Teachers' Self-Efficacy A Key Booster To Self-Esteem Case Study: 29 Teachers of The English Language At The Languages'Department, English Section, Sidi Bel Abbes

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Abstract:

This article investigates the role of self-efficacy in developing self-esteem. It particularly tries to rejuvenate the linkage between teachers' self-efficacy and self-esteem throughout furnishing a practical vision of the combination of both concepts. With the purpose to reveal the importance of teachers' self-efficacy in enhancing teachers' professional self-esteem, a questionnaire including dichotomous questions, closed format and leading questions was distributed to a number of 29 teachers, at the pre-selected English department, at the Djilali Liabes University, Sidi bel Abbes, Algeria. The majority of those teachers claim their understanding to the self-efficacy notion. However, not all of them recognize neither its significance nor its attachment to their professional self-esteem. Therefore, the extant paper attempts to present an analysis of teachers' distinct perceptions and attitudes to such concept. Finally, some solutions are suggested as to improve both teachers' self-efficacy and self-esteem.

Key words: *Self-Efficacy – Self-Esteem – Development – Competence – Teaching*

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Résumé:

Cet article examine le rôle de l'efficacité personnelle dans le développement de l'estime de soi. Il essay en particulier de rajeunir le lien entre l'auto-efficacité et l'estime de soi des enseignants en fournissant une vision pratique de la combinaison des deux concepts. Dans le but de révéler l'importance de l'auto-efficacité des enseignants dans l'amélioration de l'estime de soi des enseignants, un questionnaire a été distribué à 29 enseignants du département d'anglais présélectionné de l'université Djilali Liabes de Sidi bel Abbes. , Algérie. La majorité de ces enseignants affirment comprendre la notion d'auto-efficacité. Cependant, ils ne reconnaissent pas tous ni sa signification ni son attachement à leur estime de soi professionnelle. Par conséquent, le document actuel tente de présenter une analyse des perceptions et attitudes distinctes des enseignants. Enfin, certaines solutions sont suggérées pour améliorer l'auto-efficacité et l'estime de soi des enseignants.

Mots clés : Auto-efficacité ; Estime de Soi ; Développement ; Compétence ; Enseignement

I   INTRODUCTION

Self-efficacy and self-esteem are two concepts that have a long and rich history, and have been investigated for more than a century. The notion of "self-efficacy" has always attracted a number of scholars from several disciplines due to its paramount impact on both teaching and learning process. Indeed, it is a key to enhance both the teaching quality and improves the learning quantity. On the same line "self-esteem" has also been viewed as a fundamental factor that influences both processes as it is basically related to wellbeing's lives. Yet, the combination of both concepts, and the impact of self-efficacy on teachers' self-esteem witnessed a wide conflict in terms of conceptualization and operationalization. Still, most researchers admit its vital role in creating a strong personality and improving outcome.

II   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 that those who have not. Owing to Bandura (1977)[1], self-efficacy refers to the personal evaluation 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, for this reason, it should be evaluated depending on the domain outcome (Bandura, 1986)[2] .

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. Generalized self-efficacy is less associated (Multon, Brown, and Lent, 1991)[3], it has not been found to be prognostic to any college outcome (Ferrari and Parker, 1992[4]; Lindley and Borgen, 2002)[5].

In addition, depending on Bandura's view (1993)[6], 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)[7] 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)[8] advocate that self-efficacy theorists posit that low self-efficacy leads to de-motivation.

This means that, if one thinks that s/he cannot do well, s/he will either avoid performing (or doing tasks) or give up entirely. Therefore, low self-efficacy is more likely to hinder academic achievement and affect personal well-being. If students' beliefs about their own capacities affect their desire to learning as well as their motivation, teachers' self-perception can also impede or foster the teaching performances, and influence their motivation.

III DEFINITION OF SELF-ESTEEM

Self-esteem has a long and rich history, and has been investigated for more than a century. It is a potent means for self-construction that exists within each individual. It is more than a sense of self-worth. Numerous definitions exist and the most recent studies have made the concept the buzzword of the century.

Thus, self-esteem refers to people's confidence in their own abilities that would enable them to cope with any unpredictable situation and challenges. It means their inner right to feel happy, worthy deserving and living every moment with enjoyments.

The notion of "self-esteem" attracted a number of scholars from several disciplines, as being one of the most influential variables that is basically related to wellbeing's lives. It, indeed, affects people in every single part of their lives, their motivation, functional behavior and satisfaction. Yet, the concept of self-esteem witnessed a wide conflict in terms of conceptualization and operationalization, and its main definition and usage have been critical.

Baumeister et al (2003)[9] believed that there is no link between the two: self- esteem and academic achievement. This lack of consistency and consensus means that mental health practitioners and educators may be making their own assumptions about self-esteem's nature, relying on common sense. Still, self-esteem is a construct and it is not seen but believed to exist via its artifacts.

Going back 30 years ago, as Mary H. Guindon (2010) cited in her book [10], Wells and Marwell (1978) had provided four approaches through which self-esteem could be clear up. These approaches are: object/attitudinal approach- the relational approach- psychological responses approach and the personality function/component approach.

So, one of the several self-esteem studies' upshots is the diversity in its definitions. Even though, Wells and Marwell assumed that self-esteem can be categorized into two primary aspects: evaluation and its emotional experience or affect.

There are other accepted definitions that have been afforded, as for Smelser (1989)[11]; he seeks to identify it as "almost universally accepted components of the concept." He began by presenting three of them.

"There is first, a cognitive element; self-esteem means characterizing some parts of the self in descriptive terms: power, confidence, and agency. It means asking what kind of person one is. Second, there is an affective element, a valence

or degree of positiveness or negativeness attached to those facets identified; we call this high or low self-esteem. Third, and related to the second, there is an evaluative element, an attribution of some level of worthiness according to some ideally held standard." Smelser (1989)[11].

Some definitions portrayed self- esteem as a stable personality trait whereas others describe it as the responsive to situational and contextual influences, the fact that makes it fluctuates. Today's interpretations to the concept is seen as: "trait versus state" (Leary & Downs, 1995)[12] or "stable versus unstable" (Greenier, Kernis&Waschull, 1995)[13], or "global versus situational" self-esteem (Harter, 1999)[14].

IV SELF-EFFICACY IN CONNECTION TO SELF-ESTEEM

Bandura (1977)[1] was the pioneer to coin the term "self-efficacy". He simply defined it as the personal beliefs in one's abilities for success in specific domains. "Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."

So, it is the individual's certain beliefs that s/he can bring about some specific actions to attain a special outcome. It has a fundamental role in how people perceive and approach their goals, tasks and tackle or deal with challenges.

The concept of self-efficacy centered the social cognitive theory established by Bandura. Since he published his seminal in 1977 'Self-Efficacy: Toward a Unifying Theory of Behavioral Change', the concept of 'self-efficacy' became the subject matter of most psychologists. He argued that people who possess as high sense of self-efficacy tend to challenge difficult task easily and measure them as to be mastered rather than to be avoided.

In 1984, Ashton expanded the meaning of self-efficacy throughout the publication of her revolutionary study. It includes the extent to which teachers feel that they are competent and capable enough to bring about some learning outcomes. She also identified two dimension of teachers' self-efficacy: general and personal.[15]

1. The general dimension: refers to the extent to which a teacher believes her/ his students can learn the material.

2. The personal dimension: the extent to which a teacher believes her/his students can learn under her/his instruction.

Ashton maintained that teacher's strong beliefs in their abilities to bring about some changes and efficient learning outcomes in classroom plays a vital role in effectively serving students and their needs.

V TEACHERS' SELF-EFFICACY

As Karen (2005) states, teacher self-efficacy impacts student achievement. Bandura developed four primary sources of self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal [16].

1. Mastery Experiences: They are the direct encounters with success through engagement in a behavior that brings about a desired outcome. For example, student teachers who facilitate laboratory experiments in which students demonstrate conceptual understanding may believe their actions lead to student learning.

2. Vicarious Experience: it stands for the observation of others' performances without adverse consequence. It can enhance personal self-efficacy by demonstrating that the activity is "do-able" with a little effort and persistence.

3. Verbal Persuasion: People believe they can successfully accomplish a task or behaviors through the use of suggestion, exhortation, or self-instruction.

4. Emotional Arousal: it happens by diminishing emotions such as fear, stress, and physical agitation.

Practically, people have some goals that they would like to achieve and some things they want to substitute or change, but the process of realizing them is quite difficult. That is why Bandura stated that self-efficacy has an integral role in the realization of these goals and the ways the struggles are approached.

People who possess a high sense of self-efficacy tend to consider difficult tasks or problems as tasks to be mastered. They are more likely to become motivated and contribute actively in the activities. Hence, they form a strong sense of commitment to their interest. However, people with low sense of self-efficacy steer clear from hard and challenging tasks because they believe that they are incompetent. They develop a sense of negative feeling and outcome. Thus, they rapidly lose their self-confidence.

VI RESEARCH QUESTIONS AND HYPOTHESES

This paper tries to provide an answer and an explanation to the following questions: what is self-efficacy in teaching? And what is the connection between self-efficacy and self-esteem?

The study hypothesizes that self-efficacy is the beliefs of the personal abilities to accomplish a specific task. Then, these beliefs are highly linked to the personal self-image, i.e. self-esteem. That is, the more one's beliefs are positive, the better self-esteem is and vice versa.

VII METHOD

In order to attain the research pre-ordained objectives, the main method followed is quantitative. The objective is to determine the link between teachers' behaviors and their self-efficacy and how can they both develop professional self-esteem.

VIII RESULTS

• *Question 01: What is your own definition of Self-Efficacy?*
The aim of this question is to figure out teachers' elucidation of the self-efficacy notion.

Definitions of the self-efficacy concept are discrete as teachers are different. As previously defined in chapter two, self efficacy stands for person's belief that they can perform certain behavior. In addition, Bandura (1986)[2] determined four main bases for self-efficacy: mastery experiences - Vicarious experiences - Verbal persuasion relates - Emotional arousal. Thus, for teachers with high self-esteem, self-efficacy is much more based on their actual performance accomplishments as well as verbal persuasion. To put it clear, they define self-efficacy in terms of teaching efficiently and effectively and expecting some positive feedback from students.

On the same line, other teachers of the same category consider that self-efficacy means one's beliefs to accomplish some tasks and goals, at the meantime, to be objective and well versed in the teaching domain and to self-evaluate their teaching practices. These teachers tend to depend on their actual performances' accomplishment and the various experiences as a means to develop their sense of self-efficacy. This means that what others (students, colleagues) think or perceive of teachers' performances is linked to tutors' actual accomplishments.

Regarding teachers with average and low self-esteem, self-efficacy refers to the ability to reach an objective, and to get a positive feedback. In other words, these teachers depend on their self-confidence and good preparation in order to be self-efficacious. They rely on the verbal persuasion, i.e. their inner belief that they can accomplish a task or attain an objective. In fact, as they aim to be experts in the teaching field, professional in elaborating lectures, a combination between verbal persuasion and emotional arousal is needed as to attain the preordained objectives. Teachers endeavor to diminish their fears in order to bring about some changeability in their teaching.

• *Question 02: According to you, how can teachers' behaviors play a vital role in developing teachers' professional self-esteem?*

Teachers' behaviors can be related to their professional self-esteem level. Their attitude and their behavior are the outcome of their personal image. Thus, the aim of this question is to know how teachers 'behaviors contribute into the development of teachers' self-esteem. Therefore, for teachers with high and low self-esteem, no clear explanation has been provided.

Contrary to teachers with average self-esteem, behaviors are paramount in teaching. They believe that they need to be a model to be considered, careful and sensitive about their learners. In addition, they assume that teachers with good behaviors tend to provide a good impression. In fact, they think that behaviors are not limited only to support students' or impose respect all the times; but it is also about working with consciousness and self-confidence. After all, teachers are viewed as artists.

*• **Question 03: In what way can your previous teaching experiences help expecting your actual performance?***

Expectancies in teaching is a well-documented concept. Teachers' expectancies can depend on previous experiences and accomplishments, and it can have pros and cons. Thus, the aim of the above question is to discover how experiences can help teachers expect their actual performances.

Hence, all teachers agree that experiences help to enrich and expect actual performance. It can also help to better the teaching process. That is to say, experiences are said to be either (1+1) or (1*1); each experience can be beneficial if it is better ameliorated. If the same experience is repeated, it will not be beneficial. Indeed, they claim that any previous experience can be, to different degrees, a help for going ahead and bettering one's performances.

*• **Question 04: Are you open to students who challenge the information provided?***
*• **Question 05: Will you be verbally harsh with your student (s) if you experience a difficult situation?***

Both questions are correlated. As commonly known, the classroom is an open stage for different learners to express themselves and ideas. Yet, some students enjoy interrupting the classroom atmosphere; in such cases, teachers are believed to act in a particular way. Thus, the aim of this question is to discover first if teachers provide some opportunities for students to express themselves, then, to examine teachers' behaviors and actions toward students' misbehaviors.

As revealed, none of both teachers with an average (100%) and low (100%) self-esteem, alongside the great majority of teachers with high self-esteem (80%) would limit students' ideas or prevent them. That is, these teachers confess that they are ready to hear from all students and listen to their views, their thoughts and critics. They seem to welcome students who challenge the information provided. They argue that since courses are dedicated for students', it would be irrational not to provide them with opportunities to reveal their insight competences and ideas. Seemingly, freedom of expression is regarded as premium.

Contrary, only 20% of teachers with high self-esteem admit that they are not open to students who challenge the information. They maintain that, teachers are the only ones who are aware of the teaching syllabi and the teaching objectives. In this way, they are supposed to be the first source of knowledge, i.e. the foremost cognoscenti of the teaching field. Thus, students are not supposed to challenge the information provided.

In addition, 60% of teachers with high self-esteem, together with, 53% of teachers with average self-esteem confess that they would be verbally harsh with students in case they experience a difficult situation. To put it in another way, in case some students misbehave in classroom, or disrespect them, these teachers

will not hesitate to be verbally harsh. For them, all classroom discussion are based on respect, if one student surpasses the limits, teachers would be ready to react.

In contrast, 40% of teachers with high self-esteem, together with, 47% of teachers with average self-esteem as well as 100% of teachers with low self-esteem refuse to be verbally harsh with students, even if they misbehave in class. For these teachers, being verbally harsh with students will not be advantageous, and will definitely provide a wrong impression. They advocate that being verbally harsh is a traditional way; they would rather prefer to have a private discussion with such students.

Indeed, these teachers claim that a misbehavior can be the outcome of something that does not seem to appeal for students, i.e. it can be the teaching methodology, the lesson's content , teachers' behaviors…etc. For this reason, listening to students' point of view about teachers' performances is paramount in teaching. It can be a solution to students' misbehaviors and helps avoiding problems before they occur.

	Teachers with high self-esteem		Teachers with average self-esteem		Teachers with low self-esteem	
	Yes	No	Yes	No	Yes	No
Question 4	80%	20%	100%	0%	100%	0%
Question 5	60%	40%	53%	47%	0%	100%

Table 1. Teachers' Openness and Reactions

Question 06: Do you consider your actual accomplishments as the prime source for developing your self-efficacy?

Question 07: Do you think that others persuasion about your own capacities and skills would improve your sense of self-efficacy?

Question 08: Could we regard teacher' self-efficacy as one way to improve professional self-esteem?

The core of the three above questions is the self-efficacy concept. The aim is to figure out the role of teachers' actual performances in developing their sense of self-efficacy. Then, to determine teachers' positions from others' persuasion, at the meantime, to know if self-efficacy can improve professional self-esteem.

As previously defined, self-efficacy is the belief in one's own skills as to execute courses of actions. Then, successful accomplishments can be the outcome of such belief. So, both accomplishments and self-efficacy tend to be harmonized. Consequently, as is demonstrated in the table above, both teachers with high (83%) and average self-esteem (83%), together with 100% of teachers with low self-esteem share the same opinion; all of them depend on their actual accomplishments as a means to enhance their sense of self-efficacy. To argue, they consider that the realizations of any teaching task or even objectives are, basically, linked to their beliefs on themselves and their capacities.

As opposed to these teachers, 17% of teachers with high and average self-esteem do not rely on their actual accomplishments as a means to improve their sense of self-efficacy. For these teachers, developing the beliefs of one's own potential cannot be limited to, only, what has been realized so far. Although it might help to some extent boost self-efficacy; this later has other sources through which it can be enhanced. Indeed, for those teachers, self-efficacy can be intensified through the subject matter knowledge and mastery as well as successful previous experiences. To put it clear, these teachers focus on enlarging their linguistic repertoire as a way to improve their confidence in their own potential. Meanwhile, successful previous experiences help them to cope with distinct situations, and to amplify their teaching practices.

In addition, self-efficacy can be impacted by others' perceptions and views. As seen above, 60% of teachers with high self-esteem, along with, 86% of teachers with average self-esteem confess that others' perception and attitude towards their skills influences their sense of self-efficacy. For These tutors, it is important to know what others (students, colleagues) think about them. That is, positive attitude towards their skills, together with, constructive feedback can be a major contributor in magnifying their sense of self-efficacy.

However, 40% of teachers with high self-esteem and 14% of teachers with average self-esteem with 100% of teachers with low self-esteem do not take into account others' attitudes or opinions about their crafts. They state that others' point of view will not help in developing their sense of self-efficacy. They believe that their mental and verbal dexterity is enough, i.e. believing in one's own abilities, along with, enriching knowledge and enhancing personal linguistic repertoire is ample. Regardless what others contemplate, these elements are necessary for improving self-efficacy.

Furthermore, if self-efficacy is the positive perception of personal crafts, then, it will be considered as a functional way to improve professional self-esteem. Actually, for all teachers with average and low self-esteem (100%), self-efficacy is efficient and paramount in developing professional self-esteem. They assert that positive beliefs about personal capacities would definitely lead to positive self-image. Contrary, only 17% of teachers with high self-esteem do not think that self-efficacy is a good way to improve their professional self-esteem. For them, professional self-esteem could be further developed via other elements such: students' feedback and satisfaction. That is to say, students' enjoyment of the courses is one factor that leads to positive self-view. Seemingly, students are the prime foundation for their professional self-esteem development.

	Teachers with high self-esteem		Teachers with average self-steem		Teachers with low self-esteem	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
Question 1	83%	17%	83%	17%	100%	0%
Question 2	60%	40%	86%	14%	0%	100%
Question 3	83%	17%	100%	0%	100%	0%

Table 3.5. Teachers' Sights towards Self-Efficacy

IX CONCLUSIONS

The present research endeavours to amplify the eminence of teachers' self-efficacy and its impact on teachers' self-esteem. In fact, there are so many ways to improve one sense of self-efficacy; On the one hand, providing feedback is paramount to learners, the opposite is also true. Teachers need to know about the efficiency of their teaching as a means to develop their sense of self-efficacy. Then, model exposing to an expert can be one way to develop their motivation and their sense of self-efficacy. It helps them solve problems using sets of techniques.

On the other hand, teachers who lack confidence usually experience a fear of communication, inability verbalize ideas, beliefs, and thoughts. One-step toward developing teachers' beliefs in their abilities is self-expression. That is to say, teachers need to discuss their ideas, thoughts openly and freely; keeping them inside and hesitating will not be advantageous, but only hindering personal growth. Thus, self-expression is necessary for improving teacher's communication and creating contacts. Such relationships would expand others perception of the teacher.

Similarly, one of the most difficult aspects to develop in any teachers' personality is self-confidence. This latter is the secret behind a good impression. Still, too much confidence in oneself can lead to arrogance, while little confidence creates a sense of helplessness. For this reason, having the appropriate level of self-confidence is required, particularly for teachers. It enables them to choose the suitable behaviours for each situation. Hence, assertiveness represents a good means for attaining self-confidence. To put it clear, assertiveness stands for speaking and acting confidently, showing importance and power without denying others ' rights or disrespecting them. It is the positive expression of opinions and feelings, at the same time, considering others' feelings. Assertiveness is one way to amplify teachers' self-esteem.

Meanwhile, being so confident and efficacious does not mean to be perfect. Trying to be a perfect teacher is twofold, that is, it can be good and it may be a destroying desire. The need to excel can be exhausting as it takes too much time and efforts. Then, making a balance between the two desires is needed.

Accordingly, as confessed by teachers' participant and proved by scholars, self-efficacy is an integral component in teaching. It can help to develop teachers'

personality, better the teaching performances and improve the learning process. It reflects on teachers' teaching philosophies and behaviors. Thus, its improvement can be beneficial for teachers and learners alike

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