

Dr. Ornela Bilali
"Aleksander Xhuvani" University
ornelabilali@gmail.com

Prof. As. Dr. Florinda Tarusha
"Aleksander Xhuvani" University
ftarusha@yahoo.com

How Efficacy Feel Student Teachers during Pedagogical Practice

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 teacher. Efficiency of teachers is an important variable in the development of a teacher. Efficiency is connected with teaching and learning. How efficacy feel student teachers during teaching in pedagogical practice? This study undertakes to answer this question by stating attitude of student teachers in connection with variables of the Teachers' Sense of Efficacy Scale during teaching in pedagogical practice. This finding may serve to improve the organization and planning of pedagogical practice. In this study participated 92 student teachers whose selection was done randomly. The data were collected through Teachers' Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001). The collected data were analyzed by using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze the results of the respondents. Findings showed that as before and after practice, student teachers feel efficacy in the same aspects of teaching. Involving pupils is the aspect in which student teachers feel less efficient.

Keywords: student teachers, efficacy, pedagogical practice.

1-Introduction

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. 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 and Woolfolk Hoy (2001:783) in their study defined teacher efficacy as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated”

Results of studies on the efficacy of teachers have shown that it is a powerful tool for understanding the success of teachers and students. The teacher efficacy is powerful because of its clinical nature. This means that if a teacher has high levels of efficacy, it tends to give a large amount of energy and effort, which provides a better performance, thus increasing the efficacy of teachers. But, the teacher efficacy can go in the opposite direction. If the teacher has a low efficiency, it tends to give less effort featuring a poor performance as a result a reduction in efficacy of teachers (Tschannen-Moran, Hoy & Hoy, 1998).

Tschannen-Moran et al., (1998: 23) emphasize that in the initial teachers and student teachers, belief in the efficacy is related to attitudes toward students and keeping control. Students with a low sense of efficacy of teaching tend to have an orientation towards the control of the class taking a pessimistic view of pupils’ motivation, relying on strict rules, inappropriate rewards and use punishment to make students learn. After involved in teaching belief in the efficacy of the student teacher has an impact on behavior. Teachers with high efficiency are less critical of the students, when they fail (Ashton and Webb, 1986). Interns student with higher personal efficiency of teaching, are evaluated more positively about their behavior in the presentation of learning, classroom management, teaching questions from supervisors, as well as their evaluation in practice (Saklofske, Michaluk and Randhawa, 1988).

Experienced teachers have the highest confidence in efficacy of teaching, rather than beginning teachers as the efficacy of teaching strategies and in efficacy for classroom management, but no differences in efficacy for student engagement (Tschannen-Moran and Woolfolk, 2007). Teaching and student management are concerns that frequently dominate the time and thoughts of beginning teachers (Pigge and Marso, 1997). Roberts, Harlin and Ricketts (2006), examined the Teachers' Sense of Efficacy Scale (Student Engagement, Instructional Strategies and Classroom Management) and concluded that student engagement have resulted in lower efficiencies in the four measurement periods during semester.

The study aims to answer the following questions:

- How efficacy feel student teachers during teaching in pedagogical practice?
- Are there differences in their efficacy before and after pedagogical practice?

2-Materials and Methods

a-Participants

Participants in this study were students of Elbasan University, Albania. 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.

b-Procedures

Students were given a self-report questionnaire containing two sections: demographic information, Teachers' Sense of Efficacy Scale (TSES). The questionnaire was distributed to the participants during the meeting between the students and the coordinators of the teaching practice. The administration of the questionnaire took about 10-15 minutes.

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

c-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, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001) and adapted into Albanian. Previous research reported adequate reliability and validity evidences.⁶

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

d-Data Analysis

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

2-Results and Discussion

Descriptive statistics used to analyze the results of the respondents to Teachers' Sense of Efficacy Scale to student teachers (before and after practice).

Participants in the study, before the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers' Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum e

⁶ Bilali, O. (2015). *Teachers' sense of efficacy scale: the study of validity and reliability*. Journal of European Academic Research (EAR), Volume 2 / Issue 12, ISSN 2286-4822, ISSN-L 2286-4822, **Impact Factor: 3.4546 (UIF)**, **DRJI Value : 5.9 (B+)**.

efficacy).

Table 1 describes mean, standard deviation, minimum and maximum for each statement. Higher means M = 6.76 has item 5, which relates to the possibility of designing good questions during the teaching, so the efficacy of Instructional Strategies. Subsequently the following item 3 (M = 6:50), which relates to efficacy of Student Engagement in school affairs, followed by the item 1, which has mean M = 6:32 and has to do with keeping the behaviors of concern class, ie Classroom Management. Item 11, which deals with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean (M = 5:51), the aspect in which student teachers feel less efficient.

Table 1. Descriptive statistics for item in Teachers’ Sense of Efficacy Scale (before block practice)

	N	Minimum	Maximum	Mean	Deviation Std
Item 5	92	4,00	9,00	6,7609	1,06254
Item 3	92	3,00	9,00	6,5000	1,14354
Item 1	92	4,00	9,00	6,3261	,98459
Item 10	92	3,00	9,00	6,1413	1,09526
Item 6	92	3,00	8,00	6,0217	1,04806
Item 4	92	3,00	9,00	5,8804	1,21205
Item 2	92	2,00	9,00	5,8587	1,11515
Item 9	92	3,00	9,00	5,8587	1,07501
Item 7	92	3,00	8,00	5,8261	,97900
Item 8	92	3,00	9,00	5,8043	1,02966
Item 12	92	3,00	8,00	5,8043	1,02966
Item 11	92	3,00	7,00	5,5109	,87070

Participants in the study, after the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers’ Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum efficacy).

Table 2 describes mean, standard deviation, minimum and maximum for each statement. Evident that, as before practice and after practice aspects in which students feel more efficient, represented by the same item 5, 3, 1 before practice and 5, 1, 3 (M= 7.26, M= 7.21, M= 7.18) after practice. Similarly both before and after practice the same aspect of efficacy, which is represented by the statement 11, which has to do with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean (M = 5.91 after practice), the aspect in which student teachers feel less efficie

Table 2. Descriptive statistics for item in Teachers' Sense of Efficacy Scale (after block practice)

	N	Minimum	Maximum	Mean	Deviation Std
item 5	92	4,00	9,00	7,2609	,88789
item 1	92	5,00	9,00	7,2174	,76784
item 3	92	5,00	9,00	7,1848	,87617
item 10	92	5,00	9,00	6,9674	,81808
item 9	92	4,00	9,00	6,8913	,84459
item 12	92	4,00	9,00	6,6304	,79445
item 6	92	4,00	8,00	6,5543	,83025
item 2	92	4,00	9,00	6,5109	,76308
item 4	92	4,00	9,00	6,4130	,97386
item 8	92	4,00	9,00	6,2609	,83692
item 7	92	4,00	8,00	6,2391	,80342
item 11	92	4,00	8,00	5,9565	,76909

Based on the attitudes of student teachers noted that as before the and after the practice block student teachers feel the same effective in teaching aspects. Involving students is the aspect in which student teachers feel less efficient. But, before and after practice teaching, student teachers feel less efficient in relation to one aspect of efficacy associated with efficacy in Student Engagement – item 11: “How much can you assist families in helping their children do well in school?” This conclusion is consistent with Roberts, Harlin, and Ricketts (2006) who concluded that Student Engagement, have resulted in low efficiency in the four measurement periods during the semester.

Reference:

Ashton, P.T., & Webb, R.B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. *New York: Longman.*

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: *W. H. Freeman.*

Pigge, & Marso, (1997). A seven year longitudinal multi-factor assessment of teaching concerns development through preparation and early teaching. *Teaching and Teacher Education*, 13(2), 225-235

Roberts, T. G., Harlin, J. F., & Ricketts, J. C. (2006). A longitudinal examination of teaching efficacy of agricultural science student teachers. *Journal of Agricultural Education*, 47(2), 48-55.

Saklofske, D., Michaluk, B., & Randhawa, B. (1988). Teachers' efficacy and teaching behaviors. *Psychological Report*, 63, 407-414.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944-956.

Tschannen-Moran, M., Woolfolk-Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202-248

Woolfolk, A. E., & Hoy, W. K., (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91