A Survey of College English Teachers' Self-teaching Efficacy

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Abstract: Teachers' self-teaching efficacy will directly affect their teaching design, teaching strategy selection and teaching implementation, which is one of the core variables affecting teaching quality. In this study, college English teachers from local undergraduate universities were selected as the research objects, and relevant data were collected by questionnaire research method. SPSS25.0 software was used for statistical analysis of the data, which presented the current situation and influencing factors of college English teachers' self-teaching efficacy. On the basis of data analysis, it is suggested to strengthen targeted teacher training, enhance teachers' awareness of scientific research, improve students' comprehensive quality and establish an effective incentive mechanism.

Keywords: Self-teaching efficacy; English teacher; Teacher development

1. Introduction

Self-efficacy is a concept proposed by American psychologist Bandura in 1977. It refers to an individual's expectation or subjective judgment on whether he can successfully perform a certain behavior in a certain situation. [1] The research on teacher self-teaching efficacy based on psychology was first initiated by Armer and Berman et al. It refers to the perception and belief that teachers have the ability to positively influence students' learning. Chinese scholars Yu Guoliang and Luo Xiaolu proposed that teacher teaching efficacy is a kind of perception and belief that teachers can effectively complete teaching work and achieve teaching objectives in teaching activities, and is related to factors such as teaching monitoring ability, teaching strategy and teaching behavior.[2] At the same time, studies have pointed out that teachers' self-efficacy will affect their efforts and persistence in teaching, as well as their choice of teaching strategies and methods. Teachers with high self-teaching efficacy tend to choose challenging teaching strategies and tasks, while teachers with low self-teaching efficacy avoid improving teaching strategies and are reluctant to try new teaching models. Moreover, teachers' self-teaching efficacy will affect students' learning interest and enthusiasm to a large extent. In view of the above reasons, the core issue of this study focuses on the current situation and influencing factors of college English teachers' teaching efficacy, and on this basis, relevant suggestions are put forward to actively promote teachers' professional development and improve their teaching efficacy.

2. Results

The subjects of this study are 73 college English teachers in local undergraduate universities. In this study, Yu Guoliang et al., Institute of Developmental Psychology, Beijing Normal University, was used to study teacher teaching efficacy scale. The scale includes two subscales: personal teaching efficacy (item 4-15) and general educational efficacy (item 16-24). Personal teaching efficacy refers to teachers' belief in their ability to complete teaching tasks and teach students well. General educational efficacy refers to teachers' general views and judgments on the relationship between teaching and learning and the role of education in students' development. There are 24 items in the scale, and Likert five-level scoring system is adopted, from 1-5 points, which is represented as "completely consistent" to "completely inconsistent". The higher an individual scores in each dimension, the higher his/her teaching self-efficacy. After testing, Cronbach's alpha coefficients of individual, general and total educational efficacy subscales were 0.845, 0.880 and 0.890, respectively, indicating that the questionnaire had good reliability.

2.1 The overall level of college English teachers' teaching efficacy

The results show that the number of college English teachers with high scores in general teaching efficacy is large, while the

individual teaching efficacy and overall teaching efficacy are not. In addition, the average value of general educational efficacy (2.72) was lower than that of individual educational efficacy (3.42).Through the mean difference experience, the researchers found that the mean values of general educational efficacy and individual teaching efficacy were significantly different ($p < 0.05$).

2.2 The relationship between teaching efficacy and teaching quality rating of English teachers in universities

The overall teaching efficacy of teachers is significantly correlated with the comprehensive score of education quality, and the correlation coefficient is 0.353. Therefore, in order to check whether the overall teaching efficacy of teachers has a predictive effect on the comprehensive score of education quality, linear regression analysis is conducted on the two. We took the overall teaching efficacy as the independent variable and the teaching quality rating as the dependent variable to get a linear model, r square is 0.125, significance is 0.002, the model is valid. Therefore, when the overall sense of teaching efficacy of teachers is higher, students' evaluation of teacher education quality and teachers' evaluation of their own education quality will be higher. Therefore, we can propose that teachers with higher sense of teaching efficacy will have better teaching quality.

2.3 Influencing factors of college English teachers' teaching efficacy

The self-efficacy factor, which includes a total of 6 questions, is the most influential dimension in the teaching efficacy of college English teachers, where the contribution is 20.905% and the cumulative contribution is 20.905%, which refers to the individual's speculation and judgment about his or her ability to perform a certain behavior. Bandura Bandura defines self-efficacy as "the degree to which people are confident that they can use the skills they have to perform a certain. The self-efficacy factor includes the following factors The career attitude factor consists of 6 questions. The contribution rate was 19.640% and the cumulative contribution rate was 40.545%, which refers to teachers' perceptions and behaviors toward their own professional work. In short, it refers to the educational work dynamics or teacher work dynamics. Teaching Attribution Factors The subgroup consisted of four questions with a contribution rate of 17.898% and a cumulative contribution rate of 58.443%, which refers to teachers' explanations and speculations about the causes of students' learning outcomes. The teachers' perceptions of the causes of student learning outcomes necessarily influence their own teaching behaviors. The school factor consisted of 5 questions in total. The school factor consisted of 5 questions, of which 16.942% contributed and 75.385% contributed cumulatively.

3. Discussion

3.1 Objective attribution of success or failure in teaching, strengthening targeted teacher training

Teacher training is one of the effective ways to improve the professional quality of teachers and also an important way to improve the quality of school education and teaching. Therefore, it is very important to establish a long-term and effective teacher training guarantee system, improve the quality of training and strengthen the pertinence of training. First of all, the training for teachers at different stages of development should have different emphasis, training methods and contents should be different, and should pay attention to the cultivation of teachers' correct educational values and attributional training, guide teachers to establish the core educational concept of "teaching and educating", let teachers correct only willing to teach but not willing to educate or to separate the wrong concept of teaching and educating. Cultivate a good sense of professional identity and make teachers understand that they are not only the disseminators of professional knowledge and skills, but also the "guides" for students to enter the society through continuous learning and improvement. Guide teachers to positively attribute the success or failure in teaching implementation, that is, to analyze the results of their completed teaching activities and form a process of causal interpretation. Teachers' attribution model is closely related to teachers' teaching efficacy.[3] Teachers who make internal control attribution for students' academic success and failure have significantly higher teaching efficacy than those who make external control attribution.

3.2 Establish teachers' research team to enhance teachers' awareness of scientific research

In the survey, the author found that most teachers are willing to participate in applied educational research which is closely related to teaching practice. Therefore, schools should encourage teachers to take the road of scientific research to promote learning. On the one hand, they should increase the efforts of teacher continuation and training, carry out various forms of school-based research courses, and establish research teams of different majors and disciplines. On the other hand, they should vigorously promote and carry out cross-school and cross-region academic exchanges and seminars of different majors and disciplines, and carry out application-oriented research closely related to teaching practice. Those who have achieved relevant research results will be commended and rewarded to some extent. Therefore, the school should encourage teachers to start with practical teaching problems, give full play to the advantages of teamwork research, analyze and discuss the problems from different angles, propose strategies to try to solve the

problems on the basis of practice, and finally organize and improve the relevant research results for promotion and application.

3.3 Strengthen the psychological counseling of students, improve the comprehensive quality of students

Some scholars have pointed out that in general, the clearer the self-concept of teachers is, the higher their self-efficacy is.[4] In the process of education, teachers must pay more attention to students, timely understand their psychological needs, pay attention to their daily behavior, find the bright spot to give praise and encouragement. Usually communicate with them more, make friends with them, give them more care, help them solve the practical difficulties within their power, get their trust, in order to know what they think, find out the root of their psychological and learning problems, the right medicine, but also teach them reasonable vent their bad emotions and methods. For students with serious psychological problems, if the head teacher can't solve their problems, they can turn to the psychological counseling room of the school and ask the psychological teacher to use professional methods for psychological counseling. To strengthen the contact with students' parents, seeking parents to support the school education work, if parents can care more about their children, spend more time with their children to communicate, exchange, is also one of the ways of psychological counseling students.

3.4 Establish an effective incentive mechanism to enhance teachers' self-confidence

School atmosphere is one of the important factors affecting teachers' attitude and behavior. Therefore, it is particularly important to improve the performance appraisal system of schools, make the performance pay link with the actual teaching workload and work performance of teachers, and truly achieve the purpose of rewarding the good and punishing the bad. It is necessary to establish a scientific and reasonable evaluation system for performance appraisal, which should not only evaluate teachers' scientific research achievements, professional quality and teaching ability, but also comprehensively measure and evaluate teachers' application ability of modern educational technology and student guidance, so as to ensure the comprehensiveness, objectivity and fairness of the assessment. The performance appraisal should achieve the role of more work, more pay, and be reflected in the performance pay of teachers, because the level of income is often regarded as the standard to measure the level of social status.

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