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Self-efficacy of teacher candidates intended teaching profession

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Abstract

This research purposes to determine self-efficacy perceptions of teacher candidates studying in İnönü University, Faculty of Education and associate self-efficacy perceptions with gender and section type variables. Research has been done on 387 teacher candidates totally, which are studying in 4th grade of İnönü University Faculty of Education, in Departments of Classroom Teaching, Preschool Teaching, Computer Teaching and Education and Training of the Mentally Retarded. In this research the data obtained from “Teachers’ Self Efficacy Scale” (Öğretmen özyeterlik ölçeği), which developed by Tchannen–Moran and Woolfolk–Hoy (2001) and Turkish validity and reliability study done by Çapa, Çakıroğlu and Sarıkaya (2005). In data solving average (X̄), t-test and One-Way Variance Analyse (ANOVA) test was provided. At the result of research, based approached findings, determined that the teacher candidates’ self-efficacy subscales differentiated significantly according to gender and education type variables, but according to total score it wasn’t differentiated significantly.

Keywords: self efficacy; teaching profession; pre-service teachers

1. Introduction

The teacher, student and education program factors, which compose the education system comes to the forefront as more dominant than other factors. Between these three factors: teacher, student and education program, the main factor is teacher certainly, which affects others. (Demirel, 2008).

Teacher, who is the main factor of education system, should have more excellent properties than other profession groups. Because the quality of education is proportional to quality of teacher, which is system's locomotive. The features, which should have the teacher, are high cognitive properties, creativity, being in harmony, positive attitude

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to students and teaching, healthy communication, sympathy, self-reliance, language skills, performing the democratic behavior and humanity e.t.c. (Şişman, 2002).

The teacher, who is locating in the first place of Education-Teaching's activities, is one of the part of teaching-learning activities and at the regulatory position. (Tepe and Demir, 2012). To be successful in these activities, teacher’s proficiency level should be high. The proficiency is the status that having professional knowledge, skill, attitude and values to exhibit the behavior of the profession requires. And the teacher’s values are necessary knowledge, skill and attitudes for performing the teaching profession effectively. (MEB, 2008).

Whether the teachers fulfill these proficiencies as required, pass the good education process, it is relevant with their beliefs that they can accomplish undertaken missions and responsibilities accordingly. (Gürol et al. 2010; Tepe and Demir, 2012). Good education only is not enough to be a teacher. Their beliefs are also important, that they can do their works effectual. Because, successful teaching requires self-efficacy beliefs as well as professional knowledge. (Karamustafaoğlu et al., 2012).

The beliefs intended individual qualification are explained as the perception of self-efficacy, perceived self-efficacy in literature and expressed as “perceived self-efficacy” in technical concept. Self-efficacy is, “perception, belief, judgment related to coping with different situations, the ability and capacity to achieve a certain event” (Senemoğlu, 2009).

Bandura’s (1986) concept of self-efficacy, that lay the theoretical base may defined as belief in capacity to coping with unexpected conditions, organizing the events to show performance, reveal it successfully and active. That is to say, know, recognition of himself, be aware of own things to do.

Bandura(1986) described the concept of self-efficacy, which exists from basic principles of developed Social Learning Theory as “the individual’s judgment related capacity to be successful in organizing necessary activities to show certain performance”. (Senemoğlu, 2009). So, it is constructed on individual’s opinion about requirements as believe in his capacity in professional field and trust. In other words, it is the confidence of individual related at which level can succeed in coping with probable issues that will face in future. (Senemoğlu, 2009). When we look through generally, self-efficacy of teacher is defined as “The judgment of the teacher whether he can generate the desired results as loyalty in learning and expected learning with owned skills” (Tschannen-Moran and Woolfolk Hoy, 2001).

The self-efficacy of teacher has power to effect the many aspects of teaching-learning activities as plan teaching events, choose activities, provide class discipline, select and use suitable test cases for measuring the level of product’s change, namely student’s success, motivate students, get pleasure from teaching. (Allider, 1994; Pajares, 1992).

Teachers expose oneself with such kind of situations as keep up and cooperate with colleagues and administrators in work institutions. In such cases, communicating and collaborating with other individuals in workplace are proficiencies, which needs teaching profession. (Haynes, 2002).

It is important variable how to thrive the teacher’s self-efficacy, what type components it has, determine how to develop education programs for improving teacher’s qualification at high level, implement accomplished individual and schools or restructure educational institutions. (Kutlu and Gökdere, 2012; HazırB bkma, 2006). Teacher’s self-efficacy perceptions are determinative event in feeling, thinking and behavior about their job. Teachers with high self-efficacy recover and carry out teaching-learning activities according to student-centered approaches, (Korkut and Babaoğlu, 2012).

Self-efficacy beliefs of teacher create awareness in influencing quality of teaching-learning period, strategy to be used, process techniques, tools and supplies, participation of students to the lessons, hereby the student achievements, (Akkus, 2013).

As shown, teacher self-efficacy beliefs take place in front rows, between factors, which impress the success highly in teacher’s career. No matter what teacher is armed by knowledge and skill about teaching profession, if the belief related ability to conduct 2ifferentiat is not quite, it is unthinkable that this teacher can be successful in his job. (Karamustafaoğlu et al. 2012). To be successful, productive and helpful in teaching profession, should their self-efficacy belief be high except professional knowledge, so the belief in being successful relevant with completeness of self-confidence. If the self-belief of teacher is not strong, he can’t show the performance in profession even if he wants. Because to accomplish something, you should believe in yourself before.
So many researches were made and continue to be made in Turkey as in the world, in order to determine levels of teacher’s self-efficacy. From these studies, when (Elkatmış et al. 2013) determining significant diversity of teacher candidates self-efficacy according to gender, it have reached to result that type of education don’t create the variety. Ekinci (2013) couldn’t find meaningful differences between self-efficacy beliefs and section, gender and category levels. Demirtaş, Cömert, and Özer (2011) in their work about self-efficacy beliefs and attitudes related teaching profession of teacher candidates, determined that the self-efficacy of teacher candidates differentiate significantly according to gender and program variables.

Çapız and Çelikkaleli (2008) established that gender, program and faculty variables create diversity on self-efficacy belief of teacher candidates. Ekici (2008) came across meaning different because of gender, academic achievement and graduated high school variables on self-efficacy beliefs of teacher candidates. When Özdemir (2008) determined the significant differentiation on self-efficacy of classroom teacher candidates according to gender, there was no meaningful differentiation according to high school type, education type and university variables. Also (Tarkın and Uzuntiryaki, 2012; Azar, 2010; Numanoğlu and Bayır, 2009; Taşkın and Hacıömeroğlu, 2010; Yılmaz and ÇoklukBökeoğlu, 2008; Çakır, Kan and Sümbül, 2006; Taşkın Can et al., 2005) aimed to determine self-efficacy of teachers and teacher candidates with respect to different variables.

With this research it purposed to investigate self-efficacy of teacher candidates with respect to gender and the type of education program.

2. Method

This study supplies descriptive character being screening model. The screening model is the model based on description and explanation of the current situation by taking samples from creation. (Arseven, 1994; Balci, 1995; Karasar, 2011).

2.1. Population and sampling

Studying population of research includes 387 teacher candidates from 4th grade of 2013-2014 Academic year Spring Semester, İnönü University, Faculty of Education, Deparments of Classroom Teaching, Preschool Teaching, Computer Teaching, Education and Training of the Mentally Retarded. And the sampling formed consists 222 (M=70, W=152) teacher candidates.

2.2. Means of data collection

In this research the data obtained from “Teachers’ Self Efficacy Scale” (Öğretmen özyeterlik ölçüğü), which developed by Tschannen–Moran veWoolfolk–Hoy (2001) and Turkish validity and reliability study done by Çapa, Çakıroğlu and Sarıkaya (2005). Totally, the scale with 24 articles consists 3 subscales as “student participation”, “teaching strategies” and “classroom management”. The reliability of scale for self-efficacy score totally 94, for student participation 87, for teaching strategies 91, for class management 90. (Tschannen-Moran and Woolfolk-Hoy, 2001). In Çapa, Çakıroğlu and Sarıkaya’s (2005) research, which was done on teacher candidates in Turkey, was found the reliability values as for self-efficacy score 93, for student participation 82, for teaching strategies 86, for class management 84 totally. Because of the high obtained values, in research wasn’t done additionally reliability account. The articles in the scale organized as, (1) “not enough”, (2) “very little enough”, (3) “little enough”, (4) “quite enough” and (5) “very enough”. The minimum score is 24, the maximum score is 120, which can take from scale.

2.3. Collection of Data and Analysis

The data of research was obtained applying “Teachers’ Self Efficacy Scale” (Öğretmen özyeterlik ölçüğü) to the teacher candidates in 2013-2014 spring semester. The obtained data analyzed by program SPSS 17.0. With aim to research whether professional self-efficacy belief levels according to teacher candidates’ gender, education program
and education type, it was used t-test, One-way Variance Analyze (ANOVA) for \((X)\) average, independent groups. It was profited by Scheffe test to determine the difference between the groups. The level of significance for obtained data accepted as \(p<.05\).

3. Findings and interpretations

<table>
<thead>
<tr>
<th>Table 1. The t-test’s result of teacher candidates’ self-efficacy beliefs according to gender</th>
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<tbody>
<tr>
<td>Gender</td>
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<tr>
<td>Provide student participation</td>
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<tr>
<td>Woman</td>
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<tr>
<td>Man</td>
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<tr>
<td>Teaching strategies</td>
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<td>Woman</td>
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<tr>
<td>Man</td>
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<tr>
<td>Class management</td>
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<td>Woman</td>
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<tr>
<td>Man</td>
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<tr>
<td>Total score</td>
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<tr>
<td>Woman</td>
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<td>Man</td>
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</table>

*\(p<.01\)

When investigated the table, the values of teacher candidates’ according to gender variables; self-efficacy intended student participation \(t(220)=4.3, p<.01\), self-efficacy intended class management \(t(109.5)=5, p<.01\) and self-efficacy intended teaching strategies \(t(220)=9.7, p<.01\) are changed significantly according to the gender. The self-efficacy intended student participation of woman students \((X=26.66)\) are higher than man students \((X=23.54)\). Likewise self-efficacy scores intended class management the woman students have taken higher than \((X=25.77)\) man students \((X=21.62)\). This finding can be interpreted as the differentiation according to gender is in favor of girls. But, the differentiation in self -efficacy intended teaching strategies of teacher candidates is favor of man students \((X=28.68)\). The self -efficacy total scores intended the teaching profession of teacher candidates show meaningful differentiation according to gender \(t (220)=0,684, p>.05\). The average total score of woman students’ teacher self-efficacy scale \((X=74.87)\), and man students’ \((X=73.85)\). This finding can be interpreted as between the total score of students’ teacher self-efficacy scale and gender, there is not meaningful relationship.

<table>
<thead>
<tr>
<th>Table 2. ANOVA results of teacher candidates’ self-efficacy beliefs according to type of program</th>
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<tbody>
<tr>
<td>Format of self-efficacy</td>
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<tr>
<td>Provide the student participation</td>
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<tr>
<td>B. Preschool teaching</td>
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<tr>
<td>C. Education and Training of the Mentally Retarded</td>
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<tr>
<td>D. Computer teaching</td>
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<tr>
<td>Teaching strategies</td>
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<tr>
<td>B. Preschool teaching</td>
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<td>C. Education and Training of the Mentally Retarded</td>
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<td>D. Computer teaching</td>
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<td>Class management</td>
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<td>D. Computer teaching</td>
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<tr>
<td>Total score</td>
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<tr>
<td>B. Preschool teaching</td>
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<tr>
<td>C. Education and Training of the Mentally Retarded</td>
</tr>
<tr>
<td>D. Computer teaching</td>
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</tbody>
</table>

*p<.05

Table 2 results of analysis show that was found significant difference according to education section of students, the self-efficacy factor scores intended student participation \(F (3, 218): 7.74, p<.01\) and the self-efficacy factor scores intended teaching strategies \(F (3, 218)= 4.6, p<.05\). In other words, the self-efficacy of students intended
student participation and self-efficacy intended teaching strategies are showed differences according to education type. According to results of Scheffe test, which was done with aim to find from which group arise the difference between departments, self-efficacy scores intended teaching strategies of Preschool teaching ($X=25.65$), Classroom teaching $X=24.51$ and Education and Training of the Mentally Retarded $X=23.71$. From these students’ values the highest school is Preschool teaching’s students. In the same way, Education and Training of the Mentally Retarded’s ($X=26.62$) students’ scores of self-efficacy intended teaching strategies are higher than other department’s students.

According to Table 2 the self-efficacy factor scores intended Class management $F(3, 218): .919, p>0.05$ and total scores of teachers’ self-efficacy scale $F(3, 218): 1.14, p>0.05$ has not significant difference. So, it can be said as there isn’t difference between groups according to self-efficacy factor scores intended Class management of scale and scores, which taken from total scale.

4. Result and Discussion

It was approached to these results according to made researches’ findings:

• The self-efficacy factors of woman students according to student participation and class management, which are subscales of the scale are higher than man students.
• The self-efficacy factors of man students according to teaching strategies, which are second subscale of the scale are higher than woman students.
• There was not any difference according to gender and findings, which obtained from whole scale.
• The self-efficacy factors intended student participation belong to students of Preschool Teaching Department. Between the Departments the salient difference was shown between Preschool teaching and Education & Training of the Mentally Retarded’s students.
• The self-efficacy factors intended teaching strategy belong to Education and Training of the Mentally Retarded between departments. Between the Departments the salient difference was shown between Preschool teaching and Education & Training of the Mentally Retarded’s students.
• According to scores, which obtained from whole scale and self-efficacy intended Class management, there isn’t any difference.

According to these results, can be recommended as follow:

• The Class management and Special Education methods should conducted meticulously to destroy the difference between teacher candidates.
• Recommended teaching stuff to be in relationship to reduce the difference between departments.
• Should provide for teacher candidates obtaining application skills and developing in planning of lesson events, applying and testing. It will be through the application to realize it. The Teaching Application I-II, which allows to these applications, should conduct for increasing self-efficacy beliefs of teacher candidates, according to embodiment effectively.
• Should educate teacher candidates seriously for developing theirselves and being informed about new applications in teaching-learning field during their career.
• The researchers can do variable qualitative and quantitative researches intended self-efficacy beliefs of teacher candidates. The National Education Ministry should support the researches, which will done. 3–167.

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