

Teaching Self – Efficacy Level Among Physical Education Pre – Service Teachers

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ABSTRACT

The Purpose of the study was to study the Teaching Self - Efficacy Level Among Physical Education Pre-Service Teachers At Different Stages of Physical Education Teacher Education Program Run By C.A.C.P.E. and to study a few variables which may have an effect on teaching self-efficacy among PSTs. The Descriptive Research Method was used to conduct this study. In this study 223 PSTs of M.M. 's Chandrashekhar Agashe College of Physical Education was selected as a sample. A Convenient sampling method and purposive sampling method were used for selecting the sample. For this research, using quantitative research methodology a standardized questionnaire(TSES) was used as a tool for data collection. Collected data was analyzed with descriptive statistics and ANOVA. In the first year of the PETE program, the mean score is 173 which decreases in the second year and rises in the third year and again it decreases in the final year.

The females have lower self-efficacy levels than male PSTs. The PSTs with both the teaching and coaching experiences have the highest self-efficacy levels. It is slightly lower in only teaching experienced PSTs. Lastly, it is found that the self-efficacy levels amongst PSTs with coaching experience and no experience are exactly equal and the lowest. The self -efficacy levels in PSTs with micro teaching experience are higher than the PSTs without micro teaching experience.

Further, the PSTs who are brought up in rural sectors have the highest self-efficacy levels. The PSTs brought up in suburban sectors have slightly lower self-efficacy than PSTs brought up in rural sectors and the PSTs brought up in urban sectors have lowest self-efficacy levels. The PSTs. with learning purpose have higher levels of self-efficacy levels than PSTs with non-learning purpose. The efficacy levels regarding the

factors fluctuated throughout the four years of the PETE program. In the initial stage efficacy associated with these abilities and skills indicated lower levels. These levels have seen to be at highest in the third year. But these levels again declined though not as much as in the first year.

Keywords : Teaching Self-Efficacy, Pre-Service Teachers, Physical Education Teacher Education.

Introduction

According to Silverman & Ennis(2003) beliefs about ability and how success is defined are crucial factors in motivating individuals to engage in activities. Perception is a key aspect of these beliefs, with high perceptions of ability leading to persistence. Self-efficacy, a concept of perceived competence, is another important factor in fostering high perceptions of ability. It was found that an incremental approach to teaching complex skills can enhance self-efficacy and motivation. Nicholls (2009) in Achievement goal theory has been a dominant framework for motivation in sport and exercise, with task-oriented goal perspectives focusing on learning mastering a skill, individual improvement, and a self-referenced criterion for success, and ego-oriented goal perspectives focusing on outperforming others. A task-involved climate in physical education classes is preferable for all students, but overemphasis on competition and overemphasis on effort can lead to withdrawal of effort. Students with lower ability levels are more motivated in task-involved settings focusing on personal improvement rather than social comparison.

According to Klassen et al. (2009); Klassen and Tze (2014) Teacher self-efficacy refers to a teacher's belief in their ability to handle tasks, obligations, and challenges related to their professional activity. It plays a crucial role in influencing academic outcomes and well-being in the working environment. Teachers with high levels of self-efficacy experience higher job satisfaction, lower job-related stress, and face less difficulties in dealing with students' misbehaviors. Understanding the main antecedents of self-efficacy may have important payoffs in working for teachers' well-being and school effectiveness and improvement.

Bernadowski, Perry, & Greco (2013) said that Teacher education and self-efficacy are important factors affecting student achievement. Field experiences and teacher training programs may have a major influence on pre-service teachers' self-efficacy. Participation in various learning opportunities connected to ongoing assistance from mentors and professors teaching teacher training can help increase self-efficacy. Hence, the purpose of this study is to study the Teaching Self - Efficacy Level Among

Physical Education Pre-Service Teachers At Different Stages of Physical Education Teacher Education Program Run By C.A.C.P.E.

Methodology

As the researcher wanted to study the TSE Level among Physical Education PSTs at different stages of PETE Programs run by C.A.C.P.E. , “Descriptive Method” was selected as a method of research under which “Survey Design” was used.(Kumar, 2011)

In the present study, the population includes all the 274 PSTs currently studying at Bachelor’s and Master’s Degree Physical Education Teaching Education Programs run by C.A.C.P.E. This particular population was chosen by the researcher as the study requires regular implementation of PETE. In this particular institute, PETE program runs on regular basis and hence the data collected becomes more valid. At the time of data collection, a convenient sampling technique was used and out of 274 PSTs currently pursuing Bachelors and Masters in the institute, 223 PSTs were present at the time of data collection. Hence, a total of 223 PSTs was considered as a sample. The researcher wanted to explain the details of TSES and the purpose of her study to the PSTs before they fill the questionnaire. It would have been time consuming if researcher may have chosen to collect the data from all the 274 PSTs as all of them were not available at the same time. Hence, the researcher has used Convenient Sampling Technique.

Here, in the present study, the researcher has used the Teachers’ Sense of Efficacy Scale (TSES) developed by Megan Tschannen-Moran, College of William and Mary and Anita Woolfolk Hoy, the Ohio State University in 2001 as a tool of data collection. Validation of this scale was done at Ohio State University through 3 studies. This process is explained in detail in the Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783-805. Also, the factor analysis was done on the basis of 3 factors namely , Efficacy in Student Engagement, Efficacy in Instructional Practices and Efficacy in Classroom Management.

The unweighted means of items were computed that load on each factor. These groupings are:

Efficacy in Student Engagement : Items 1,2,4,6,9,12,14,22

Efficacy in Instructional Practices : Items 7,10,11,17,18,20,23,24

Efficacy in Classroom Management : Items 3,5,8,13,15,16,19,21

In the present study, as the survey method was used, the researcher was needed to collect the data of many subjects. As a questionnaire is less expensive and less time consuming, the researcher chose to use the questionnaire as a tool of data collection. The researcher further converted the questionnaire into a google form to avoid the use of paper and avoid the chaos while scoring. Also, the questionnaire was translated into Marathi as many respondents were not able to understand the English language. It was checked by the experts after translation.

Following procedure was followed for the study:

- Permission for Data Collection was taken from the concerned institute i.e. C.A.C.P.E. by the researcher before starting with the data collection.
- Researcher gave complete information about the topic of research and questionnaire to the respondents before starting with the data collection.
- Consent form was filled by the PSTs on the day of data collection after researchers gave information regarding the study and the questionnaire.
- Data Collection through Questionnaire was done by the researcher. In total 223 PSTs filled up the google form.

Analysis of Data

Table 1: Program Wise Descriptive Analysis of TSES Scores

	BPEd 1st Year	BPEd 2nd Year	MPEd 1st Year	MPEd 2nd Year
Mean	173.03	170.61	180.30	174.83
Median	174	172	183.5	180
Mode	168	187	184	164
Min	109	94	124	75
Max	216	214	206	216
S.E. Mean	2.73	2.51	3.40	5.71
S.D.	25.18	22.67	17.38	31.79
Variance	634.43	514.03	302.14	1011.14
Skewness	-0.407	-0.499	-1.31	-1.286
Kurtosis	-0.476	0.746	3.375	2.077
Range	107	120	82	141
Sum	14708	13820	4688	5420

The table 1 shows the program wise descriptive statistics of the scores of TSES. The means in this shows that there are huge fluctuations of self-efficacy from FYBPED to SYMPED. In the first year of the PETE program, the mean score is 173 which decreases to 170 in second and it rises to 180 in the third year and again it decreases to 174. It can also be seen in figure 1 below , which is a graphical representation of the comparison of means and standard deviations of TSES scores according to the programs.

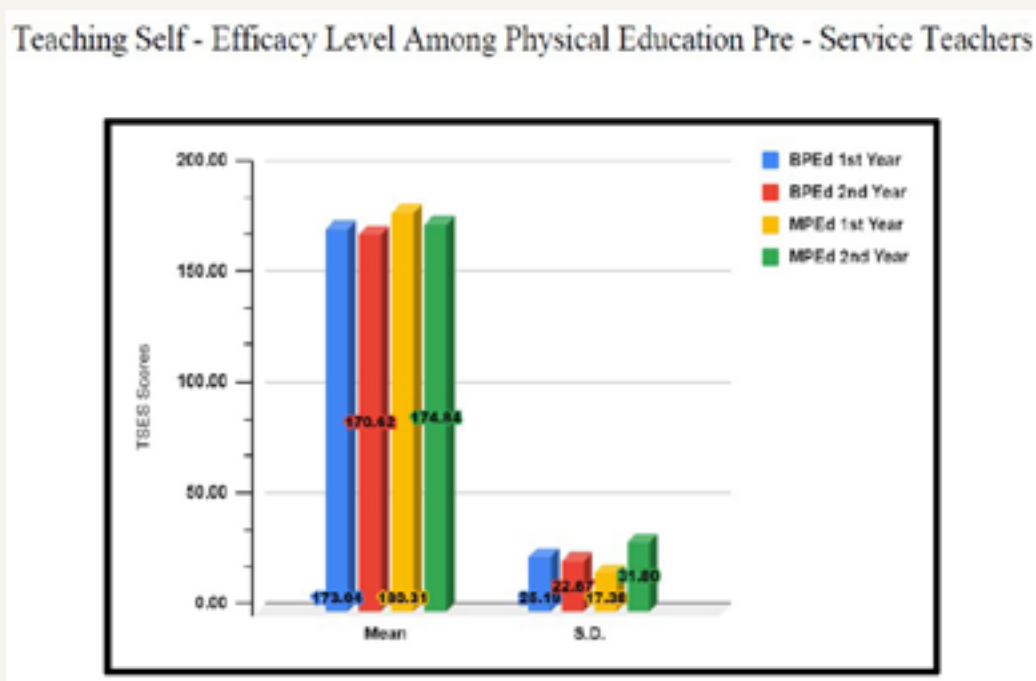


Fig. 1 : Graphical representation of Program wise Descriptive Analysis of TSES Scores

Table 2 : ANOVA of Program Wise differences in TSES Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between					
Groups	1938.67	3	646.22	1.07	0.36
Within Groups	132303.76	219	604.13		
Total	134242.43	222			

From the table 2 above, the F Value is 1.07 and the significance level is 0.36. Here, the significance level is higher than 0.05. Hence, it shows that there is no significant difference amongst the self-efficacy level of PSTs from FYBPed to SYMPed.

There are huge fluctuations in self-efficacy from FYBPed to SYMPed are found. In the first year of the PETE program, the mean score is 173 which decreases in the second year and rises in the third year and again it decreases in the final year.

Discussion

Pendergast, Garvis, & Keogh (2011) in Pre-Service Student-Teacher Self-Efficacy Beliefs: An Insight Into the Making of Teachers have reported that in the teacher phase of initial entry into teacher education programs, where pre-service teachers enter teacher education and have no previous practical teaching experience and limited exposure to teacher education programs, the study documents the change in teacher self-efficacy during the duration of one year Graduate Diploma education programs. Findings begin to define the stage about initial entry into teacher education programs by beginning teachers and their initially higher levels of teacher self-efficacy towards perceived capabilities of teaching. It also documents a decline in teacher self-efficacy between the commencement and conclusion of programs.

Further the study notes that during the final semester of their teacher education programs, the pre-service teachers rated themselves with a lower level of teacher self-efficacy than they had done previously. This may well have been the result of the development of a greater understanding of the teaching profession gained through both their university studies and their practical experiences in classrooms as teachers. In the current study the researcher has also found that the self-efficacy is higher in the first year of the PETE program which declines and then again raises till the third year. Also, further in the final year it reports the decline in self-efficacy levels.

Conclusion

After interpreting the results the study concludes that there are fluctuations in teaching self-efficacy from the first year to the end of the PETE program. There is a decline in teaching self-efficacy in the second phase of the program. However there is again a raise in the third year. So, when they have real life experiences, their teaching self-efficacy level goes down and when they have peer teaching experience, their teaching self-efficacy level goes up. This is very natural as among the peers, PSTs feel more comfortable and they are not in occupation yet. As they haven't yet got acculturation, teaching self- efficacy is low. However this needs to be further investigated may be in the first five years of job.

Further Studies

By referring to the current study, few similar researches can be done such as, “Reasons behind the fluctuations in teaching self-efficacy of PSTs”, “Solutions to avoid the fluctuations in teaching self-efficacy of PSTs”, “Analytical study of the fluctuation patterns of teaching self-efficacy of PSTs from various Physical Education Training Institutions”, “Comparative study of the teaching self-efficacy of PSTs and in service teachers”, “Comparative study of the teaching self-efficacy of PSTs who have completed the PETE program with regular college and with external study”, etc. The researcher may also consider conducting a study about the differences in teaching self-efficacy of working PSTs and non-working PSTs among master’s degree PST

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