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**A Self-Efficacy Program for Developing the Experimental Language
Schools EFL Teachers' Professional skills, and its effect on The
Language Performance of Their Students**

(Case study)

**A Dissertation Submitted in Partial of the Requirements for the Ph. D Degree in
Education (Curriculum &EFL instruction)**

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المستخلص:

يهدف البحث الحالي إلى تحديد المكونات الرئيسية للكفاءات الذاتية لمعلمي اللغة الإنجليزية لطلاب المدارس الابتدائية من خلال دراسة الحالة وإعداد والتحقق من صحة أداة لقياس الكفاءات الذاتية لمعلمي اللغة الإنجليزية لطلاب المدارس الابتدائية، ووضع برنامج تدريبي قائم على الكفاءات الذاتية للمعلمين لتطويرهم مهنيًا والتعرف على تأثيره على تحسين الكفاءة الذاتية للمعلمين وكذلك الأداء اللغوي للطلاب. استخدم الباحث المنهج الوصفي (دراسة الحالة) للكشف عن المكونات الرئيسية للكفاءات الذاتية لمعلمي اللغة الإنجليزية لطلاب المرحلة الابتدائية وتصميم استراتيجية واضحة لتحسين المهارات المهنية لديهم. بالإضافة إلى ذلك، سوف يستخدم الباحث المنهج التجريبي لتحديد آثار برنامج التدريب على الكفاءة الذاتية للمشاركين. يشمل مجتمع البحث جميع مدرسي اللغة الإنجليزية للمدارس التجريبية الابتدائية بإدارة شرق طنطا التعليمية - مصر. تم اختيار مدرسي اللغة الإنجليزية في مدرسة النصر التجريبية - طنطا - مصر للمشاركة في هذا البحث. مما يجعل عينة البحث تتكون من (21) معلم. بالإضافة إلى ذلك، تم اختيار (10) معلمين آخرين من مدرسة الجلاء المتميزة للغات كعينة تجريبية للتحقق من صحة الأدوات البحثية. تم تطبيق بطاقة الملاحظة على 338 طالبًا. أشارت النتائج إلى أن برنامج التدريب على الكفاءة الذاتية كان له آثار إيجابية على تحسين الكفاءة الفكرية، وكفاءة الأداء، والكفاءة الإنتاجية والكفاءة العاطفية لمعلمي اللغة الإنجليزية لطلاب المدارس الابتدائية. بالإضافة إلى ذلك، كان للبرنامج التدريبي آثار إيجابية على تحسين الأداء اللغوي لطلاب المدارس الابتدائية.

الكلمات الدالة:

الكفاءة الذاتية - الأداء اللغوي - التطوير المهني.

Abstract:

The current research aims to identify major components of self-efficacies for teachers of English for elementary school pupils through case-study, develop and validate a scale for measuring self-efficacies for teachers of English for elementary school pupils, develop a recommended training program for improving self-efficacies for teachers of English for elementary school pupils and identify its on improving self-efficacies for teachers of English for elementary school pupils and linguistic performance of pupils. The researcher used descriptive (case study) approach to reveal the major components of self-efficacies for teachers of English for elementary school pupils and to design a clear strategy for improving professional skills of teachers of English for elementary school pupils. In addition, the researcher will use the experimental approach to identify the effects of the self-efficacies training program designed for participants. Research community includes all teachers of English for elementary Experimental schools in East Tanta Directorate – Tanta – Egypt. Teachers of English of Al-Nasr experimental school – Tanta – Egypt were purposefully chosen to participate in this research. This makes research sample consists of (21) teachers. In addition, another (10) teachers from Al-Galaa Distinguished Language School were chosen as a pilot

sample for validating research tools. Observation card was applied to pupils. Results indicated that 338The recommended training program had positive effects on improving Intellectual Efficacies, Performance Efficacies, Productive Efficacies and Emotional Efficacies of teachers of English for elementary schools' pupils. In addition, the recommended training program had positive effects on improving elementary schools' pupils' linguistic performance.

Key words: self-efficacy, professional skills, language performance.

Summary

Background and research problem:

Teachers play the basic and most significant role in executing programs and fulfilling school objectives according to modern age requirements and the information revolution with all new expectations and roles of teachers and teaching as a profession. The teacher is the main pillar for the success of the educational process. Success of the educational process with all its elements like curricula, school books, educational evaluation and successful administration depend heavily on teachers. All these things are useless unless teachers are efficient. (Kraemer, K. L. 1991)

In any educational system, teachers represent the biggest and most expensive input after learners. Social demand on learning increased the need for more teachers. In addition, societies are more interested in the quality of teachers and their level of preparation. This trend is reflected in the more attention paid pre-service preparation and in-service education for teachers. (M. Morsy, 1995)

Professional performance of teachers should be evaluated continuously according to clear standards to identify causes of poor performance as this would help in designing professional development programs especially designed for these weak aspects. (Hiten , B . 2003)

Teachers' self-efficacy is defined as the degree of teacher's commitment to his/her ability to improve students' learning. Accordingly, human behavior is activated by interaction between two types of expectations: self-efficacy and expected learning outcomes. Self-efficacy refers to individuals' judgments about their abilities to initiate specific tasks

successfully in a specific context, while expected learning outcomes refer to the consequences of this performance. (Bandura, A. 1994; Isaac, S., & Michael, W. B. 1997).

Teacher's self-efficacy is related to teacher's effort and commitment to face challenges, his/her own beliefs about his/her academic performance and his professional commitment and open mindedness towards modern methods of teaching in addition to his positive attitudes towards using positive teacher-centered strategies when dealing with students' problems. (Pintrich, P. R., & Schunk, D. H. 2002; Martin, A. J., & Marsh, H. W. 2006)

Teachers with high self-efficacy tend more to provide their students with communication opportunities through several models (individual work – pair work – group work). Furthermore, they tend more towards dividing the class into small groups instead of teaching the whole class. This provides the opportunity for individualized learning. (Tschannen-Moran, M., & Hoy, A. W. 2001).

Teacher's self-efficacy beliefs affect students' performance in several ways. Teachers with high self-efficacy beliefs tend more than others to apply educational inventions and to use modern methods for classroom management. In addition, they use more effective teaching methods, encourage students' autonomy and bear responsibility of teaching students with special educational needs. Furthermore, they solve classroom problems and maintain students focused on tasks. (Chacon, C. 2005; Eells, R. J. 2011; Richardson, G. E. 2011).

According to review of literature, the researcher noticed that none of these studies dealt with teachers' self-efficacies during elementary school, especially for teachers of English language.

As a teacher of English in Egypt and a specialist of monitoring, evaluation and educational accreditation, and through review of related literature, the researcher noticed that the language performance of elementary school students in English according to the scores of their standard tests is weak. This weakness may be due to the decrease of self-efficacy of their teachers. This led the researcher to study the case of Al-

Nasr experimental school in Tanta – Egypt to identify the most important self-efficacies, to develop a scale for measuring them and to design a Self-Efficacy training strategy based on self-efficacies to improve teachers' professional skills in addition to identifying its effects on the language performance level of elementary school students.

There is a weakness in self-efficacy among teachers of English in elementary schools. This led the researcher to try to design a Self-Efficacy training strategy based on self-efficacies to improve teachers' professional skills and to identify its effects on the language performance level of elementary school students.

Aims:

The current research aims to:

1. Identify major components of self-efficacies for teachers of English for elementary school students through case-study
2. Develop and validate a scale for measuring self-efficacies for teachers of English for elementary school students
3. Develop a Self-Efficacy training program for improving self-efficacies for teachers of English for elementary school students
4. Identify the effects of the Self-Efficacy training program on improving self-efficacies for teachers of English for elementary school students and linguistic performance of students.

Hypotheses:

1. There are statistically significant differences between the pre- and post-measurements of participants on scale of self-efficacies for teachers of English for elementary school students, in favor of post-measurements.
2. There are statistically significant differences between the pre- and post-measurements of the observation card for students' linguistic performance, in favor of post-measurements.

Research Importance:

The current research is of major importance as it tries to develop a scale to measure self-efficacies of English teachers for elementary school students. In addition, this study will try to fill the gap in research concerning the relationship between teacher's self-efficacies and students' language performance. Furthermore, the study will develop a strategy based on teacher's self-efficacies to improve teachers' professional skills so that they will be more able to apply their professional skills during real work in class.

Délimitations :

The current research is limited to:

- Al-Nasr experimental school – Tanta – Egypt.
- Teachers of English at Al-Nasr experimental school – Tanta – Egypt.
- Students of at Al-Nasr experimental school – Tanta – Egypt.

Methods:Approach:

The researcher will use descriptive (case study) approach to reveal the major components of self-efficacies for teachers of English for elementary school students and to design a clear strategy for improving professional skills of teachers of English for elementary school students. In addition, the researcher will use the experimental approach to identify the effects of the self-efficacies training program designed for participants.

Participants:

Research community includes all teachers of English for elementary Experimental schools in East Tanta Directorate – Tanta – Egypt. Teachers of English of Al-Nasr experimental school – Tanta – Egypt were purposefully chosen to participate in this research. This makes research sample consists of (21) teachers. In addition, another (10) teachers from Al-Galaa Distinguished Language School were chosen as a pilot sample for validating research tools.

Observation card was applied to only (10) classes of Al-Nasr experimental school. These are the classes of grades five and six. Number of students in each class ranged from (33) to (36). This makes students' sample to include (338) students.

Researcher Instruments:

To fulfill the objectives of this research, the researcher will use the following:

- Review of related literature to identify the major components of self-efficacies for teachers of English for elementary school students and the most important working strategies to improve their professional skills
- Self-efficacy training program (designed by the researcher)
- The self-efficacy scale for teachers of English for elementary school students (by the researcher)
- Students' linguistic performance observation card (by the researcher).

1. Self-efficacy Training Program: (Appendix 1)

Aim:

This "***Mentoring for development***" professional development program is based on the findings of the EFL teachers' self-efficacy questionnaire which includes four axes;

- First axis (**Intellectual Efficacy**): This includes all information and skills teachers need for their educational work.
- Second axis (**Emotional Efficacy**): This includes teachers' aptitudes, attitudes, values, beliefs and trends. These aspects cover self-confidence, attitudes towards teaching and sensitivity.
- Third axis (**Performance Efficacy**): This includes the performance skills teachers need for teaching like use of technology and presentations.
- Fourth axis (**Productive Efficacy**): This includes teachers' performances of the previously mentioned efficacies during teaching and their effects on students' future.

Based on the teachers' needs, analysis and interpretation of findings, this program intends to mentor considering the following key ideas that guide successful practices for school-based professional development programs; these key ideas must be:

- Multi-dimensional and flexible.
- Supportive and supervisory.
- Focused on the actual needs of each participant.
- A mutual responsibility of each participant and their mentor.

Mentoring:

The program's key concept is mentoring for development. The role of the mentor is pivotal to the teacher. Through professional dialogues, mentoring supports teachers' full participation and contribution to the whole process. It does not only develop skill levels, but also has a significantly positive impact on morale and builds confidence through a professional learning environment.

A mentoring program can assist the learner-teacher develop effective teaching practices. For example, conversations and/or classroom observations might focus on:

- Curriculum initiatives.
- Assessment and reporting.
- Curriculum and unit lesson planning.
- Classroom management.
- Effective handling of classroom learning materials.
- Higher-level questioning and formative assessment.
- Cooperative learning and diversity of learning styles.
- Effective use of data analysis.
- Networking and innovative practices.

Mentoring varies from context to context and from person to person. Partners work together to develop a process that best suits their needs. Some of these suggested processes are:

- Peer coaching and feedback.
- Professional conversations.
- Classroom observations.

- Reflective practices.
- Professional exchange of ideas.
- Networking.

Through the suggested professional development program, the following topics are handled during the time allotted:

- Networking and innovative practices.
- Classroom management and giving instructions.
- Assessment for learning
- Project-based Learning / Teaching.
- Flipped learning
- Students' Expected learning outcomes.

The program is divided into 7 main topics. Each topic is presented in one module (2 hours) with total number of 7 modules for the whole program. The program lasts for 7 weeks with a training period of (2) hours per week. The program duration (14 hours) is compact but this is more convenient for in-service training and the training conditions of participants.

2. *Self-Efficacies Scale: (Appendix 2)*

The self-efficacies scale aims to measure the development level of English teachers' self-efficacies before and after applying the recommended self-efficacies program. The researcher designs this scale in the light of previous literature and the structure and content of the recommended training program. The scale includes (38) items distributed on four main axes:

- Intellectual efficacy (10 items)
- Performance efficacy (10 items)
- Productive efficacy (10 items)
- Emotional efficacy (9 items).

The scale is corrected according to a three-point scale with yes = 3, somehow = 2 and no = 1. Total score of the scale ranges from 39 to 117.

Validity of Self Efficacy Scale:

To calculate validity of the "Self-Efficacy Scale", the researcher applies the scale to a pilot sample (n=10) from the same research community and outside the main sample and calculates internal consistency of items and axes of the scale as seen in tables (1) and (2).

Table (1): Internal consistency between each item and its axis and each item and total sum of the Self Efficacy Scale (n=10).

First Axis			Second Axis			Third Axis			Fourth Axis		
S	Item with axis	Item with sum	S	Item with axis	Item with sum	S	Item with axis	Item with sum	S	Item with axis	Item with sum
1	0.83	0.89	1	0.86	0.90	1	0.80	0.85	1	0.88	0.83
2	0.92	0.87	2	0.88	0.83	2	0.79	0.83	2	0.80	0.86
3	0.80	0.89	3	0.84	0.87	3	0.86	0.91	3	0.90	0.83
4	0.82	0.84	4	0.88	0.83	4	0.83	0.87	4	0.88	0.79
5	0.84	0.88	5	0.87	0.84	5	0.92	0.86	5	0.91	0.84
6	0.91	0.85	6	0.92	0.89	6	0.87	0.92	6	0.86	0.92
7	0.89	0.84	7	0.90	0.86	7	0.78	0.83	7	0.83	0.87
8	0.88	0.92	8	0.76	0.84	8	0.90	0.86	8	0.84	0.90
9	0.81	0.84	9	0.84	0.86	9	0.91	0.89	9	0.89	0.86
10	0.85	0.88	10	0.83	0.89	10	0.86	0.91			

(R) table value on $P \leq 0.05 = 0.632$

Table (1) shows statistically significant correlations between each item and its axis as (R) calculated values range from (0.76) to (0.93) which are higher than its table value (0.632). In addition, table (3) also shows statistically significant correlations between each item and total sum of the scale as (R) calculated values range from (0.79) to (0.92) which are higher than its table value (0.632).

Table (2): Internal consistency between each axis and total sum of the "Self-Efficacy Scale" (n=10).

S	Axes	R
1	Intellectual efficacy	0.90
2	Performance efficacy	0.89
3	Productive efficacy	0.88
4	Emotional efficacy	0.91

(R) table value on $P \leq 0.05 = 0.632$

Table (2) shows statistically significant correlations between each axis and sum of the scale as (R) calculated values range from (0.89) to (0.91) which are higher than its table value (0.632).

Results shown in tables (1) and (2) prove the validity of the Self Efficacies Scale.

Reliability of Self Efficacy Scale:

To prove the reliability of the Self Efficacy Scale, the researcher uses test/retest procedures through applying the scale to a pilot sample (n=10) from the same research community and outside the main sample, then retesting the pilot sample with time interval of (15) days between test and retest, as seen in table (3).

Table (3): Correlation coefficient between test and retest for Self-Efficacy Scale (n=10)

First Axis		Second Axis		Third Axis		Fourth Axis	
S	R	S	R	S	R	S	R
1	0.91	1	0.87	1	0.91	1	0.85
2	0.90	2	0.80	2	0.86	2	0.79
3	0.87	3	0.87	3	0.87	3	0.87
4	0.86	4	0.92	4	0.88	4	0.83
5	0.92	5	0.84	5	0.86	5	0.88
6	0.84	6	0.89	6	0.73	6	0.85
7	0.91	7	0.90	7	0.88	7	0.91
8	0.88	8	0.91	8	0.84	8	0.81
9	0.84	9	0.88	9	0.91	9	0.85
10	0.85	10	0.85	10	0.89		

(R) table value on $P \leq 0.05 = 0.632$

Table (3) shows statistically significant correlations between test and retest of the Self Efficacies Scale as R calculated values range from (0.73) to (0.92) which are higher than its table value (0.632). These high values prove that the scale is highly reliable.

3. students' linguistic performance observation card: (annex 3)

This observation card is designed for assessing students' linguistic performance. The card includes (10) items. Teachers are asked to observe the linguistic performance (linguistic acts apart from formal exams) of each student twice: first observation is at the beginning of the semester (before teachers undergo the training program), while the second observation is at the end of the semester (at the end of the training program). The card is corrected according to a three-point scale with yes = 2, somehow = 1 and no = 0. Total score of the scale ranges from 0 to 20.

Pilot Study:

The researcher performed a pilot study from 12/8 /2017 to 26/8/2017 on a pilot sample (n=10) from the same research community and outside the main sample. Participants of the pilot sample were randomly chosen from teachers of English for elementary stage from Al-Galaa Distinguished Language School – East Tanta Directorate. The pilot sample aimed to verify the validity and reliability of the research tool (Self Efficacies Scale). As previously seen, the pilot study proved the scale valid and reliable.

Pre-measurements:

The researcher applied the self-efficacies scale to participants for pre-measurement from 1-10-2017 to 5-10-2017. Teachers were asked to use the observation cards before 15-10-2017 to record students' linguistic performance.

Main application:

The researcher applied the Self-Efficacy program to participants (n=16) from 15/10/2017 to 30/11/2017.

Post-measurements:

The researcher applied the self-efficacies scale to participants for post-measurement from 3/12/2017 to 7/12/2017. Teachers were asked to use the observation cards before 15-12-2017 to record students' linguistic performance.

Data tabulation:

Self-efficacy scale forms for pre- and post-measurements were corrected and data were tabulated for statistical treatment.

Statistical treatment:

The researcher will use SPSS/15 software to treat data statistically and calculate the following: Mean – SD – Median – (t) test – Kurtosis – Skewness – improvement percentage (%) – η^2 - Effect size

Conclusions:

According to this research aims, hypotheses, methods and results, the researcher concluded the following:

1. The Self-Efficacy training program had positive effects on improving Intellectual Efficacies of teachers of English for elementary schools' students as (t) calculated values ranged from (1.826) to (2.961) which are higher than its table value (1.725). in addition, improvement percentages between pre- and post-measurements ranged from (5.002%) to (21.153%) in favor of post-measurements.
2. The Self-Efficacy training program had positive effects on improving Performance Efficacies of teachers of English for elementary schools' students as (t) calculated values ranged from (1.826) to (3.873) which are higher than its table value (1.725). in addition, improvement percentages between pre- and post-measurements ranged from (5.174%) to (32.609%) in favor of post-measurements.
3. The Self-Efficacy training program had positive effects on improving Productive Efficacies of teachers of English for elementary schools' students as (t) calculated values ranged from (1.814) to (4.202) which are higher than its table value (1.725). in addition, improvement percentages

between pre- and post-measurements ranged from (8.612%) to (34.782%) in favor of post-measurements.

4. The Self-Efficacy training program had positive effects on improving Emotional Efficacies of teachers of English for elementary schools' students as (t) calculated values ranged from (1.826) to (4.250) which are higher than its table value (1.725). in addition, improvement percentages between pre- and post-measurements ranged from (5.002%) to (39.534%) in favor of post-measurements.
5. The Self-Efficacy training program had positive effects on improving elementary schools' students' linguistic performance (t) calculated values ranged from (17.097) to (23.934) which are higher than its table value (1.645). in addition, improvement percentages between pre- and post-measurements ranged from (12.700%) to (55.554%) in favor of post-measurements.

Recommendations:

Based on the results of the present study, the following recommendations are suggested:

- Professional Development programs designers should consider teachers' self-efficacies skills to increase teachers' ability and concentration in in-service trainings.
- EFL teachers should adopt a student-centered approach in teaching and learning to replace the teacher-dominated in EFL classroom.
- Teachers should be given the opportunity to interact with their peers and supervisors.
- EFL teachers should give the students the opportunity to express themselves freely.
- EFL teachers should adopt alternative assessment devices.

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