

Self-Efficacy Beliefs of Prospective Teachers

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Abstract

The purpose of the study is to examine the prospective teachers' self-efficacy beliefs. Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Hoy, 2001) with demographic part was administered to prospective teachers at the first at fourth grade at a state university in Turkey. TSES was adapted to Turkish language by Çapa (2005). Their study confirmed that three sub-scales of TSES is valid for Turkish prospective teachers. The sub-scales of the TSES: efficacy of instructional strategies and efficacy of classroom management strategies and efficacy of student engagement. 213 first grade and 240 fourth grade prospective teachers' data was analyzed by independent sample t-tests. Means of efficacy sub-scales of first grades' are Minstructional= 6.80, Mmanagement= 6.84 and Mengagement=6.72. Means of efficacy sub-scales of fourth grades are Minstructional= 6.73, Mmanagement= 6.73 and Mengagement=6.59. Based on means, Turkish prospective teachers' efficacy beliefs were high. There was no significant mean difference between first and fourth grade prospective teachers with respect to their efficacy beliefs in student engagement ($t(485) = 1.378$, $p = .169$), instructional strategies ($t(471.497) = 0.726$, $p = .486$), and classroom management ($t(472.451) = 1.119$, $p = .264$).

Reference:

Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The development and validation of a Turkish version of teachers' sense of efficacy scale. *Eğitim ve Bilim (Education and Science)*, 30(137): 74-81.

Megan Tschannen-Moran, Anita Woolfolk Hoy, Teacher efficacy: capturing an elusive construct, *Teaching and Teacher Education*, 2001, 17, 783–805