An analyze of teacher candidate students’ perception of self efficacy

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Abstract

The aim of this research is to determine whether the perception of self-efficacy about teaching profession differs according to the faculties and their gender. The population of this research consists of the seniors who are educated at Ahmet Keleșoğlu Faculty of Education and The Faculty of Technical Education in 2008-2009 academic years. As a result of the research it is determined that teacher candidates’ self-efficacy perception doesn’t differ in terms of gender. Another result of this research is that technical education faculty’s students have a higher self-efficacy perception than education faculty’s students.

Keywords: Self efficacy; teacher candidate; perception; teacher training.

1. Introduction

According to the National Education Basic Law (METK, 1973) teaching profession is a special expertise job which takes care of maintaining education, training and educational administration duties of the government. Teachers are responsible for carrying out their work in accordance with the aims of the Turkish National Education its basic principles. The candidate teachers are educated on general culture, special fields of study and pedagogical formation.

Researches about the efficiency of the teachers concentrate upon; motivating the students, adapting to the educational changes, evaluations of supervisors about the teachers’ efficiency, using the classroom management strategies effectively, making the best of his time for the teaching activities and the attitude of the teachers to the students who need special education.

According to the social cognitive theory, people develop special beliefs about their self-efficacy as a result of their experience (Bandura, 1977). Resource of an individual’s self-efficacy perception consists of individual’s successful experiences, courage developed by observing the other’s experiences, encouragement and persuasion about rising to the occasion and emotional and physiological situation (Bandura, 1986). According to this situation, it is thought that teacher candidates develop self-efficacy perception about the level of achievement in executing their job depending to their experiences. Self-efficacy perception of a teacher can be defined as self-confidence about executing the duties about teaching in his/her field of study successfully. It is a specific case of self-efficacy; that is, “beliefs in one’s capabilities to organize and execute the courses of action required to produce given
Teacher efficacy is a self-perception, not an objective measure of teaching effectiveness. However, researchers demonstrated that teachers with high efficacy beliefs generate stronger student achievement than do teachers with lower teacher efficacy (Ross, 1998; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Moreover, teachers with higher levels of self-efficacy were less critical of students when they made errors. In addition, teachers with high self-efficacy perception have better capabilities to organize the courses of action required to produce given attainments, and they manage the classroom better (Ashton & Webb, 1986). Individuals with higher self-efficacy have less fear about trying something and think that they can control the ambient (Bandura, 1997).

According to Bandura (1986), resource of an individual’s self-efficacy perception consists of individual’s successful experiences, courage developed by observing the other’s experiences, encouragement and persuasion about rising to the occasion and emotional and physiological states.

Examining the literature about the self efficacy perception; It is obvious that teacher’s self efficacy has three domains, classroom management (Milner, 2002; Gibson & Dembo, 1984), effective usage of teaching strategies and techniques (Ross, 1998; Gibson & Dembo, 1984), getting the students involved in the courses (Tschannen-Moran & Woolfolk, 2001).

According to Ghaith & Shaaban (1999), teachers with low self-efficacy perception who have just begun teaching are more anxious in terms of executing the courses of action required to produce given attainments than the experienced teachers with higher self-efficacy perception.

As the teachers become experienced in their job, they can manage the classroom better, use the teaching strategies more effectively, understand the underlying reasons of the student’s behaviors better and find better solutions to the faced problems in the classroom (Sabers, Cushing & Berliner, 1991).

It is thought that determining the teacher candidates’ self-efficacy perception is very important for the faculties of education in order to achieve self-assessment. So the aim of this research is to determine whether the perception of self-efficacy about teaching profession differs according to the faculties of the students attending to technical education and education faculties and also their gender.

2. Method

2.1. Population and Sample

The population of this research consists of the seniors who are educated at Ahmet Keleşoğlu Faculty of Education and The Faculty of Technical Education in 2008-2009 academic years. 1968 students are attending to this faculty’s senior classes in 2008/2009 academic year. 1178 (%59) of them are girls and 789 (%41) of them are boys. At the faculty of technical education, 383 students are attending to the senior classes. 325 (%84) of them are boys and 58 (%16) of them are girls. Totally 2350 seniors are attending to The Faculty of Education and The Faculty of Technical Education. 1236 (%52) of them are girls and 1114 (%48) of them are boys. The sample of this research consists of 495 seniors, 269 (%54) of them are girls and 226 (%46) of them are boys. 80 (%16) of these seniors are attending to The Faculty of Technical Education and 415 (%84) are attending to The Faculty of Education.

2.2. Data Collection Tool

The original name of the scale which was developed by Tschannen-Moran & Hoy (2001) and used in this research is “Teachers’ Sense of Efficacy Scale (TSES). This scale is adapted to Turkish by Çapa, Çakıroğlu & Sarıkaya (2005) Scale consist of 24 items, three sub-dimension and 9-point scale ranging from 1 -Nothing, 3 -Very little, 5 -Some Influence, 7 -Quite a bit, and 9 -A Great Deal. Cronbach alpha coefficient of the scale and its sub-dimensions was found, respectively, .93 for whole scale, .82 for Efficacy for Student Engagement (SE) Sub-dimension, .86 for Efficacy for Instructional Strategies (IS) Sub-dimension and .84 for Efficacy for Classroom Management (CM) Sub-dimension. Moreover, coefficient of the factor analysis was found .97 for The Tucker-
Lewis Index (TLI) and .09 for Root Mean Square Error Confirmatory Factor Analysis Approximation (RMSEA). Each sub-dimension of the scale consists of eight items. The score of the scale is ranging from 24 to 216 and 8 to 72 for each three sub-dimension.

2.3. Data Analysis

In the study, t test was used for the analysis of the data. A t test was used to determine whether there were significant differences between students' self-perception of efficacy of male – female and education and technical education school students.

3. Findings

Table 1: Differences between The Females and The Males on Teachers Candidates’ Sense of Efficacy

| Teacher Candidates’ self efficacy perception | Female (N=269) | Male (N=226) | t    | P   |
|--------------------------------------------|----------------|--------------|------|-----|
| Efficacy for Student Engagement            | 53.87, 7.45    | 52.96, 8.30  | 1.16 | .24 |
| Efficacy for Instructional Strategies      | 55.81, 8.04    | 54.66, 8.85  | 1.37 | .16 |
| Efficacy for Classroom Management          | 54.68, 8.57    | 55.25, 9.10  | -64  | .52 |

A t test was used to determine whether the teacher candidate students’ self-efficacy perception about teaching profession differs in terms of gender. As a result of the analysis, It is determined that also for each sub-dimension of the scale “Efficacy for Student Engagement [t (407) =1.16, p>.05]”, “Efficacy for Instructional Strategies [t (408) =1.37, p>.05]”, “Efficacy for Classroom Management [t (408) =,-64, p>.05]” there is no difference in teacher candidate students self-efficacy perceptions in terms of gender.

Table 2: Differences Between The Technical Education Faculty and Educational Faculty Student on Teachers Candidates’ Sense of Efficacy

| Teacher Candidates’ self efficacy perception | Education Faculty (N=415) | Technical Education Faculty (N=80) | t    | P   |
|--------------------------------------------|---------------------------|-----------------------------------|------|-----|
| Efficacy for Student Engagement            | 53.13, 7.74               | 54.40, 7.96                       | -1.43| .15 |
| Efficacy for Instructional Strategies      | 54.42, 8.36               | 57.15, 7.92                       | -2.92| .00 |
| Efficacy for Classroom Management          | 53.97, 8.80               | 57.06, 8.88                       | -3.11| .00 |

A t test was used to determine whether education and technical education faculties’ teacher candidate students’ perceptions of self-efficacy about teaching profession differs in terms of their faculties. As a result of the analysis, It is determined that there is no difference in terms of the faculties for “Efficacy for Student Engagement sub-dimension [t (470) = -1.43, p>.05]” of the self-efficacy scale. But for the “Efficacy for Instructional Strategies [t (472) = -2, 92, p<.05]” and “Efficacy for Classroom Management [t (471) = -3, 11, p<.05]” sub-dimensions, a difference in favor of technical education faculty students is determined. According to the results of the research, Technical
education faculty students perceive themselves more efficient than education faculty students for “Efficacy for Instructional Strategies” and “Efficacy for Classroom Management” sub-dimensions of the scale.

5. Discussion

According to the results of this research, it is determined that there is no difference in technical education and education faculties’ seniors’ self-efficacy perception in terms of gender. There are different results on this subject in literature. According to results of some researches, female teachers and female teacher candidates have higher self-efficacy perception than male teachers and male teacher candidates (Cheung, 2006; Ekici, 2006; Oyerinde, 2008; Çapri & Kaleli, 2008; Özdemir, 2008). But according to results of some researches, self-efficacy perception doesn’t differ in terms of gender. Besides, a considerable part of the researches in literature show that female teachers and female teacher candidates have higher self-efficacy perception than male teachers and male teacher candidates. According to Bandura (1995), one of the resources of self-efficacy perception is psychological and emotional states. According to the study Tok (2009), there is no difference between male and female teacher candidates in terms of attitude addressed to teaching profession. In this case, there is no difference between males and females in terms of psychological and emotional states, a similar result can occur in terms of self-efficacy perception.

According to the results of the research, technical education faculty students perceive themselves more efficient than education faculty students for “Efficacy for Instructional Strategies” and “Efficacy for Classroom Management” sub-dimensions of the scale. However, according to the research of Çapri & Kaleli, (2008); it is obvious that education faculty students’ vocational self-efficacy beliefs are higher than technical education faculty students. This case can result from the difference between the universities. According to Bandura (1995), Resource of an individual’s self-efficacy belief consists of mastery experiences, vicarious experiences, social persuasion, psychological and emotional states. So it is thought to be beneficial to examine the technical education and education faculties in terms of the resources constituting the students’ self-efficacy perception.

6. Result and Suggestions

As a result of the research it is determined that teacher candidates’ self-efficacy perception doesn’t differ in terms of gender and it shows that both male and female students have equal self-efficacy perception about teaching profession. Another result of this research is that technical education faculty’s students have a higher self-efficacy perception than education faculty’s students.

At Selçuk University, Ahmet Keleşoğlu Faculty of Education, teacher candidates are educated for both primary and secondary schools. Teachers are educated for more fields of study and institutions of education at faculty of education than faculty of technical education. In accordance with the result of the research, it should be researched why the students attending to education faculty have lower self-efficacy perception than technical education faculties.

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