EXAMINING FACULTY BACKGROUND AND SELF-EFFICACY AS A FACTOR IN TEACHING

Dr. Kasee L. Smith
Assistant Professor
University of Idaho

Bishal Thapa
Undergraduate Researcher
University of Idaho

INTRODUCTION

- Self-efficacy is defined as a belief in own self about the ability to produce the designate level of performance which has influences life (Bandura, 1994)

- Teaching self-efficacy has a direct impact on teaching performance

- The study was designed to examine teaching background and self -efficacy in relation to demographic characteristics.

- Understanding the role of preparation can have large scale impacts on how faculty professional development is handled

THEORETICAL FRAMEWORK

- Chapman's (1984) model of influences associated with teacher attrition

- Teaching self-efficacy is a factor in job security, retention, and quality
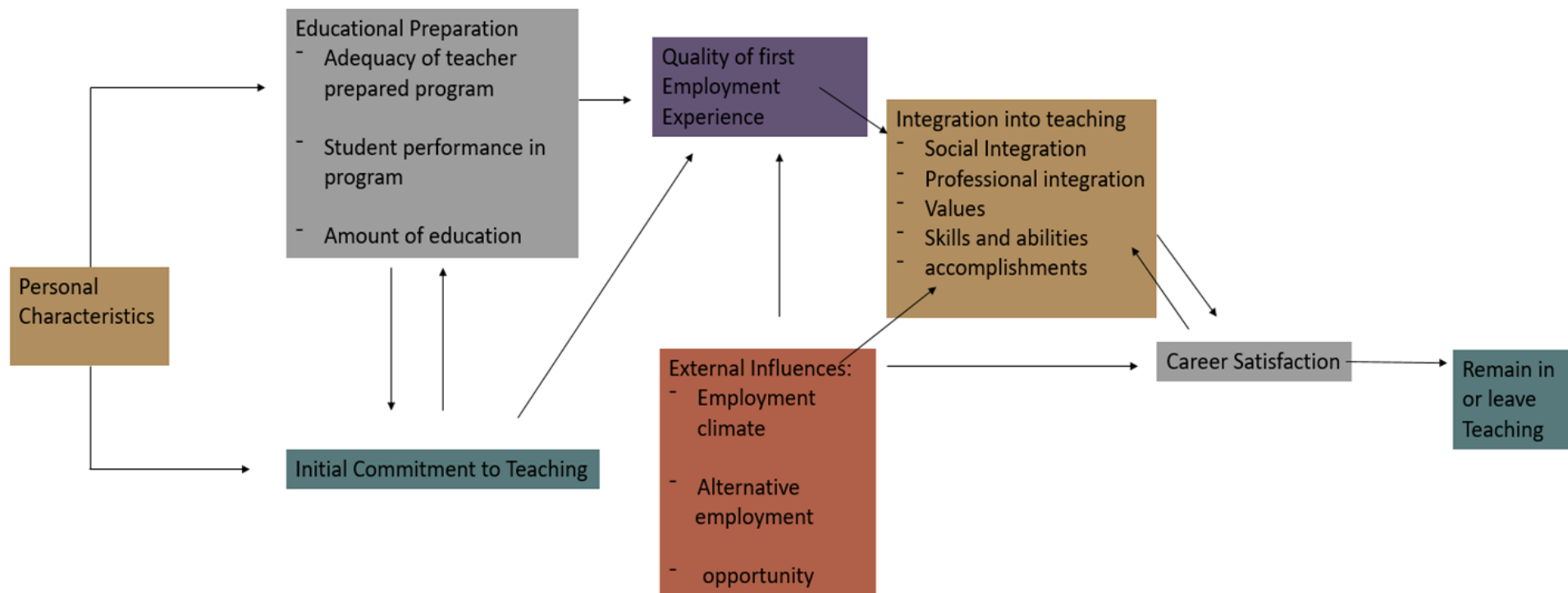
METHODS

- Descriptive survey

- Population was a census of all teaching faculty in the College of Agriculture and Life Sciences at the University of Idaho (N = 53)
    - Included those who taught at least one class in their academic career at the university
    - 94% had taught a class in the last two academic years

- 83% response rate (*n* = 44)

- Instrument

    - Online delivery

    - Section 1: Teaching Characteristic Questions
        - Length of time teaching
        - Delivery methods used
        - Teaching related training/preparation

    - Section 2: Short-form of the Teaching Self-Efficacy Scale (Hoy & Wollfolk, 1990)
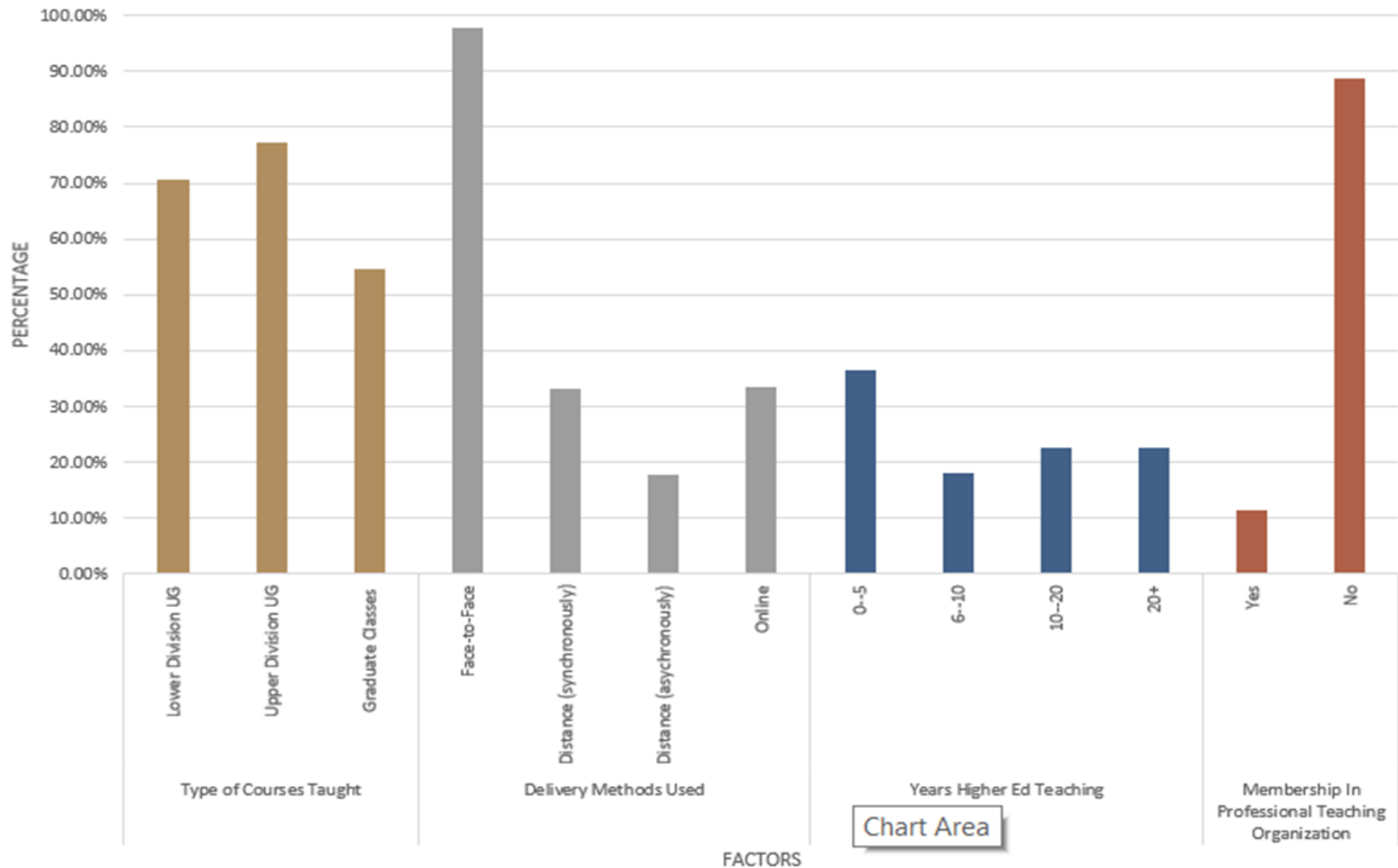
FINDINGS- SUBJECT CHARACTERISTICS

Personal Characteristics of CALS Faculty (n = 44)

Factor		f	%
Gender	Male	22	50.0
	Female	22	50.0
Age	30-39	11	25.0
	40-49	11	25.0
	50-59	7	15.9
	60+	15	34.1

FINDINGS- TEACHING CHARACTERISTICS

FINDINGS- TEACHING PREPARATION

TEACHING RELATED PREPARATION

Served as TA Before Instructor of Record

Attended Teaching Related Professional Development

YES
NO

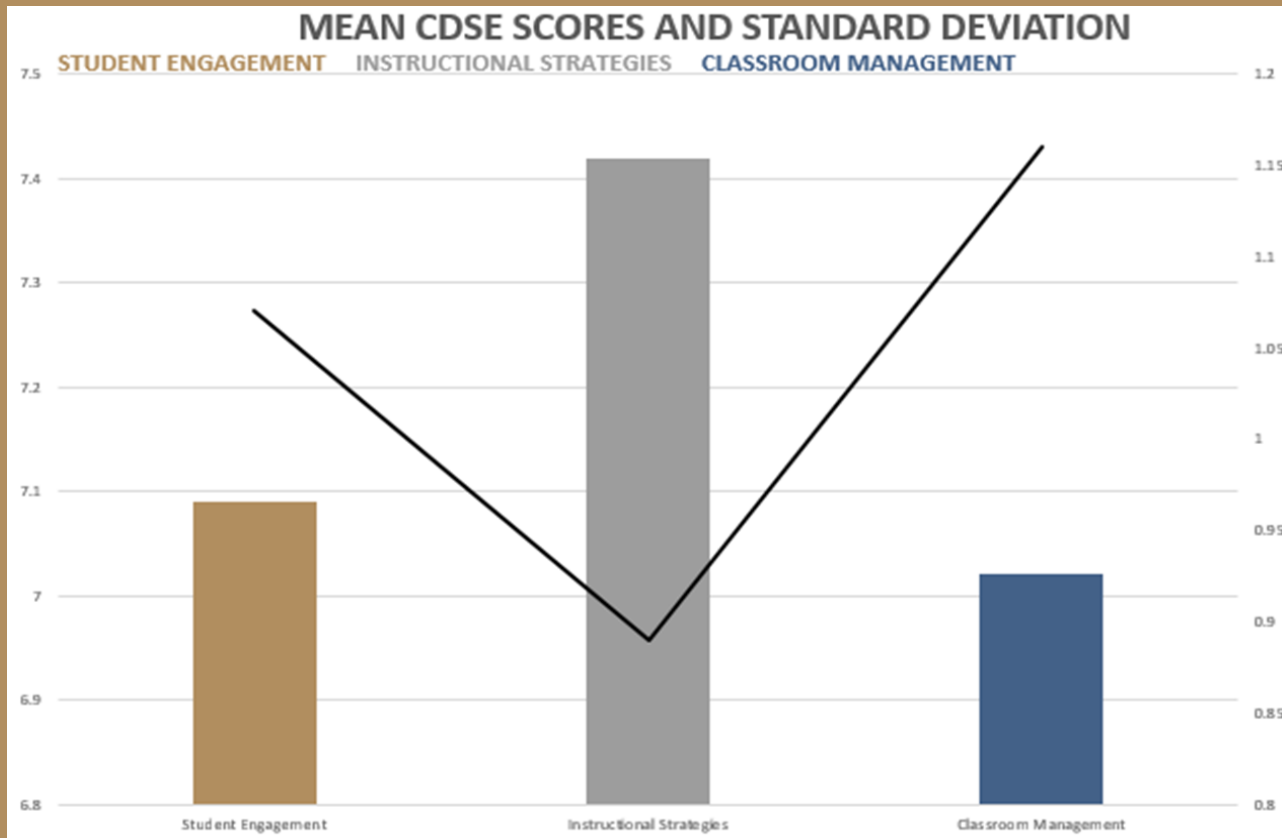Types of Teaching Professional Development Attended

Teaching Related Preparation (n = 44)			
Factor		*f*	%
Served as TA Before Instructor of Record	Yes	21	47.7
	No	23	52.3
Attended Teaching Related Professional	Yes	33	75.0
Development	No	11	25.0
Types of Teaching Professional Development	Self-Initiated	19	43.2
Attended	Department-sponsored	10	22.7
	College-sponsored	20	45.5
	University-sponsored	17	38.6
	Field-sponsored	22	50.0

Note. Respondents may have indicated multiple professional development options

FINDINGS- TEACHING SELF-EFFICACY

MEAN CDSE SCORES AND STANDARD DEVIATION
STUDENT ENGAGEMENT   INSTRUCTIONAL STRATEGIES   CLASSROOM MANAGEMENT

Teaching Self-Efficacy Scale Scores (n = 44)

TSES Construct	Min	Max	M	SD
Student Engagement	4.75	9.00	7.09	1.07
Instructional Strategies	5.00	9.00	7.42	0.89
Classroom Management	4.00	9.00	7.02	1.16
Total	5.00	9.00	7.12	0.89

FINDINGS- RELATIONSHIPS

Relationship Between Years Teaching and TSES Scores (n = 44)

Variable	1	2	3	4	5
1. Yrs. Teaching		0.04	-0.65*	0.27*	-0.10
2. Student Engagement			-0.15	0.51*	0.84*
3. Instructional Strategies				0.66*	0.88*
4. Classroom Management					0.86*
5. TSES Total					

Note. Significant correlations flagged at $p = 0.01$. Correlation magnitude scale: weak = 0.30, moderate = 0.50, strong = 0.70 (Davis, 1971)

CONCLUSIONS

- Many CALS faculty members had little or no formal training before becoming an instructor and 25% had not attended professional development training
    - Additional professional development should be offered to strengthen confidence and skill in teaching

- Many faculty members are not participating in professional organizations related to teaching
    - How can we increase participation in organizations (like NACTA)?

- Teaching self efficacy was slightly higher than the reported normative baseline
    - Those who had taught longer showed lower teaching self-efficacy related to using instructional strategies

TAKE HOME MESSAGES

- We cannot assume that faculty in a teaching role feel comfortable or have a background in teaching, continued professional development is key
    - To consider:
        - How can we increase participation in professional development?
        - Which level of professional development is most effective?

- Training on new/innovative instructional methods may be exceptionally helpful for "seasoned" faculty members
    - To consider:
        - Do seasoned faculty members have the desire to update instructional strategies?
        - What is the cause of the disconnect between self-efficacy related to instructional strategies and those who have been in their roles longer?

- Results can frame discussion for improving teaching performance and efficiency in higher education
    - We cannot overlook the impact of a quality teacher on students
    - We cannot overlook the impact of professional development on teacher quality
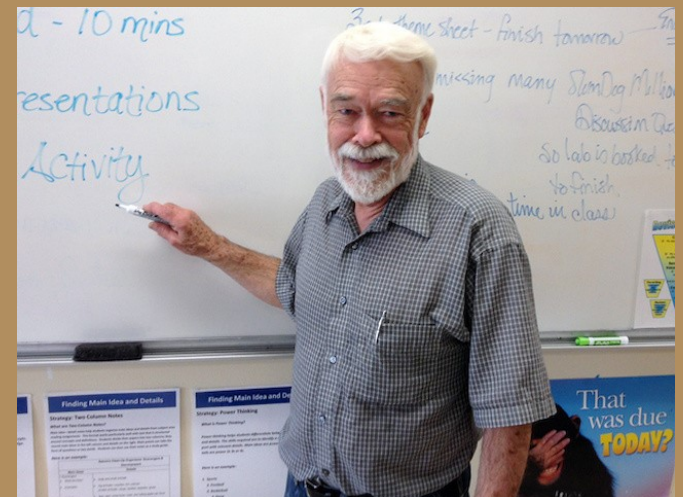
TAKE HOME MESSAGE #1

- We cannot assume that faculty in a teaching role feel comfortable or have a background in teaching, continued professional development is key
  - To consider:
    - How can we increase participation in professional development?
    - Which level of professional development is most effective?

TAKE HOME MESSAGE #2

- Training on new/innovative instructional methods may be exceptionally helpful for "seasoned" faculty members
  - To consider:
    - Do seasoned faculty members have the desire to update instructional strategies?
    - What is the cause of the disconnect between self-efficacy related to instructional strategies and those who have been in their roles longer?

TAKE HOME MESSAGES #3

- Results can frame discussion for improving teaching performance and efficiency in higher education
    - We cannot overlook the impact of a quality teacher on students
    - We cannot overlook the impact of professional development on teacher quality

REFERENCES

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