

The Impact of Faculty Development on Teacher Self-Efficacy, Teaching Skills, and Retention

In higher education it is recognized there is a lack of teaching knowledge and skills in most academic departments. Although, there is limited research concerning the influence of self-efficacy on teacher effectiveness, current evidence suggests that a strong sense of self-efficacy in college teachers is an essential component for teacher competence. Therefore, a teacher's self-efficacy is believed to influence the teacher's level of performance, choice of tasks, and the amount of effort put into performing those tasks. Addressing the influence self-efficacy has on teaching effectiveness is essential to the development of faculty development programs.

The project involved participants participating a two day faculty development program held in the summer, followed by five monthly meetings over the academic year. Participants completed surveys relating to teaching skills, teacher self-efficacy and teaching perspectives before and after the program. The purpose of this study was to identify if a faculty development program can influence teacher self-efficacy, teaching style/perspective, and teacher competencies. There was statistically significant difference in the within-subject effect of teacher self-efficacy and the experimental and control group and no significant difference across time. Indicating the faculty development program influenced teacher self-efficacy.