



UNIVERSIDAD DE QUINTANA ROO

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División de Ciencias Políticas y Humanidades

**Language Center Teachers' Sense of Self-efficacy about Research and  
Teaching**

**TESIS**

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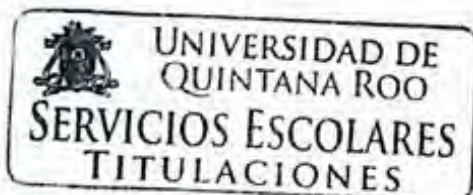
**LICENCIADA EN LENGUA INGLESA**

Presenta

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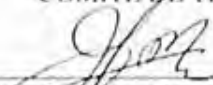
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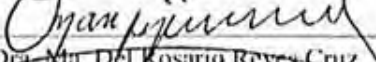
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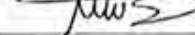
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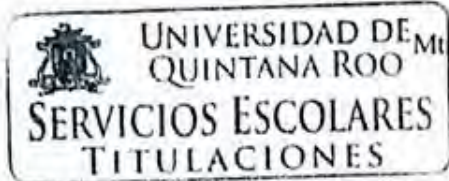
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## **ABSTRACT**

This study investigates two areas that have not frequently been searched, at least not in Mexico: research self-efficacy and teaching self-efficacy among EFL language teachers. Regarding languages. Researches have revealed that self-efficacy beliefs influence how people think, feel, motivate themselves and act (Zulkosky, 2009). Teachers with high level of self-efficacy believe more in themselves and in their students (Erden and Demirel, 2007). Additionally, a positive relationship among self-esteem, self-efficacy and job satisfaction has been found in previous research (Reilly, Dingra and Budoszek, 2014).

This study aimed to explore and determine foreign language teachers' self-efficacy beliefs about research and teaching among language teachers of a Language Center from a Mexican University. The findings revealed a high sense of efficacy regarding teaching among teachers, they define themselves as very good teachers, they love teaching, and they think they can make a contribution to their students' life. Teachers explained they should enhance their teaching abilities. Regarding research, a low-middle sense of self-efficacy was detected. Teachers do not define themselves as researchers but teachers. They acknowledged the need of help and training so as to enhance their abilities to research. It is suggested to promote research among teachers so they give more importance to this activity.

## INTRODUCTION

This study investigates two areas that have not frequently been searched, at least not in Mexico: research self-efficacy and teaching self-efficacy among EFL language teachers. Regarding languages. Ramírez (2010) has said there is a paucity of research in the area of languages in Mexico. Self-efficacy has been searched in the area of education within the field of educational psychology (Bandura, 1977, Tschannen-Moran y Woolfolk, 2001, Zimmerman, 2000) for a little bit more than 30 years. Most of these studies tend to measure the sense of self-efficacy to determine its related variables such as self-esteem, contextual factors, self-confidence and cognitive skills (Erdem & Demirel, 2007; Cabaroglu, 2014; Reilly, Dhingra & Boduszek, 2014).

Researches have revealed that self-efficacy beliefs influence how people think, feel, motivate themselves and act (Zulkosky, 2009). Teachers with high level of self-efficacy believe more in themselves and in their students (Erden and Demirel, 2007). Additionally, a positive relationship among self-esteem, self-efficacy and job satisfaction has been found in previous research (Reilly, Dingra and Budoszek, 2014).

There is a plethora of quantitative researches done in the United States about teachers' self-efficacy and in other countries such as Turkey. Some studies have researched the relation between self-efficacy and research (Bailey, 2006 and Eam, 2015), (Reyes & Perales 2016).

Fewer researches in Latin America were found about teachers' self-efficacy among Venezuelan EFL teachers (Chacon, 2005) and regarding Chilean teachers (Covarrubias and Mendoza, 2015). In the Mexican context, the topic of self-efficacy has been studied within different subjects. For example, there have been studies of postgraduate students' research self-efficacy beliefs (Gutiérrez, 2016; Reyes & Gutiérrez, 2015; Gutiérrez & Reyes, 2014); teachers' self-efficacy beliefs in informational research skills (Reyes & Franco, 2013; Reyes & Franco, 2014), English teachers' research self-efficacy beliefs (Reyes & Murrieta, n/d), English teachers' self-efficacy beliefs about teaching (Cruz, 2014), The sense of self-efficacy in EFL pre-service teachers (Pool, 2015), French university students self-efficacy beliefs about learning (Poot, 2016), English Language Learners' self-efficacy profiles and their relationship with the sources of self-efficacy (Villanueva, 2014).

This review underlines a lack of studies in the area of teachers' self-efficacy about research and teaching. We think that determining the self-efficacy of the same group about researching and teaching could allow a better comprehension of both sense of self-efficacy. Thus, we think this present research may help expand the comprehension of the research self-efficacy issue at this public University so as to determine strategies to help teachers raise their sense of self-efficacy in both areas. Studying the relation between the language teaching field and self-efficacy beliefs has been said to be convenient to determine novice and experienced teacher's success and failures in language teaching (Tschannen-Moran et al., 1998).

At the University of Quintana Roo, teachers are to do certain activities, among which we find teaching and researching. These two activities are part of the university policy. Nevertheless, teachers have never been asked how capable of doing teaching and researching they think they are. Having to do teaching and researching is a taken for granted activity. Not knowing teachers' perceptions about their capabilities to teach and research may be a disadvantage since we do not know exactly what teachers' needs are in those areas. We think that by determining teachers' self-efficacy about researching and teaching, teachers may receive more suitable training in these two areas.

The University of Quintana Roo has got an English Language major and a Language Center. Based on the studies previously presented, it seems important to determine what teachers think about their capabilities to teach and what influence these capabilities or way of thinking about them. Thus, we aim to explore and determine foreign language teachers' self-efficacy beliefs about research and teaching among language teachers from a Language Center (Centro de Enseñanza de Idiomas) at the University of Quintana Roo. Additionally, we look to identify the factors that influence the most foreign language teachers' self-efficacy beliefs towards teaching and research.

In order to fulfill the objective, the following research questions are addressed:

- What are teachers' self-efficacy beliefs about teaching?
- What are teachers' self-efficacy beliefs about researching?
- What are the sources that influence the most teachers' self-efficacy beliefs about teaching and researching?



The significance of the study lies in making contributions to the field of language research. No qualitative study that focus on foreign language teachers' self-efficacy beliefs at the LC of University of Quintana Roo has been done. Results of this research could be helpful for future foreign language teachers. Additionally findings may be interesting for experienced teachers in the field so as to recognize how future students who will become teachers may feel about teaching and researching. By identifying teachers' perceptions about their self-efficacy experiences, teachers may better design strategies to improve their students' perceptions. We think that carrying out a research about language teachers' self-efficacy about teaching and researching would be of interest for both teachers and authorities so they could better determine the origin of the state of art of both areas.

## CHAPTER 1. THEORETICAL FRAMEWORK

In this section the concepts that are of paramount importance for this research will be presented. These concepts are important since they determine the point of view from which we will approach our research. Immediately, the theory that will support the study of teachers' self-efficacy will be described so as to know how it is related to our research topic. Also the sources that help to build up the sense of self-efficacy will be described here.

### 1.1 Conceptual Framework

The most important concepts for this study are teaching, research and self-efficacy since the first two are the activities we are researching about and the third one is the aspect that may be influenced by the two first.

**Research Self-efficacy** in relation to research. Self-efficacy regarding research is understood as the personal belief in how good he or she can execute a set of tasks related to research (Hemmings & Kay, 2010, p. 563).

We understand research as a reflective process about the practice of researching itself that make teachers improve in their profession.

**Teaching self-efficacy.** In this study we then understand research as the belief a teacher has on his capacity to organize and execute a task in order to successfully complete an activity related to his teaching practice in a given context (Tschannen-Moran & Woolfolk Hoy, 2000:223).

Teachers' sense of efficacy has shown to be a powerful construct with regard to students' outcomes such as achievement (Armor et al., 1976; Ashton & Weeb, 1986; Moore & Esselman, 1992) motivation (Midgley et al., 1986), and sense of efficacy (Anderson et al., 1988). Self-efficacy is also related to teachers' behavior in the classroom. It affects the effort they put into teaching, the goals they set, and their level of aspiration. Teachers with strong sense of efficacy are open to new ideas and more willing to experiment with new methods to better meet the needs of their students (Bernan et al., 1977; Guskey, 1988; Stein & Wang, 1988) they also tend to exhibit great levels of planning and organization (Allinder, 1994). Efficacy influences teachers' persistence when things do not go smoothly and their resilience in the face of setbacks.

These are socio cognitive definitions that fit quite well with the socio-cognitive perspective of self-efficacy about teaching and learning in which teachers are believed to be facilitators of the learning process and whose aim is to foster self-efficacy, autonomy and motivation.

## **1.2 Self-efficacy theory**

Bandura (1977) defines the concept of self-efficacy beliefs as an assessment of one's capabilities to attain a desired level of performance in a given endeavor. Within the social cognitive theory, Bandura states self-efficacy in teachers as to one self's beliefs and one self's perception, which contributes to set certain expectations and goals, efficacy for students engagement, efficacy for instructional strategies and efficacy for classroom management.

We will approach our topic of study from Bandura's theory about self-efficacy since he has related the concept to the education area. In the context of teaching, Bandura (1997) remarks that students who have a high sense of self-efficacy perform better in classes and learn more. Additionally, he describes self-efficacy as a powerful influence of motivation. Thus, that makes us think that teachers with high level of self-efficacy can perform better in their teaching practice than teachers with low sense of self-efficacy. In that way students' achievements can be enhanced at the same time. Thus, this would mean that teachers' teaching sense of self-efficacy is benefited from students' achievements; nevertheless, this does not seem to be the case regarding research. Teachers do not usually express having received any benefit from their past research experiences. Researching on this topic may help us determine if this is so.

Our subjects of study do mainly teaching activities. We then may infer that they have experienced many bad and good moments with their students. So they have had the chance to reflect on their teaching achievements and failures.

Self-efficacy theory acknowledges the diversity of human capabilities. Efficacy beliefs affect, through processes, the level and the persistency of motivation, and effective states. People who doubt their capabilities find hard to motivate themselves and they slacken their efforts or give up quickly. They have low aspirations and weak commitment to the goals they chose to pursuit (Bandura, 1997). Regarding research teachers do not seem to be very interested; it is then important to determine if there is any relation between what

they think about their research capabilities and the efforts they put in carrying out activities related to research. When talking about teaching, teachers sometimes refuse to teach at certain educational levels. We think Bandura's theory may help us understand if the reason for this is related to having doubts about their capabilities to teach in those levels.

People's beliefs about their personal efficacy constitute a major aspect of their self-knowledge. Bandura claims that "the higher the self-efficacy the better a person performs". Self-efficacy is an important factor that is part of the process of succeeding and failing.

Thus the ability of a person to succeed in a particular situation is related to what a person believes he or she believes is capable of doing. And in this sense, Bandura (1997) points out that the stronger the perceived self-efficacy the more active the efforts. This means that if a person thinks he or she is good at doing something this person will persist in threatening activities and then will gain corrective experience that will reinforce their sense of efficacy.

Bandura (1997) stated that self-efficacy beliefs are constructed from four sources of information: a) enactive mastery experiences, b) vicarious experience, c) verbal persuasion and d) physiological and affective states. They are said to be the variables that may influence the construction of self-efficacy in a person. Self-efficacy beliefs are constructed by 4 principal sources which will be described below.

### **1.3 Enactive mastery experience**

Enactive mastery experience are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed (Bandura, 1997, p. 67). It is based on experiences that are direct and personal. It is attributed to a person's effort and skill

Building a sense of personal efficacy through mastery experience is not a matter of programming ready-made behavior. It involves acquiring the cognitive, behavioral and self-regulatory tools for creating an executing effective courses of action to manage ever-changing life circumstances (Bandura, 1997, p.71). Mastery experience is the best process in which we can obtain self-efficacy easily. We can do it by organizing our experiences. We need to develop the capability of holding only good experience in order to believe ourselves better in a specific activity. Teachers from the Language center of University of Quintana Roo are experienced teachers and due to the major they have done, they have

been in this field of teaching while preparing themselves in their professional career. It means that during that period of time teachers may have or not enhance their sense of efficacy, remembering good and successful experiences of teaching. Nevertheless, regarding the research practice, most of them have not that much experienced. It seems important then to identify how good or bad were those experiences and relate them to their research self-efficacy.

These efficacy beliefs influences many aspects of people's performance. As a consequence, the self-appraisal which is the process of judging our own work can be affected. Performances of successes generally raise beliefs of personal efficacy; repeated performance failures lower them. Before perform an activity we need to belief we are good at it in order to achieve better results. To have good experiences is what help us with that. Our performance of success is what help us to become better at something. In the case of the teachers from the LC, we want to see if they had had successful experiences regarding teaching and researching and how those have, if so, influence their self-efficacy in both activities.

A factor that affects self-appraisal is the effort. Low effort does not help to have a good self-appraisal which affects our performance. According to Bandura (1997), the amount of effort we put on our activities affects everything depending also on how difficult we found the task. Putting a lot of effort in difficult activities and failing could not help our self-efficacy but putting effort in activities we find not difficult and fail could have crushing effects on our perceived personal efficacy.

Perceived self-efficacy is affected not only by how performance successes or failures are interpreted, but also by biases in the self-monitoring of the performances themselves. Self-monitoring can enhance beliefs of personal efficacy of someone. It happens when a person notices his/her success experiences and remembers them. We then will ask LC teachers to talk about their self-monitor practices regarding teaching and researching and will relate this to their self-efficacy in both.

#### **1.4 Vicarious experience**

Efficacy appraisals are partly influenced by vicarious experiences mediated through modeled attainments. According to Bandura (1997) modeling serves as another effective tool for promoting a sense of personal efficacy.

Overpassing associates or competitors raises efficacy beliefs, while being outperformed lowers them as mentioned by Weinberg et al. (1979). Having a role model, similar to us, or having someone to compare our performance is helpful in our development process of the self-efficacy. Observing these models is how our efficacy is enhanced because we compare ourselves and our abilities with the model. This is the way how our way of thinking changes. We belief ourselves as good as the model or capable to achieve what the model did. We think that in the case of teaching it will be easy for them to compare themselves with some of the teachers or colleagues they have had, but in the case of researching this may be a difficult task to do since this is not an a very common activity among language teachers.

It is important to mention that the model we chose should be similar to us. If people see the models different from themselves their self-efficacy beliefs are not much influenced by the model's behavior and the results it produces. In this public university and among students I could see that researchers are usually seen as people who are different from most of the teachers, they are assumed to have more developed qualities than many other teachers. If teachers think in this way, that is to say that if they do not see researchers as similar to them they may not feel influenced by researchers either. Nevertheless, as Banduras states, they may still at a certain point may be inspired to be like them in the future.

Self-modeling, in which people observe their personal achievements under specially arranged conditions that bring out their best, is directly diagnostic of what they are capable of doing. This form of modeling also strengthens beliefs in personal efficacy (Schunk & Hanson, 1989a) when some of the characteristics of those people are familiar to them so they may think that it is possible to ever be like those models.

According to Bandura (1997), modeling that conveys effective coping strategies can boost the self-efficacy of individuals who have undergone countless experiences conforming personal inefficacy. Even those who are highly self-assured will raise their efficacy beliefs if models teach them even better ways of doing things.

People that see similar others complete specifically tasks, feel themselves confident to reach the same goals. On the other hand, people convinced of their inefficacy by seeing similar others fail are quick to accept their own subsequent failures as indicants of personal

deficiencies. Models transmit knowledge and teach observers effective skills and strategies for managing environmental demands (Bandura, 1986).

Influences of models take different forms and serve different functions depending on the types of information they convey (Bandura, 1986). Nowadays another source of vicarious influence we have is the abundant and varied symbolic modeling provided by television and another visual media. The accelerated growth of video technologies has expanded the range of models to which people are exposed. Now, people can have models from other communities, from different social groups and cultures.

Seeing oneself perform successfully can enhance proficiency in two ways: it provides clear information on how best to perform skills, and it strengthens beliefs in one's capabilities. According to Gonzales and Dowrik (1982) cited in Bandura (1997) "self-modeling of skillfulness operates largely by enhancing belief in one's capability rather than by improving one's skills". By observing models people cannot improve their skills. However, their beliefs in their learning capabilities might raise and their performance improve. As Bandura (1997) mentions "all of the vicarious modes of influence enhance efficacy beliefs and improve performance".

The higher is the perceived self-efficacy, the greater are the performance accomplishments (Bandura, 1997). Comparing ourselves with a model similar to us is helpful to increase self-efficacy beliefs. But, having more than one model to follow is helpful too. Exposure to multiple skilled models produces confidence while learning. That makes enhance our sense of self-efficacy and as a consequence, improve our performance.

## **1.5 Verbal persuasion**

Social persuasion serves as a further means of strengthening people's beliefs that they possess the capabilities to achieve what they seek. People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater when difficulties are presented (Bandura, 1997).

The precursory framing influences that bear directly on self-efficacy appraisal are most evident in social evaluations of performance attainments. Social evaluations that focus on achieved progress underscore personal capabilities, whereas evaluations that focus on shortfalls from the distant goal highlight existing deficiencies in capabilities (Bandura, 1997).

For evaluating themselves people cannot only base their judgment only on what they know because they are not experts. To make a good analysis of a performance, factors such as self-motivational and self-management should be taking into account. Self-appraisals are partly based on the opinions of others who presumably possess diagnostic competence gained through years of experience with aspirant in a given field. Of course people do not always have a positive attitude towards comments or suggestions they receive. Most people believe they know themselves and their predicaments better than others do, and this belief creates some resistance to social persuasion.

Social persuasion involves much more than fleeting pep talks. Models of people play a key role in stilling beliefs of their potential and power to influence the direction their lives take. “Social persuasion serves as a useful adjunct to more powerful efficacy-promoting influences” (Bandura, 1997). Skilled efficacy builders do more than simply convey positive appraisals or inspirational homilies. In order to help people to enhance their personal beliefs, they create activities for them in order to succeed and create confidence instead of failing. Skilled efficacy builders encourage people to measure their successes in terms of self-improvement rather than in terms of triumphs over others.

Receiving comments about our professional performance is not a common practice in the teaching area. Anecdotal evidence suggests that teachers from the Language Center do not usually receive any positive or negative comments about their teaching or researching performance. In the last two years a forum about teaching experiences have been taking place in the language center. This forum takes place once a year and solely in that occasion is when teachers may receive some feedback about their teaching performance. But, there is nothing similar regarding researching.

## **1.6 Physiological and affective states**

Health good functioning is an indicator of high personal efficacy. According to Bandura, people would expect more success from their performance when they are disturbed by any arousal than when they are tense and viscerally agitated (Bandura, 1997). There are certain factors that may affect people’s states of mood such as activities that involve strength and stamina, fatigue, aches and pains. This ultimately will negatively influence people’s sense of self-efficacy. Affective states can have widely generalized effects on beliefs of personal efficacy in diverse sphere of functioning (Bandura, 1997).



Bandura states that a level of physical activity also produces a lot of somatic information that carries efficacy implications. When people are completing a physical activity and the effort is evident they push themselves to their limits to know how capable they are.

Environmental factors exert strong influence on how an internal state is interpreted. The efficacy impact of physiological arousal on the self-efficacy, therefore will vary depending on the situational factors singled out and the meaning given to them.

Moods are very important in the process of perceiving self-efficacy. Moods provide an additional source of affective information for judging personal efficacy. People can learn faster if the things that they are learning are congruent with the mood they are in. It is easier to remember things we have already seen, studied or done if we are in the same mood we were when we learn that. Activate our emotions helps us to remember an event or a memory about something learnt.

Induced positive mood enhances perceived efficacy, whereas induced desponded mood diminishes it (Forgas, Bower, & Moylan, 1990; Salovey & Bimbaum, 1989). Successes under positive mood spawn a high level of perceived efficacy, whereas failures under negative mood breed a low sense of personal efficacy. People who fail under happy mood overestimate their capabilities. Those who succeed under a sad mood underestimate their capabilities (Wright & Mischel, 1982).

The efficacy impact of physiological arousal will rely on the situational factors and the meaning given to them. Arousing experiences contain three significant events: environmental elicitors, expressive reactions, social labeling. Environmental elicitors refer to the situations where there are very evident affective elicitors that activate internal emotions. The second event, expressive reactions convey affective meaning for observers. And social labeling is where people provide positive or negative labels to others through reaction instead of action. When people usually use these events they learn to perform and make a difference in their affective experience. In addition, when people experience different interpretations of internal arousal, they will have different impacts on perceived efficacy.

On the other hand, the level of activation is very essential. Arousal can be debilitating or energizing. The optimum level of activation will be based on how difficult or complex the activity is. For example, easy activities are not easily interrupted than complex

activities. Developing complex activities require more organization and high emotional activation.

Similarly, low efficacy increases sensitivity to bodily states. People change their physiological arousal when they receive false feedback. In addition, people who has fear or a panic attack experience negative results; for example, the heart races alike a fear, euphoria, and vigorous physical exertion. However, people who are sure about what they do maintain calmly and do not permit these kinds of effects disrupt their activities which means that their self-efficacy will not be affected.

Since there are many people involved, teaching seems to be an activity that may provoke many different moods. Students play an important role in the classroom mood where a cognitive but physical performance (class management) are expected. Teaching is usually a very well planned activity in terms of a timetable programmed in advanced. On the other side, research is a cognitive lonely activity, mainly performed by the researcher to which not a lot of time is usually assigned.

Teaching at the language Center is a multilevel activity. Teachers usually teach different English levels and aged groups, depending on the semester they are in. Thus teachers have a very well planned activity in terms of time designated to each class. Whereas time to do research is not usually scheduled among teachers' daily activity. Thus, LC teachers do not usually count on a designated time to dedicate to research activities. Research is not an activity teachers are accustomed so it may occur they are not familiarize either with the different mood states and affective states they may face during a research process.

This study aims to explore the sense of self-efficacy about teaching and research of a group of experienced teachers of the University of Quintana Roo. The information about the Self-Efficacy Theory (1997) and its four sources of information mentioned above will help to interpret the results of this research.

## **CHAPTER 2. LITERATURE REVIEW**

The main purpose of this study is to determine foreign language teachers' sense of self-efficacy about teaching and research. In order to reach that goal, review of literature has been done. It will be presented in three main categories.

First, studies concerning novice teachers' self-efficacy beliefs about teaching will be revised. Secondly, literature in relation to experience teachers' self-efficacy beliefs regarding teaching will be described, and finally studies about teaching and researching and their relationship with self-efficacy will be presented.

There are many studies regarding the study of self-efficacy that have been carried out in different disciplines and there are some in the area of languages.

### **2.1. Studies about novice teachers' self-efficacy beliefs**

Even though this research has to do with experience teachers here are included some studies that were done among novice teachers because one of them included experience teachers too but also because we think that some of the findings from novice teachers' studies may helped to comprehend teachers' first teaching experiences.

Tschannen-Moran and Woolfolk (2006) conducted a quantitative research which aimed to find and describe the differences between novice teacher's self-efficacy beliefs and experience teacher's self-efficacy beliefs. 255 teachers participated in this study. A questionnaire was as an instrument to collect data. This study explored several potential sources of teacher's self-efficacy and was based on Bandura's social cognitive theory. In the examining of self-efficacy beliefs of novice teachers, it was found somewhat lower mean self-efficacy beliefs among the novice teachers than among the career teachers. It is possible that teachers who start with low self-efficacy also tend to find better instructional strategies to improve their performance over the time. Talking about verbal persuasion it was found that none of the verbal persuasion variables were correlated to the self-efficacy beliefs of novice teachers. The lack of verbal persuasion as a predictor of self-efficacy beliefs among career teachers may indicate that with the accumulation of mastery experiences, verbal persuasion does not play a significant role in sustaining teacher's self-efficacy beliefs. Mastery experience influences career teachers' self-efficacy beliefs in contrast to novice teachers. Teachers with an abundance of mastery experiences may have

fairly stable sense of efficacy whether they are happy with how the school year is going or not.

Woolfolk and Burke (2005) conducted a study which assessed the efficacy of prospective and novice teachers at the beginning of their preparation program, at the end of students teaching and after their first year of employment as a teacher. This quantitative study had as sample 53 prospective teachers in the Masters of education initial teaching program. 38 were females and 15 were males. For this study three different questionnaires were used. A 10-item version of the Teacher efficacy scale (Gibson & Dembo, 1984) adapted by Woolfolk and Hoy (1993), Bandura's teacher self-efficacy scale, 30-item and a program-specific measure of efficacy, 32-item. It was found that relationships between perceived support and efficacy increases are consistent with their hypothesis and with Burley et al. (1991) who found that confident new teachers gave higher ratings to the adequacy of support they had received than those who ended their years with a shakier sense of their own competence.

Likewise, Billman (2011) explored the factors that novice teachers perceive as influences on personal teaching efficacy. This qualitative research used as a sample 30 novice teachers. The instruments were focus groups activities, twice weekly journals entries completed during the teaching year and a culminated "lesson learned" paper written during the last month of the first year of teaching and three-part question to examine their perceptions. This study supports Bandura's (1997) contention that there are four sources of efficacy. This research corroborates past research findings on teaching efficacy as many of the same task associated with teaching and used in teaching efficacy scales to measure teaching efficacy were found. Nine contextual factors were identified. These factors are: relationship and recognition, parental involvement, student achievement, discipline issues, resources, teaching and learning, support, school environment and beyond the call of duty.

The three researches presented above were carried out in the United States. Billman (2011) presented a description of the nine factors he found and the relationship among them in a qualitative research. Tschannen-Moran and Woolfolk (2006) and Woolfolk and Burke (2005) both presented quantitative researches. They assessed the efficacy and described beliefs of self-efficacy in novice teachers. An examination of three studies about students-teacher's self-efficacy beliefs will be described below.

## **2.2 Studies about student-teachers' self-efficacy beliefs about teaching**

Cabaroglu (2014) conducted a mixed method research which studied the development of teachers while teaching and the impact of self-efficacy. The participants of this study were two cohorts of final-year student teachers. 37 were female and 23 were male students in total. They were students who were attending an EFL program in a faculty of education in a Turkish University. Data were gathered at different times using three different instruments: self-efficacy scales, student teacher generated documents (reflective diaries) and a course evaluation form. Participants expressed high levels of satisfaction with the course task. Unanimously they reported positive effects from participation in action research in terms of autonomy, creativity, reflectivity and confidence building. The findings revealed a highly significant increase in student teachers' reported self-efficacy beliefs.

Berg and Smith (2014) described the sources of efficacy beliefs and concerns about teaching of pre-service teachers in three different countries. The materials of this study consisted of a brief demographic questionnaire. The concerns about teaching scale (CAT Smith, Klein and Mobbey, 2007), the teachers' sense of efficacy scale (TSES Tschannen-Moran and Woolfolk Hoy 2001) and semi-structured focus group protocols based on the responses to surveys with for participants to add relevant information. The results of the inductive analysis relating to the participants' perceptions of their teacher efficacy beliefs yielded four themes: experience: This theme reflected beliefs that experiences were sources of teacher efficacy beliefs. Others: others reflected the importance of key figures to whom the pre-service teachers attributed influence in the potential to influence teacher efficacy beliefs (parents, teachers, lectures). Natural ability: this reflected a belief that awareness on intrinsic abilities acted as an antecedent for teacher's efficacy beliefs. And the last one was academic learning: This reflected how participants perceived the relationship between their academic studies and their teacher efficacy beliefs. It is of note that all the New Zealanders who commented on the value of academic studies negated their value. In contrast, all statements from the Malaysians were positive, expressing the value of academic study. Eight themes emerged regarding concerns about teaching: parents, classroom management, subject knowledge, status of teacher, policy false accusations, theory/practice and support.

Erden and Demirel (2007) identified and assessed teachers' self-efficacy beliefs using the teacher self-efficacy scale. The participants of this quantitative study were 346

student-teachers who were in practice teaching from 1<sup>st</sup> grade to 4<sup>th</sup> grade of their teaching education. A 28-items questionnaire was used to collect data. The findings in this study demonstrated that the self-efficacy beliefs of teachers are an important issue in their teaching. In order to provide higher quality teaching teacher's self-efficacy beliefs should be taken into account. Teachers' willingness to teach is an effective factor in orienting students toward the teaching profession. Teachers who have a high sense of efficacy believe in themselves and in their students. Accordingly, awareness of their own self-efficacy belief plays a vital role in their whole lives.

In the studies above, Erden and Demirel (2007) remarked the importance of teachers' self-efficacy during their formation. In contrast to that, Berg and Smith (2014) made a description of the sources of self-efficacy that they found in their study. They also developed their research in a completely different context. Student-teachers from Malaysia, England and New Zealand were studied in contrast to Cabaroglu (2014) and Erden and Demirel (2007) that developed their study with student-teachers from Turkey. Cabaroglu (2014) used a mixed method in his action research, on the other hand, Berg and Smith (2014) and Erden and Demirel (2007) used quantitative.

### **2.3 Studies about experienced teachers' self-efficacy beliefs**

Wyatt (2010) conducted a research that aimed to describe the growth in practical knowledge of the teachers and self-efficacy. And how an English teacher's self-efficacy beliefs in using group work developed. Five English teachers who took a three-year course were the sample. Semi structured- interviews, observations and reflective writings made by the teachers in this qualitative research were used to collect data. Results in this study indicate that throughout the three-year program, there was unevenness in growth across these various dimensions of practical knowledge, which appeared to influence the teacher's developing self-efficacy in using group work in various ways. It was identified the use of group work to support learning as a particular interest in early interviews and sustain this interest through the course.

Another research about experienced teachers' self-efficacy beliefs was Praver's (2014). He conducted a mixed method study which had as purpose to investigate teachers' self-efficacy beliefs based on the teachers' native language, teaching experience, contract or tenured status and gender. Also, to introduce and validate an instrument appropriate for

investigating Japanese university English teachers' self-efficacy beliefs and to explore self-efficacy beliefs of university English teachers in Japan. The participants of the study were 440 English teachers currently working at Japanese University. For the quantitative data, a questionnaire was developed based on the well-established and validated Teachers' sense of efficacy scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001). Semi-structured, open-ended interviews were conducted for the qualitative data. The results showed that native English language teachers perceived themselves to be more efficacious than Japanese English teachers across all 4 efficacy variables. More experienced teachers exhibit higher self-efficacy beliefs than less experience teachers. Tenured teachers and limited-term contract teachers showed similar levels of self-efficacy on all variables except for efficacy in dealing with superiors, where tenured teachers rated themselves higher than contract teachers. Furthermore, male and female teachers showed no statistically significant differences across 114 self-efficacy variables. Finally, 4 themes (autonomy, colleagues, money and students) emerged as qualities that could support teachers' efficacy, whereas 3 themes (administration, students and limited-term contracts) surfaced as qualities that could weaken teachers' self-efficacy.

A quantitative research developed with experienced teachers is Mojavezi and Poodineh's (2012). The purpose was two-fold: examine whether there is any significant relationship between teachers' self-efficacy and students' motivation and the second purpose was to examine if there is any difference in students' achievement based on their teachers' level of self-efficacy. The sample of this study was comprised of two groups: the first group consisted of 80 senior high school teachers in four different cities in Iran. The teachers were both male (N=40, 50%) and female (N=40%) and their average of years of experience was 10.17. the second group consisted of 150 students in different cities. Two instruments were employed in this study: the first one was the teachers' self-efficacy questionnaire developed by Tschanne-Moran & Hoy (2001). The second was students' motivating questionnaire. The results showed that a significant correlation coefficient between teacher self-efficacy and students' motivation could be traced. Therefore, it can be inferred that the higher the teacher self-efficacy, the higher students motivation. There is a reasonably positive correlation between teacher self-efficacy and different aspects of students' motivation. However, for the correlation between teacher self-efficacy and

students extrinsic motivation the result seems to be interesting: the more the efficacy of the teacher, the less extrinsic motivated students will be.

Rodríguez et al. (2014) conducted a quantitative research in Spain which aimed to identify possible teacher's self-efficacy profiles and to determine possible differences in some affective-motivational variables of students. Based on Bandura's social cognitive theory, they used as a sample 95 teachers (58.9% men and 41.1% women) and 1942 students (17.6% men and 82.4% women) from 16 degree programs of 5 public Spanish universities. They used the Teacher Self-efficacy Scale of Tschannen-Moran and Woolfolk (2001) to assess teacher self-efficacy. The results indicated that no significant differences were found in students' performance orientation or in their approach or avoidance orientation as a function of teachers' levels of perceived self-efficacy. The analyses revealed that teachers with an intermediate perception of self-efficacy in classroom management, student engagement, and improvement of their instructional strategies would have students more oriented towards learning than teachers with a high perception of self-efficacy, and their students seem to value the contents and tasks they perform more than the students of teachers with high and low levels of self-efficacy. The results suggest that students of teachers with moderate levels of self-efficacy are more motivated to learn and more interested in learning the subjects taught. Teachers with high beliefs in self-efficacy have students that are more indifferent to learning new things, improving their own capacities, learning to solve problems and work hard. Teachers who report low self-esteem and low intrinsic motivation to engage in teaching are the ones who spend the least time planning their classes and their students do not value the contents they teach, they are not very capable of understanding the subject, they prefer to do as little as possible, and avoiding difficult contents.

Hemmings (2015) conducted a qualitative study that focuses on describing how early career academics strengthen their self-efficacy for teaching. 12 participants (6 males and 6 females) aged between 24 and 61 years were the sample. They were drawn from a diverse range of disciplines, including histology, geographical information systems, law and early childhood studies. The instruments were semi-structured interviews. The results of the study showed that four themes emerged from the analysis and these were labelled in the following way: Experience, feedback and self-reflection, support from colleagues and



professional learning. Experience: nearly all the participants recounted how their previous experiences gave them the confidence to teach in a university context. Feedback and self-reflection: these responses could be divided in two types: students' feedback on peer evaluation, receiving positive feedback was highlighted as a mechanism to strengthen self-efficacy. Support from colleagues: mentoring was mentioned by many participants as a way of giving support for teaching. Professional learning: Three forms of professional learning were reported by participants: accredited courses, less formal workshops and self-placed study. This was some means of developing competence and confidence. The study revealed that when teachers are confident with their teaching, are more likely to devote time and energy to other work tasks such as research and publishing.

The researchers above used different research methods, Wyatt (2010) used qualitative data. He used semi structured interviews, observations and reflective writings as instrument. Mojavezi and Poodineh (2012) developed a quantitative research and used questionnaires and Praver (2014) conducted a mixed method research. He used as instrument semi-structured interviews and questionnaires. It was showed by Praver (2014) that more experienced teachers exhibit higher self-efficacy than less experienced teachers. On the other hand Mojavezi and Poodineh (2012) showed in their results that the higher the teacher self-efficacy, the higher students motivation and the higher the level of teachers self-efficacy, the higher the students' achievement. We can conclude that the higher the self-efficacy of the teacher, the better results on students' performance and the more experience the higher the self-efficacy.

## **2.4 Studies about experienced primary school teachers' self-efficacy beliefs**

The following studies are related to this research since the subjects were experienced teachers too. In the next section studies about primary school teachers' self-efficacy beliefs will described. It is important to mention that one of the researches presented will mention the term "elementary school" instead of primary school. This is just a cultural term because of the country and context where the research is developed. However, the level of education is the same.

Guven and Cakir (2012) did a research which main purpose was to investigate whether or not primary school English Language teachers' self-efficacy beliefs changed according to the variables of: department graduated, taking a course about teaching English to children, taking an in-service training and experience. The participants of the study consisted of 266 English Language teachers working for public primary schools (teaching fourth and fifth grade). There were 188 females and 78 males. The findings on this quantitative research revealed that primary school English teachers' self-efficacy changed according to the department graduated. Furthermore, the teachers who graduate of English Language Teaching, and English/American Language and literature and linguistics departments perceived themselves more efficacious than teachers who were graduated from the departments other than English teaching. Which means that their training on the language raised their self-efficacy towards the fact of teaching the language. Although our subjects of study did their bachelor's degree in English or in French, it would be interesting to determine if there is any difference among them regarding the language they studied.

Schchter and Tchannen-Moran (2006) conducted a quantitative study which was designed to explore collective teacher's efficacy that is a significant factor for school productivity in an international context. The participants of the study were 876 teachers from 66 different elementary schools and the instrument used was a questionnaire. In this study it was found that context had a role to play in teachers' sense of collective efficacy. Schools that had been operating in a competitive environment had somewhat a higher sense of teachers' collective sense of efficacy. Teacher's workload would be a component of the collective efficacy beliefs of a teacher. The social and professional dynamics of schools have been dramatically changed from individualism to professional learning communities. As a result, teachers' collective sense of efficacy is an essential school attribute.

Similarly, Reilly, Dingra and Budoszek (2014) conducted a research which aimed to describe the relationship between and among self-efficacy, self-esteem and job satisfaction and which of the predictor variables (Self-efficacy, age, highest level of education and years of teaching experience) best predicts job satisfaction. 121 primary school teachers from 8th department of Education and skill run primary schools in Dublin, Ireland were the participants. Questionnaires were used. Results indicate that participants had high level of self-esteem, moderate perceived stress levels and high job satisfaction. Results indicated no

significant difference between male and female teachers on any of the study variables. Findings revealed a weak, negative relationship between self-esteem and self-efficacy, and a weak positive relationship between self-esteem and job satisfaction. Self-efficacy and job satisfaction were not significantly related. A positive relationship between self-esteem, self-efficacy and job satisfaction was found. This study supports previous research indicating that teachers with high to moderate levels of job stress may still gain considerable satisfaction from their work. A weak correlation between self-efficacy and self-esteem was found. Years of teaching experiences was found to have a weak negative relationship with job satisfaction. And finally, positive association between stress and self-efficacy was found. Further research is needed to examine the factors which contribute to efficacy judgments and how such judgments are formed.

Covarrubias and Mendoza (2015) conducted a quantitative research which had as an objective to describe the feeling of self-efficacy in the teaching practices of Chilean teachers from gender and experience prospective. The participants were 544 teachers. 382 women and 162 men. 50% of the sample were primary school teachers the other half were secondary and kindergarten teachers. 231 had more than 21 years of experience and 111 from 0-5. Teacher self-efficacy scale (TSES) Tchannen-Moran y Woolfolk (2001) was used as instrument. It contained 24 items. The results showed that teachers' self-efficacy regarding gender, showed no significant difference. Women and men both gender feel capable to teach at the same level. In regard to years of experience and its impact on teachers' self-efficacy surprisingly teachers with 6-10 years of experience reported a high level of self-efficacy towards teaching strategies and learning. On the other hand, teachers with 11-15 years of experience showed lower sense of self-efficacy.

Gastaldi et al. (2014) carried out a research in Italy that aimed to identify the levels of burn-out and of self-efficacy of the teachers involved. The study also intends to investigate the link between the socio-personal characteristics of the sample, the degree of self-efficacy and the level of burn-out found in the participants. The participants were 37 primary school teachers. They completed a specially designed form for registration of socio-personal and professional data, for the collection of information about personal variables (age, marital status, presence and number of children) and professional variables (years of teaching experience, qualifications, type of contract, whether class teacher or

support teacher, subjects taught, class size). To assess the perception of the teachers' sense of personal efficacy, the tool used was the Italian version by Di Fabio & Taralla (2003, 2006) of the Classroom and School Context Teacher Self-efficacy Scale (CSC-TSES). The results show that the teachers perceive low levels of Emotional Exhaustion and of moderate levels of Personal Gratification. Therefore, there is a low degree of burnout. The results show that the sample presents a medium-high level of Class Self-efficacy in Class and in the School context. A positive correlation is found between Class and School Self-efficacy. Neither burn-out levels nor self-efficacy levels are related to personal and professional variables such as age, marital status, years of teaching, length of service in the present school and class, subject area taught, number of pupils in the class. Graduates in Primary Teaching and those holding a specific school leaving certificate for trainee teachers are the teachers that perceive the highest levels of Class Self-efficacy and School Self-efficacy. The more empathy the teacher shows and the less he/she is affected by burn-out, the more he/she feels able to deal successfully with conflictual situations with the pupils. A reciprocal influence is observed between the level of teacher's self-efficacy and the degree of burn-out: the negative correlation between the teacher's self-efficacy in class, Emotional Exhaustion and Depersonalization, shows that teachers with low self-efficacy are more vulnerable to burnout and, at the same time, that the onset of burn-out can undermine their sense of self-efficacy.

In short, the researches described above showed different results using primary school teachers as a sample in relation with self-efficacy beliefs. Guven and Cakir (2012) supported in their study the view that self-efficacy belief is resistant to change once constructed. It was showed that teachers' self-efficacy belief does not change according to their work experience. Schchter and Tchannen-Moran (2006) remarked in their research that the context is an important factor that affects teachers' sense of efficacy. Reilly, Dingra and Budoszek (2014) made a description of the relationship of teachers' self-efficacy with self-esteem and job satisfaction. Covarrubias and Mendoza (2014) concluded that gender is not a variable affecting teachers' self-efficacy, unlike teaching experience which presents differences of level of self-efficacy depending on the years of experience.

## **2.5 Studies about experienced secondary school teachers' self-efficacy beliefs**

In the same vein that the previous studies, here we included some studies on experienced secondary teachers to help us familiarize with the factors that may influence their sense of self-efficacy.

Chan (2003) conducted a study to describe emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. The sample of the research were 158 secondary school teachers. They were between the ages of 21 and 44 and had been in the teaching profession for less than 1-15 years. 50 of the teachers were language teachers. The instrument used was a questionnaire that included 33 items. The findings extend past findings on emotional intelligence and self-efficacy beliefs from non-Chinese populations and settings to Chinese secondary school teachers in Hong Kong. The teachers reported relatively higher scores on components describing awareness and appraisal of one's emotions as well as skills in generating ideas and solutions in problem, solving and lower scores on components related to sensitivity to the expression of emotions by others as well as to positive mood regulation.

Broowers, Tomic and Stijnen (2002) tested and compared the empirical fit of four models of the 16 item teacher efficacy scale by carrying out confirmatory factor analysis to determine its most plausible factorial structure. The participants of the study were 540 teachers working in randomly selected secondary schools in Netherlands. 321 were male and 219 were female. The instruments were questionnaires that were translated to Dutch using teacher efficacy scale. The shortened 16 items version of the teacher efficacy scale developed by Gibson and Dembo (1984) was used. Item responses were in a 6-point Likert scale. The results revealed that the fit of the four-factor oblique model was significantly better than that of the other factorial models. Teachers could believe themselves to be highly effective at composing a good test to assess the progress of her students. But at the same time feel that her efficacy at creating and maintaining an orderly learning environment in the classroom is weak.

Chon and Serena Shim (2012) carried out a research which aimed to delve into identifying antecedents of teachers' achievement goal adoption. The participants were 211 primary and secondary school teachers (79.8% female, 20.2% male) in the Midwestern region of the United States. Participant teachers varied in age from 22-65 years and had wide range of teaching experience from 1-41 years. For this quantitative research,

questionnaires were used. Hierarchical multiple regression analyses revealed that perceived school mastery goal structure and performance goal structure predicted teachers' mastery goals and performance-approach goals, respectively. Teachers' sense of efficacy moderated the effect of perceived school goals instructors on achievement of goal for teaching. Teachers with high teaching efficacy maintained personal achievement goals for teaching even when their schools emphasized conflicting goals. However, teachers with low teaching efficacy tended to assimilate the goals promoted by their schools.

Chacon (2005) conducted a research which aimed to describe self-efficacy beliefs among English as foreign language teachers in selected schools in Venezuela. The population of this study comprised EFL middle school teachers within one large urban school district in the western part of Venezuela (N=100) 60% were females 30% males and 4% no indicated. The short version of the teachers sense of efficacy scale was used (Tshannen-Moran and Woolfolk Hoy, 2001) which had in 12 items. The study suggested that participants judged themselves more efficacious for instructional strategies that management and engagement. The findings indicate that the participants judged their abilities to motivate students to learn English as low while they perceived themselves more capable in designing instructional strategies, providing explorations and assessing students as well as in managing behavior. In self-reported English proficiency teachers reported more difficulty with spoken English (listening and managing conversation) and with cultural knowledge and strategic competence. On the other hand participants rated more proficient in reading and writing skills. Positive correlation were found between Venezuelan EFL teachers' self-reported proficiency in listening, speaking, reading, writing and cultural knowledge and their sense of efficacy for engagement and for instructional strategies whereas no correlations except for writing were found with efficacy for management. These results revealed that the more proficient in the language skill the teachers rated themselves the higher their self-efficacy to engage students and orchestrate instructional strategies to teach them.

The four studies presented above used as a sample secondary school teachers. However, the objectives were different. Chacon (2005) aimed to describe teachers' self-efficacy among Venezuelan teachers. Her results revealed that the more proficient in the language skill the teacher rated themselves the higher their self-efficacy. Similarly, Chan

(2003) aimed to describe teachers' self-efficacy beliefs among Chinese teachers. His results revealed positive attitude among teachers. On the other hand Chon and Serena Shim (2012) and Broowers, Tomic and Stijnen (2002) focused their research on teachers' sense of efficacy.

## **2.6 Studies about teaching and research self-efficacy**

Bailey (2006) conducted a research where the focus of attention was motivation and self-efficacy for teaching and research. 107 tutor staff with bachelor degrees were used as a sample. The instrument used was the academics motivations and self-efficacy scale (AMASES). It was a constructed, validated and distributed to all academic staff at the university. The AMASES instrument was developed after reference to a similar questionnaire designed by Shoen and Wincour (1989). It was composed of self-reported items related to either administration/teaching or research. There were 21 items focusing on administration/teaching and 22 related to research activities. If motivation is low, self-efficacy is low. If motivation is high self-efficacy is high. This study demonstrates that, for both research and teaching there are appreciable differences between academics for two important personal attributions: motivation and self-efficacy. Some faculties have lower motivation and self-efficacy for research, although it does not necessarily follow that if a faculty has a lower motivation for research that the member of that faculty will have a higher motivation for teaching than other faculties.

Another research is Bar, Millwater and Hudson (2012). They conducted a qualitative research to determine research perceptions of 6 EFLT Chinese academics. The participants were 6 Chinese teaching English as foreign language academics. 6 audio recorded interviews (35-60 minutes) were used to collect data. The interviews were conducted in Chinese but translated into English for analysis, because two researches were English speakers. The interviews were semi-structured but the interviewers were given considerable freedom to voice their perceptions, feelings and options. The major themes emerged from the analysis of the interview data were changes in perceived value of research, perceptions about the teaching-research nexus and perceptions about the institutional research requirements. The TEFL academics' perceptions about the value of research seemed to be limited to teaching and promotion. This finding suggested that when

the institutional research requirements became too challenging, TEFL academics' perceptions about the value of research were likely to be focused on personal gains only.

Eam (2015) conducted a quantitative research in Japan that had as main purpose to predict factors that influence research interest of Cambodian academics. This study sets out to examine to what extent research self-efficacy and research outcome expectations predict research interest of Cambodian faculty. The sample used in the analysis consisted of 453 university lecturers. A questionnaire was used to collect data. The results suggested that faculty with Ph.D. degree and those with higher researcher experience are more interested in research activities. It was indicated that research self-efficacy was the best predictor of research interest in the study as there was a significant increase in the value of explained variance in the level of research interest. Higher research self-efficacy means higher research interest. This finding confirmed the argument of Social-Cognitive Theory (Lent et al., 1994) arguing that the belief in one's ability to complete research tasks is related to his/her research interest. Research outcome expectation was entered in the next stage of analysis. This variable also was observed to be a significant, positive correlate of research interest in this study. This indicated that research outcome expectation, while significant, is not strongly associated with research interest. What was surprising about the finding was the fact that research self-efficacy in this study had a much stronger effect size on research interest, compared to the research outcome expectation.

Bailey (2006) then claims that if motivation is low, self-efficacy is low. If motivation is high self-efficacy is high. Bailey also explained the perceptions of teachers toward teaching and research. There is where motivation and self-efficacy play an important role. Similarly, Hemmings (2015) aimed to describe the relationship between and among, self-efficacy, researching and teaching. Four themes emerged from the analysis and these were labeled in the following way: Experience, feedback and self-reflection, support from colleagues and professional learning. Bar, Millwater and Hudson (2012) took 6 English teachers and described their perceptions in a qualitative research about teaching and research. Eam (2015) concluded that higher research self-efficacy means higher research interest. He aimed to predict factors that influence research interest among university lectures. Similarly, Rodríguez et al. (2009) conducted a research with university teachers but they aimed to identify possible teacher self-efficacy profiles.



## **2.7 Studies about teaching and research in the Mexican context**

Even though the following studies did not include experienced teachers as subjects of study we decided to take them into account because they were carried out in the same context in which the present study will be done. First the studies about teaching self-efficacy will be presented then the ones in the area of research self-efficacy.

Within the same context, Cruz (2015) conducted a qualitative research that aimed to investigate the self-efficacy beliefs in teaching English in pre-service teachers of the University of Quintana Roo and how the sources of self-efficacy influence on them. The participants of this research were 5 pre-service English teachers from the 2010-2015 generation of the English Language bachelor's degree from the University of Quintana Roo. The participants were 3 women and 2 men. Their age ranged from 22 to 26 years old. A semi-structured interview was used to stimulate the respondents to reflect on their self-efficacy. The findings show that previous experience positively influenced participants because it seems that participants built a high sense of self-efficacy which brought them to feel more competent teaching. This research showed that one of the most important findings was that pre-service English teachers felt influenced by mastery experience. Even though the participants did not have lots of years of working experience, they related this source of information with the activities that they performed in their studies. The second source of information that positively influenced pre-service English teachers was the vicarious experience. The participants believe that they had good models to follow throughout their career. However, it is very important to mention that some of the participants had negative models but instead of decreasing their self-efficacy it increased. Verbal persuasion was the third source of information that influenced participants' self-efficacy beliefs. All the participants received positive comments from their Teaching-Practice teachers. Others got positive opinions from their students and other teachers. It seems that those comments raised participants' self-efficacy. Physiological and affective states influenced on participants' self-efficacy beliefs. Even though, at the beginning, they did not feel very effective because they experienced negative emotions such as sadness, anger, and nervousness, it was not an obstacle for participants because they increased their self-efficacy, over the time. The findings indicate that the level of English plays an

important role in participants' self-efficacy. Having passed the CAE test (a home-made test), some participants felt competent.

Regarding teachers too, Pool (2015) developed a study to determine the sense of self-efficacy in EFL pre-service teachers. Thus, the aim of this study was to understand how the elements of context, previous experience and verbal persuasion influence the sense of self-efficacy in EFL pre-service teachers at the bachelor degree in English Language at the University of Quintana Roo. The subjects for this study were five students of the English language major who were chosen by a purposeful sampling. The theory used to support the analysis of this study was Bandura's Self-efficacy Theory (1997). The results showed that previous experience was the most important source to influence on the sense of self-efficacy of participants. Enactive mastery experience proved to be very helpful, especially for those who had previous experience before training as teachers. Verbal persuasion also was a significant predictor of self-efficacy of the participants. Verbal persuasion received from teachers in charge of the supervision of the participants, colleagues, family and teachers of other subjects, made a significant contribution on the sense of self-efficacy of the participants. Participants form beliefs about their sense of self-efficacy in relation to the verbal feedback received. Contextual elements, such as the environment, availability of teaching sources and school facilities played a major role in judging efficacy beliefs, although not all the participants felt influence by the contextual elements. Thus, students from this study increased their efficacy levels significantly as they gained experience in the field.

Garcia (2016) conducted a quantitative research which main objective was to establish what the self-efficacy beliefs of students of French from the University of Quintana Roo are with respect to the four linguistic skills (listening, speaking, reading, and writing) and their relationship to the sources of self-efficacy. The participants were a total of 95 subjects, studying French in the English Language bachelor, or in the CEI (Centro de Enseñanza de Idiomas). They were both male and females. The instrument used in this investigation was an adapted-Likert-type-response questionnaire from The Questionnaire of English Self-Efficacy (QESE) (Kim, et al., 2015). The results of the study indicated that the majority of the students considered themselves self-efficient in the four linguistic skills. Nevertheless, about the reading skill, students think they are more efficient than in the other

skills. For the sources of self-efficacy, they considered that the physiological and emotional states have an important influence on their self-efficacy, followed by verbal persuasion, then and finally by vicarious experience. Results showed that the student's self-efficacy sense had nothing to do with their French levels.

Villanueva (2015) studied the sense of self-efficacy on the intermediate level English students learning English and the relationship with the sources of self-efficacy. She used a quantitative approach and the instrument used was a questionnaire of English Self-Efficacy that was adapted from the Kim, et al. (2015) study. The participants were 110 students (different majors) from intermediate level of English from the University of Quintana Roo, Chetumal campus. The findings agreed with the results of Bandura (1997), where vicarious experience has an important role in students' self-efficacy and modeling serves as another effective tool for promoting a sense of personal efficacy.

Regarding research, two studies were done by Gutiérrez (2014, 2016) within the same context of the present research. In 2014, Gutiérrez conducted a qualitative research in Mexico which objective was to understand the master students' experiences related to the development of research self-efficacy that they have experienced throughout the completion of their bachelor's degree and especially their master's degree. 7 students were interviewed, 2 men and 5 women who ranged in age from 23 to 30 years old. They represented the total of students of the 2012-2014 generation of the Master in Education from the UQROO and they were in the fourth semester of the master's program. Unstructured, open-ended interviews were used as instrument. The interviews lasted approximately one hour and were administered with the help of an interview guide. In the findings of this study it was discovered that the research experiences prior to the master's degree did not prepare students to face the difficulty of a dissertation in the master level. Stress was found throughout the entire process and some students even made difficult decisions to alleviate it and there was one case of a severe emotional crisis. In part, stressors related to time limitations and the elaborations of their theses were found to provoke these crises. It was also found that the Master in Education implements good tactics that help students to develop their research self-efficacy such as the research stays, the presentation of their results in the Educational Research Colloquium and the research sub goals established in every seminar.

Finally, in 2016, Gutierrez carried out a quantitative research in Mexico which main objective was to measure EL students' research self-efficacy. Additionally, this study aimed to determine to what extent EL students' research self-efficacy relates to the sources of self-efficacy. One last purpose was to find out whether or not there are differences in students' research self-efficacy according to their year in the program. The sample consisted of 101 English language students, 59 female and 42 male. They represented the entire population of English language students from the second, sixth and tenth semesters of the program at the time of the administration in the spring of 2015 in the University of Quintana Roo. The study results revealed that students possess a moderately high sense of research self-efficacy, but this finding was incompatible with the educational level and the curriculum design of the program. It was argued that the program does not provide a sufficient amount of research training and experiences. The results from the present study have confirmed that mastery experience is the most influential source of self-efficacy. Therefore, it was suggested that people in charge of the EL bachelor degree program should implement more research experiences in the curriculum in order to increase research self-efficacy and have access to the aforementioned benefits. With regards to the other sources, only vicarious experience was not found to be related to research self-efficacy in this study. It was discovered that there are changes concerning the sources of self-efficacy and gender across the semesters. Mastery experience, vicarious experience and physiological and affective states were found to vary across the semesters. This assessment of research self-efficacy and analysis of the program have detected and confirmed several areas of opportunity in the research training of the EL students from UQRoo.

Reyes and Perales (2016) conducted a qualitative research that aimed at understanding the self-efficacy beliefs held by a group of FL professors at a Mexican public university called Southeastern University (SU, a pseudonym). 18 full-time professors (14 females and four males) were interviewed. 17 were Mexican and 1 Cuban, 5 hold doctorates and the rest hold master's degrees. Interviews with semi-structured interview protocol were used. Results of this study showed that professors with the highest sense of self-efficacy are those with more training and intrinsic motivation. These professors are perseverant, resilient, high-achieving and strategic. The majority of MAs showed low self-efficacy, they argued that their lack of research skills was due to insufficient training and

time to devote to research, and assessed their research output as incipient. Professors reported stress and satisfaction as physiological reactions. Several MAs said that the institutional requirement to publish one research paper per year was stressful. Professors who are members of NRS said that keeping their appointment to it has been a source of stress at times.

Even though our research has a qualitative approach, quantitative researches have been taken into account to conform literature review to get an idea of how teaching and research is been perceived by teachers in the same context where the present research will take place.

We think these studies may help us gain knowledge about the topic of study. These researches contain relevant information about self-efficacy and provide us with a widespread overview of the topic and factors that have influence on self-efficacy.

Different contexts are described in the literature review of countries where self-efficacy has been studied. Few Spanish speaking countries have developed researches about teachers' self-efficacy beliefs. Most of the researchers found belong to countries such as United States, Turkey, China and Japan. Additionally, only few researches about teachers' self-efficacy beliefs about researching have been found.

Despite the fact that there are several studies about self-efficacy about teaching, the paucity of researches among teachers from language centers and self-efficacy beliefs towards researching and teaching give more importance to this study. I believe this research will contribute to the field of English as foreign language. From a qualitative approach different results and factors emerged and provided a significant information to further studies.

To sum up, studies about teachers' self-efficacy beliefs have been developed but in different contexts, mainly abroad. Most of the participants of the researches mostly were primary and secondary teachers. The majority of the designs of the studies were quantitative and the most used instruments were questionnaires or surveys. One of the most used instruments is the Teacher Self-efficacy Scale of Tschannen-Moran and Woolfolk (2001) or adaptations from it.

Some of the studies researched the relation between self-efficacy beliefs and other variables such as students' achievement, self-esteem, motivation, department graduated,

teaching English to children, in-service training, and experience and job satisfaction. The topic that is usually researched is self-efficacy in relation to the teaching area. Very few have investigated the sense of self-efficacy and its relation to research. And none was found relating both: teaching and research self-efficacy.

The results of the previous studies coincided among them in different situations. For example, they did not find any difference between women and men's self-efficacy beliefs, no relation was found between verbal persuasion and experience teachers' self-efficacy beliefs, and mastery experience was consistent as a source that does influence teachers' self-efficacy.

Regarding the Mexican researches that were done within the context in which this present research is being carried, two of these studies revealed that mastery experience has a strong influence in self-efficacy and that there are contextual factors that may influence self-efficacy such as: teaching environment, availability of teaching materials, and school facilities. Among these studies, the subjects of study are both teachers and students. The studies about the self-efficacy in the different language skills showed a tendency among students to see themselves as self-efficient in the four skills but mainly in reading and in the last place in the speaking skill.

The study which subjects were experienced teachers above reviewed (Reyes y Perales 2016) showed that more training and intrinsic motivation are related to a high sense of self-efficacy as well as a more perseverant and resilient attitude. Stress was found to be an emotional state related to research. In this sense, the former study coincided with the results from one of the studies that researched the relation between research and self-efficacy (Gutiérrez, 2014). Gutiérrez found a continuous influence of stress throughout the entire research process but among students.

Taking into account that research is just recently being included as an important teachers' activity at universities, it seems necessary to work on teachers' opinion, perceptions and beliefs about how capable they think they are to do research and how much this would interfere with their teaching workload. Doing some research studies on both: teaching and researching are relevant because identifying teachers' self-efficacy beliefs towards research and teaching may help to better design a long-term training program on

both activities. This present study may also help to determine if there are suitable conditions for both activities to be carried out properly.

## **CHAPTER 3. METHOD**

Since our objective is to get a deep understanding of teachers' sense of self-efficacy about teaching and researching, we decided to approach the topic through an exploratory qualitative design. Creswell states that a deep understanding of a situation, problem, context or scenario is to be addressed through a qualitative research design (2007). This study is exploratory since it is the very first time that a qualitative study about the sense of self-efficacy regarding teaching and researching is carried out with teachers from the CEI, (Centro de Enseñanza de Idiomas) from now on Language Center at the University of Quintana Roo.

University language Center teachers play an important role in the fulfillment of institutional objectives such as graduating students. Thus, we thought giving these teachers the opportunity to express their opinions about their academic activities (specifically teaching and research) and how good and prepared they feel to do them help us to understand the working areas that need some improvement. According to Creswell (2007), this fact is possible when following a qualitative research design. Teachers would then be researched in their natural settings and we may then attempt to make sense of their sense of self-efficacy about teaching and searching by interpreting the meaning teachers make of these two activities (Denzind and Lincoln, 2000).

To collect the information from the teachers we choose to adopt the narrative approach. We think that teachers' perceptions about their academic performance in teaching a searching could be better expressed by talking about their life experience as teachers at UQROO but also in other places. By hearing to their experiences we could better and more easily identify the contextual factors and events that increase or decrease how good they feel at doing certain academic activities. Through the analysis of their narratives, we could choose to focus, as Creswell states (2007, p. 7) on certain aspects or events of their lives.

### **3.1. Context**

We carried out this research at the Language Center of the University of Quintana Roo. The University of Quintana Roo was created in 1992, it was the first state Public University in Quintana Roo. Even 24 years later, it is still the most important public university since it



provides with education to the majority of the young public who requires it, more than three thousand students were studying in the main Campus (out of the 4 that exist) in the Capital City of the state at the moment of this research.

This Language Center provides courses to students of different languages. During the semester we carried out this research, around one thousand and 500 hundred students were registered at this language center, taking mainly English classes, followed by French, Italian, German, Maya and Spanish classes. The main characteristic of this Center is thus that of teaching foreign languages to university but also non-university students.

The subjects of this research were all language teachers at the Language Center of the University of Quintana Roo. There are usually between 30 and 40 teachers working at the Language Center. Nevertheless, not all of them were of interest for this present research. Teachers working at the Language Center have different types of job contract: tenure and non-permanent professors. Only 8 teachers (two men and 6 women) are tenure track professors. The rest of them are hired to teach only, they are usually given no more than 18 teaching hours per semester. Unlike the rest, these eight teachers share among them the fact of having to perform a wider variety of activities besides teaching such as: researching, giving tutorials, giving conferences, organizing cultural and academic events.

### **3.2. Subjects and sampling**

The participants of the study were chosen among the teachers of the CEI by a purposeful sampling. Unlike the different sampling techniques that exist and that can be used under probability sampling, the goal of the purposeful sampling is not randomly select the subjects from the population to create a sample to make generalizations out from the analysis of the population. The main goal of the sampling we choose, the purposive sampling, is to focus on particular characteristics of a population, in this case of the language teachers from UQROO language center, that are of interest and which will enable us to answer our research questions.

There is a wide range of purposive sampling techniques that can be used (Patton, 1990, 2002; Kuzel, 1999): maximum variation sampling, typical case sampling, extreme (or deviant) case sampling, critical case sampling, total population sampling and homogeneous sampling. We decided to use a homogeneous sampling since it fit the characteristics of our subjects of study. This is a sample whose units (e.g., people, cases, etc.) share the same (or

very similar) characteristics or traits (e.g., a group of people that are similar in terms of age, gender, background, occupation, etc.). Interestingly, this happens to be one of the characteristics of the teachers we attempt to address in this study. Most of them (8 in total) are more or less the same age and share some characteristics such as being all language teachers at the CEI. They also have being graduated from the same or very similar bachelor program and were hired almost at the same time around 8 years ago. A homogeneous sample is often chosen when the research question that is being address is specific to the characteristics of the particular group of interest, and which is subsequently examined in detail.

The subjects of this study were then seven out of eight full time teachers that work at this language center (6 women and 1 man). They all work at a public University language center. Six of them were women. The average of age is 40 years old. 40% of the teachers are from Quintana Roo and the other 60% from different states of the Mexican republic, mainly the State of Veracruz. All of them have Spanish as their mother tongue. The average teaching experience is 16 years and all of them have a Master's degree. Five of them are married and four have children. Regarding the different context where these teachers have got experience, besides university, high school was mentioned by 6 of them. Tree English teachers have worked at secondary schools and two have got experienced working at a primary school. All of them were chosen to participate in this study because they all were full time teachers, which means that they are to do research projects.

### **3.3. Research design**

#### *3.3.1. Instrument*

For the purpose of this study interviews were used and were all recorded. The interviews composed by open-ended questions. The opened-ended questions will be based on a previous instrument that was designed in another research. This instrument will be adapted to the context in which our subjects are working. We decided to use opened-ended questions because they are flexible so give the interview the opportunity to express themselves from a deep and free perspective. This kind of questions enable the researcher to establish a rapport with the subjects since they both can go back or forward into the discourse whenever they feel like, thus foster communication among them and assess what the interviewee does know or believe in (Cohen et al., 2007).

### *3.3.2. Procedure*

Before interviewing the subjects for this study two piloting interviews were done. The questions from the instrument were reviewed and some of them were deleted since they were identified as unnecessary to collect the data. The interviews were carried out in Spanish, one by one with each teacher in a quiet place and among the facilities of the University. Interviews lasted between one hour and one hour and a half. They were done during the months of January and February 2016. The interviewees were given a consent form and asked if they accepted to be recorded. All of them accepted and their identity was replaced by an alias.

### *3.3.3. Data analysis and discussion*

Interviews were transcribed into English. Teachers were given the transcription of their interview and were asked to delete any information they did not want to be used for the analysis in this study. The Director of this thesis reviewed the transcription of the interviews and corrected some is transcription from the interviews and misinterpretations too.

The Atlas.ti software was used to analyze the data. The director of this thesis and the novice researcher carried out together a slight analysis of two interviews. First we used the data analysis strategies proposed by Madison (2005) and Wolcott (2001). We first try sketching the main ideas from the interviews, those ones related to the main themes of our research questions: teaching, research and sources of self-efficacy. Then we codified first in relation to those three general themes. Then we reduced themes or “families” into and related them to the theoretical framework that supports this research. Secondly, as suggested by Saldaña (2009), we coded a second time. Our analysis was based on some dimensions taken from our research objectives and from the theory that supports this research too. In the end, we reviewed codes so as to avoid repetition of meaning among them and with the purpose of reducing the number of codes to themes and families. Finally, we will seek to identify and describe patterns and themes from the perspective of the participant(s) so as to try to understand and explain these patterns and themes (Agar, 1980, quoted in Creswell, 2003, p.92).

## CHAPTER 4. FINDINGS AND DISCUSSION

In this chapter, the three research questions that were set out were answered: a) what are teachers' self-efficacy beliefs about teaching? b) What are teachers' self-efficacy beliefs about researching? and c) What are the sources that influence the most teachers' self-efficacy beliefs about teaching and researching? Quotations from the interviews will be included to support the answers proposed for the each research question.

First we codified based on former categories that were determined taking into account the research questions. The first question referred to teachers' self-efficacy beliefs about teaching, we then attempted to identify teachers' beliefs about teaching using the codes we determined as useful to identified teacher's beliefs about teaching.

### 4.1. Teachers' self-efficacy beliefs about teaching

When being asked about teaching, we determined in general the discourse could be divided into four categories: self-monitoring, self-appraisal, attitudes towards the level of teaching and models of teaching. According to the answers that teachers provided, similarities among them were taking into account, and based on Bandura's 4 sources of efficacy (1997), the beliefs of teachers were grouped in these different categories.

Teachers have beliefs about their personal efficacy towards teaching. When being interviewed about their teaching performance they all judged their own performance and, at the same time, convincingly defined themselves as teachers and not as researchers. Their answers were straightforward, no doubt was expressed about it. They argued that they had more experience as teachers than as researchers.

Karol: I feel... more like a teacher, yes, I am still not feeling 100% confident regarding research, and many have told me that I will be more confident when I do my PhD.

Monse: I consider myself more a teacher, of course.

Now, I am more a professor, more a teacher for my academic training, for the strengths I have, I feel better as teacher than a researcher.

Eliza: no, I'm on teachers' side.

Camila: No, teacher, I am more a teacher.

According to Bandura (1997), people go over their successful experiences to talk about any topic related to their lives. When being asked if they considered themselves good teachers, they went over their successful experiences to come out with an answer. We may then infer that the evaluation of their teaching performance is quite related or probably based on mainly teaching successful experiences. They did not mention bad experiences.

Monse: Yes, now I'm a little bit more confident, I'm jauntier, it was harder at the beginning.

Camila: Yes, I feel very well. I think I have more positive things to say about my performance than negatives.

Camila: Well, I don't know if I'm better as a teacher. But I do care about it. I constantly question myself. I won't like to rest on my laurels and never to update my knowledge.

Marco: How will I improve? I need to learn more about strategies, about teaching strategies, learning strategies and metacognitive strategies.

Concerning teachers' self-appraisal, most of them considered themselves as good teachers. This confidence seems to be due to their positive experiences as teachers. These findings agree with Bandura's social cognitive theory. He claims that performances of successes generally raise beliefs of personal efficacy; repeated performance failures lower them. Teachers believe themselves good at teaching because they have memories of success. Additionally, the results agree with the findings on Cruz (2015) made in Mexico, in the same university with pre-service teachers. The findings show that pre-service teachers' previous good experience positively influenced participants, they built a high sense of self-efficacy which brought them to feel more competent teaching.

All the teachers coincided in considering themselves as very good teachers. However, they are also conscious that they need to improve their teaching abilities and claimed they always try to do something about it. Self-monitoring their teaching seems to be quite important to figure out an answer about themselves as teachers.

Nevertheless, there were very few who based their good performance as teachers on their formal training.

Marco: I feel, I think, and I believe that I have the pedagogical training needed to teach, I can find a theoretical explanation of why the class develops in a certain way or to choose a certain activity.

Camila: I do care about teaching, I constantly question myself, I wouldn't like, for example, to fall into a condition, more experience, older age and then maybe to rest on my laurels and never to update my knowledge, and it is something that I really concern about.

Few teachers give a great deal of importance to their formal training. It seems important to remark that the male teacher who put a lot of emphasis on the training received, was also the one who related his research experience to his teaching practice. This would probably mean that training would have informed and improved his teaching performance and the other way around although we cannot necessarily declare a positive relationship among the two. This last teacher has got many more certifications and courses than the average of teachers working at the LC and many more participations in research projects than the rest too and is highly motivated to carry out other activities such as research projects and tutoring students' thesis. The case of this last teacher resembles Reyes' and Perales' (2016) findings. Their study revealed that professors with the highest sense of self-efficacy are those with more training and intrinsic motivation.

Monitoring is mainly related to experience not to formal training. One may think that formal training would have to be an important factor in building up their self-efficacy. Nevertheless, experience seems to be more important than training to account for their self-efficacy.

#### *4.1.2 Previous experience*

Previous experience was claimed by the majority of the teachers as the source that has influenced the most their teaching practice. This seems to mean, for most of these teachers, that the more experience the better they perform, or, in other words, the more experience the higher the self-efficacy.

Most of these teachers related their self-efficacy mainly and almost exclusively to their teaching experience and to the different educational levels they have taught. They

valued their teaching experience and agreed to have increased their self-efficacy thanks to the time they have spent teaching:

Renata: Well, I think, everyone improves and learn trough the pass of the years. Last semester I taught the same class but I implemented new activities.

INTERVIEWER: has there been any change to your first teaching years from now?

Eliza: Yeah, well, that's what I think. I don't know what the students' opinion are but I think yes. Yeah, because through the pass of the years you learn more.

Eliza: You become a better teacher, and it's easier for you to explain and make yourself understood. It is common to have the knowledge but no the capability to teach. So, I consider that trough the pass of the years I've become better.

Eliza: I have taught since nursery, kinder garner, primary, high school and college. The only academic level that I haven't taught is secondary. And I don't know what to expect, but it calls my attention.

This last teacher clearly claimed that she was a better teacher because of her many years of experience and the different educational levels and groups she has worked with. In our opinion, experience cannot be a unique factor to build up self-efficacy especially when there are not objective evaluation procedures that can account for this fact. At Uqroo, there is standard teaching evaluation that is carried out every semester but which, according to these teachers, it is not very reliable. An objective evaluation would rather be a more serious measurement of teachers' performance than experience itself.

This teacher trusts very much on her teaching experience. This belief may be risky since, as Bandura (1997) states, someone who thinks that he or she is good at doing something may not be able to identify his or her weaknesses. Thus, this person will not try to implement strategies to improve.

#### *4.1.3 Physiological and Affective states*

The same way for most of these teachers' teaching self-efficacy seems to be related to experience or the training received, for some others self-efficacy suggests a strong relation with affective states such as the fact of enjoying quite a lot this activity, feeling

renovated or recharged when teaching, experiencing good emotions or learning while teaching.

Karol: Well, I teach first of all because teaching is what I like to do, I enjoy it, it is something where I feel satisfied, it makes me happy. It has no come the day where I say: “uf! I need to go teaching” or the day when I get bored, I like it, I do like it.

Monse: what does it involve? Well, at this stage of my life, I can say that teaching is my life.

Camila: Well, I think teaching is a cluster of emotions. I think the best thing I can mention about teaching are the emotions that it produces on me are positive. And yes, I really like teaching, it makes me happy. I really love my job in other words I love teaching.

Marco: Well, I think they are mostly positive [emotions], I feel myself satisfied. I feel plain. I could spend my whole life teaching. I could be in the classroom all the time.

Eliza: [to become better] I study, I read but I have to recognize I’m very lazy. I prepare myself but there is always a moment in which I don’t want to do a thing.

All the teachers reported a high sense of positive emotions regarding teaching. The most common emotions they claimed to have experienced while teaching were: happiness and satisfaction. They feel themselves full of energy before they start teaching; their teaching performance benefits themselves by activating their senses and giving them the energy they need. The teachers explained they receive something from their students, it is an exchange of emotions, experiences and knowledge among them. They seemed to be very pleased when talking about teaching. Teachers claimed students teach them many things during their classes, even when they are supposed to be the teachers.

Monse: It wakes me a lot [teaching]. It relaxes me, it is like a scape. Yeah, of course. [I enjoy teaching] it is said that is the best way of learning, isn’t it? When you are a teacher you realize you don’t nothing and that there are many thing to



learn. I like it, teaching, although at the end, I am the taught one. Students always teach me something in every class, about the attitude.

Karol: I teach, first of all because I like it, I enjoy it. It is something that makes me feel satisfied, I makes me happy.

Camila: Well, I think teaching is a cluster of emotions. I think the best thing I can mentions about teaching is that emotions that it produces me are positive. And yes, I really like teaching, it makes me happy. I really love my job in other words I love teaching.

Eliza: It involves a duty [teaching. However, it implies a reward. Teaching implies to be strict but vulnerable, it implies to give and receive at the same time. It implies to having good experience and bad too, it implies to grow up not only as a professional but as human being too. It implies many things, not just giving and providing knowledge about a subject, it implies everything.

Marco: I feel myself satisfied, I feel plain, I could spend my whole life teaching, I could be in the classroom all the time.

Our teachers claimed they enjoy doing what they are doing and this seems to have raised their sense of efficacy and positively affect the outcome of their teaching practice. These results may be explained by Bandura. He states that mood states affect people's judgments of their personal efficacy and being in a good mood raises people's beliefs of efficacy. We can deduce that, the better the attitude, the better results, thus, the sense of self-efficacy increases. Similar results have been found in researches such as Mojavezi and Poodineh (2012). They concluded that the higher the level of teachers self-efficacy, the higher the students achievement. This research was carried out with student teachers doing their practices in primary school. These results also agree with Garcia (2016). She conducted a quantitative research at the University of Quintana Roo and although the sample were students of French. It was concluded that the physiological and emotional states have an important influence on their self-efficacy.

Teachers reported that the context and level where they teach is a factor that affects their sense of self-efficacy. Teachers made the comparison between students from the language major and students from other careers. They remarked there is a big difference of

attitude among students towards the learning of the target language depending on the students' major, the subject being taught, the age of students and the language proficiency of students.

Karol: Yes, it is different, because of the age. Well, first because of the subject. It is not the same teaching English in the language center that teaching practice or theories in the Master's program. So, yes, it is different. Maybe not my personality, but the methods, the requirement level is different.

Monse: Yes, a teacher cannot teach in the same way to students who take English as a general subject than students from English language. It changes a lot, I'm different, I use different strategies.

Eliza: It depends on the group and the level of English, I cannot be the same teacher and do the same with all students. There are groups which I ask them for a presentation and they do a great job and there are others that they simply don't do that. It depends on the group.

Marco: Yes, it is different, I actually behave differently, with my English Introductory students for example I am too understandable, too kind, and I am very patient. Regarding my teaching practice students, I am strict and very straight, different to who I am.

The level of education seemed to be another factor that affects teachers' beliefs of efficacy. Some of them revealed that they do not feel as good teachers at high school as at college level.

Camila: I think my performance as teacher depends on the educational level. I felt very frustrated as teacher when I taught at the high school. I thought "This is not for me". So, I think you need to have the preparation to teach these educational levels.

Karol: I came back to teach at UQROO and I noticed that I do not like teaching secondary as much as adults. I started to get tired of secondary classes and after 5 years I decided to quit because I felt that I would never grow up professionally, physically and emotionally. It was very exhausting, then I left it better.

These quotations allow us to claim that teachers are very clear about how good they have to behave when teaching at different educational levels. According to Bandura (1997) this self-awareness is good since it allows people to determine which aspects they need to improve.

In this section we determined that teachers expect a lot from their teaching practice not only helping students learn a language. It seems though they feel so confident about their teaching abilities that they think they can make students learn many other things. Teachers aim to improve students' confidence towards the target language. Additionally, they try to create awareness among students about them being part of a society, inculcate values and make them better persons.

INTERVIEWER: What do you expect from your students? Any goal specific goal?

Eliza: Yes, that they develop their activities. Knowledge and personal activities. Activities that say "hey! You are going to be a professional, you need to face the world, you need to be responsible, conscious, and ethical.

Marco: Well, it depends on who the students are. If my students are from the English language major, I expect them to know how good they are, and that they are capable to speak English, because many have that idea: "no, I can't!", that.

Danna: Through the pass of the years, honestly, I like them to learn not only the target language, also society issues.

Monse: [I expect] the student to realize that everyone can speak the language. It is not a big deal. They could be able to speak no matter the level they have, and it is a "delicate" topic let say. Above all in a language center because students' need to know that there is no problem with that.

In Bandura's social cognitive theory, he describes self-efficacy as a powerful influence on motivation. In this part of the analysis it can be seen teachers have a high sense of self-efficacy regarding teaching. They are motivated enough to try to do more for their students than just teaching a foreign language. Their motivations make them to pursuit

these different extra goals for their students. They feel they are capable to teach a foreign language perfectly and also to make an important contribution to their students' life. These results agree with Erden and Demirel's (2007). They revealed that teachers' willingness to teach is an effective factor in orienting students toward the teaching profession. It was found that teachers who have a high sense of efficacy believe in themselves and in their students. Accordingly, awareness of their own self-efficacy belief plays a vital role in their whole lives. Teachers from LC expect more from their students because they believe in them and in themselves. Additionally, that's why they expect to teach them more than a language.

#### *4.1.4. Vicarious experience*

Regarding models of teaching, teachers differ a lot. Almost half of them claimed that they did not have a model to follow during their formation. In particular a teacher mentioned that the models she had during her early life were members of her family.

INTERVIEWER: ¿have you had any role model?

Monse: Oh yes, of course, I have names, many college professors, two in high school, always there. Also very proactive women, not always teaching a subject, teaching what life is.

Renata: Well I think my role model was always teacher Lorena. She is amazing. And as those who I did not want to be, there were some. So then the way that teachers give your classes, if you do not like it, somehow you can evaluate and say "Well this is what I would not do in class". Then there was some other teacher but finally, as I said before you evaluate and say "Yes, I like it" "No. I do not like it"

Marco: Yes, I have role models, positive and negative. In the secondary school I had teachers, that I said "I want to be like that teacher" and when I achieve it, I feel that we are at the same pace, I said "I have to find another role model" Then I am always looking for. After high school I had a role model and I said "I want to be like that teacher" and now this teacher tells me "hey, can you share some English teaching strategies?"

Karol: Yes, when started teaching, when I studied here, I wanted to be like my teaching practice teacher, at that time that was my goal. Now that I'm a teacher I know what I don't want to be. I won't like to be like some of my old teachers and I don't really have a model to follow.

Danna: I had a phonetics teacher in the department who fascinated me, she was awkward however, I liked her classes. I had a little of everything. Now as teacher I know what I wouldn't like to be. I won't like to be like some of my professors and I really don't have a model to follow.

Eliza: I tried to see the best of everyone (of every teacher) always. Not really. (She had not role model).

Camila: No, I don't remember. I did not have any negative role model.

According to Bandura (1997) modeling serves as another effective tool for promoting a sense of personal efficacy. Having a role model, similar to us, or having someone to compare our performance is helpful in the development process of self-efficacy. Observing these models is how our efficacy is enhanced because we compare ourselves and our abilities with the model. Bandura (1997) mentions that if models teach us something it helps to increase our sense of self-efficacy, no matter if you already have a high sense or not. In the case of our teachers, not all of them had models they would like to. On the other hand, negative or bad teachers did not have a negative impact on their lives. Teachers learned they did not want to be that kind of teachers. Modeling seemed not being an important factor that affects nor positively neither negatively teachers' sense of efficacy. As mentioned above, almost half of the teachers had no models to follow now or during their formation. These results coincide with Garcia's (2016) in the same research context as ours. Vicarious experience, that involves modeling, seemed to be the less influence source among the sample in her study. Just like in Pekkanli's (2009) study, negative models did not lower teachers' self-efficacy beliefs but increased their motivation to be better teachers.

#### *4.1.5. Verbal persuasion*

Verbal persuasion is not very common among teachers regarding teaching performance. As teachers stated they almost never receive neither good nor bad comments about their teaching performance.

Karol: I do receive comments but only from the Chief at the Language Center but never from the Chief at the Bachelor or Master programs.

Monse: No, I don't receive comments from my Chief but I do from my students.

Danna: I don't receive comments any more but I used to when some students went to observe my class.

Even though there exists an institutional and standardized teaching evaluation instrument that is applied to students every year, teachers do not seem to give great importance to this evaluation. In this evaluation, students have the opportunity to write down any comment about their classes, and teachers have access to those comments.

Teachers sometimes receive casual comments from their students about their classes. Those comments are usually positive one and make teachers feel very good and motivated regarding teaching. It is not common to receive comments from their chiefs.

INTERVIEWER: Do you receive comments about your teaching practice? From your colleagues or your chief?

Renata: Hum, no, but we have an institutional evaluation. There I read some comments from my students, things like: "She is a good teacher, she cares about her students". But there are other comments: "I didn't like this or that activity", "the teacher has a preference for men". And then, when you see those comments you feel good, and you say, "I am doing ok", but about the other comments, well, they make me think that maybe not everything is going well, and you have to improve.

Karol: Yes, those comments from my Chief here at the Language Center motivate me but then I say, "Maybe my chief tells me those so I do what I was told.

Even though teachers do not receive daily verbal comments from their students or chiefs, those comments seem to have an influence on them. They feel motivated and based

on that think they are doing things correctly regarding teaching. This may be explained by Lit (1998) and Schunk (1989) cited in Bandura (1995) who state that people who receive verbal persuasion tend to think they possess the capabilities to master given activities, in this case, activities related to teaching. Besides that, these people have a tendency to make an effort and sustain it than those who have doubts about their personal or pay too much attention to their personal deficiencies when problems arise. In this case, our subjects do not seem to struggle having to teach many hours; thus, we may think that they do enjoy teaching and mobilize their effort to do a good teaching practice.

#### *4.1.6. Contextual factors that influence teaching*

When being asked about the importance of teaching and research most of the teachers said both activities were equally important. Nevertheless, there were some comments that made clear teachers valued more teaching than research such as when they explained what they had to do was teaching:

INTERVIEWER: What is more important, teaching or researching?

Danna: Nowadays, teaching is what I mostly do.... I have always put great emphasis on teaching rather than research in the language center".

Eliza: Actually, at the beginning researching wasn't a requirement, I used to do it. I didn't publish very often but I did it, I didn't have any problem. Over the time, it has become more tedious, harder and more complicated because we as teachers of the language center have other responsibilities. We are part of the language major program and part of the language center too. We have to do bachelor's program work, but also work at the Language Center and some administration work too. And we also have to do research, doing research is time consuming.

Even though most of the teachers seemed to value teaching and research equally contradictions were found among teachers' answers since, later during the same interview they (5 out of 8 teachers) did not prove/show any interest in conducting research. They admitted not having any plan to participate in a research project. It is then inferred that teachers' answers about research being equally important than teaching were politically correct answers, they answered what they thought they were supposed to say.

Although teachers value more teaching than research it does not seem to be very clear, at least, not in every case, that they would not prefer to be under circumstances that would allow them to carry out both activities. We think thus that the institutional circumstances have favored teaching and have also strongly influenced the value teachers have given to their teaching practice beyond research. Teaching and activities related to it are mostly required at the LC so this, for most of them, is the main reason why they dedicate most of their time to teach. Most of them said teaching is what they are supposed to do and to what they want to dedicate their time to.

Teachers' beliefs about their efficacy to teach is based, among these informants, on the circumstances that have favored and promoted teaching activities but not researching. Thus, these circumstances together with the training teachers have received, the experience they have gone through, their personal preference for teaching and the institutional requirements they were hired, seem to have made some of the them firmly belief they are supposed to dedicate exclusively to teaching.

#### *4.2. Teachers' self-efficacy beliefs about research*

Unlike teaching, teachers did not define themselves that good at doing research. As the following teacher states more preparation is needed to improve her research skills:

Marco: Nowadays, I feel more a professor, more a teacher, because I feel myself with less level of development, because of my academic training, for the strength I have, I feel better as a teacher than as a researcher.

There is a coincidence among the teachers who belief not being very good at doing research and their research productivity which in general was acknowledged as low. There were only two persons that did not express such a low sense of research self-efficacy and whose research productivity was higher than the rest. Based on their experience, they considered themselves teachers but no researches without any doubt. According to the data collected it can then be inferred that the lack of experience in the field of research made them doubt about their capabilities and define themselves as teachers and not researches, even among those who have had a research experience.



Effort is quite related to the accomplishment of research. Most of the teachers whose research productivity is low admitted not putting too much effort on activities related to research and not having plans to participate in research projects. On the contrary, those who acknowledged a more moderate research self-efficacy seem to be the ones who have a heavier working load and put more effort to continue doing research.

When the following teacher was asked if she considered herself as a professor or a researcher, she defined herself as a teacher because of the circumstances; it can be inferred that those circumstances have influenced herself to do teaching activities mainly. This may mean that in other circumstances, in which doing researching was part of their workload activities, she would probably do more research activities.

INTERVIEWER: So, what you mean is that you consider yourself more a teacher than a researcher?

Danna: Yes, given the circumstances, yes.

The circumstances that make her a teacher, as she mentioned, were many and in this case are the same for the rest of her colleagues at the Language Center. Most of the teachers mentioned they were hired to be teachers not researchers. This means, as they stated, that the working load of this LC is mainly related to teaching and too many other activities such as: giving tutorials, organizing events, giving internal and external oral and written exams as well as designing exams and materials for their classes.

Eliza: well, if I'm a teacher, I think the most important must be teaching, and the other [meaning research] one is just part of your job. I mean, research is just a complement.

This teacher explained research is an activity that complements her work but taking into account that she did not express any interest in researching or getting into a research group, it can be stated that she finds no relation between the two: teaching and research and that she does not experience any pressure from the institution to get involved into this activity.

Something worthy to mention is that there seems to be a common and wide spread misconception about their job contract. At least half of the teachers think they have a teaching contract which means that they are to teach mainly.

The idea that of research being a separated activity from teaching is a wrong interpretation of their contract statement. They all have a full time contract that entails performing teaching and researching apart from many other activities related to both activities.

The fact that they all work at a LC and not at a Bachelors program where research is a compulsory task for teachers yearly evaluated and that these teachers are usually given a heavy teaching workload every semester seems to promote the idea that they are mainly teachers.

Thus, for most of these teachers, their work load context and the role they wrongly claimed to have being hired for, acknowledge them as teachers and not researchers.

Danna: Yes, [UQROO] My tasks here are very clear, I have my groups and no matter what, I need to accomplish all my requirements.

Camila: My biggest work load should be focused on teaching because of my contract.

Eliza: Well, if we talk about the main role of this LC, teaching is more important.

Marco: Obviously my research productivity was low, because I devoted more attention to teaching, then it is due to that, I spent all the time checking homework, preparing lessons, and all that.

Eliza: No, my research productivity is low. One reason is because I do not have much experience and I think it is more difficult to me, another one is because of the time and because my workload focuses on teaching.

INTERVIEWER: And, are teaching and research equally important?

Danna: This is a LC and teaching is what we mainly do here, more than researching.

Four out of the seven teachers explained they were not hired to research but to teach so even though they have being asked to research many of them consider that this is not

part of their formal workload schedule. Most of these teachers have an excessive teaching work load, thus there is no time left to dedicate to research.

Karol: But, yes, yes I like it [to research] and I do it. Even when I don't have enough time. I always say "oh! I have so much paperwork to do [related to teaching]" and suddenly, when I realize, I'm already late and I haven't done anything about research yet.

It can then be stated that the context in which they work is a teaching-context. In this respect it can be said that their work context do not provide the conditions they need to live experiences of research.

Thus, in general, teachers evaluated their research productivity as low:

Karol: Lacking. I do not produce anything, but I do research, I spend all the year researching, but I do not see results. I can only see them in presentations.

Marco: Until now, I think I have had a satisfactory performance in that area, I mean, I have done what I have been asked or what is required of a teacher, but I have much things to do.

Monse: My research productivity is very low.

Renata: Well, my research productivity is not low at all, but neither high. Perhaps is moderate.

Danna: Yes, practically my production is low.

Eliza: No, it is low.

Marco: Moderate until now, I scarcely start as a full-time teacher in January, obviously my research productivity was low.

When teachers were asked why their research productivity was low they claimed the reason was the lack of time and research abilities, not having a research group to work with but, mainly, the fact that they have been hired to teach and not to research.

Regarding this topic, it seems quite clear that most of these teachers are not aware of the fact that policy in education has changed and that now a days doing research is part of their responsibility as university teachers.

All the teachers acknowledged their lack of ability to research and admitted they needed to improve their research skills. Even though teachers do not have a lot of research experience they seem to be aware of their strengths and weaknesses in this activity.

Renata: I would like to advance in researching, I mean, I have already identified what I have to strengthen regarding those weaknesses that I have, right? I mean, survey analysis, statistical, validity of instrument, I still have to work on that and, yes, I would like to advance in research.

Karol: Yes, [my research abilities] it has improved. But I need more knowledge about data analysis for, more techniques, for example. I need a course of that.

Monse: I need more, just like in teaching, you need to practice, do it, and work with students.

Eliza: I think more formation is required if they want us to focus in researching. I insist, the major is not to form researches but teachers.

Unlike teaching, most of the teachers remarked the need to receive more training to participate in research projects.

Danna: I need practice in research. I can prepare myself with a lot of courses, but what I really need is to do it directly.

This may be due to the fact that in contrast to researching they usually receive teaching training courses every year. Besides that, it seems evident that experience counts for them as the best training.

#### *4.2.1 Enactive mastery research experiences.*

Contrary to teaching, teachers do not have much research experience. Only three out of the seven teachers explained they had a previous research experience when writing their master's program dissertation. Three teachers (two women and one man) had participated

in research projects. And only two have published research articles and had directed students' research projects for graduating purposes.

Unlike teaching, teachers did mention bad experiences regarding research. When they were asked what their experience regarding researching were this is what they answered:

Karol: Before no, I did not have any contact with research activities in the master's degree I had some contact but it was very general and, actually, I did my thesis alone. Nobody helped me, I did not have a thesis supervisor, only when everything had already finished they reviewed it [the thesis] and they did not give me feedback. In fact, it was not a thesis. But nobody gave me a guide.

Marco: Yes, when I started researching in 2008, this was new to me, it was like a horrible monster that appeared in my life.

Camila: No, I have few experience researching.

Monse: I do not have much experience in researching. At the university we all have to research, my participation in researching has been practically the minimum. I do the minimum that my institution ask me to do. I recognize I have an introductory level in researching.

It is unclear how much previous research experiences influenced some of the teachers. But, it seems reasonable to state that previous experiences did not prepare them to face the research requirements at the university. The lack of research experiences in the curriculum is a wide spread fact in language bachelor's program. Thus, in this sense it seems necessary, as stated by Unrau and Beck (2004), to strengthen academic programs through early research activities in the curriculum.

Even though negative past research experiences seem to have negatively influenced these teachers' self-efficacy, more studies are needed to determine if this always the case or if new and better experiences would help to motivate them to participate in research projects again.

#### *4.2.2. Vicarious research experiences*

It is important to state that, based on the interviews, having had negative previous research experiences was not the only factor that contributed to discourage teachers from doing research. Lack of time and training as well as not having a guide or group to encourage teachers to continue researching were also important variables that may have influenced teachers' research self-efficacy.

There were two teachers to whom negative previous experiences did prevent them from doing research again. They were leaded through the research process by a more experience researcher and this seems to have transformed or replaced negative previous research experiences for interesting and rewarding ones.

Karol: some people have helped me [to research]. The one who helped more was Elda. It was like "come here, I'm going to help you". So, she's the one who has showed me the path.

Marco: my teachers from the Master Program motivated me a lot to do research. They are my models, they very good researchers. They do deductions and see thing that I can't perceive. I want to be like them regarding researching.

These teachers seem to be more motivated to continue doing research than the rest of their colleagues. Thus, it cannot be stated that a negative experience do always negatively impact teachers' research self-efficacy and motivation. Thus, in the case of the teachers who transformed their bad research experiences into positive ones, it would be necessary to research more about it as to explain the relation between new and rewarding research experiences and previous negative research experiences. These teachers did not judge their research self-efficacy as low but as being in the process of improving their research skills. These results may be explained by Bandura. He states (Bandura, 1997) that mood states affect people's judgments of their personal efficacy and being in a good mood raises people's beliefs of efficacy. We can deduce that, the better the attitude, the better results, thus, the sense of self-efficacy increases.

Some teachers claimed they needed more research practice, more formal training as well as having the opportunity to work with other colleagues. One of the teachers emphasized that not being part of a research group affects negatively their performance as a researcher.

Eliza: I think there must be more research training. I would like us to be more focused on research.

Danna: there are some things that I have done as a requirement and not for personal decision. I haven't had the opportunity to do research because I am not part of any research group and I don't have experience.

Monse: I don't have the opportunity of working with coworkers to show them what I do, I would like to do it of course.

Danna: Yes, because as I am not very good in that area, I would need support from others. I could work individually, but it would take so much time to me. When you work in a group, everyone supports each other. They do not do your job, but they have the experience to guide you.

Danna: Yes, but I think I need a research group, because I need guidance in this moment because of lack of experience.

All these comments allow us to state having someone or a group to work with may have a good influence on teachers' research self-efficacy. The results from this study regarding the teachers who were not discouraged from working in research projects no matter their previous negative experiences coincide with Reyes and Perales' study (2016). These authors found that professors with the highest sense of self-efficacy are those with more training and intrinsic motivation. These professors are perseverant, resilient, high-achieving and strategic.

#### *4.2.3 Affective states regarding research*

Negative emotions are related to teachers' negative previous research experiences. When being asked about past experiences, their discourse was usually accompanied by sounds and expressions of disappointment, suffering, or even fear.

Contrary to the emotions that teaching provokes, teachers claimed research made them feel stressed, overwhelmed and worried:

Karol: Well, I still feel anguish when I have to research because I am new in this area [research]. Yes, yes, I still feel I am new in research even though I have been doing it for some years.

Eliza: It [research] is too much work.

Danna: I get stressed even though I enjoy Reading, but to me, everything is interesting; then I get lost within knowledge because I think everything is interesting.

Camila: I get frustrated [when she has to do research].

Teachers did not seem to have enjoyed doing research. This may explain why most of them are not part of a research group. Most of the teachers rated their research capabilities as low and do not have plans to do research in the near future. As Bandura (1997) states the lack of ability and poor performance happens because people suffer from negative reactions to the activity or undergo negative affective states. These results also agree with Gutierrez' (2014). He conducted a research at the University of Quintana Roo and found out a continuous influence of stress among students when doing research activities and an important impact too on students' self-efficacy. Even though our subjects of study were teachers, their self-efficacy has also been influenced by physiological and emotional states; these emotions may prevent them from participating in new research projects.

#### *4.2.4 Contextual factors that influence research*

Research does not seem to be a very valued activity at the university neither among most of the teachers. Teachers mentioned different factors that prevent them from doing research. Nevertheless, the main demotivating factors are to be related to an unclear institutional research policy.

Karol: yes, through the pass of the years one sets more real goals, right? One always want to do many things and its exiting. However, when your work against the clock



and the institution asks you to present a work every year without taking into account the quality of the research done, it is hard. One always wants to accomplish the goal but does not want to present a bad-quality work. It is no fair that one writes a good article and another person hands in a less quality work but both that work is considered as equal. It is demotivating.

This teacher claimed research quality is not an institutional requirement. This bothers her a lot because she wants to raise the quality of her research productivity but that seems to put her behind other teachers.

In some cases, it was clearly identified that the lack of plans to do research was due to a personal decision. Some of the teachers admitted they were not doing as much as they should regarding research.

Camila: No, I don't have much experience, and research is not easy for me. Thus, I think the problem is the lack of decision.

Monse: I give the minimum, I do not participate in research projects.

Karol: I wasn't use to do research. And suddenly I have to do it as a requirement. I do not like to do anything just for obligation so it was difficult for me to do it and understand the benefits. I felt researching as a punishment.

Eliza: It [my job] prevents us from doing research, there are many activities we have to do. If you are asked to research you need to do it in your free time. Then you have to take the time that you expend with your family to research. At least me, I would not do that. That's because as I say, yes, I would like to research but without sacrificing my free time.

There were some personal issues that prevent them from participating in research activities such as not having the personal discipline to conduct a research. Since research is not officially part of their workload, teachers working conditions and salary are not affected if they do not research.

On the other hand, very few people recognized the existence of a relation between research and teaching. There was only a teacher who expressed her desire to research, she explained research could help solve problems in the classroom.

Marco: There is no conflict between teaching and research; quite the opposite, I feel that it is compensatory. My teaching practice is complemented by my research projects, it strengthens my teaching.

Marco: I think teaching and researching are both important, what do I like the most? Teaching, I prefer teaching, I prefer being a teacher than a researcher but both are important, however; the problems I find with teaching I can solve them by researching, and what I research I can put it into practice, right?

Danna: Well, we could experiment, right? Because there are things we know but, well, they ask you to confirm. One thing is what I think and I see in my classroom, and in the end I think that the aims of the research is to contribute. In other words, what I discover now through research, it will help me to improve the environment and practice.

Karol: Yes, because what I research helps me in my teaching practice and helps me to be aware of my students' learning and at the same time, this topic helps me. Similarly give it to them, who will be teaching, right?

Most of these teachers do not relate research with an immediate reward or benefit. As seen in Bar's, Millwater's and Hudson's study (2012), the value given to research by teachers is based on teaching and promotion only, our subjects' main objective is teaching then researching. But opposite to these authors' findings, these teachers did not mention anything related to research promotion objectives. We may infer that this is so because teachers are not aware of the institutional promotion policy which states that research productivity is needed to be promoted.

This analysis has allowed us to determine that there are various factors that have influenced teachers' self-efficacy and motivation towards researching activities such as the privileged teaching conditions in which teachers have been working and the institutional

failures to implement an appropriate research policy. This situation has contributed to discredit research practice among some of the teacher.

## CHAPTER 5. CONCLUSIONS

In this section we will attempt to answer the research questions we stated at the beginning of this study. The research questions were: What are teachers' self-efficacy beliefs about teaching? What are teachers' self-efficacy beliefs about researching? and What are the sources that influence the most teachers' self-efficacy beliefs about teaching and researching?

Regarding the question that attempts to identify teachers' self-efficacy beliefs about teaching, the analysis done revealed that the teachers from this Language Center have high teaching self-efficacy beliefs. They consider themselves quite capable of teaching although not in every educational level. They have developed this self-efficacy in relation to a specific level, in this case, the different courses they teach to young or adults in the Language Center they work at or in the different semesters from the English Language program. Most of them showed great confidence when talking about their teaching practice strategies and even though they acknowledged to be aware of the fact that there is always something to be improved did not express an urgent need to receive more training. This lack of urgent may be due to the fact that, as they explained, they continuously received teaching training courses.

Their self-efficacy seems to have been raised by their good past teaching experiences, their continuous teaching training and the institutional circumstances that have strongly favored a high teaching workload and the lack of the application of an institutional policy that would promote research among teachers.

None of the teachers claimed to have been strongly influenced by the teachers they had in the past. Few of them admitted to have had good teachers in the past, teachers they admired or liked but none of them acknowledged any as a model to follow.

With regards to teachers' self-efficacy beliefs about research, the findings revealed teachers feel not that capable of researching as they do when teaching. They rated themselves from moderate to not very capable of carrying out a research project. Only two of the teachers explained they think they have had an acceptable research performance in the few research projects they have participated in. These two teachers explained they have

been helped and influenced by a more experienced researcher and that this have motivated them to continue doing research.

Even though most teachers' research self-efficacy is low, among some of them the past negative experiences do not seem to be a definitive event. They are still interested in being part of a research group and in doing research. All the teachers reported that in order to be able to do research, they would need more research training so as to develop certain research abilities they know they need to improve. Nevertheless, most of them accepted not having any plan to start researching in their near professional academic future.

Teachers' negative past research experiences, the lack of a group or person that may have lead them to conduct research and of institutional circumstances that would promote and support research activities among teachers have prevented teachers from doing research.

The last research question aimed to identify the sources that influence the most teachers' self-efficacy beliefs about teaching and researching. Regarding teaching, the source that has influenced the most teachers' teaching self-efficacy beliefs is first enactive mastery experiences: both positive and negative ones and second, the physiological and affective states they experienced when teaching.

With regards to enactive mastery experience, the average years of teaching experience among these teachers is 16 years, thus it can be stated that they have reached a level of confidence that allow them to see themselves as experienced teachers. About physiological and affective states, for these teachers teaching is a very enjoyable activity, a practice they like and feel passion for. They feel renovated, energized and satisfied when teaching. Vicarious experience and verbal persuasion were not significant sources in the construction of their teaching self-efficacy beliefs.

Even though our teachers coincided that experience has played a role in constructing their self-efficacy as a teacher, for some of them it was quite clear that their teaching self-efficacy beliefs were influenced by what they referred to, using different words, as passion to teach. Teaching seems to raise many different affective states among teachers, almost all of them were positive ones.

On the other hand, none of the self-efficacy sources: enactive mastery experience, vicarious experience, physiological and affective states and verbal persuasion seemed to have had a clear and definitive influence in the self-efficacy research construction. However, it can be stated that in two cases, being in a research group or having been invited by a researcher to do research has motivated these two teachers to continue doing research. In the same vein, another teacher expressed her will to be invited by a more experienced researcher to participate in research projects.

## **5.1 Contributions**

Even though research is becoming a more important policy at Universities as far as we know, in Mexico, there are not studies that attempt to know how capable of researching teachers feel. There are studies that either research about teaching or researching but not both them. Thus we think this study is a contribution to the self-efficacy area of study.

Knowing how capable teachers feel regarding teaching and research may help authorities to understand the reasons why teachers may choose to do one or the other activity. This analysis may also help to choose and plan which courses teachers would need to take so as to be trained in teaching or research.

Taking into account that the findings from this study revealed that teachers' self-efficacy regarding research is in general low, it is necessary to implement an integrated institutional strategy to help teacher raise their research self-efficacy.

## **5.2 Limitations**

Due to the lack of time, teachers were interviewed only once. Most of them have a high teaching workload; thus did not want to spend much time being interviewed. A more enthusiastic teachers' participation could have allowed us to interview them more than once or spent more time in the first interview.

Another limitation was the nature of the study. Some of the teachers were afraid of being interviewed. They thought they were going to be asked about the research process itself and that they may be exhibited from not doing research. Not having many studies related to our research topic imposed some limitations to the analysis. No study related to both area: teaching and research was identified so this lack reduced the number of findings

with similarities to compare this research with. On the other hand, the characteristics of our sample do not allow direct comparison to previous results because our participants are language teachers from a Language Center whose teachers share their workload with work from the a Bachelor program. Most of the subjects from the studies analyzed in the literature review are not language teachers and none of them work at a Language Center. Thus, the absence of an analysis of research self-efficacy among teachers from a LC was a limitation to draw general conclusions or support our analysis.

The analysis of teachers' teaching and research self-efficacy done here is just a small contribution to the body of research existing in the EFL field in Mexico mainly. We would then recommend for future research to interview teachers more than once and to try to increase awareness about this kind of studies among teachers before collecting data so that the amount of information allow the researcher to better support the analysis.

In some cases, our participants commented that in order to definitively claim certain opinions it would be necessary to ask their students' opinion about the topic. Thus, for future research it can be suggested to assess students' perceptions about the same subject so as to confirm teachers' opinions. Investigating students' opinions about teachers' teaching self-efficacy could be useful to demonstrate if there is or not an overestimation of teachers capabilities, and in that case, to what extent this faulty self-knowledge differs from real efficacy.

## APPENDIX I

### Guion de entrevista

**Título:** La auto eficacia de los profesores acerca de la docencia y la investigación

**Objetivo de la investigación:** Determinar el sentido de autoeficacia en la docencia y en la investigación que consideran tener los profesores del área de lenguas del centro de enseñanza de Idiomas (CEI) de la universidad de Quintana Roo.

**Duración:** 1 hr.

**Instrumento:** grabadora y guía de entrevista, además de carta de confidencialidad.

**Entrevistador:** Vanessa Saens Mejía.

**Lugar:** instalaciones de la Universidad de Quintana Roo.

**Nombre:** \_\_\_\_\_ **Edad:** \_\_\_\_\_ **Lugar de nacimiento:**

\_\_\_\_\_  
**Estado civil:** \_\_\_\_\_ **Lengua materna:** \_\_\_\_\_ **Nivel educativo:** \_\_\_\_\_ **Años de experiencia:** \_\_\_\_\_

**Materias que imparte:** \_\_\_\_\_ **Años de vivir en México:**

\_\_\_\_\_

El desarrollo de la entrevista girará en torno a un tema: la autoeficacia, en dos áreas de estudio la docencia y la investigación.

### 1. De la docencia

#### Formación formal como docente

1. ¿Podría por favor platicarnos acerca de su formación docente (estudios formales, materias)?

#### Experiencia como docente

2. ¿Podría, por favor, contarnos un poco acerca de su experiencia como docente (tomando en cuenta los diferentes contextos, niveles educativos en los que ha enseñado)? (inicio, cómo y dónde, número de grupos y materias) (esto se refiere al aspecto cultural y situacional)
3. ¿Por qué/para qué enseña?
4. ¿Hubo alguien que lo motivara/inspirara a ser docente? (Modelos positivos o negativos)
5. ¿El haber tenido modelos lo ayudó a sentirse mejor profesor?
6. ¿Qué sensaciones le produce enseñar? (emociones positivas y negativas)
7. Normalmente cuando da clases, ¿Cómo se siente física y anímicamente? ¿se siente lleno de energía, se encuentra cansado, le provoca algún problema de salud?
8. ¿Padece alguna enfermedad que esté relacionada con su desempeño?



## **La práctica docente: la evaluación y las estrategias pedagógicas.**

9. ¿Cómo son sus clases? ¿Cómo se desarrollan sus clases? ¿tiene que usar algún libro obligatoriamente por parte de la Universidad o el CEI? ¿Cómo se siente con eso?
10. ¿Tiene otras obligaciones además de impartir sus clases? ¿Cuáles son?
11. ¿Ha habido algún cambio desde que empezó a enseñar? ¿A mayores años se siente diferente como profesor?
12. ¿Cómo evalúa? ¿y por qué? ¿le piden que evalúe de alguna manera específica?
13. ¿Cómo describiría/calificaría su actividad docente en general? ¿Existen diferencia en su desempeño como docente según la materia, el grupo, el nivel educativo o la escuela en la que enseñe? (aspectos culturales y situacionales de la percepción)
14. ¿Disfruta enseñar y por qué? ¿hay alguna actividad de la docencia que le guste más hacer: planificar contenidos, enseñar, evaluar?
15. ¿Recibe comentarios de su docencia? (de colegas, jefe o de alguien más) ¿Cómo se siente con eso?

## **2. Del docente**

1. ¿Qué tan auto eficaz se siente usted como profesor en esta área en relación con los profesores de otras áreas?
2. ¿Ha habido algún cambio desde que inició?
3. ¿Considera que su práctica docente origina/causa alguna reacción entre sus estudiantes? ¿Por qué?
4. ¿Qué espera de su actividad docencia? (metas, habilidades, acciones que los estudiantes deban alcanzar)
5. ¿Considera que debe mejorar y si es así cómo mejoraría su desempeño docente? ¿hace algo para mejorarlo o qué hace? ¿qué implica para usted la docencia?

## **3. De la investigación**

1. ¿Cuál ha sido su experiencia en investigación?
2. ¿En sus estudios anteriores tuvo contacto con la investigación?
3. ¿Considera que un profesor de lenguas debe investigar?
4. ¿Le gusta o gustaría hacer investigación ¿No, por qué? ¿Sí, por qué?
5. ¿le pide la institución que investigue?
6. ¿le impide o lo impulsa de alguna manera la institución a desarrollarse como investigador?
7. ¿Qué emociones experimenta cuando hace investigación?
8. ¿Considera que su formación en investigación es suficiente o piensa que necesitaría más?
9. ¿Por qué investiga? ¿hubo alguien que le enseñara, lo ayudara, lo motivara o inspirara para hacer investigación?
10. ¿Obtiene algo de la investigación?
11. ¿Cómo calificaría la investigación que realiza?
12. ¿Diría que su productividad es baja, moderada, alta? ¿A qué se debe?
13. ¿Qué barreras encuentra para investigar? (personales y de la institución) ¿hay alguna parte de la investigación que se le haga más difícil?

14. ¿Existe algún conflicto entre ser investigador y profesor?
15. ¿Considera más importante la investigación que la docencia o viceversa?
16. ¿Es posible ser buen profesor y buen investigador?
17. ¿Se encuentra desarrollando proyectos actualmente?
18. ¿Pertenece a redes de investigación, sale a impartir ponencias?
19. ¿Tiene planes para avanzar en la investigación?
20. ¿Qué aspectos le facilitarían investigar?
21. ¿Existen acciones previstas para mejorarla?
22. Ha recibido algún tipo de comentarios sobre sus investigaciones (ponencias, investigaciones, publicaciones).
23. ¿Se considera más profesor o investigador o ambos?
24. Entran en algún conflicto los diferentes roles que debe desempeñar como profesor universitario.
25. ¿En qué nivel ubicaría la productividad de los profesores de lenguas?

## APPENDIX II



UNIVERSIDAD DE QUINTANA ROO

**Tema:** el sentido de auto eficacia en la docencia y en la investigación de profesores del centro de enseñanza de idiomas (CEI) de la Universidad de Quintana Roo.

CARTA DE CONSENTIMIENTO INFORMADO/informed consent

UNIVERSIDAD DEL ESTADO DE QUINTANA ROO

DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES

**Descripción de la investigación:** actualmente estamos realizando una tesis a nivel de licenciatura en la Universidad de Quintana Roo. Se trata de un estudio sobre la auto-eficacia de los docentes del centro de enseñanza de idiomas (CEI) con respecto a la enseñanza y la investigación. El interés central de esta investigación es el estudio de la percepción de los profesores acerca de las creencias que rodean ambos procesos.

Para ello, estamos solicitando su participación para ser entrevistado(a) para recolectar la información que necesitamos para este estudio.

**Riesgos o incomodidades del estudio:** las preguntas están relacionadas con las actividades que realizan los profesores pertenecientes al Centro de enseñanza de idiomas. Si algunas de las preguntas le resultan incómodas, usted puede libremente negarse a contestarlas.

Su participación en esta entrevista es completamente voluntaria. Usted no está obligado(a) a participar. Si decide no participar, esto no afectará de ninguna manera su situación laboral. Esta entrevista durará aprox. una hora (máximo hora y media) y se hará en el lugar y el tiempo que usted considere oportunos. Si usted está de acuerdo, esta entrevista será grabada para poder realizar el análisis con el mayor apego a su punto de vista.

**Confidencialidad:** todo lo que usted exprese durante la entrevista será manejado de manera estrictamente confidencial. Si acepta participar en este estudio, se le asignará un nombre falso a su entrevista que protegerá en todo momento su identidad. De la misma manera, la información que

nos proporcione será resguardada por personal autorizado, y manejada de manera confidencial protegiendo su identidad. Los archivos digitales de audio de las entrevistas serán destruidos después de su transcripción y, únicamente la investigadora, abajo enunciada podrá tener acceso a esta información.

**Beneficios esperados:** la información que usted nos proporcione permitirá examinar y documentar el sentido de autoeficacia de profesores universitarios y, una vez plasmados los resultados en un producto de investigación, dichos hallazgos ayudarán a incrementar la producción académica que en esta área existe en México.

**Contactos:** Si tiene usted alguna duda sobre esta investigación, puede contactar a la directora de la tesis la Dra. Griselda Murrieta Loyo profesora investigadora de la división de Humanidades de la Universidad de Quintana Roo. [grises@uqroo.edu.mx](mailto:grises@uqroo.edu.mx)

Si usted acepta participar, se le dará una copia de este documento para que lo conserve.

Su colaboración es muy valiosa para nosotros, muchas gracias por participar

Si acepta participar, por favor firme abajo.

Fecha: \_\_\_\_\_

Nombre y firma del participante en el estudio.

Fecha: \_\_\_\_\_

Nombre y firma de la persona que obtiene el consentimiento informado.

Fecha: \_\_\_\_\_

Nombre y firma de la directora de tesis.

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