

Teachers' Sense of Efficacy- Attitudes of Student Teachers during Their Preparation as Future Teachers

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Abstract:

Faculty of Education at the University "Alexander Xhuvani" in Elbasan, is primarily aimed "teacher education". Pedagogical practice is an important component that affects the professional development of student teachers. Efficiency of teachers is an important variable in the development of a teacher. The purpose of the present study was to explore attitude of the student teachers during teaching in pedagogical practice. The data were collected through Teachers' Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001). Participants in this study were 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". Measurements were made at two stages of development Pedagogical Practice. The attitudes of student teachers on the Sense of Efficacy relocating from believe "Some Influence" to "Quite A Bit". After practice resulting in a higher efficiency not only for each items, but overall the efficacy.

Key words: Sense of Efficacy, student teachers, pedagogical practice

Introduction

Pedagogical practice creates opportunities student teacher, to exercise teaching in a school situation. Students perceive it as

"the essence of their preparation for the teaching profession" (Menter, 1989: 461), to practice and gain experience. Teaching has been shown to be important in the construction of teaching efficacy (Woolfolk and Hoy, 1990). Bandura (1997) emphasizes that the efficacy of teaching beliefs created easily in the early stages of the teacher training program.

Tschannen-Moran, Woolfolk & Hoy (1998: 24), suggests that the efficacy of teachers can be improved in the teacher training program. Teaching is a chance for pre-service teachers to gather information about the efficacy and whether the student teaching is "felt like an unexpected decrease" it will probably have a negative impact on the efficacy of teachers.

Pre-service teachers have reported an increase in the efficacy of the teacher after teaching experience (Woolfolk-Hoy & Spero, 2005). In the study conducted by the Hascher, Cocard and Moser (2004) with 150 students per teacher at the University of Bern reported that there was a significant increase in respect to our-selves to students to teachers at the end of practice. These students teacher, when asked about of making a self-assessment, noted that they were more competent professionally after completing teaching practice. Likewise Chan and Leung (1998) reached the same conclusion, that student teachers had categorically more confidence and competence by teaching practice. Student teachers tend to form such beliefs during their education at the university. These beliefs can be fed by the different sources. They can shape their former teachers who have observed the school years.

In their study Fortman and Pontius (2000), have studied the changes in the efficacy of teaching to students during teaching experiences, using a modified version of the Teacher Efficacy Scale. Data analysis showed that the group of students has shown a statistically significant increase in efficacy, as a result of teaching. Isler (2008) concluded that teachers feel "very competent" in relation to general teaching situations ($M =$

7.19) based on the results obtained from the implementation of 7-point Likert, Teachers' Sense of Efficacy Scale.

Similarly Cerit (2007) emphasizes that the sense of efficacy to primary teachers is high ($M = 3.75$). The results of his study revealed that training program is relatively effective in improving and developing pre-service teachers' efficacy beliefs. It can be said that it contributes to improve the ability to plan teaching and perform teaching during teacher training program, and this improves student teachers' efficacy beliefs. Based on this result, improving student teachers' efficacy beliefs through qualified training programs is important in terms of improving self-confidence to ensure students' learning when they entrance in teaching and contributing positively to education of students (p 81).

The study aims to answer the following questions:

- What is the attitude of the student teachers about items in Teachers' Sense of Efficacy Scale?
- Is there a difference in the attitude of student teachers in two stages of pedagogical practice?

Method

Participant

The sample of this study consisted of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". 95 % are female and 5% are male. 84% of the samples are at the age of 22. 60% are students in Elementary Teacher program study and 40% are students in Preschool Teacher program study.

Instrument

The instrument used was a two-page self-report questionnaire with demographic information including gender and study program as well Teachers' Sense of Efficacy Scale (TSES) short form (Moran & Hoy, 2001). The Teachers' Sense of Efficacy

Scale was originally constructed by Moran & Hoy, adapted into Albanian. Previous research reported adequate reliability and validity evidences.¹

Teachers' Sense of Efficacy Scale is designed to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. TSES, short form consisting of 12 items. For each item asked teachers to assess their ability to influence the outcome ("How much can you do?") in a 9-point Likert Scale from 1 to 9: 1= Nothing, 3= Very Little, 5= Some Influence, 7= Quite A Bit, 9= A Great Deal.

Measurements were made at two stages of development Pedagogical Practice, at the end of serial practice and the end of 8-week practice (Block practice).

Data Analysis

The data were entered in the statistical analysis program SPSS version 17 and analyzed using Descriptive statistics: averages, standard deviation, frequency

Discussion and Conclusion

Descriptive statistics used to analyze the attitudes of student teachers (before and after block practice). Participants in the study, before the pedagogical practice block were asked to evaluate their sense of efficacy about 12 items that contained the Teachers' Sense of Efficacy Scale (TSES) short form (Moran & Hoy, 2001)

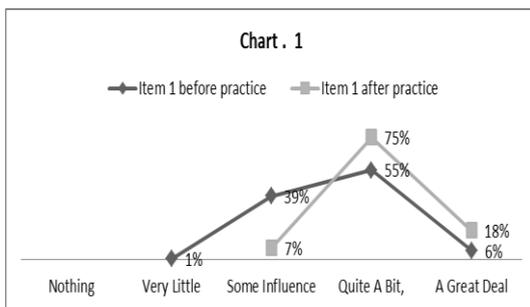
Student teacher attitudes before and after the performance of pedagogical practice are analyzed and reported below, based on percentages of each item in the following

¹ Bilali, O. (March, 2015). Teachers' Sense of Efficacy Scale: The study of Validity and Reliability. *Journal of European Academic Research (EAR)*, Volume 2 / Issue 12, www.euacademic.org

categories: Nothing, Very Little, Some Influence, Quite A Bit, A Great Deal.

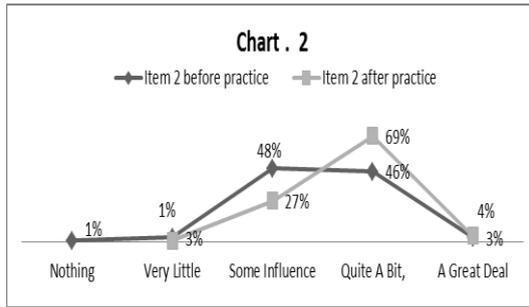
1. *How much can you do to control disruptive behavior in the classroom?*

Attitudes of student teachers are given in chart 1. Before block practice 39% of student teachers believe they can Some Influence to control the behavior disturbing in the classroom and 55% Quite A Bit. After block practice the highest percentage of students (75%), believe they can do Quite A Bit to control the behavior disturbing in the classroom. Increases in the percentage of student teachers, who believe they can do A Great Deal to control the disturbing behavior in the classroom from 6% to 18%.



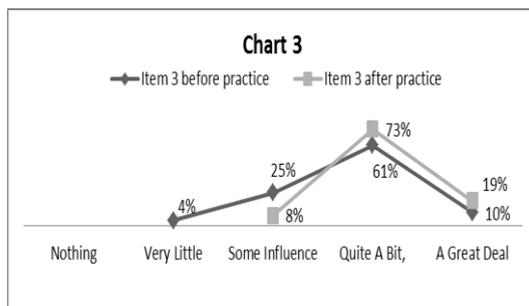
2. *How much can you do to motivate students who show low interest in school work?*

Student teacher attitudes regarding how much can they do to motivate students who show low interest in school work, given in Chart 2. Before block practice almost half of the students 48% believe that they make Some Influence to motivate students who show low interest in the affairs of the school, and almost half of 46% believe they can do Quite A Bit. After block practice most of the students 69%, believe they can do Quite A Bit to motivate students who show low interest in the work of the school.



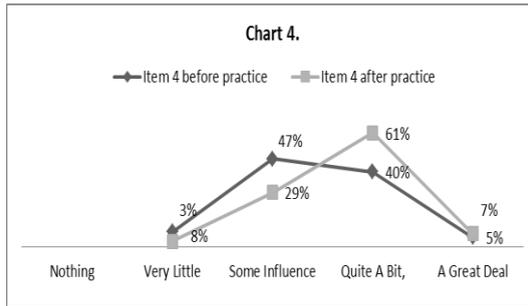
3. *How much can you do to get students to believe they can do well in school work?*

Attitudes of student teachers are given in chart 3. Both before and after block practice most of the students teachers 61% and 73% believe they can do Quite a Bit to get students who believe that they can do well in school work.



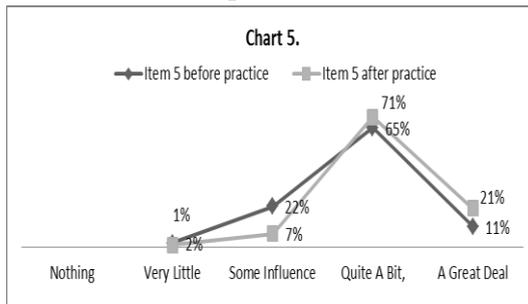
4. *How much can you do to help your student value learning?*

Attitudes of student teachers are given in chart 4. Before block practice almost half of student teachers 47%, believe they can Some Influence to help students to evaluate the learning and 40% of students believe they can do Quite a Bit. After block practice the majority of students 61%, believe they can do Quite a Bit to help pupils to evaluate the learning.



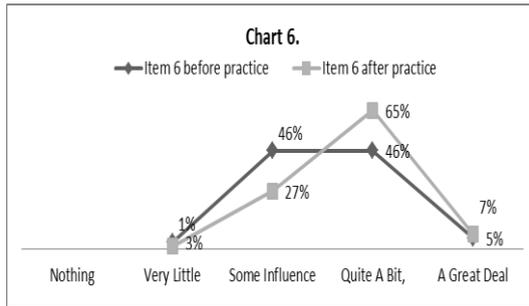
5. *To what extent can you craft good questions for your students?*

Attitudes of student teachers are given in chart 5. As before practice and after practice, the majority the student teachers (65% and 71%) believe they can craft Quite a Bit questions for their students. After teaching practice, 21% of students believe they can craft A Great Deal questions for their students.



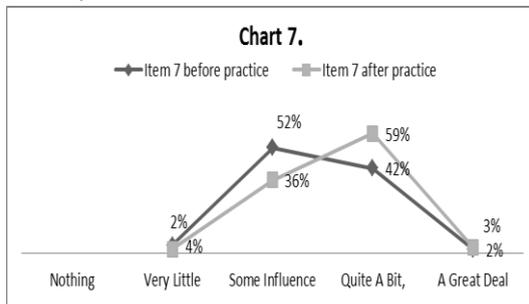
6. *How much can you do to get children to follow classroom rules?*

Attitudes of students are given in Chart 6. Before block practice about half of the student teachers 46% believe they can Some Influence to get children to follow classroom rules, and equally 46% believe they can do Quite a Bit. Noted that after the practice increases the percentage from 46% to 65% of student teachers who believe they can do Quite a Bit to get children to follow classroom rules.



7. *How much can you do to calm a student who is disruptive or noisy?*

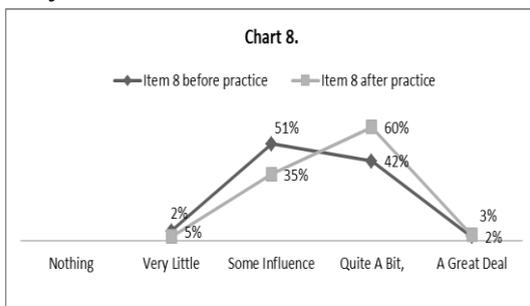
Student teachers attitudes are given in Chart 7. Before block practice 52% of students believe they can Some Influence to calm a student who is disturbing or noisy, and 42% believe they can do Quite a Bit. After practice, noted that the percentage increase (from 42% to 59%) of students who believe they can do Quite a Bit to calm a student who is disturbing or noisy and the percentage decrease (from 52% to 36%) of students who believe that they can Some Influence to calm a student who is disturbing or noisy.



8. *How well can you establish a classroom management system with each group of students?*

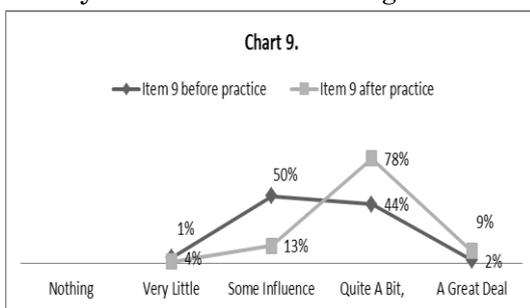
Student teachers attitudes are given in Chart 8. Before block practice 51% of students believe they can Some Influence to establish a classroom management system with each group of

students and 42% believe they can do Quite a Bit. After practice shows that the percentage increase (from 42% to 60%) of students who believe they can do Quite a Bit to establish a classroom management system with each group of students and the percentage decrease (from 51% to 35%) of students who believe that they can Some Influence.



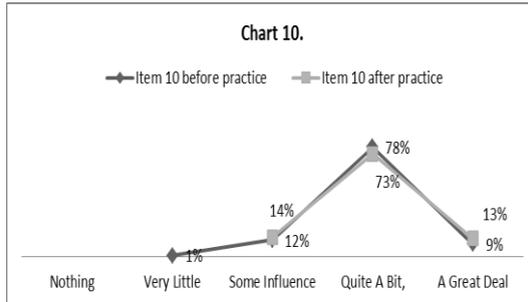
9. *How much can you use a variety of assessment strategies?*

Student teacher attitudes are given in Chart 9. Before block practice half of student teacher 50% believe that can Some Influence to use a variety of assessment strategies and nearly half 44% believe they can use Quite a Bit. Noted that after practice the majority 78% of students believe that can Quite a Bit to use a variety of assessment strategies.



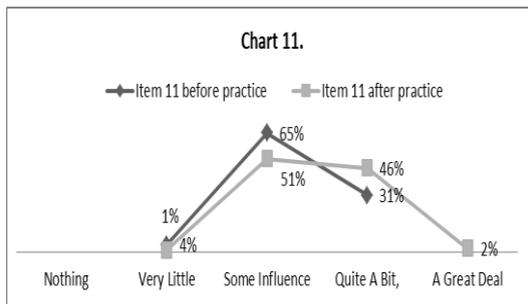
10. To what extent can you provide an alternative explanation or example when students are confused?

Student teachers attitudes are given in Chart 10. As before and after block practice, the majority student teachers 73% and 78% believe Quite a Bit that can give an explanation or example, when students are confused.



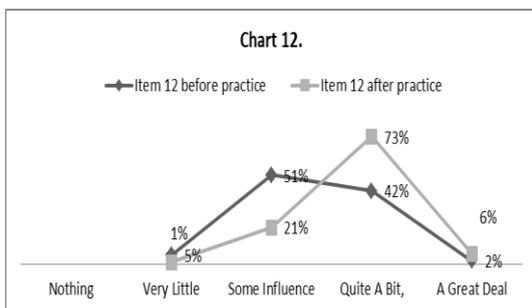
11. How much can you assist families in helping their children do well in school?

Student teachers attitudes are given in Chart 11. Before block practice 65% of students believe that they can Some Influence to assist families in helping their children to be well in school and 31% of them believe that can Quite a Bit. After practice shows that the percentage increase (from 31% to 46%) of students who believe that can Quite a Bit to assist families in helping their children to be well in school and lower percentage (from 65% to 51%) of students who believe they can Some Influence.



12. *How well can you implement alternative strategies in your classroom?*

Student teachers attitudes regarding how much they can implement alternative strategies in the classroom are given in Chart 12. Before block practice half of students 51% believe they can Some Influence to implement alternative strategies in the classroom and 42% of them believe they can Quite a Bit. After teaching block practice, the majority of the students 73% believe Quite a Bit that can implement alternative strategies in the classroom.



The attitudes of student teachers on the Sense of Efficacy in two stages of pedagogical practice (before block practice, after block practice) relocating from believe “Some Influence” to believe “Quite A Bit”. This conclusion is supported by the findings of Isler (2008), who found that Teachers’ Sense of Efficacy is high, and that they feel "very competent" in relation to general teaching situations ($M = 7.19$).

After practice results in a higher efficacy not only for each item specifically (for example. item 5 before practice $M = 6.76$, after practice $M = 7.26$), but also in general efficiency (before practice $M = 6.02$, after practice $M = 6.67$). Likewise CERI (2007), based on the results obtained from the application of 5-point Likert scale TSES, found that sense of efficacy of primary teachers is high ($M = 3.75$).

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