Title: The Study of the Impact of Solution-Focused Consultation on Teachers’ Self-Efficacy in Taiwan

Wei-su Hsu Ph.D.
Associate Professor, Department of Educational Psychology and Counseling
National Taiwan Normal University, Taiwan
TEL : 886-2-77343770 ; FAX : 886-2-23413865
weisuhsu@ntnu.edu.tw

Hsiu-Ju, Chen M. Ed
Guidance Teacher, National Yang Mei High School, Taiwan

So-Tyan Melody Sun., M. Ed.
Instructor, Lan Yan Institute of Technology, Taiwan

Teachers’ self-efficacy is one core of teachers’ teaching belief system and a sense of judgment on their teaching activities; hence, teachers’ self-efficacy is an important element of teaching success. Teachers’ self-efficacy not only directly affects teachers’ behavior in classroom management, the degree of their teaching devotion, their tolerance and durance of frustration, but also relates to their teaching attitude, intention, conduct and decision, or even affects students’ achievement, performance, learning and resistance to the impact of the external environment (Gordon, 2002; Greenwood, Olejnik & Pankay, 1990; Shahid & Thompson, 2001). Since the profound importance of teachers’ self-efficacy is doubtless, how teachers’ self-efficacy can be promoted? Thompson and Rudolph (2000) specified that teachers’ consultation was one of the most effective interventions. Therefore, it will be helpful for teachers to develop self-efficacy via teachers’ consultation.

Solution-focused brief counseling, SFBC, is an approach equipped with timing efficacy, efficiency and cooperative advantages. It is very practical and suitable to be applied in school or youth counseling (Murphy, 1997). Meanwhile, SFBC is uniformly consistent with the processes and outcomes of empowerment-based practice, as Berg (1994), one of the initiators of SFBT, announced. SFBC has been proved successfully in various projects, such as in teaching consultation, classroom management, parent-teacher communication, administrative staffs’ consultation, teachers’ counseling training, in addition to teachers’ individual counseling, group counseling, supervisions, and school leadership (Hsu, 2002; ACA, 1997; Beverly, 2000; Davis & Osborn, 2000; Metcalf, 1995). In Taiwan, SFBC has becoming a very popular working approach in school systems in these ten years (Hsu, 2009). Hsu (2002), Chen (2004) and Cheng (2005) all found that SFBC training programs and
supervisions were significantly beneficial for teachers’ effectiveness of teaching and student-counseling work, and obviously helped to make positive influences on their values, beliefs, interrelationship, personal life, and working attitude. However, researches and literatures integrating SFBC and consultant, especially teachers’ consultant, are limited and worthy to be expanded (Beverly, 2000; LaFountain & Gerner, 1998; Metcalf, 1997; Van, 1999), though Geil (1991) had found Solution-Focused Consultation is really helpful for teachers to discipline some students’ behavior and proceed with the classroom management. Consequently, it is valuable to explore, develop and prove Solution-Focused Consultations.

Hence, the purpose of this study was to examine the effect of Solution-Focused Consultation teachers’ self-efficacy in Taiwan.

METHOD
Participants
Eleven senior high school teachers (6 females and 5 males; aged 27-37; teaching experiences varied from 1 to 11 years) participated in consultations for teaching related issues on weekly bases. All of these participants were publicly recruited through school counseling centers. They received fifty-minute Solution-Focused Consultations sessions once a week, which proceeded one to three sessions separately based on their individual conditions. Eight of them experienced 2 sessions, two did 1, and one did 3.

Solution-Focused Consultation
The procedure of Solution-Focused Consultation in this study just as SFBC consists of 5 stages with its reprehensive skills, including miracle question, exception question, coping question, scaling question, relationship question, compliment, normalizing, and reframing (De Jong & Berg, 2007): (a) describing the problem briefly, (b) developing well-formed goals and preferences for a less problematic future, (c) exploring for exceptions to problematic events, (d) giving end-of-session feedback including compliments and in a between-session task based on clients’ goals and exceptions, and (e) evaluating clients’ progress and exploring any positive change. After the sessions of Solution-Focused Consultation, all these consultatees were interviewed individually about their experiences in one month.

Data analysis
The data of interviews were transcribed and analyzed by the rules of open coding, and consisted of 4 levels: Paragraph, element, category, and dimensions. The other 2 co-researchers with master degrees were familiar with qualitative methods and helped
analyze and organize the research data as the research team.

RESULT

The analyses of interview content showed that the Solution-Focused Consultation indeed increased these senior high school teachers’ self-efficacy. Totally 41 elements, 14 categories, and 4 dimensions of teachers’ self-efficacy were found in this study. The 4 dimensions of teachers’ self-efficacy were as follows.

(a) Awareness of personal efficacy: These consultatees experienced more personal accomplishment, exhibited more positive characteristics and capabilities, showed stronger beliefs in education, and knew more about using external resources after receiving Solution Focused Consultation. Awareness of personal efficacy was also the most significantly harvests for these consultatees.

(b) Increasing teaching efficacy: These consultatees became more active to enhance students’ capabilities, more willing with devotion to teaching innovation and improvement, and more capable of enhancing students’ will to learn.

(c) Enhancing the efficacy of classroom management: These consultatees had better relationships with their students, communicated more actively with students’ parents, became more effective on promoting classroom regulation management, and could help students timely.

(d) Affirmation of the efficacy for changing environment: These consultatees became more sensitive to the negative external factors affecting students, and also were more capable of help students to develop appropriate value judgment and moral character to transform the negative environmental influence.

DISSICUSSION

The analyses of interview content also showed Solution-Focused Consultation provided the sources of teacher’s self-efficacy for the consultatees with enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states.

An old Chinese saying: “Being the students’ teacher one day, you should behave as their parents for their whole life.” Due to the higher position and specific role of teachers in Chinese tradition, such as these consultatees particularly concerned they could become more effective teachers to guide and promote students’ growth and performance in academic area, thinking system and personal behaviors. Other discussion from cultural points was also included.

Finally, based on the results of this study, some important suggestions were provided for the praxis of Solution-Focused Consultation and future research.