Abstract

Teachers engage in a variety of learning opportunities, both formal and informal, and for a variety of reasons. While numerous organizations have documented the important need for teachers to be continuous learners and outlined the best methods and qualities of effective learning opportunities for teachers, little attention has been placed on understanding the teacher as an adult learner. The purpose of this research study was to examine the relationship between a teacher’s perceived sense of self-efficacy as it related to autonomous learning; his or her learner autonomy profile and student achievement.

Results from the study were mixed. The total LAP score and scores on the ALA were significantly correlated. The combination of the LAP and the ALA were not found to be predictors of student achievement. While the combination of desire, resourcefulness, initiative, persistence, and self-efficacy were not found to be predictors of student achievement; further analysis indicated that a small correlation existed between persistence and higher gains in student achievement. Results also indicated that the number of subjects taught was significantly related to gains in student achievement.