Research (Wood, 2004) found teachers to have low levels of self-efficacy resulting in:

- poor motivation
- negative feelings
- negative behaviour
- lack of interest in professional development
Development of self-efficacy

• Benefits for learners
• Benefits for teachers
• Benefits for school environment

Result:
• Teachers who can model and instruct life skills
• Learners who are prepared for the challenges of life after school
Research problem and purpose

- Model developed to raise self-efficacy beliefs of teachers
- Need to evaluate the effectiveness of the intervention based on the model
- Question: “What are the perceptions of teachers regarding their own ability to reach the goal of effectively teaching and modeling life skills to learners?”
Overview of the model

* Initiation and facilitation of 4 processes: development of personal, intrinsic growth, internal locus of control, improved interaction with physical and social environment, reflective practice
ACE LO teachers (370)

- **Module 1 Personal Well-being:**
  - NCS policies and practices applicable to teaching of life orientation
  - Self-efficacy: aware of own role as modelers of life skills, analyse own level and set goals and strategies to improve intrinsic growth, internal locus of control, interaction with environment and reflective practice, explored how their self-efficacy influenced their teaching and learning of those they taught
Subsequent 3 units focused on professional and personal development of teachers via improvement of own life skills – self-esteem relationships and communication, roles, goals and stress management and sexuality

* Reflection on and improvement of own life skills will lead to growth, internalised locus of control, better interaction with environment
Methodology

• Qualitative approach
• Sampling – purposive, spread of areas and types of schools
• Data collection and analysis – focus group interviews, observation

“How do you now perceive your ability to effectively model and teach life skills to learners?”

* Grouped into themes
“A life-changing experience”

1. Growth on a professional and personal level
   - gained life skills
   - changed their approach to teaching
"I was afraid to be a role model, but now I think I can be one."

- Teachers became agents of change
  - Influence on colleagues
  - Influence on learners
  - Influence on wider environment
"For me to sit down and write this thing (a reflection on self-efficacy), it has actually made me grow immensely"

3. Teachers developed reflective skills
“It is so much easier to affirm to people the positive things they do for me.”

4. Improved interaction within the school environment
   - Improved interaction with learners and colleagues
   - Increased sense of control over work environment
Conclusion

Module based on model to increase self-efficacy has led to:

• Improvement in own life skills (intrinsic growth).

• Feeling more in control of own life and able to reach goals (internal locus of control).

• Improved relations within school environment (interaction with environment).

• Increase in reflective practice.