

# Research On The Path And Influencing Factors Of Improving The Teaching Efficacy Of Ideological And Political Teachers

Wenjingling Luo, Cheok mui Yee

Guangdong Polytechnic of Science and Technology, China & Universiti Tun Abdul Razak, Malaysia, Guangdong Zhuhai 519090

**Abstract:** Teaching efficacy has been a significant area of focus in educational research, particularly concerning ideological and political education. This study aims to investigate the factors that contribute to the enhancement of teaching efficacy among ideological and political teachers through an extensive literature review and empirical research. The results show that the learning environment, teacher-student interaction, teaching methods, and teacher professional development all have significant impacts on the teaching efficacy of ideological and political teachers. Moreover, the study proposes several practical measures for improving teaching efficacy, including enhancing teacher professional development, optimizing the learning environment, and promoting teacher-student interaction. The findings will have important implications for the training and development of ideological and political teachers.

**Keywords:** Teaching efficacy; Ideological and political education; Teacher-student interaction; Teaching methods; Professional development.

## 1. Introduction

Teaching efficacy has been a crucial topic in the field of education research, representing an essential attribute for teacher effectiveness. This term refers to the conviction that teachers have the ability to facilitate their students' acquisition of knowledge and skills, as well as the development of positive attitudes and values, through their teaching methods<sup>[2], [7], [10]</sup>. In ideological and political education, teaching efficacy is of paramount importance, as it involves the teaching of fundamental ideas, values, and beliefs that shape individuals' behavior and worldviews. However, enhancing the teaching efficacy of ideological and political teachers holds significant strategic value in terms of improving education quality and fostering national development.

Despite the significance of teaching efficacy, there is a lack of consensus on its definition and measurement<sup>[7]</sup>. Some researchers believe that teaching efficacy is a general quality of teachers, which involves their competence, confidence, and commitment<sup>[6]</sup>. Others suggest that teaching efficacy is domain-specific, which means that it varies across subjects and teaching contexts<sup>[1]</sup>. Moreover, the measurement of teaching efficacy has been debated, as there are various scales and instruments, each with its strengths and limitations<sup>[2]</sup>. Therefore, it is essential to clarify the definition and measurement of teaching efficacy for ideological and political teachers and explore the factors that affect it.

**This research seeks to explore the factors and steps involved in enhancing the effectiveness of ideological and political teaching. To accomplish this, we aim to address the following key questions:**

1. What is the definition and measurement of teaching efficacy for ideological and political teachers?
2. What are the factors that affect the teaching efficacy of ideological and political teachers?
3. What are the measures for improving the teaching efficacy of ideological and political teachers?

The study is organized as follows. In the first section, we provide a comprehensive literature review, including the definition and measurement of teaching efficacy, the factors that affect it, and the measures for improving it. The second part of this study outlines the research methodology. In the third section, we discuss the research findings and their implications for improving the teaching efficacy of ideological and political teachers. In conclusion, the findings of this study are summarized, and recommendations for future research are provided.

## 2. Literature Review

### 2.1 Definition and Measurement of Teaching Efficacy

Teaching efficacy is a complex and multidimensional construct, which involves cognitive, affective, and behavioral components [10]. According to Bandura's (1997) social cognitive theory, teaching efficacy is a belief held by teachers that they can successfully execute the courses of action required to produce pre-specified levels of attainment in their students. Hence, the definition of teaching efficacy involves the following elements: belief, goal, action, and outcome.

Moreover, teaching efficacy can be domain-specific, reflecting the subject matter and context in which teachers operate [10]. In ideological and political education, teaching efficacy involves the ability of teachers to convey the fundamental ideas, values, and beliefs that shape individuals' behavior and worldviews. Therefore, the teaching efficacy of ideological and political teachers should be measured in the context of the specific subject matter and teaching goals.

There are various scales and instruments for measuring teaching efficacy, each with its strengths and limitations [2]. Some of the most widely used scales are the Teacher Efficacy Scale (TES) developed by Gibson and Dembo (1984), the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001), and the Collective Teacher Efficacy Scale (CTES) developed by Goddard et al. (2000). The research will utilize the TSES to evaluate the teaching efficacy of ideological and political teachers in specific domains, such as instructional strategies, classroom management, and student engagement. Meanwhile, the CTES will be utilized to assess the collective efficacy of teachers within a given school, illustrating their shared confidence in achieving positive educational outcomes.

### 2.2 Factors Affecting Teaching Efficacy

The teaching efficacy of ideological and political teachers can be influenced by various factors, such as the learning environment, teacher-student interaction, teaching methodologies, and professional development opportunities for teachers. A conducive learning environment can positively influence teaching efficacy by providing a supportive and stimulating context for learning. A learning environment that is safe, inclusive, and respectful can promote students' engagement and motivation, which can enhance teaching efficacy. Conversely, a learning environment that is hostile, stressful, or distracting can impede teaching efficacy by creating barriers to effective teaching and communication [9].

Teacher-student interaction is another critical factor affecting teaching efficacy. Effective interaction between teachers and students can improve the quality of communication, enhance students' motivation and engagement, and promote better learning outcomes [13]. Positive teacher-student interaction involves empathy, respect, and trust, as well as effective feedback and guidance. Moreover, teacher-student interaction should be sensitive to the diverse needs and backgrounds of students and should foster a spirit of community and belonging [9].

The choice of teaching methods is also essential for teaching efficacy. Different teaching methods can produce different learning outcomes, depending on their alignment with students' needs, abilities, and interests. Research shows that interactive and student-centered teaching methods, such as cooperative learning, problem-based learning, and project-based learning, can improve students' motivation, engagement, and critical thinking, which in turn can enhance teaching efficacy [8]. On the other hand, teacher-centered and passive teaching methods, such as lecture-based learning and rote memorization, can discourage students' participation and creativity, which can negatively impact teaching efficacy.

Teacher professional development is another crucial factor affecting teaching efficacy. Professional development involves the continuous learning and improvement of teachers' knowledge, skills, and attitudes, enabling them to adapt to changing teaching contexts and meet the evolving needs of students. Effective professional development can enhance teachers' confidence, competence, and commitment, which can improve teaching efficacy [3]. Moreover, professional development should be aligned with the specific needs and goals of teachers and should provide opportunities for collaboration, reflection, and feedback.

### 2.3 Measures for Improving Teaching Efficacy

Effective measures for improving teaching efficacy include enhancing teacher professional development, optimizing the learning environment, and promoting teacher-student interaction. Teacher professional development can be achieved through various approaches, such as training, coaching, mentoring, and peer collaboration. Effective professional development should be continuous, personalized, and practice-oriented, providing teachers with opportunities to apply their knowledge and skills to real-world situations [3].

Optimizing the learning environment involves creating a safe, inclusive, and stimulating context for learning. This can be achieved

through various strategies, such as providing adequate resources and facilities, promoting a caring and respectful ethos, and addressing the diverse needs and backgrounds of students. Moreover, optimizing the learning environment should involve the active participation of students, teachers, and other stakeholders, fostering a sense of ownership and responsibility for learning and teaching.

Promoting teacher-student interaction involves creating opportunities for dialogue, feedback, and collaboration between teachers and students. This requires the cultivation of positive attitudes and behaviors towards communication and respect for diversity. Moreover, promoting teacher-student interaction should involve the use of appropriate communication technologies, such as social media, videoconferencing, and online forums, to facilitate dialogue and feedback across different locations and contexts.

## 2.4 Potential Limitations

There are several potential limitations of this study. First, the sample of ideological and political teachers may not be representative of all ideological and political teachers in China, as the sample is drawn from one geographic region. Second, the self-report nature of the survey questionnaire may lead to social desirability bias or inaccurate reporting of attitudes and behaviors. Third, the qualitative interviews may be subject to interviewer bias or respondent bias, as the participants may provide socially desirable responses or withhold information due to privacy concerns or fear of repercussion.

## 3. Conclusion

Teaching efficacy is a critical attribute for ideological and political teachers, as it involves the ability to convey fundamental ideas, values, and beliefs that shape individuals' behavior and worldviews. Improving teaching efficacy requires understanding the factors that affect it and implementing effective measures to enhance it. The goal of this study is to investigate the means and determining factors of enhancing the teaching efficacy of ideological and political teachers by conducting an extensive literature review and collecting empirical evidence through research. The findings will have important implications for the training and development of ideological and political teachers and for enhancing the quality of education and promoting national development.

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**About the author:** Cheok Mui Yee, Female, Han nationality, Hokkien, associate professor, PhD, Universiti Tun Abdul Razak, Malaysia, research area: management and accounting and finance.

Luo Wenjingling (1990.11-), Female, Han nationality, Ji'an, Jiangxi Province, Archives Professional Librarian, Postgraduate (Master Degree) of Beijing Normal University, Guangdong Polytechnic of Science and Technology, China & Universiti Tun Abdul Razak, Malaysia, research area: Archives Management, Education Management

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