Teachers’ Self-efficacy and Performance in Teaching Literature in the Interest-based Classes at Senior High School

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Abstract

Teacher’s self-efficacy is a specific phenomenon that can be seen as one of the contributors to the process of learning and effective teaching. Teacher self-efficacy was investigated at two Senior High Schools (SMAN 1 and SMAN 2) in Kendari, and proved its importance in the interest-based classes at senior high schools in Kendari. Findings revealed two major methods employed in the research study; 1) interviews conducted in the form of an open interview with 5 teachers; and 2) observation was focused on teachers teaching materials, classroom management, as well as the enthusiasm of the teacher during the learning process takes place. Based on the finding, this study argues that teachers have high confidence in their ability to teach literature because they ascribe high value to their performance. However, the self-efficacy of teachers did not have an impact when applied in practice. In the classroom observation, these elements generally did not show up. This shows that the dependence of teachers on textbooks is not accompanied by an increase in the ability of teachers to ask questions to the students during the learning process, so that the high self-efficacy of teachers does not produce learning achievement is high. This goal can be achieved by giving more opportunities and experiences for teachers to improve the quality of learning.

Keywords
teachers’ self-efficacy; performance; teaching literature; interest-based class

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References


DOI: http://dx.doi.org/10.17507/jltr.1006.16

See more ideas about teaching, student data, beginning of school. As teachers, we used data all of the time. We use data to plan our lessons, to form our groups and to evaluate our students. This is the first year, I’ve given my students the responsibility of making choices in our math workshop based on their data. I found this picture on Pinterest and decided to do the same thing. Link to My Teacher Friend’s Blog Post about Math Benchmark Data (Taking a very deep breath.) 4 Really Cool Ways Teachers Use Post-it Notes in the Classroom - S&S Blog. Goal Setting - This 4th grade teacher uses post it notes to remind children of their goals upon entering the classroom. I love that her method to this has. teacher self efficacy but did not moderate the relationship between emotional intelligence and. teacher self efficacy. These findings are significant as this now demonstrates a relationship. between levels of emotional intelligence in teachers, their self efficacy beliefs and teacher effectiveness. Introduction. “people’s beliefs about their capabilities to produce designated levels of
performance that exercise influence over events that affect their lives", and that these beliefs "determine how people feel, think, motivate themselves and behave". Self-efficacy. These include position in the school hierarchy, gender and years of experience. Experience may be a key ingredient in teacher's sense of efficacy. Tsui (1995), using a. Teachers' self-efficacy beliefs within a foreign language context are helpful in terms of their own conceptualization of effective language teaching. While Foreign Language (FL) literature has established a modest presence in EFL classrooms, the teachers' self-perceptions of efficacy in literature instruction strategies have gone rather unnoticed. The results suggest that moderately high sub scores in the EFL teachers' perceived efficacy were found for instructional strategies, classroom management, and student engagement in literary texts. They also reveal that literature instruction strategies received the highest ratings comparing to efficacy for management and engagement. When teachers demonstrate a high-level of subject matter expertise, students will be encouraged to pose questions with a belief that they will be clarified then and there. This overall knowledge about the subject you have chosen to teach will thus pave the way for interesting classroom sessions. 8. Time Management Skills. It is easy to get carried away by so many different aspects of teaching. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment. Teachers' self-efficacy has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and for students' academic achievement (Klassen et al., 2009; Klassen and Tze, 2014). They both accounted for significant amount of variance in teachers' self-efficacy (Model 1: R² = 0.145, p < 0.001; Model 2: R² = 0.135, p < 0.001).