

# Teaching Efficacy Enhancement Strategies for Higher Education Teachers

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**Abstract:** The core topic of this paper focuses on exploring ways for college teachers to improve their teaching efficacy. Teaching efficacy refers to teachers' ability to judge and anticipate whether they can effectively complete their teaching work and achieve their teaching goals, which is closely related to teaching-related strategies, classroom behaviours, and teaching monitoring ability. By analysing the impact of various factors on teacher efficacy, including school climate, internal management, collegiality, teacher-student relationship, teaching experience, professional development activities, and self-reflection and communication, these factors work together to influence teachers' confidence and teaching effectiveness. The purpose of this paper is to elaborate the concept of teachers' teaching efficacy, explore its influencing factors, and propose effective strategies in this regard, which not only have far-reaching theoretical guiding significance for the development of the discipline, but also play a positive role in promoting the subsequent practice of educational reform. Specific strategies include deepening job awareness, optimizing self-awareness, adjusting attribution patterns, creating an observational learning environment, setting up a teaching supervision system, constructing an emotional support system, and encouraging self-reflection and teaching records, etc., to effectively develop and improve the teaching efficacy of college teachers.

**Keywords:** Teaching efficacy of university teachers; promotion strategies

## 1. Introduction

Teachers' sense of teaching efficacy is defined in the literature as the extent to which they believe they can influence students' academic performance and learning behaviors. This concept emphasizes how teachers apply their ideas, knowledge, skills, and experiences in teaching activities to achieve desired educational goals<sup>[1]</sup>.

The notion of teachers' sense of teaching efficacy is rooted in Bandura's concept of self-efficacy. In Bandura's theoretical framework, self-efficacy is described as an individual's belief in their capacity to organize and execute actions necessary to complete tasks. As a cognitive mediator of behavior, self-efficacy reflects the degree of persistence and effort an individual invests in challenging tasks. It encompasses two primary components: performance expectations and outcome expectations. Performance expectations pertain to an individual's subjective assessment of their ability to perform a specific behavior, while outcome expectations involve their estimation and judgment of the consequences of that behavior. Importantly, self-efficacy is not an actual skill or ability; rather, it is a perception of future capability. Specifically, teachers' self-efficacy is defined as their perception of their ability to influence student engagement and enhance student learning<sup>[2-3]</sup>.

In summary, the sense of teaching efficacy among university teachers pertains to their judgment of ability and expectations regarding outcomes in teaching activities, particularly concerning their capacity to effectively achieve teaching goals and complete instructional tasks. This sense of efficacy influences teaching practices and is closely linked to factors such as teaching monitoring abilities, teaching strategies, and teaching behaviors<sup>[4]</sup>.

## 2. The significance of teachers' teaching efficacy

Teaching efficacy plays a significant role in educational and organizational activities. The literature indicates that teaching efficacy is a major factor in predicting teachers' emotions, cognition, and behavior

during instructional activities<sup>[5-7]</sup>. Allinder's research identified teaching efficacy as a crucial predictor of teachers' attitudes towards classroom instruction. Specifically, teachers with high teaching efficacy often exhibit greater teaching enthusiasm and are more inclined to invest substantial energy into their teaching practices. To achieve improved classroom outcomes, these teachers are also more likely to implement challenging and innovative teaching strategies<sup>[8]</sup>. Skaalvik found that teachers with higher teaching efficacy experience lower levels of job burnout and greater job satisfaction<sup>[8]</sup>. Furthermore, researchers have established that teachers' sense of teaching efficacy is a significant variable in predicting students' academic performance. It is closely linked not only to teachers' aspirations for educational reform, classroom management, and performance evaluation but also to students' learning motivation and engagement, making it a key factor influencing teaching effectiveness<sup>[9]</sup>. For instance, research has shown that when teachers possess a strong sense of teaching efficacy, it can enhance students' enthusiasm for learning, subsequently leading to improved teaching effectiveness<sup>[10]</sup>.

### 3. Factors affecting teachers' teaching efficacy

Research shows that factors such as school atmosphere, objective environment and internal management have a significant impact on teachers' sense of efficacy. Specifically, the more positive the school spirit, the stronger the academic style, and the better the objective environment, the higher the teacher's self-efficacy<sup>[11]</sup>. At the same time, school management, colleague relationships, and teacher-student relationships are also important variables that predict the level of personal teaching efficacy<sup>[11]</sup>. The rationality of the school system and the completeness of welfare guarantees can affect the teaching effectiveness of college teachers. Those teachers who have a clear understanding of their positions and believe that teaching work is conducive to personal long-term development or consistent with their own long-term goals will show better performance. Strong sense of teaching effectiveness. And higher teaching self-efficacy is closely related to high student achievement and personal job satisfaction<sup>[12]</sup>. In addition, teachers who get along well with colleagues, interact well with students, and have a harmonious teacher-student relationship, because they are more confident that they can complete excellent teaching activities, have the ability to stimulate students; learning motivation and demonstrate excellent classroom effects, so their sense of efficacy will also be higher<sup>[13]</sup>. It is worth pointing out that teachers' personal teaching experience has an important impact on the development of teaching self-efficacy, especially in the early stages of their careers. During this period, positive experiences in the classroom, positive feedback from students, and recognition from peers together form an important cornerstone for building teaching self-efficacy. Therefore, in the early stage of a new career, it is particularly important to cultivate a healthy teaching self-efficacy, which will gradually become stable with the accumulation of teaching experience<sup>[14-15]</sup>.

Multiple studies have shown that university faculty experience significant increases in their self-efficacy when they participate in professional development activities related to teaching and learning. Research by Postareff, Lindblom-Ylänne, and Nevgi pointed out that teacher training is not only associated with an increase in teacher self-efficacy<sup>[16]</sup>, but also with an increase in more student-centered teaching methods<sup>[17]</sup>. Kligyte's study explored this change in depth, pointing out that critical reflection helps teachers build confidence in their work, and connections with colleagues can promote the reflective process, making teachers more engaged in teaching, and through practice and self-change (such as teaching diversification of strategies and in-depth understanding of teacher roles) to enhance self-efficacy<sup>[18]</sup>. Mezirow's research highlights the critical role of self-reflection in promoting personal growth to new stages, acquiring new abilities and increasing self-confidence. When it comes to teaching self-efficacy, most interviewees stated that with increased classroom practice and experience, they have become increasingly confident in their teaching role. In addition, many people have also proposed that teaching exchanges with like-minded colleagues and mentors are an effective way to improve teaching self-efficacy<sup>[19]</sup>.

In summary, teaching self-efficacy is an important component of the professional development of higher education practitioners because it affects teaching practice and student learning. However, after analyzing the existing research, there are still many issues worthy of in-depth discussion and clarification regarding how college teachers develop and improve their teaching effectiveness. How to effectively improve the teaching effectiveness of college teachers has important theoretical value and practical significance for subject development and subsequent educational reform. Therefore, this article aims to explore how college teachers can improve their teaching effectiveness and provide practical and effective guidance for educational practice.

#### **4. Development and improvement of teachers' sense of teaching efficacy**

Considering that teachers' teaching efficacy is a unique judgment of their teaching activities, teachers' teaching efficacy is not inherently formed and solidified, but gradually formed and developed in the process of their practice. Therefore, how to develop and improve the sense of teaching efficacy of college teachers is an important topic to be explored by domestic colleges and universities.

##### ***4.1 Deepen the understanding of college teachers' post cognition.***

Teachers' teaching efficacy is a composite concept, which not only covers the expectation and assessment of their own teaching ability, but also involves a deep understanding of the value of education, student growth and personal career development. Therefore, the first and foremost task is to help college teachers fully and deeply recognize their professional roles, clarify professional boundaries, familiarize themselves with job specifications, and consciously follow professional guidelines. In professional training, the key role of teaching in the improvement of teachers' personal qualities should be emphasized, and the positive impact of teaching work on teachers' long-term career development should be sorted out. Through an in-depth understanding of the match between job requirements and personal competence, teachers can more clearly recognize their position and value in the education system, which is crucial to enhancing their sense of teaching efficacy.

##### ***4.2 Using cognitive behavior modification techniques to optimize teachers' self-perception***

The introduction of cognitive behavior modification techniques in the training process aims to help teachers examine and adjust any misconceptions or prejudices they may have had about their teaching abilities in the past. Some college teachers, especially those who are new to teaching, may hold irrational beliefs such as "educational determinism" due to their lack of experience, believing that education can unilaterally determine the future development of students. When challenged by reality, such beliefs may lead to self-doubt and weaken teachers' sense of teaching efficacy. Therefore, through cognitive behavioral modification techniques, teachers are guided to evaluate their role in the educational process more objectively, and to realize that although teaching ability is important, student development is the result of a combination of factors, including physical, social, and psychological dimensions, and that there are significant individual differences. Through this cognitive adjustment, teachers are able to view their teaching ability more rationally and understand the important role of education in student development without neglecting other influencing factors, thus enhancing their self-confidence in teaching and improving their sense of teaching efficacy.

##### ***4.3 Optimize the attribution model of college teachers***

To enhance the teaching self-efficacy of college teachers, schools can flexibly arrange seminars, inviting teachers to discuss the far-reaching impact of teaching on the overall development of students, which covers the improvement of students' performance, the optimization of learning methods, and the development of good learning habits. Through this platform, teachers can share in-depth information about their teaching challenges and strategies to address them, while psychologists are invited to provide a comprehensive and professional analysis of each teacher's individual situation. The psychologists will guide the teachers to attribute their teaching challenges to volatile and easily controllable external factors, such as temporary environmental challenges or contextualized changes in students' needs, rather than to their own lack of competence. Such an attributional approach helps the beginning teachers to strengthen their belief that they are capable of teaching with their own efforts and experience.

On this basis, through positive guidance, teachers can face the challenges of their work more positively and enhance their sense of job identity, thus indirectly contributing to the enhancement of teaching efficacy. In addition, the role of peer support should not be underestimated. By organizing regular teaching and research activities, teaching observation and case study discussions, it not only provides teachers with valuable opportunities for communication and cooperation, allowing them to learn from and inspire each other in the process of sharing experiences, exploring problems and solving problems collaboratively, but also builds a growth model based on teamwork. This model can not only effectively improve teachers' professionalism and teaching ability, but also further enhance their team cohesion and sense of professional belonging, thus promoting the significant improvement of teachers' teaching self-efficacy in multiple dimensions.

#### ***4.4 Creating an environment of observational learning for college teachers***

Substitute experience is one of the sources of self-efficacy. Specifically, observational learning can enhance self-efficacy by influencing individuals' subjective judgment of their own coping ability. For this reason, it is critical to build an appropriate observational learning environment for college teachers. Such an environment should provide teachers with the opportunity to observe closely how teaching cadres organize classroom teaching efficiently, and how experts in the field work in depth and strive for excellence. By imitating these excellent examples, they not only learn their teaching skills and methods, but more importantly, internalize their professionalism and beliefs in teaching, which will have a profound impact on the development and enhancement of teachers' personal sense of teaching efficacy.

To achieve this goal, universities should provide teachers with a rich and varied platform for professional learning. This includes encouraging teachers to participate in high-level educational training programs, joining teaching seminars and academic exchange conferences, and actively engaging with and applying the latest educational concepts and technologies. These learning activities not only encourage teachers to continuously update their personal knowledge system and master cutting-edge teaching methods, but also effectively broaden their educational horizons and stimulate the spark of inspiration for teaching innovation. Through this combination of observation, learning and practice, teachers will further enhance their teaching self-efficacy while continuously improving their professionalism, laying a solid foundation for becoming more outstanding educators.

#### ***4.5 Establishment of teaching supervision system in colleges and universities***

To effectively improve the sense of teaching efficacy of college teachers, schools should establish a teaching supervision system and implement the “old with new” support program for teaching cadres. As one of the important sources of self-efficacy, social persuasion, positive encouragement, constructive advice and practical support from supervisors are especially crucial for beginning teachers[15]. For this reason, the school carefully selects a group of experienced teaching cadres to serve as supervisors and provides them with sufficient incentives to ensure that they have sufficient motivation to participate in this important task.

Beginning teachers often lack effective coping strategies and practical teaching methods and classroom management strategies in the face of teaching problems due to their limited teaching experience. At this point, the teaching supervision and support system becomes a valuable support system for them. Supervisors not only work with beginning teachers to solve teaching problems, but also provide reasonable suggestions on how to optimize teaching strategies. When beginning teachers encounter problems that are difficult to solve on their own, supervisors generously share their knowledge and experience, and through a combination of words and example, help beginning teachers gradually build up their confidence in their teaching practice, thus enhancing their sense of teaching efficacy. The school has set up a system of teaching supervision and carried out measures to help the old teaching cadres to bring up the new. Social persuasion is one of the sources of self-efficacy, and encouragement and support from supervisory teachers as well as effective advice can help improve teachers' teaching efficacy[20]. Supervising teachers, who are a group of teaching cadres singled out by the school, also receive rich incentives in the process of bringing up new students, making them fully motivated to accomplish this.

#### ***4.6 Constructing an emotional support system for college teachers***

Physiological or emotional arousal is also one of the sources of self-efficacy[1], where people judge whether they can accomplish something based on their personal emotional or physiological state. Specifically, when individuals have negative emotions, such as nervousness or anger, excessive stress, when these emotions are very strong will lead to a decrease in the individual's self-efficacy beliefs. Smith's study found that teachers' emotional experiences during the educational process may affect their sense of efficacy in teaching[21].

Therefore, building an emotional support system for college and university teachers is a matter that needs to be done urgently. Managers need to regularly assess the emotional state of college teachers and establish psychological profiles of all teachers. Providing appropriate emotional catharsis services, such as music relaxation rooms and boxing catharsis rooms, is necessary. It is also a good idea to actively carry out emotional catharsis lectures to help teachers master maintaining their mental health and keeping their moods relaxed. It is conducive to improving their teaching efficacy, having more confidence to teach students well, and believing in their ability to fulfill their teaching tasks.

#### **4.7 Encourage teachers to engage in self-reflection and keep good teaching records**

Encourage teachers to engage in in-depth self-reflection and meticulous teaching records. To this end, teachers can be guided to develop the habit of using teaching logs, reviewing and summarizing the gains and losses in the teaching process, analyzing students' learning and feedback, and then continuously adjusting and optimizing their teaching strategies by writing logs on a regular basis. In addition, teachers can also establish personal portfolios to organize and archive their excellent lesson plans, classroom transcripts, students' works and evaluations at different stages of teaching, which is not only an affirmation of their own teaching achievements, but also an important reference for future teaching research and improvement.

### **5. Conclusions**

This article focuses on exploring strategies for university teachers to enhance their sense of teaching efficacy. This endeavor not only contributes significantly to the theoretical development of educational disciplines but also carries important implications for future educational reform practices. The aim is to provide a specific and effective guide for action within the field of educational practice. By analyzing the influence of various factors on teachers' perceived effectiveness—such as school atmosphere, internal management, colleague relationships, teacher-student relationships, teaching experience, professional development activities, and self-reflection and communication—this study highlights how these elements collectively impact teachers' confidence and effectiveness in teaching. Ultimately, the article proposes several strategies, including deepening job cognition, optimizing self-awareness, adjusting attribution patterns, creating observation and learning environments, establishing teaching supervision systems, constructing emotional support systems, and encouraging self-reflection and teaching records, all of which can effectively enhance the teaching efficacy of university educators.

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