objectives. Students' preferences are not really taken into account or considered in any case. That shows that students' are not actually a source to their efficacy enhancement. Nonetheless, 30% of teachers have, occasionally, faith in their linguistics' repertoire; this would help the 20% of them to accomplish their teaching and professional objectives, at the meantime, 30% of them trust their teaching method.

This fact leads 50%, of them to, easily, change their teaching methodology in case students' dislike it. Then, only 2% practically never do it. For this kind of teachers, their confidence about their professional knowledge influences, to some extent, their attainment to their teaching objectives as well as their teaching methodology selection. That is to say, their confidence is neither extreme, nor low. It is an average level of self-efficacy beliefs.

Simply said, their feelings about their lacks in the subject matter background push them to doubt about their capacity to reach the objectives selected. Then, as to compensate for such feeling, they try to adjust their teaching methodology as to fit for students' needs and preferences, and feel content about their efforts. More to the point, these teachers seem to possess a low efficacy level. This later is highly linked to their confidence and reflects on their teaching practices.

More to the point, 20% of teachers are sometimes confident about their linguistics background; yet, their trust in their teaching method represents only 20%. This fact leads 48% of them to change the method once students' dislike it, and 10% of them to reach the pre-

determined teaching objectives. For this category of teachers, their personal confidence in unbalanced, if not low.

To put it clear, their ambivalence about their knowledge of the subject matter results in their doubts of their teaching method, as they cannot know which one is more appropriate to their students. This signifies that students' satisfaction from the lesson's presentation is necessary as to feel capable enough to respond to students' learning desires.

10.5. Part Five : Teachers' Efficacy Sources

This part targets the prime derivation of teachers' self-efficacy. This means, if teachers take into account students' love as a source of their motivation, or not.
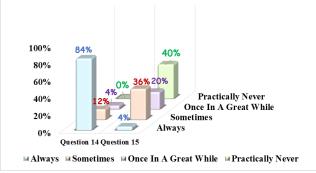

Figure 6: Teachers' Efficacy Sources

Presumably , only 40% of teachers along with 20% often consider students' love and appreciation as a way to lower from their self-confidence in teaching. At the meantime, 4% of them think about students' trust as a means for their motivation development.

Truthfully, these teachers think that self-confidence in teaching is a matter of personal development besides to the extent of efforts done and actions realized in class. It has not really a relation with students love. They believe that respect is put at priority. Then when it comes to feelings, it will be a personal preference. Thus, these teachers seem to possess a high level of self-efficacy. Students' dislike is never a means to boost their motivation or to decrease their confidence.
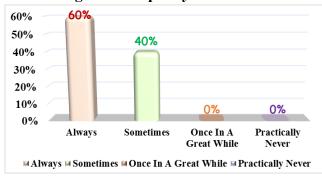
In addition, for 84% of them believe that when students trust them, they can be more efficient in class. Yet, only 4% of them view that students' love means to enhance their personal confidence. For these teachers, students' trust is the primary way to emerge their motivation. If they feel that their students are honest, they will be generous enough in class in what concerns information provision, and able to invest more time, in improving themselves. It is one derive for their professional growth. However, because they have an average self-efficacy level, they tend not to depend entirely on student love or to consider it as a way to decrease their confidence in teaching.

To put it clear, students' needs and preferences vary from one to another. Notwithstanding the fact that it is quite impossible to please everyone, teachers try to respond to students' divers wants. Still, they never forget that, there are always some students who will reject, ignore or dislike them. For these teachers, this fact should not influence them as to keep their motivation up; along with a balanced confidence.

As for the last type of teachers, 36% of them sometimes take into account students' love as an important element in their self-confidence development whilst only 12 % of them believe that trust may emerge their motivation level. For this category of teachers, students' trust and love

represent an essential motivator. Their confidence level is linked to the extent to which their learners' display certain faith, and count on them.

That means, if, in any case, they face some students' exhibiting their dislike to them, or, an absent trust, they will have a low confidence sense; Hence, low motivation for teaching. For these tutors, the main formula to increase their self-efficacy is as follow: students' love + motivation equals self-efficacy, resulting in the increase of the personal beliefs about one's competency.

10.6. Part Six: Teachers' Management Capacity

Figure 7: Teachers' Management Capacity

As noticed in the histogram above, 60% represents the group of teachers who never find out difficulties to solve difficult problems and unexpected situations that occur either in classroom or in in their professional life in general. They can always easily manage their classrooms. This category of teachers seem to be similar to those who do not need students' love or trust, but respect. They seem to have a high self-efficacy belief. To put it differently, since they create limits in class, management seems to be an easy matter. In other words, if these teachers are authoritarian, too much respect and control will monopolize classroom atmosphere. In that case, students' contribution and disruption would be limited. Thus, management will be an easy issue.

For the remaining 40% of teachers, resolving quandaries can be sometimes easy, while other times not. Still, none of them 0%, claim that it is an easy task. For some of these tutors, it is a bit difficult to resolve complicated situations. That is to say, they believe that students need to be satisfied. For this reason, classroom management and decision-making cannot be opposite to their desires. This way, they only let students control the class, and display a low confidence in their teaching and profession. Hitherto, these teachers' efficacy beliefs are low.

For the rest of these tutors, finding an appropriate solution to each situations is much more important than managing the class that would hinder students' contact and contribution. For them, classroom management besides to professional development are based on their students' contentment. In other words, there is no stable learning teaching situation. Each teacher is faced with some kind of troubles or specific cases that necessitate from him/her to make the appropriate decision. These latters needs to be fair enough for the teacher and the students. Hereafter, those tutors tend to possess average self-efficacy beliefs.

11. Conclusion

To conclude, teachers' self-efficacy is considered as teachers' mirror to their self-confidence, and classroom performance. This notion is vital in teaching since it can be the

reason behind a good teaching methodology selection and approach adaptation, a cool classroom atmosphere and a better performance. Hence, the current investigation attempts towards amplifying the eminence of teachers' self-efficacy concept. As confessed by teachers' participants, self-efficacy plays a great role in teaching. They argue that the more they are efficacious, the better students' learning will be. For that reason, teachers try hard to improve their effectiveness in teaching following several techniques. Meanwhile, scholars advocate that self-efficacy helps to develop teachers' personality. Indeed, as seen in the previous results, when teachers feel competent enough to tackle a specific subject matter, they are more likely to feel confident on stage. Researchers add that it is one way to better the teaching performances and improve the learning process. Thus, its enhancement can be beneficial for teachers and learners alike.

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