

Teachers Teaching Efficacy as a Predictor of Teachers Effectiveness in Nigeria: A Literature Review

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ABSTRACT: This study examined the role of teaching efficacy as a predictor of teaching effectiveness in Nigeria through a comprehensive literature review. The focus is on the Nigerian educational system, aiming to shed light on the multifaceted influence of teaching efficacy on teacher motivation, instructional practices, student achievement, professional development, and school culture. The goal is to inform educational stakeholders and policymakers to enhance educational standards and student outcomes in Nigeria. The review underscores the dimensions of teacher effectiveness, highlighting aspects such as content knowledge, pedagogical knowledge, classroom management, differentiated instruction, assessment and feedback, relationship building, and continuous professional development. Several studies in the Nigerian educational context consistently demonstrate a positive correlation between teachers' self-efficacy and their effectiveness. Teachers with higher self-efficacy exhibit improved teaching techniques, heightened student motivation and achievement, and greater job satisfaction. Recommendations based on the literature review include advocating for comprehensive professional development programs, promoting mentorship and collaboration among educators, fostering supportive school leadership, integrating research-informed policies into educational practices, and encouraging further research to deepen the understanding of teaching efficacy and effectiveness within the Nigerian context. The study underscores the importance of addressing teaching efficacy in educational policies and practices to elevate teaching standards and improve student outcomes in Nigeria.

KEYWORDS: *Teaching efficacy, Teacher effectiveness, Teacher professional development, Nigerian educational system*

I. INTRODUCTION

Education is of utmost importance in any country due to its role as a driver of both economic development and general national advancement. It is commonly acknowledged that education serves as the basis for several crucial aspects, including literacy, skill development, technological advancement, and the efficient use of a nation's natural resources. The importance of education as a valuable investment for national development rests in its ability to produce top-notch human resources, made possible by the smart deployment of resources and inputs (Adamu et al., 2022). The ability to improve one's life is made possible through education, which is a potent weapon in the fight against hunger and poverty. It is for this main reason that parents make sure their children attend school for a significant amount of time. Numerous countries have given priority to efforts that seek to provide access to education for individuals of all ages as a result of the acknowledgment of education as a crucial component of personal and societal development. With these initiatives, people will be able to pursue education at various points in their lives by removing obstacles and creating possibilities.

Every country needs education to grow, and teachers are at the vanguard of providing high-quality education. As the foundation for a competent workforce, it stimulates innovation, allows for social mobility, and propels societal advancement in general (Buonomo et al., 2020; Ileonikhena, 2015; Oweh, 2014). As a result, the quality of education is essential for societal development. Since the teacher is viewed as the focal point of the teaching and learning process, the quality of education is heavily reliant on the effectiveness of instructors. However, determining a teacher's success or failure is difficult. An educational system's effectiveness, in turn, significantly depends on the performance of its teachers. Promoting student learning and academic accomplishment requires effective teaching, which is a critical component. It significantly affects pupils' academic success, cognitive growth, and general well-being. It is impossible to overestimate the importance of teachers in creating engaging teaching and learning environments (Oviawe & Omoh, 2021). Numerous elements come into play that can affect educators' effectiveness in the classroom as they work to improve their teaching methods. For the education system as a whole to be improved, it is essential to comprehend the factors that influence teaching efficiency. The efficacy of teachers' instruction is one of these factors that has received a lot of attention in educational research.

Teachers' confidence in their capacity to promote learning and support favorable outcomes for their pupils is referred to as teaching efficacy. According to Okoro et al. (2022), a teacher's efficacy is determined by how confident they are in their capacity to advance pupils' learning. It includes teachers' perceived efficacy, competence, and confidence in their ability to deliver teaching, control classroom dynamics, and engage students in worthwhile learning experiences. Higher-efficacy teachers are more likely to use teaching strategies that advance student learning and accomplishment (Ismail, 2021). These educators are more likely to employ a variety of pedagogical techniques, customize their training to each student's needs, and create encouraging, learning-friendly classroom conditions. As a result, students who are taught by highly effective teachers frequently exhibit enhanced academic achievement and greater levels of involvement in their studies. The idea of teaching effectiveness is based on Bandura's social cognitive theory (1977), which contends that people's perceptions of their skills affect their motivation, actions, and performance. The study makes the case that self-efficacy significantly affects teacher effectiveness by using student assessments of instructor effectiveness. Teaching approaches, classroom management techniques, and relationships with students can all be influenced by a teacher's efficacy beliefs.

On the other hand, teaching effectiveness refers to the degree to which teachers' instructional strategies result in productive student learning results. Teaching effectiveness, according to Bizimana (2022), is the capacity of the teacher to use suitable instructional methods and tactics to transmit the learner's information, skills, and competencies necessary to bring about desired learning outcomes. How well a teacher can maximize the learning process among the students is a key indicator of their effectiveness. Effective teachers use a range of teaching techniques, adapt lessons to the requirements of each student, offer timely and helpful feedback, and foster a welcoming environment in the classroom. According to Badau (2016), an effective teacher must be able to use these talents as well as emphasize the information, competence, and abilities needed to accomplish educational goals and objectives. In other words, it's not enough for a teacher to be knowledgeable and skilled; they also need to be able to use their knowledge and abilities in the classroom successfully.

In the realm of education, teachers' teaching efficacy and its importance for their effectiveness are widely recognized. Because it has such a big impact on student learning and overall educational achievements, teachers' competence in the classroom is crucial (Ahmed et al., 2021). The success of a teacher in the classroom is greatly influenced by how well they can teach. Teachers who are driven, self-assured, and persistent in their teaching methods are more likely to have high levels of self-efficacy (Mok & Moore, 2019). They are confident that they possess the abilities, information, and instructional techniques required to fulfill the various requirements of their pupils and support their academic success. Teacher efficacy is a crucial component of their professional practice since it is intimately related to how well they educate students. It affects instructional methods, classroom management, feedback and evaluation procedures, and professional development. Teachers who are confident in their capacity to influence student learning can design engaging learning environments, encourage student motivation, and ultimately improve educational outcomes.

In the last 40 years, research interest in teacher self-efficacy has grown (Zee & Koomen, 2016). Numerous studies have looked at the connection between teachers' competence as teachers and their overall effectiveness in the classroom. Bandura's self-efficacy theory frequently serves as the foundation for this research (Berg & Smith, 2016). According to Bandura's theory, instructors' beliefs in their capacity to affect student performance are referred to as their "teacher self-efficacy beliefs." Positive relationships between teachers' self-efficacy and effectiveness have been found in several significant evaluations (Klassen & Tze, 2014; Skaalvik & Skaalvik, 2014; Klassen & Chiu, 2011; Tschannen-Moran & Woolfolk, 2001). The fundamental premise is that teachers who exhibit high levels of teaching efficacy are more likely to use successful teaching techniques, which eventually result in better student results. According to these studies, instructors' self-confidence in their ability to have a good impact on students' learning is crucial to their overall performance in the classroom. A high sense of teaching efficacy can spur teachers on, increase their self-assurance, and help them stick with using successful instructional practices.

The correlation between teaching efficacy and effectiveness is beneficial at all educational levels, from pre-school to higher education. In addition, these educators are more inclined to develop a welcoming and encouraging learning atmosphere in the classroom that encourages participation, drive, and success. This is why most developing countries, like Nigeria, are working frantically to increase teachers' efficacy because a country's success is heavily dependent on the caliber of education its citizens receive (Okoro et al., 2022). It is frequently stated that students' good accomplishment depends on their teachers' effective instruction. Establishing steady and excellent professional development options for teachers is becoming increasingly important as communities, states, and the country as a whole work to improve the quality of education. The emphasis is on developing training initiatives that positively influence teachers' professional development and improve the standard of instruction as a whole.

Even though studies on teaching efficacy and effectiveness have been undertaken all around the world, it is crucial to examine the unique circumstances of Nigeria. The Federal Ministry of Education at the federal level and various state ministries at the regional level are in charge of overseeing the primary, secondary, and tertiary levels of the Nigerian educational system. However, there is growing concern regarding the standard of education in Nigeria, which may be related to the many difficulties the country's educational system is currently facing. These issues could include low pay for teachers, a lack of materials for them to use, poor working conditions, high rates of student absence and truancy, insufficient funding, poor infrastructure, and a lack of competent teachers (World Bank, 2018). The difficulties the Nigerian educational system faces could have a cumulative effect on the efficacy of teachers and the general standard of education. The importance of these issues on teachers' confidence and performance is highlighted by a 2018 World Bank survey that found that only 23% of Nigerian teachers believe they possess the knowledge and abilities required to teach effectively.

Teachers' morale, motivation, and general job satisfaction can be significantly impacted when they confront challenges such as inadequate funding, resource restrictions, unfavorable working circumstances, and curriculum restrictions, among others (Kyriakides et al., 2022). These elements may cause teachers to lose faith in their skills at instructing pupils effectively and giving them a high-quality education. A lack of confidence in one's abilities and knowledge can make it difficult for teachers to motivate students, modify their methods of instruction to meet the requirements of different learners, and create an environment that is favorable to learning. The quality of education in Nigeria as a whole as well as student learning outcomes may be directly impacted by this.

It is essential to address these issues and support teachers in order to improve both their efficacy and the standard of education. The effectiveness of teachers in the classroom can be increased by funding professional development programs, enhancing working conditions, ensuring equal access to resources and infrastructure, and implementing curriculum reforms (Desimone et al., 2021; Cheung & Wong, 2021). Nigeria may work toward raising the general level of educational quality and student results by empowering teachers and addressing the problems they encounter.

As a result, this study will analyze prior research on teaching efficacy and its ability to predict teaching effectiveness, with an emphasis on studies done in the Nigerian educational system. The implications of teaching efficacy for teacher preparation and professional growth as well as more general implications for Nigerian educational policies and practices will also be covered. By doing this, the study hopes to support ongoing efforts in the Nigerian educational system to raise teaching standards and improve student results. Informed decisions about teacher preparation, professional development initiatives, and support systems can be made by policymakers and other educational stakeholders with the use of this information. Understanding the significance of teaching efficacy can aid in developing measures to boost teachers' self-assurance, which will subsequently result in enhanced teaching techniques, student accomplishment, and education as a whole. The researcher noticed that there hasn't been much research on teaching efficacy in Nigeria up to this point, and there aren't many studies that specifically focus on how well it predicts teaching effectiveness. This study aims to address that gap. However, current research from other nations can act as a basis for comprehending this relationship in the context of Nigeria. It is, therefore, on this note that this study examines teachers teaching efficacy as a predictor of teaching effectiveness in Nigeria.

II. CONCEPT OF TEACHING EFFICACY

The term "teaching efficacy" refers to a teacher's confidence in their capacity to significantly improve students' academic performance and learning. Gavora (2018) defines instructors' self-efficacy as their belief in their competence to instruct pupils and influence their behavior and achievement regardless of outside influences or barriers. It includes a teacher's self-assurance, skill, and efficacy in their teaching methods. A key element in influencing the caliber of teaching and learning experiences in the classroom is the efficacy of the teacher. Teachers who are confident in their capacity to instruct students effectively are more likely to work harder, persist through difficulties, and employ techniques to make learning engaging for their students (Kendra, 2015). Conversely, teachers who have poor efficacy feel they have less control over their students and are, as a result, less engaged in the classroom (Sivri & Balç, 2015) and are less likely to achieve favorable student outcomes (Garca-Ros et al., 2015).

Albert Bandura's social cognition theory, which highlights the relevance of self-efficacy beliefs in human behavior, is where the idea of teaching efficacy originated (Klassen & Usher, 2011). According to Bandura, people's perceptions of their skills have an impact on their motivation, actions, and results. When this idea is applied to the field of education, teaching efficacy refers to a teacher's confidence in their capacity to implement successful teaching techniques and assist student learning. The efficacy beliefs that serve as the cornerstone of Albert Bandura's social cognition theory have been the subject of various studies. These standards aid in understanding how people develop their efficacy beliefs and how those beliefs affect their drive, conduct, and output. The main standards comprise:

- **Mastery Experiences:** Bandura underlined that people's past successes or mastery in tasks or circumstances like these have an impact on their current ideas about their efficacy. People feel more efficacious when they do tasks successfully or get the results they want. On the other side, a pattern of failure or lack of accomplishment might erode beliefs in one's efficacy.
- **Vicarious Experiences:** Bandura understood that people might also come to believe in their efficacy by observing and learning from the experiences of others. People can develop confidence in their talents to produce similar results by seeing people who are similar to themselves successfully complete a task.
- **Social Persuasion:** Bandura emphasized the significance of social influence, such as verbal affirmation and feedback from others, in influencing efficacy beliefs. People's self-efficacy can be improved when they get supportive criticism, adulation, or encouragement from peers, instructors, mentors, or other trustworthy figures. On the other hand, unfavorable or depressing input might damage efficacy beliefs.
- **Emotional Arousal:** According to Bandura, people's emotional states can have an impact on their efficacy views. Positive emotional states, such as enthusiasm and excitement, can increase efficacy beliefs while positive emotional conditions, such as high levels of stress, anxiety, or fear, can reduce them. For the development and maintenance of efficacy, emotion control, and mental attitude maintenance are essential.

The efficacy beliefs of people are shaped by these criteria taken together. According to Bandura, efficacy beliefs can be strengthened and evolved by positive experiences, observation, social support, and emotional control rather than fixed features. By comprehending these factors, teachers can encourage and support their students' growth in self-efficacy, fostering motivation, resiliency, and achievement.

Overview and Evolution of Efficacy in Education

- Since the 1960s, the idea of efficacy has been applied in education, with its use developing with time (Tschannen-Moran, 2009). Tschannen-Moran offers a thorough summary of the study on teacher self-efficacy. She goes through the broad timeframe, the development of efficacy, and the effects of teacher self-efficacy in the classroom. The timeline and development of educational efficacy are summarized as follows:
- **The Late 1970s to 1980s:** During this time, Albert Bandura's social cognitive theory had a significant impact on the development of the idea of self-efficacy in educational research. Researchers started looking into how self-efficacy beliefs affect academic achievement and motivation in students. Studies examined the effects of students' self-confidence on their academic achievement, persistence, and involvement.
- **The 1990s:** The emphasis on self-efficacy broadened to cover teachers' views and how they affect classroom procedures and student outcomes. The research looked at the connections between instructors' efficacy beliefs and their classroom management, student engagement, and instructional success. It became evident that teachers' decisions regarding instruction and interactions with students were directly related to their ideas about their capacity to change students' lives.
- **The Late 1990s to 2000s:** In educational research, the idea of collaborative efficacy has become more well-known. The term "collective efficacy" describes the common conviction among a group of educators that they can have a positive impact on students' academic performance. The effects of a school's collective efficacy on student outcomes, school atmosphere, and cooperative practices have been the subject of research.
- **The 2010s and beyond:** With more focus on the growth and improvement of efficacy beliefs among both students and instructors, the research of efficacy in education has continued to evolve. Researchers looked into several variables that affect efficacy, including how professional development programs, mentoring, and teacher collaboration affect teachers' perceptions of their efficacy. A concerted effort was made to include efficacy-building techniques in projects for professional development and teacher education.

Additionally, digital tools and technology-enabled platforms have been created to evaluate and support teachers' and students' efficacy views. These platforms offer chances for self-reflection, feedback, and resources to improve effectiveness. Overall, the emphasis on students' self-efficacy has given way to taking into account teachers' attitudes and the collective efficacy of educational communities. Promoting effective teaching strategies, student engagement, and good learning environments now requires an understanding of and commitment to the efficacy beliefs that exist among both instructors and students.

Tschannen-Moran also talks about the elements that affect teachers' sense of self-efficacy. She cites several variables that affect teachers' sense of efficacy, such as:

- **Personal experiences:** Teachers are more likely to have high views of teacher efficacy if they had a favorable educational experience.
- **Professional development:** Teachers with high levels of teacher efficacy are more likely to obtain continued professional development.
- **Support from colleagues and administrators:** Teachers are more likely to have high ratings of teacher efficacy if they feel supported by their co-workers and administrators.

The consequences of teacher efficacy for student accomplishment are covered in Tschannen-Moran's conclusion. She points out that studies have shown that children who have teachers who are highly effective in their classrooms typically outperform pupils who have less effective teachers.

Implications of Teaching Efficacy in Education

Education is affected by teaching efficacy in several significant ways. Key ramifications include the following:

- **Teacher Motivation and Job Satisfaction:** Teacher motivation and job satisfaction have a substantial correlation with teaching efficacy. Teachers are more likely to feel motivated and devoted to their careers when they have a high feeling of efficacy. Their total job happiness is boosted by their sense of assurance in their capacity to have a beneficial impact on students' learning.
- **Student Achievement:** The academic performance of students is frequently influenced favorably by teachers who demonstrate higher levels of teaching efficacy. They have a higher propensity to use efficient teaching techniques, offer suitable assistance and criticism, and foster a stimulating learning atmosphere. It can have a good impact on students' motivation, engagement, and learning outcomes when teachers have confidence in their capacity to support students in succeeding.
- **Instructional Practices:** The instructional strategies teachers use in the classroom might be affected by their efficacy as a teacher. High-efficacy teachers are more likely to employ novel and successful teaching techniques, tailor their lessons to the requirements of specific students, and put evidence-based approaches into practice. They have higher faith in their capacity to choose successful instructional strategies and control classroom dynamics.
- **Teacher Persistence and Resilience:** Teachers with better teaching efficacy typically demonstrate greater tenacity and resilience in the face of challenges because teaching may be a demanding job. They are more inclined to continue working toward assisting pupils in succeeding despite challenges or disappointments. Both teachers and children may benefit in the long run from this resilience.
- **Professional Development:** The efficacy of teaching can guide and influence teacher professional development programs. Given the significance of efficacy beliefs, professional development initiatives might concentrate on boosting instructors' efficacy by offering chances for skill improvement, teamwork, and reflection. Professional development helps teachers become more successful teachers by addressing the elements that affect teaching efficacy.
- **School Culture and Climate:** In educational institutions, fostering a culture of collaborative efficacy can have a big influence. The culture and climate of the school are improved when instructors collectively have faith in their capacity to influence students and work together successfully. Increased teacher collaboration, better student achievements, and a sense of community inside the school are all influenced by this sense of shared responsibility and support.

In conclusion, teaching efficacy affects motivation among teachers, student achievement, instructional strategies, persistence and resilience among teachers, professional development, and school climate. For the creation of ideal teaching and learning environments and the enhancement of educational results, it is essential to foster and promote instructional efficacy.

III. CONCEPT OF TEACHERS' EFFECTIVENESS

The ability of a teacher to favorably influence student learning and accomplishment is referred to as teacher effectiveness. Bizimana (2022) defined teacher effectiveness as a teacher's capacity to use appropriate instructional methods and tactics in order to promote students' acquisition of information, skills, and competencies, ultimately leading to desired learning outcomes. An effective teacher must not only emphasize the information, competence, and skills needed to achieve the educational aims and objectives but also be able to put these abilities and competencies to work (Badau, 2016). How well a teacher can maximize the learning process among their students is frequently used to judge their effectiveness. This includes a variety of activities like lesson preparation and delivery, classroom management, encouraging student motivation and engagement, giving helpful

feedback, and modifying instructional strategies to accommodate different learner requirements. The idea of effective teaching has become more popular in education as research demonstrates its critical role in raising student success levels and narrowing achievement gaps. The establishment of teacher evaluation systems, professional standards, and the adoption of evidence-based methods in teacher education and professional development are all results of efforts to assess and improve teacher effectiveness.

The idea of teacher effectiveness highlights the crucial part that teachers play in influencing student accomplishment and learning. Effective teaching is a crucial area of focus in educational research, policy, and practice since it has a considerable impact on students' academic achievement, engagement, and overall development (Oviawe, 2016). Additionally, studies repeatedly show that good teachers are essential to narrowing achievement disparities and advancing equal educational opportunities for all students in addition to improving student outcomes.

According to Tschannen-Moran et al. (1998) and Darling-Hammond, (2000), there are several dimensions to teacher effectiveness.

- **Content Knowledge:** A profound mastery of the subject area they teach is a prerequisite for effective teachers. They have an excellent understanding of the material and are skilled at explaining difficult ideas to students.
- **Pedagogical Knowledge:** Effective teachers are familiar with the best educational tactics, techniques, and methodologies. They are adept at creating and presenting classes that meet a variety of students' learning needs and encourage participation and understanding on the part of the audience.
- **Classroom Management:** An organized and positive learning environment is created by effective teachers. To ensure that every student has the best possible chance to learn, they set clear standards, adhere to routines, and successfully regulate behavior.
- **Differentiated Instruction:** Effective teachers are aware of their pupils' various needs and talents and adapt their instruction accordingly. To guarantee that all students have access to excellent learning experiences and can realize their full potential, they modify their curriculum, materials, and evaluations.
- **Assessment and Feedback:** A range of assessment techniques are used by effective teachers to track their students' development and give timely, constructive comments. They differentiate instruction in accordance with assessment data to guide their instructional judgments.
- **Relationship Building:** Effective teachers cultivate a rapport with their students. They establish a sense of community and trust among students by fostering a friendly and inclusive school atmosphere.
- **Continuous Professional Development:** Effective teachers are dedicated to ongoing professional development and lifelong learning. To increase their effectiveness as teachers, they pursue continual professional development, look for fresh, evidence-based teaching strategies, and reflect on what they do.

Student achievement is significantly influenced by teaching efficacy. Students may learn more, remember material for longer, and develop a love of learning with the aid of effective teachers. Here are some characteristics of effective teachers that are frequently mentioned:

- They have a strong commitment to both learning and teaching.
- They are capable of creating a pleasant and stimulating learning atmosphere
- They are knowledgeable about their subject
- They are skilled at utilizing a range of teaching techniques
- They can evaluate student development and give feedback.
- They are dedicated to making improvements all the time.

There are many things you can do to get ready if becoming an effective teacher is something you're interested in. First, be sure you have a solid understanding of the issue at hand. This can be accomplished by enrolling in courses related to your field of interest, reading specialized publications, and going to conferences. Study various teaching approaches and techniques next. You can do this with the aid of a variety of resources, including books, articles, and online courses. Third, gain teaching experience. This can be accomplished by tutoring students, teaching a class at a community college, or volunteering at a nearby school. Last, but not least, commit to ongoing progress. In order to improve as a teacher, never stop studying.

Previous Studies on Teachers Teaching Efficacy as a Predictor of Teaching Effectiveness

Studies have been conducted on teachers' teaching efficacy as a predictor of teaching effectiveness in Nigeria and the world at large. In this section, a review of some of these studies is presented. For instance, a study on the self-efficacy and teacher effectiveness of secondary school teachers was conducted by Paschal & Srivastava in 2021. The study's target audience was secondary school teachers in Patna, Bihar, and the sample size was 258 Patna

teachers. In order to describe the current state of the incident under investigation and draw appropriate inferences from the gathered facts, the investigator used the survey approach.

To gather the data, the researcher employed the teacher effectiveness scale and the self-efficacy assessment. The sample was chosen by the researcher using a stratified random sampling procedure. The findings of this study show a connection between secondary school teachers' self-efficacy and their effectiveness as teachers. In a related study, Himabindu (2012) looked at the relationship between teaching competency and teacher efficacy. In the Vizianagaram area, 129 junior college lecturers made up the study's sample. The conclusions suggested that the opinions on teacher efficacy and teaching competency are independent and linked. As a result, among the sample of junior college lecturers, there was a substantial correlation between teacher efficacy and instructional competency.

Alibakhshi et al. (2020) looked at the effects of instructors' instructional efficacy in a different study. A qualitative research approach was adopted by the researchers. 20 teachers who were chosen through a purposeful sampling process were interviewed in semi-structured interviews for the data. The material of the interviews was thematically analyzed. The results indicated that high self-efficacy had an impact on teachers' instructional strategies, students' motivation, and achievement. Furthermore, it has an impact on the psychological health, job satisfaction, and burnout state of instructors. Additionally, a study on teacher efficacy through self-efficacy, teamwork, and principal leadership was conducted by Sehgal et al. in 2017. In this study, survey research was used. Data were gathered from 6020 pupils and 575 teachers at 25 private schools in India. To investigate the hypotheses, a survey research design was employed. Despite using a cross-sectional research design, the data was gathered for two rounds separated by a period of six months. The results indicated a favorable relationship between teacher self-efficacy and the two components of teacher effectiveness, namely the teacher's role in promoting teacher/student interactions and the teacher's role in controlling students' learning.

Similarly, Orakc et al. (2023) conducted a mixed-methods study on instructors' self-efficacy beliefs and their capacity to raise them while teaching. The top 10 participants with the highest level of self-efficacy provided the qualitative data, while the quantitative data were gathered from 379 instructors in public schools throughout the 2021–2022 academic year. The present study's qualitative and quantitative findings showed that teachers had high levels of self-efficacy and felt effective in their instruction. The study is crucial because it tries to learn how teachers perceive their own self-efficacy beliefs and how they change those beliefs when faced with difficulties in their teaching. Teachers' self-efficacy, personalities, and instructional effectiveness were studied by Klassen & Tze in 2014. This study's objective was to conduct a comprehensive analysis of the literature examining two psychological traits—self-efficacy and personality—as well as indicators of effective teaching—evaluated instructor performance and student achievement. The study's findings show a substantial relationship between teachers' self-efficacy and personalities and indicators of teaching effectiveness, such as assessed teaching performance and student accomplishment. This implies that teachers are more likely to perform better on assessed teaching measures when they have higher levels of self-efficacy.

In the Nigerian context, Bizimana (2022) looked into the impact of emotional intelligence and teacher efficacy on the effectiveness of pre-service teachers in Nigeria. 300 students from two Universities in the southwest of Nigeria were chosen at random to participate in the administration of two validated measures (the teacher efficacy scale and the emotional intelligence scale). Multiple regression and Pearson Product Moment Correlation were used to analyze the data. The results of this study showed that teacher efficacy affected student achievement predictably. In a different study, Okoro et al. (2022) used an ex post facto research methodology to assess the effect of teachers' self-efficacy on academic achievement in Biology among secondary school students in Enugu State. A sample of 270 SS1 Biology students and 25 SS1 Biology teachers were chosen using a purposeful sampling technique from a population of 5693 SS1 Biology students (2254 females and 3439 males) and 62 SS1 Biology teachers in all 48 public senior secondary schools in Obollo A for Education Zone of Enugu state. The Teachers' Self-Efficacy Index (TSEI), Biology Achievement Test (BAT), and Eysenck General Intelligence Test (EGIT) were the tools employed for data collecting. According to the study's findings, students who had teachers with high and moderate levels of teachers' self-efficacy performed better academically than students whose teachers had low levels of teachers' self-efficacy.

IV. SUMMARY OF FINDINGS

In summary, the research under evaluation offers convincing proof of the importance of teachers' self-efficacy in relation to numerous facets of their effectiveness. According to the findings, instructors who have higher levels of self-efficacy tend to have better teaching techniques, students who are motivated to learn, who achieve more, and who are more satisfied with their jobs as a whole. Additionally, it has been discovered that self-efficacy has a favorable impact on teacher-student interactions, the management of students' learning, and the evaluation of teaching performance.

These results underline how crucial it is to foster and support instructors' self-efficacy in learning environments. Schools may enhance the quality of instruction and have a favorable effect on student outcomes by boosting instructors' confidence in their skills to fulfill their instructional tasks. Teachers who have higher levels of self-efficacy are more likely to use effective teaching strategies, which can boost student engagement, academic success, and general well-being.

The studies also highlight the need for tactics and regulations that enhance teacher efficacy, such as offering mentorship opportunities, professional development programs, and welcoming workplaces. The value of a complete approach to teacher development is further highlighted by the recognition of the impact of emotional intelligence, cooperation, and principal leadership on teacher self-efficacy. Overall, the results show how important self-efficacy is for influencing good teaching methods and student outcomes. To better understand self-efficacy in the teaching profession and to provide evidence-based solutions for boosting teacher efficacy and, ultimately, educational quality, more research is needed. Qualified teacher training programs should also be funded.

V. CONCLUSION

In conclusion, the research that has been evaluated on the relationship between teaching efficacy and teacher effectiveness in Nigeria offers insightful lessons drawn from the papers reviewed. The findings indicate that the perception of instructors regarding their own efficacy plays a crucial role in determining their effectiveness within the classroom setting. Based on empirical research, it has been observed that educators who possess a higher level of self-assurance in their instructional competencies are more likely to foster increased student engagement and achieve superior academic outcomes. Teachers who possess a strong awareness of their influence on students' learning outcomes are more inclined to employ effective pedagogical strategies, provide constructive feedback, and cultivate a positive and conducive learning environment. The findings underscore the importance of promoting and enhancing teachers' teaching efficacy through suitable tactics and policies. Allocating resources toward professional development programs that prioritize the enhancement of teachers' self-efficacy can lead to an enhancement of their instructional effectiveness within the educational setting. Providing opportunities for educators to engage in collaborative efforts, receive mentoring, and access ongoing support can contribute to the cultivation and sustenance of elevated levels of teaching efficacy. It is imperative for educational institutions and policymakers in Nigeria to fully grasp the importance of teacher efficacy and its correlation with overall effectiveness. By prioritizing the enhancement of teachers' self-efficacy, educational institutions have the potential to foster enhanced learning outcomes, heightened student engagement, and an overall improvement in the quality of education at a national level. It is recommended that additional research be conducted in this domain in order to gain a more comprehensive understanding of the specific attributes that influence teachers' instructional efficacy and its impact on other dimensions of their effectiveness. This will enable the development of targeted interventions and strategies that can support teachers in enhancing their pedagogical effectiveness, thereby improving their overall efficacy as educators.

Recommendations

The following suggestions can be made based on the results of the research that have been evaluated on the efficacy of teaching by teachers in Nigeria as a predictor of effectiveness:

- **Professional Development Programs:** Institutions of higher learning ought to fund extensive professional development initiatives that emphasize enhancing instructors' instructional efficacy. These initiatives ought to give educators the chance to refine their teaching techniques, get constructive criticism, and practice reflective practices. Teachers will be able to offer effective instruction and have a beneficial impact on student learning if their efficacy beliefs are strengthened.
- **Mentorship and Collaboration:** To improve teaching efficacy, mentorship programs should be established, and teachers should be encouraged to work together. Experienced educators can act as mentors, offer advice, and support to their colleagues, and share best practices and teaching techniques. The sense of community and professional development fostered by collaborative workplaces can increase instructors' self-assurance and efficacy.
- **Supportive School Leadership:** The development of a conducive environment that encourages teachers' teaching efficacy is mostly the responsibility of school leaders. Teachers' professional development should be supported by administrators with resources, encouragement, and rewards. A culture of openness and trust should be encouraged, enabling instructors to express their worries, ask for advice, and discuss their triumphs and setbacks.
- **Research-Informed Policies:** When creating education policies, policymakers should take the results of research on the efficacy and effectiveness of teaching into account. This involves investing funds to promote research-based teaching strategies that improve student outcomes and foster supportive learning

environments. Additionally, policies should place a high priority on chances for continued professional development, workload management, and teacher well-being.

- **Continued Research:** The precise variables that affect teaching efficacy and how they relate to teachers' effectiveness in various Nigerian educational situations require further study. The efficacy and effectiveness of teaching should be studied in this research, as well as the effects of particular interventions and tactics. The results of these studies can guide the creation and execution of focused efforts to enhance teaching methods and student outcomes.

Nigeria can create a helpful and empowering learning environment by putting these suggestions into practice. This will improve teachers' classroom efficacy and, as a result, their overall effectiveness. This will have a favorable effect on students' learning outcomes and help to create a system of higher-quality education.

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