The Relationship between Iranian EFL Teachers' Sense of Self-Efficacy and their Pedagogical Success in Language Institutes

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Abstract

The following study, in the first place, attempted to examine the relationship between EFL teachers' self-efficacy and their pedagogical success in Language Institutes. In the second place, the role of teachers' years of teaching experience in their self-efficacy was investigated. Finally, the relationship between teachers' age and their self-efficacy was studied. For this purpose, 89 EFL teachers were selected according to available sampling from the different Language Institutes in Mashhad, a city in the Northeast of Iran. Near the end of the term, the teachers were asked to complete the "Teachers' Sense of Efficacy Scale". Simultaneously, a questionnaire which is called the "Characteristics of Successful EFL Teachers Questionnaire" was filled in by the teachers' students (N=779). Through this questionnaire, the teachers' performance

was evaluated by their students. The subsequent data analysis and statistical calculations via correlation revealed that there is a significant relationship between teachers' success and their self-efficacy. Furthermore, significant correlations were found between teachers' self-efficacy, their teaching experience, and age. The conclusions and implications of the research are further discussed with reference to earlier findings.

Keywords: Age, English Language teaching, Language Institutes, Questionnaire, Self-Efficacy, Teachers' Pedagogical Success, Teaching Experience.

Introduction

Efficacy is essentially individuals' future-oriented judgment about their competence rather than their actual level of competence. This is an important feature because people regularly overestimate or underestimate their actual capabilities, and these estimations may have consequences for the courses of action they choose to follow and the effort they exerts in those pursuits (Woolfolk Hoy & Burke Spero, 2000). For example, Bouffard-Bouchard, Parent and Larivee (1991, cited in Woolfolk et al., 2000) found that children possessing higher levels of efficacy beliefs performed better in solving math problems than those who had lower levels of efficacy beliefs in spite of the fact that both groups had the same levels of skill development in mathematics. Bandura (1982) argued that those students with a higher degree of self-efficacy tend to exert more effort, persevere in difficult situations, choose a course of activities more attentively, and retain more realistic and flexible attributions. While students with low self-efficacy display less persistence and effort expenditure, avoid uncertain and challenging tasks, lack intentionality, and possess attributions that are nonrealistic and maladaptive.

Similarly, it appears teachers' beliefs about themselves and their capabilities can be influential in the quality of their performance. Drawing upon the literature on the role

of teachers' sense of efficacy in their instructional behaviors, discussed in the following sections, the present study seeks to investigate the relationship between EFL teachers' sense of efficacy and their pedagogical success. As far as exploring such a relationship in an Iranian context is concerned, to the researchers' best knowledge, no such a research has ever been conducted. Definitely the dearth of research in this area provides sufficient reason to conduct further investigation at examining the relationship between Iranian EFL teachers' sense of efficacy (Independent variable) and their success (Dependent variable) via a questionnaire specific to EFL teachers and in accordance with an Iranian context.

Sources of self-efficacy beliefs

Perceived self-efficacy, i.e., "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3), can be developed by four main sources of influence. Bandura (1997) postulated theses sources of efficacy expectations as: mastery experience, also called enactive self-mastery, vicarious experience, also called role-modeling, social or verbal persuasion, and arousal or physiological and emotional states.

The most prevailing and powerful influence on efficacy is mastery experience through which successfully performing the behavior increases self-efficacy for that behavior. The perception that a performance has been successful enhances perceived self-efficacy and ensures future proficiency and success. In contrast, the perception that a performance has been a failure weakens efficacy beliefs and leads to the expectation that future performance will also be inefficient.

The second prominent influence, vicarious experience, originates from observing other similar people to perform a behavior successfully. It provides people with ideas

about successful manners of action. In contrast, observing people similar to oneself fail lowers an individual's confidence and subsequently undermines their future efforts.

A third source of influence is social or verbal persuasion received from others. Successful persuaders foster people's beliefs in their capabilities, while at the same time, ensure that visualized success is achievable. Negative persuasion, on the other hand, may tend to defeat and lower self-beliefs. The most contributing effect of social persuasion pivots around initiating the task, attempting new strategies, and trying hard to succeed (Pajares, 2002).

Psychological and affective states, such as stress anxiety and excitement, also provide information about efficacy perception and boost the feeling of proficiency. Hence, trying to reduce individual's stress and anxiety and modifying negative debilitative states to positive ones plays an influential role in amending perceived self-efficacy beliefs. Another important affective factor, according to Pintrich and Schunk (2001), is attribution. For example, if success is attributed to internal or controllable causes such as ability or effort, efficacy will be enhanced. Nevertheless, if success is attributed to external uncontrollable factors such as chance, self-efficacy may be diminished (cited in Woolfolk Hoy & Burke Spero, 2000).

Teacher's self-efficacy

Teacher efficacy is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 22). It has been found to be associated with learners' individual differences such as motivation, achievement, and efficacy (Tschannen-Moran et al., 1998).

A plethora of studies, conducted in L1 context, has demonstrated the relationship between teachers' self- efficacy and their instructional behaviors. Gibson and Demo (1984), for example, indicated a high correlation between teachers' sense of efficacy and their persistence in the presentation of lessons, feedback presentation, and support scaffolding for weaker students. In a similar study, Pajares (1992) found a strong relationship between teachers' educational beliefs and their planning, instructional decisions, classroom practices, and subsequent teaching behaviors. He concluded that "beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems and are stronger predictors of behavior" (Pajares, 1992, p 311). On the other hand, teachers with a low level of efficacy have been found to be cynical not only of their own abilities, but also of the abilities of their students and colleagues (Siebert, 2006). They also tend to undermine students' cognitive development as well as students' judgments of their own capabilities (Pajares & Schunk, 2001, cited in Siebert, 2006).

Previous studies have also pointed to the role of teacher sense of efficacy in shaping students' attitudes toward school and subject matter, i.e., the higher the teaching efficacy of a teacher, the greater the students' interest in school and learning materials. Beyond shaping students' attitudes, teacher efficacy has been also associated with the degree of personal commitment (Coladarci, 1992, cited in Tschannen-Moran et al., 1998, p. 9) and enthusiasm in teaching (Allinder, 1994) exhibited by the teacher.

To determine how teachers' efficacy affects student achievement, Ross (1994), scrutinized 88 teacher efficacy studies and contended that teachers with a higher sense of efficacy are more likely to:

"(1) learn and use new approaches and strategies for teaching, (2) use

management techniques that enhance student autonomy and diminish student control, (3) provide special assistance to low achieving students, (4) build students' selfperceptions of their academic skills, (5) set attainable goals, and (6) persist in the face of student failure(cited in Woolfolk et al., 2000, p.6)."

In essence, the abovementioned studies point towards the perception that teachers' efficacy beliefs are decisive in constructing an educational atmosphere that incites students' achievements. Definitely they provide sufficient reason to undertake further investigations in this area within L2 settings and examine the relationship between teachers' self-efficacy expectations, assessed internally by the teacher himself, and teachers' success, assessed externally by the students.

Definitions of successful teachers

Brown and Marks (1994), in their book, mentioned that pedagogically successful teachers research their own teaching and the teaching of others and thereby become better informed about the strengths and weaknesses of their teaching performance; effective teachers willingly examine critically what they are doing in classroom. According to Brookfield (1995) successful teachers get right down to business, use a variety of instructional strategies, teach at an appropriate fast pace but stop regularly to check students' comprehension and engagement, focus on the topic and their instructional objectives, and use humor in keeping with their individual styles. Lowman (1996) stated exemplary teachers are those who are likely to promote high levels of learning in their students while also creating the positive memories of learning. He also put emphasis on teachers' enthusiasm as characteristics of successful teachers.

As it is observed, there are different definitions for successful teachers. In the present study, teachers' success is defined and evaluated according to the criteria

which have been mentioned in the "Characteristics of Successful EFL Teachers Questionnaire" because this questionnaire has been designed based on EFL learners and teachers and TEFL experts' views in Iran towards successful EFL teachers. As Ryans (1967) stated value systems concerning teaching are relative rather than absolute. He mentioned "so far as specific characteristics of the teacher are concerned, what is judged good teaching by one person, one community, or at one time, may not be similarly viewed as good by another person, another community, or at some time later" (as cited in Suwandee,1995, p. 9).

Purpose of the study

Upon what was noted about the facilitative role of teachers' efficacy in their pedagogical behaviors, while taking into account the contribution of teachers' self-efficacy in students' achievements and attitudes, investigating the relationship between teachers' sense of efficacy and their pedagogical success as well as the question of how much teachers' efficacy contributes to the prediction of their success becomes pertinent. In summary, the present study primarily seeks to investigate such a relationship in various language institutes in Iran. It also sought to determine whether there is a relationship between teachers' sense of self-efficacy and teaching experience, as well as age. To this end, the following research questions were posed and investigated in this study:

1) Is there any relationship between teachers' sense of self-efficacy and their pedagogical success?

2) Is there any relationship between teachers' self-efficacy and years of teaching experience?

3) Is there any relationship between teachers' perceived self-efficacy and their age?

Method

Participants

The first group of participants consisted of 89 Iranian EFL teachers. The majority of them were the researchers' colleagues who kindly accepted to participate in the study. The profile of the teachers is as follows: They were between 20 and 45 years old (M = 26.87, SD = 5.09) with 1 to 20 years of teaching experience (M = 5.53, SD = 3.5). Out of 89 teachers, 73 were females and 16 males from different socio-economic backgrounds. The majority had majored in the different branches of English [i.e. English Literature (20 B.A, 1 M.A), English Teaching (13 B.A, 18 M.A), English Translation (6 B.A)] and those who had certificate in different majors except English had the necessary supplementary qualifications to teach English.

The second group of participants use comprised of 779 Iranian EFL learners (students of the above-mentioned teachers). They were 604 females and 222 males whose age varied from 14 to 66 (M = 22.15, SD = 5.73) and came from different socio-economic backgrounds. Their language proficiency varied from elementary to advanced levels and their educational level varied from high school to PhD.

Instruments

Teachers' Sense of Efficacy Scale (long form)

Reviewing the existing measures on teacher's self-efficacy (such as, Webb Efficacy Scale developed by Ashton, et al., 1982 including 7 items; Teacher Efficacy Scale by Gibson and Dembo, 1984 including 30 items on a 6 point Likert scale; and Bandura's Teacher Efficacy Scale, 1997 comprising 30 items on a 9 point scale), the researchers

decided to utilize the *Teachers' Sense of Efficacy Scale* (See Appendix) designed by

Tschannen-Moran and Woolfolk Hoy (2001), due to its comprehensiveness, integrity,

and ease of administration. The Teachers' Sense of Efficacy Scale, also called the

Ohio State Teacher Efficacy Scale (OSTES)*, encompasses two versions: long form

(including 24 items) and short form (including 12 items). The long form – utilized in

the present study – comprises three subscales: *efficacy in student engagement* (F1);

efficacy in instructional strategies (F2); *and efficacy in classroom management* (F3).

Each subscale loads equally on eight items, and every item is measured on a 9-point

scale anchored with the notations: "nothing, very little, some influence, quite a bit, a

great deal." This scale seeks to capture the multi-faceted nature of teachers' efficacy

beliefs in a concise manner, without becoming too specific or too general.

   The total reliability and the reliability of each individual factor – reported by

Tschannen-Moran and Woolfolk Hoy (2001) – are depicted in Table 1.

Table 1. Reliability reports of OSTES

	Mean	SD	Alpha
OSTES	7.1	.94	.94
F 1	7.3	1.1	.87
F 2	7.3	1.1	.91
F 3	6.7	1.1	.90

   In the present study, the total reliability of the questionnaire was calculated via

Cronbach' alpha which was found to be the high value of 0.91.

Characteristics of Successful Iranian EFL Teachers Questionnaire

To evaluate language teachers' performance and success in language teaching, the

researchers employed the Characteristics of Successful Iranian EFL Teachers Questionnaire which was designed by Moafian and Pishghadam (2009). Based on the guidelines laid down by EFL professors (N=5), teachers (N=11), learners (N=46) and Suwandee's (1995) questionnaire about the characteristics of effective language teachers, the researchers designed a questionnaire (Likert scale) consisting of 47 items. To measure the construct validity of the questionnaire, 250 EFL learners were asked to fill in the questionnaire, and then, factor analysis (Principal Axis Factoring) was conducted to determine the underlying factors. The results revealed that the questionnaire measures the twelve following constructs as *Teaching accountability, Interpersonal relationships, Attention to all, Examination, Commitment, Learning boosters, Creating a sense of competence, Teaching boosters, Physical and emotional acceptance, Empathy, Class attendance,* and *Dynamism*. The results of reliability analysis exhibited that the total reliability of the questionnaire is very high (Cronbach' alpha = .94). In this study, the total reliability of the questionnaire, initially estimated via Cronbach' alpha, was 0.95.

Data collection

The study was undertaken in several private Language Institutes (Marefat, Kish, Kish Air, College, Jahad-e-daneshgahi, and ILI) in Mashhad, a city in Northeast of Iran, between May 2008 and September 2008. The Institutes were selected based on credibility and feasibility criteria. First, these were among the most creditable Language Institutes in Mashhad. Besides, since the researchers have already taught or were teaching in the aforementioned Institutes, they benefited from the warm participation of volunteers and the cooperation of the teachers and their students. Near the end of term, the teachers were asked to take the Teachers' Sense of Efficacy Scale.

They took the questionnaire home, filled it in, and then gave it to the researchers in the next sessaion. Ninety questionnaires were distributed and eighty nine were returned to the researchers. Simultaneously, the Characteristics of Successful EFL Teachers Questionnaire was given to the learners of those teachers. Out of 890 questionnaires distributed, 779 were returned. Through this questionnaire, the teachers' performance was evaluated by their learners. Learners also filled in the questionnaires at home and during the next session delivered it to the researchers. To receive a reliable evaluation by the learners, the researcher explained the purpose of completing the questionnaire and assured the learners that their views would be confidential; and in addition, both teachers and learners' questionnaires were coded numerically and they were asked not to write any name on their questionnaires.

Data Analysis

To ensure the normality of the distribution, descriptive statistics were employed. To determine the role of teachers' self-efficacy in their success a Pearson product-moment correlation was applied to the data. To examine the relationships between teachers' self-efficacy, their teaching experience and age, a Pearson product-moment correlation was performed as well. In order to find out to what extent self-efficacy might have as a predictive power in predicting teachers' success, a regression analysis was run.

Results

Table 1 summarizes the descriptive results of the two instruments- success and self-efficacy questionnaires - used in this study.

Table 1: Descriptive statistics of success and self-efficacy.

	N	Minimum	Maximum	Mean	Std. Deviation
Success	89	148	227	193.95	15.09
Self-Efficacy	89	116	208	166.68	18.56

To investigate the correlation between teachers' self-efficacy and their pedagogical success, a Pearson product-moment correlation was applied. The results of the correlation revealed that there is a significant correlation between EFL teachers' success and their total scores in self-efficacy ($r = 0.478$, $p< .05$). It was also found that there is a significant relationship between EFL teachers' success and the three subscales which composes the total self-efficacy scale and the results are as follows: 1) success and F1 ($r = 0.425$, $p< .01$), 2) success and F2 ($r = 0.429$, $p< .05$), and *3)* success and F3 ($r = 0.407$, $p< .05$) (See Table 2).

Table 2: The results of correlation between teachers' self-efficacy scores and their success scores in language institutes.

	F 1	F 2	F 3	Total Self-efficacy
Success	0.425 *	0.429 *	0.407 *	0.478 *

To analyze the data further, regression analysis was conducted. The results indicated that teachers' total score of self-efficacy is a positive predictor of the dependent variable (teachers' success) (See Table 3).

Table 3: The results of regression analysis for teachers' self-efficacy and their success.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	129.179	12.843		10.058	.000
	Self-efficacy	.389	.077	.478	5.075	.000

a. Dependent Variable: Teachers' success

Table 4 illustrates the model summary statistics. The results reveal that the model containing the total scores of the self-efficacy test can predict 22 percent of the teachers' success. The R value is 0.47, which indicates the correlation coefficient between teachers' self-efficacy and success. Its square value is 0.22 so it indicates that about 22% of the variation in teachers' success can be explained by taking their self-efficacy into account (See Table 4).

Table 4: R square table for self- efficacy as the predictor of teachers' success.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478[a]	.228	.220	13.335

a. Predictors: (Constant), Self-efficacy

To determine the role of teaching experience in teachers' self-efficacy, a Pearson product-moment correlation was run. The findings indicated that there are significant correlations between teachers' years of teaching experience and their self-efficacy ($r = 0.266$, $p < .05$), teachers' teaching experience and F1 ($r = 0.202$, $p < .05$), teachers'

teaching experience and F2 (r = 0.229, p< .05), and teachers' teaching experience and F3 (r = 0.270, p< .05) (See Table 5).

Table 5: **The results of correlation between teachers' years of teaching experience and their self-efficacy scores in language institutes.**

	F 1	F 2	F 3	Total Self-efficacy
Years of Teaching Experience	0.202	0.229 *	0.270 *	0.266 *

To examine the relationship between teachers' self-efficacy and their age, a Pearson product-moment correlation was employed. The results showed that there is a significant correlation between teachers' age and their self-efficacy (r = 0.347, p< .05). Moreover, it was revealed that there is a significant relationship between teachers' self-efficacy and the three factors that compose the self-efficacy scale: age and F1 (r = 0.356, p< .05), age and F2 (r = 0.298, p< .05), and age and F3 (r = 0.302, p< .05) (See Table 6).

Table 6: The results of correlation between teachers' age and their self-efficacy scores in language institutes.

	F 1	F 2	F 3	Total Self-efficacy
Teachers' Age	0.356 *	0.298 *	0.302 *	0.347 *

5. Discussion

The current study examined the relationship between Iranian EFL teachers' sense of self –efficacy and their pedagogical success in Language Institutes. In this section responses extracted from data analysis have been summarized and presented in a way that addresses the three research questions posed in this study:

Research Question 1: The present study sought to investigate, in the first place, if there is any relationship between teachers' sense of self-efficacy and their success. The results substantiate the contention that teachers' self-efficacy beliefs are useful indicators of teachers' success. That is to say, the stronger the teacher's belief in his/her capacity to successfully accomplish a teaching task, the more likely s/he is assessed as successful from the students' perspective. This is consistent with previous theoretical and empirical studies, though limited in Institutional L2 settings, and quite sparse in the Iranian context. Woolfolk, Rosoff and Hoy's (1990) found that students of teachers with a stronger sense of efficiency beliefs granted more positive evaluations to the teacher. Gibson and Dembo (1984); Ashton, et al. (1982); Woolfolk and Hoy (1990) have also shown that teacher self-efficacy is one of the most important variables consistently related to positive and effective teaching and student learning outcomes.

   In the domain of the L2 context, especially Language Institutes where pair and group work and interaction are the norm, it seems that attention to the teachers' sense of efficacy deserves additional considerations, given the fact that one of the subscales of the *Teachers' Sense of Efficacy Scale*, utilized in this study, measures teachers' efficacy beliefs in engaging students.

Considering the role of efficacy in teachers' success, this study has two main distinguishing features. The first distinguishing feature is that this study utilized a questionnaire on teachers' success constructed unique to EFL teachers in particular as opposed to other types of educators. Thus, an important feature of this questionnaire is the fact that in designing this questionnaire successful teachers have been considered and defined in accordance to the views of three main elements in the processes of teaching and learning, i.e. EFL learners, EFL teachers and TEFL experts. Regarding EFL learners, Suwandee (1995) stated students appear to be the best source to provide rich information concerning teaching performance. They are in a good position to judge the quality of the classroom teaching. Braskamp, Brandenburg & Ory (1984) also pointed out that students are appropriate sources when they are describing or judging the following areas: the instructor's professional and ethical behavior; student-instructor relationship; workload; what they learned in the course; fairness of grading; and instructor's ability to communicate clearly. In terms of EFL teachers, Crandall (1996) considered the development of teaching competences as the professional responsibility of the teachers. In order to achieve this goal he introduced a wide range of activities such as observation, classroom research, and so on. One of the activities that he mentioned was discussion with other teaching colleagues and using their collective experiences (cited in Richards & Renandya, 2002). Regarding TEFL experts, definitely their knowledge and experience shed more light on the way of achieving success in EFL teaching. The second distinguishing feature of the study lies in the juxtaposition of two differently oriented judgments on teacher's success in terms of perception and performance convergence via internal and external evaluations and the finding is interesting since it reveals that teachers' beliefs in their capabilities are in line with students' views about their teachers' performance. In

other words, it seems that the teachers' efficacy beliefs determine in part their effective performance in class.

In spite of the findings of the present study concerning the positive role of teacher efficacy in their success, this role should not be overestimated. For example, in the view of the regression analysis, it was suggested that about 22% of the variation in teachers' success could be explained by taking self-efficacy into account. This is not unexpected when we take into consideration the wide array of other teacher instructional and affective behaviors and beliefs that may shape students' judgments of a successful teacher. Indeed, many researches argued that teaching is a complex process that is influenced by the various elements of teacher quality and attributes. For example, Barnes (1999) considered Language teaching as a dynamic process which depends on the application of appropriate theory, the development of careful instructional designs and strategies, and the study of what actually happens in the classroom. Taghilou (2007) also contended that high quality teaching is dependent on the existence of professional expertise, as well as problem-solving and decision-making abilities.

Research Question 2: Regarding the second research question - the relationship between teachers' self-efficacy and years of teaching experience - the results indicate a positive correlation between EFL teachers' sense of efficacy and years of teaching experience. In other words, teachers' sense of efficacy tends to increase with additional years of teaching experience. This is hardly surprising in view of the fact that mastery and vicarious experiences have been identified as the major sources of efficacy beliefs by Bandura (1997). The abovementioned result confirm Siebert's (2006) and Woolfolk Hoy and Hoy's (1990) findings that there are significant

differences between experienced and novice teachers regarding efficacy. Tsui (1995) also noted that "years of teaching experience in a teaching setting is an overriding factor in molding one's feelings of teaching efficacy" (p.372). Furthermore, this finding of the current study verifies Tschannen-Moran et al.,'s (1998) contention that part of the value of teacher efficacy lies in its "cyclical nature" (p. 22); i.e., the proficiency of a performance paves the way for a new mastery experience which in turn provides new information that shapes future efficacy beliefs. Thus, higher efficacy prompts greater persevere and diligence which leads to better performance, which in turn creates greater efficacy. In summary, it seems that facilitating the development of a sense of efficacy beliefs from the initial phases of teaching practices does yield enduring results.

Research Question 3: This research question aimed to address the relationship between teachers' sense of self-efficacy and their age. The results indicate that there is a positive correlation between these two variables. This means that the older the teachers, the higher their sense of efficacy beliefs are. It is in contrast to Bandura's (1995) postulation that age would not correlate with efficacy due to the various routes in life that cause people to vary greatly in how efficaciously they manage their lives. Imants and De Brabander (1996) also contented that among the factors influencing teacher self efficacy, age does not seem to play any significant role. The contradiction between this study and previous ones can be attributed to this fact that in the present study, the majority of teachers commenced their professions approximately at the same age, i.e., twenty-two, which is considered the typical age of BA graduation in Iranian universities. It means that as they get older, their teaching experience will also increase. This in turn boosts the likelihood of higher sense of efficacy beliefs in

teachers.

6. Conclusion

All in all, the yielded results of the present study lead to this conclusion that teachers' efficacy beliefs are critical in the process of teaching. Thus, if perceptions and beliefs so powerfully influence teaching practices, identifying and manipulating the factors that contribute to the development of teacher efficacy deserve sufficient consideration. The next conclusions derived from the findings of the study support the positive roles of age and teaching experience in enhancing teachers' sense of self-efficacy.

The findings of this research have some implications for teacher trainers and authorities as well as EFL teachers. Teacher trainers are suggested to make teachers familiar with the concept of efficacy and the importance of teachers' beliefs and perceptions in their pedagogical performance. Bearing in mind the four sources of efficacy beliefs stated earlier – mastery experience, vicarious experience, social or verbal persuasion, and physiological and emotional states – teacher trainers and authorities are recommended to exploit efficacy-raising practices such as, assigning teachers more manageable classes with competent students of increasing levels of complexity, providing performance feedback that highlights successful achievements, making teachers aware of the weaknesses in the their capabilities, and encouraging interactions among teachers with varying range of experience. Furthermore, to make teacher self- efficacy an indispensable construct in teacher education, it seems mandatory to equip teachers with teacher education and preparation programs particularly focused on improving the skills and perceptions of less experienced teachers and those of lower ages, to warrant exponential success and achievement and

accordingly greater student satisfaction with teachers in particular and the educational system in general. Accordingly, EFL teachers are advised to hold some regular meetings where those with different ages and teaching experience are encouraged to share their various experience and knowledge. In this manner, according to Vygotsky' mediation theory (Mortiboys, 2005), those with higher experience and age should play the role of mediators for the rest to gain the necessary efficacy. In consistent with the third source of efficacy beliefs – persuasion from others – teachers are recommended to be aware of and be sensitive to students' judgments of their performance. Moreover, they should have emotional self-awareness in order to harness and shift debilitative emotional states to facilitative ones. This corresponds to Bandura's (1997) contention that psychological and affective states, such as stress, anxiety, and excitement also provide information about efficacy perception and boost the feeling of proficiency.

The findings of the study, nevertheless, must be treated with caution. In this study, teachers' success was assessed only through questionnaire. In a similar study, researchers can make use of other kinds of evaluative tools such as observation, interviewing students, etc. or a combination of different assessment devices to assess teachers' success in a classroom setting. In the current study, teachers' gender was not considered. The relationship between teachers' success and efficacy can be investigated with respect to teachers' gender. In other words, the research can be done with sufficient numbers of participants in each sex. Since this study was conducted only in Language Institutes, further research is needed to be done in public educational environments such as high schools in order to compare the results.

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Appendix

Teachers' Sense of Efficacy Scale (long form)

Teacher Beliefs	
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	**How much can you do?** Nothing 　Very little 　　Some influence 　　　Quite a bit 　　　　A great deal

1. How much can you do to get through to the most difficult students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
2. How much can you do to help your students think critically?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
3. How much can you do to control disruptive behavior in the classroom?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
4. How much can you do to motivate students who show low interest in school work?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
5. To what extent can you make your expectations clear about student behavior?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
6. How much can you do to get students to believe they can do well in school work?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
7. How well can you respond to difficult questions from your students ?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
8. How well can you establish routines to keep activities running smoothly?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
9. How much can you do to help your students value learning?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
10. How much can you gauge student comprehension of what you have taught?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
11. To what extent can you craft good questions for your students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
12. How much can you do to foster student creativity?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
13. How much can you do to get children to follow classroom rules?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
14. How much can you do to improve the understanding of a student who is failing?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
15. How much can you do to calm a student who is disruptive or noisy?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
16. How well can you establish a classroom management system with each group of students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
18. How much can you use a variety of assessment strategies?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
21. How well can you respond to defiant students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
22. How much can you assist families in helping their children do well in school?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
23. How well can you implement alternative strategies in your classroom?	(1) (2) (3) (4) (5) (6) (7) (8) (9)
24. How well can you provide appropriate challenges for very capable students?	(1) (2) (3) (4) (5) (6) (7) (8) (9)