

Association of self-efficacy and achievement goals in university lecturers teaching

Hein, J., Janke, S., Daumiller, M., Dresel, M. & Dickhäuser, O.

Contact: julia.hein@uni-mannheim.de



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Introduction

Achievement goals of university lecturers are predictive for important outcomes:

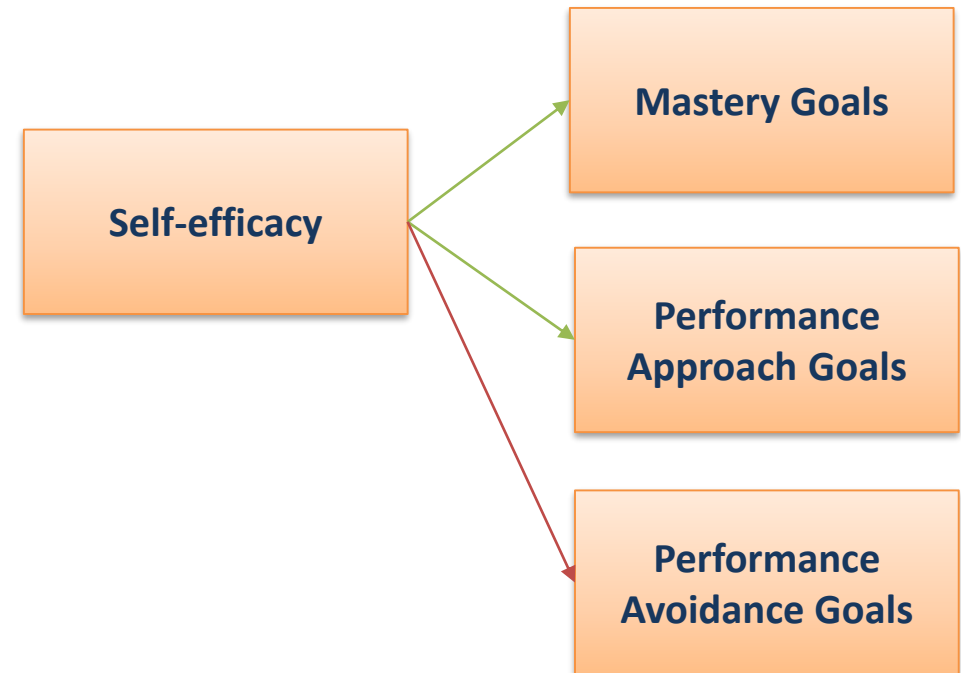
- work engagement (Janke & Dickhäuser, 2018)
- professional learning (Hein, Daumiller, Janke, Dresel, Dickhäuser, 2019)
- teaching quality (Daumiller, Dickhäuser & Dresel, 2018)

→ To date there is little knowledge on the antecedents of university lecturers' achievement goals!



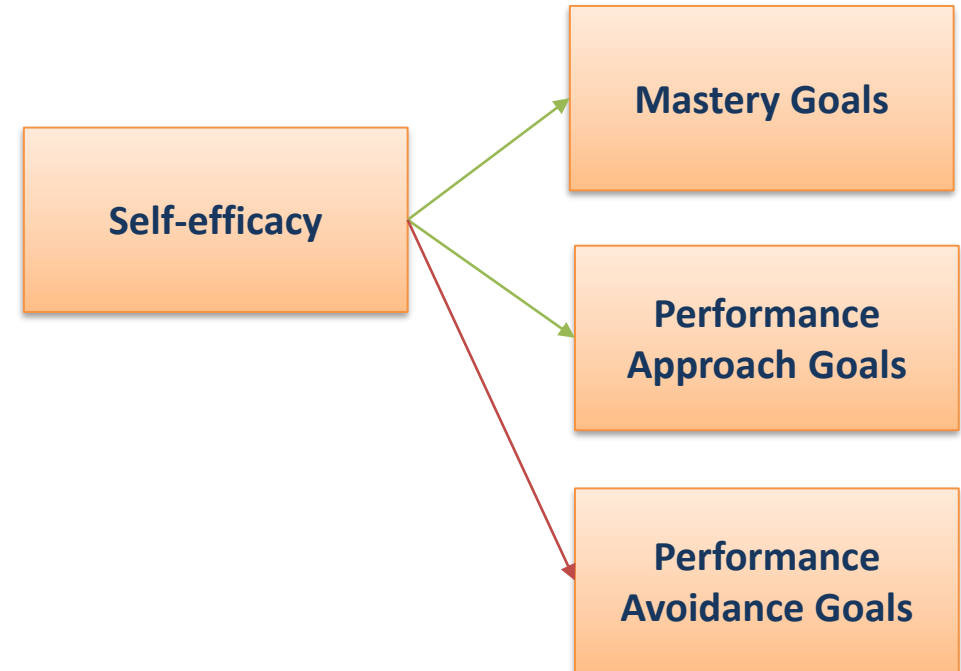
Theoretical Background

- Established associations of self-efficacy and achievement goals
(Elliot, 1999; Payne et al., 2007)



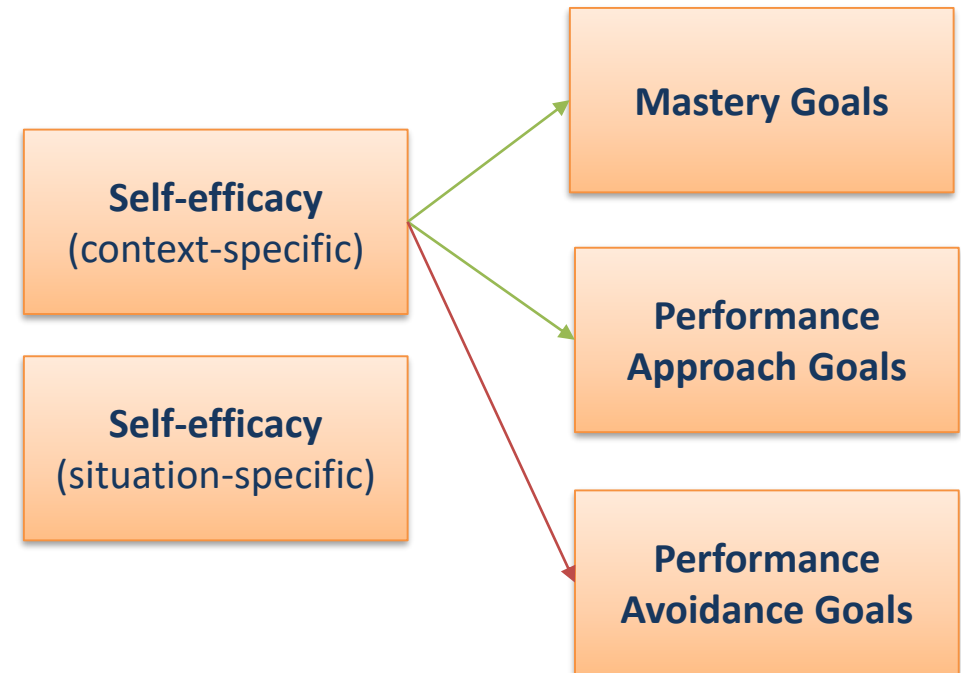
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- Trait and state aspects of achievement goals can be distinguished in lecturers
(Janke & Dickhäuser, 2018)



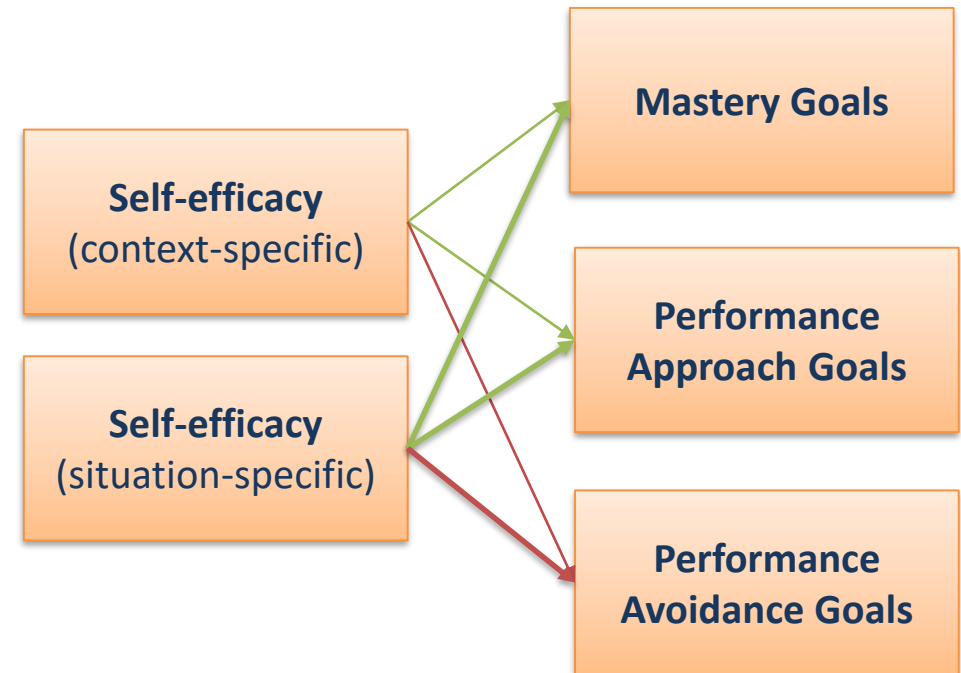
Theoretical Background

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- Trait and state aspects of achievement goals can be distinguished in lecturers
(Janke & Dickhäuser, 2018)
- Context- and situation-specific self-efficacy as predictors



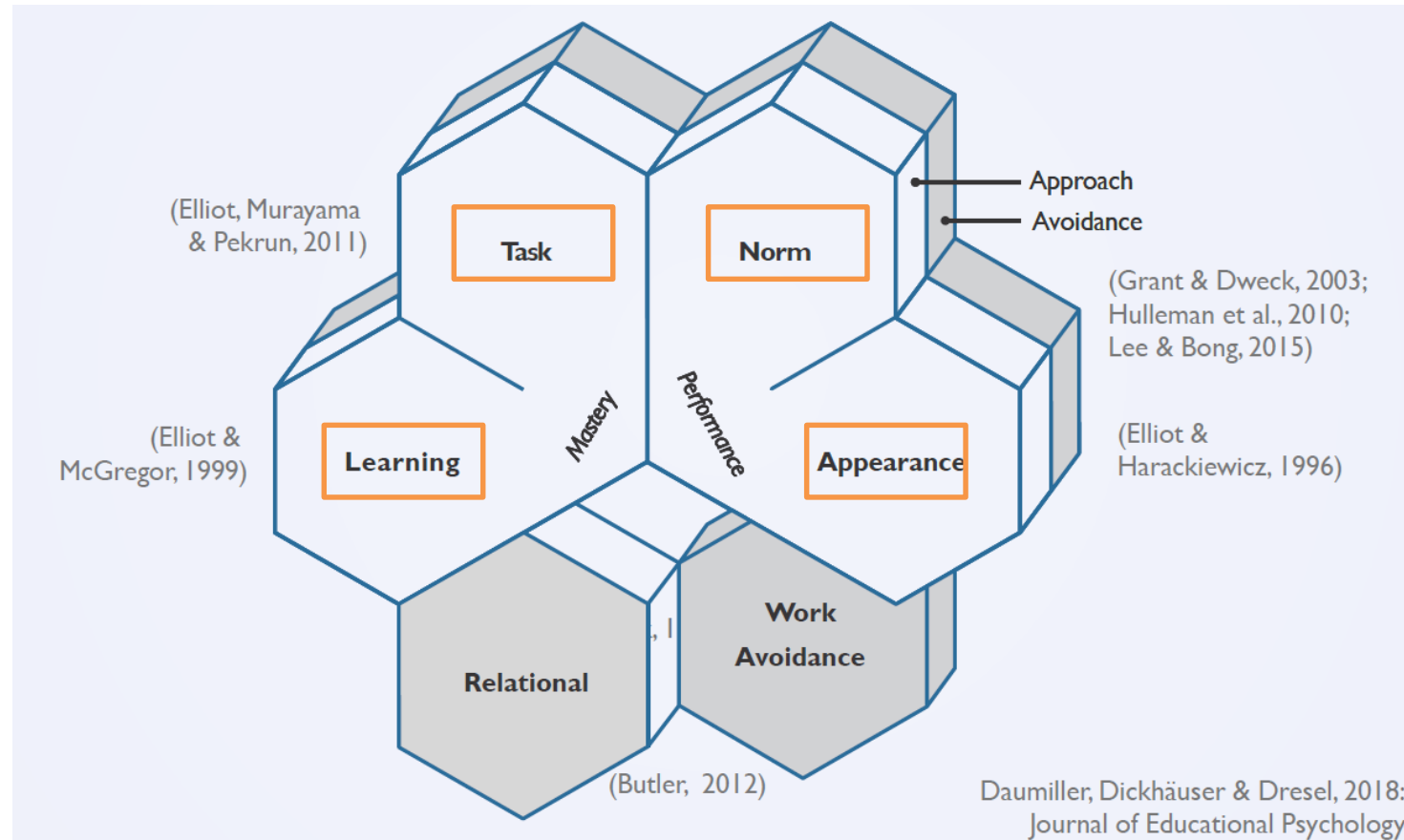
Theoretical Background

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- Trait and state aspects of achievement goals can be distinguished in lecturers
(Janke & Dickhäuser, 2018)
- Context- and situation-specific self-efficacy as predictors
- According to construal-level theory associations of self-efficacy and achievement goals on the same level should be stronger
(Trope, & Liberman, 2010)



Theoretical Background

Hexagon model (Daumiller, Dickhäuser & Dresel, 2019)

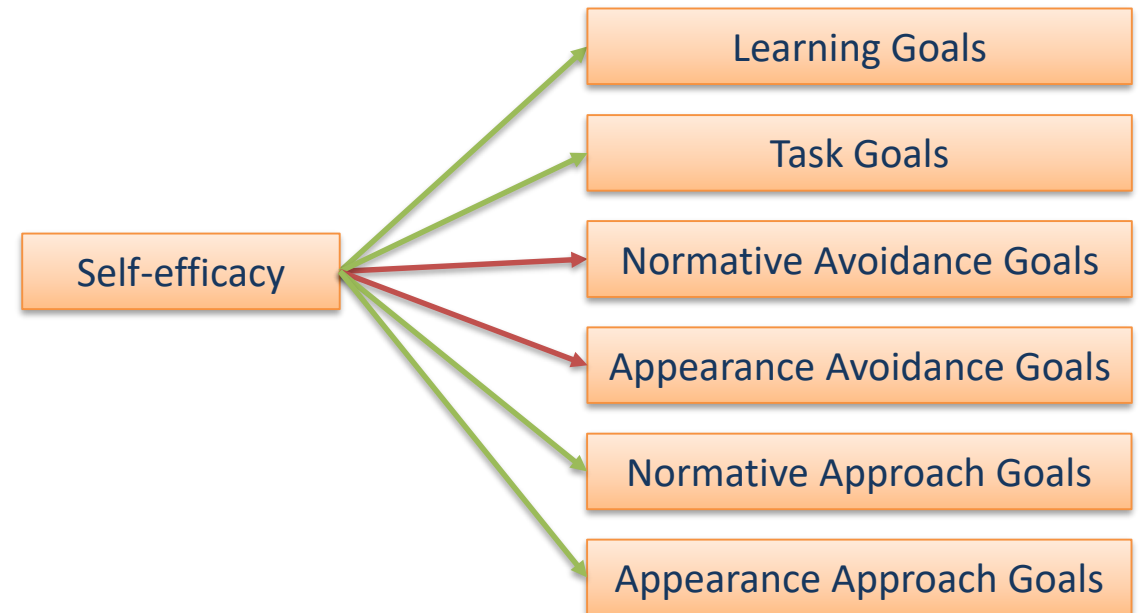


Self-efficacy and achievement goals in university lecturers

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Hypotheses

1. Positive associations of self-efficacy and mastery goals
2. Negative associations of self-efficacy and performance avoidance goals
3. Positive associations of self-efficacy and performance approach goals
4. Situation-specific self-efficacy should be more predictive for situation-specific achievement goals than context-specific self-efficacy



Method

Sample and Design

$N = 85$ university lecturers (53% female, $\bar{X}40.5$ years)

$N = 390$ weekly measurements ($\bar{X}3.45$ (SD = 0.68) weekly measurements per participant)



Two weeks before start of semester:

- demographics
- context-specific self-efficacy

First five weeks of semester:

At start of a courses session:

- Situation-specific achievement goals
- Situation-specific self-efficacy

Method

Items of self-efficacy

What do you think: How well do you succeed <u>in teaching</u> <u>/in today's session</u> ...		context-specific			situation-specific		
		<i>M</i>	<i>SD</i>	α	<i>M</i>	<i>SD</i>	ICC
Instruction	... in presenting alternative explanations or examples if the students do not understand something immediately?	5.87	0.86	.83	6.46	1.14	.75
Motivation	... in motivating uninterested students?						
Classroom Management	... to avoid students disturbing the session process through their behaviour?						

Scale: 1 = „not at all“ to 8 = „very good“

(Adapted single items of the teacher efficacy scale by Nie, Lau, & Liao, 2012)

Method

Single items of situation-specific achievement goals

In today's session of this course it is my goal ..		M	SD	ICC
Learning Goals	... to develop my own skills as much as possible.	5.20	2.05	.60
Task Goals	... to do my teaching as well as possible.	7.17	1.21	.58
Norm Avoidance Goals	... not to give a worse lesson than my colleagues.	4.88	2.55	.77
Appearance Avoidance Goals	... that others don't think my teaching is bad.	5.05	2.54	.77
Norm Approach Goals	... to do better teaching than my colleagues.	3.24	1.99	.75
Appearance Approach Goals	... that others will realize how good my teaching is.	4.39	2.15	.72

Scale: 1 = „do not agree at all“ bis 8 = „agree completely“

(Adapted single items of the scale by
Daumiller, Dickhäuser & Dresel, 2019)

Results

Correlations

		between		within
		Context-specific self-efficacy	Situation-specific self-efficacy	Situation-specific self-efficacy
1)	Learning Goals	.10	.38***	.14
2)	Task Goals	.23*	.77***	.06
3)	Norm Avoidance Goals	-.05	.24*	-.04
4)	Appearance Avoidance Goals	-.01	.22*	-.01
5)	Norm Approach Goals	.26**	.20*	-.00
6)	Appearance Approach Goals	.23*	.30**	.03

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Results

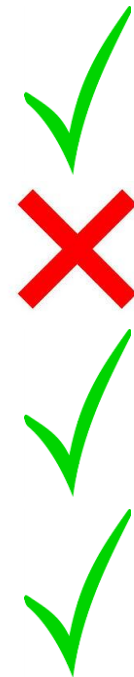
Multilevel SEM - Multivariate Associations

		between			within
		Context-specific self-efficacy	Situation-specific self-efficacy	R ²	Situation-specific self-efficacy
1)	Learning Goals	-.14	.45***	.16	.14
2)	Task Goals	-.26**	.91***	.64	.06
3)	Norm Avoidance Goals	-.25*	.37***		-.04
4)	Appearance Avoidance Goals	-.17	.32**		-.01
5)	Norm Approach Goals	.21	.09		-.00
6)	Appearance Approach Goals	.11	.24*		.03

Discussion

Summary of Results

1. Positive associations of self-efficacy and mastery goals (learning and task)
2. Negative associations of self-efficacy and performance avoidance goals
3. Positive associations of self-efficacy and performance approach goals (norm and appearance)
4. Situation-specific self-efficacy should be more predictive for situation-specific achievement goals than context-specific self-efficacy



Discussion

Strengths and Limitations

Limitations:

- Direction of effect is not clear
- Small sample → small power on the between level!

Strengths:

- Context- and situation-specific measure of self-efficacy
- First insight into antecedents of state achievement goals of university lecturers

→ **Future research!**

Discussion

Implications

- University lecturers self-efficacy in teaching and for single course sessions is positively associated with their striving
 - To do good teaching (task goals)
 - To develop their own competences (learning goals)
 - To do better teaching than colleagues (norm approach goals)
 - That others realize how good their teaching is (appearance approach goals)
- While the causal direction of these associations is not clear yet, university lecturers goals structure and especially their striving to do good teaching could profit from trainings enhancing their self-efficacy in teaching!



Literature

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