
 Research Paper

STUDY OF IMPACT OF PRACTICE –TEACHING PROGRAMME ON STUDENT TEACHERS SENSE OF SELF EFFICACY

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ABSTRACT

Teaching and Learning are complex set of instructions. There is no unique technique or strategies to improve to learn how to teach? Training colleges have to schedule this multidimensional program to enhance the teaching ability of student teachers from multidisciplinary majors in limited span . The Role of teacher educator is multidimensional.

Training is a process of transformation of a lay student into a competent and committed professional teaching practitioner. Practice teaching program which is an integral part of education training institute provides a wide variety of experiences designed to develop teaching competency and teacher's self efficacy of student teacher.

Teachers sense of efficacy scale was used to collect the data regarding self efficacy of student teachers pushing Bachelor of Education program under Sant Gadge Baba Amravati University, Amravati.

The study revealed that practice teaching program plays a vital role in building self efficacy of student teacher. The most significant difference in teachers self efficacy and practice teaching program was observed. Practice teaching program was effective to enhance self efficacy of student teachers. Teacher self efficacy has proved to be powerfully related to many meaningful educational outcomes such as teacher's persistence, enthusiasm, commitment and instructional behavior.

Key words; sense of self efficacy, practice teaching program, before and after practice teaching

INTRODUCTION TO STUDY

Teacher self efficacy is simple idea with significant implications. A teacher efficacy belief is 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. This judgment has powerful effects. In addition teacher's self efficacy beliefs also relate to their behavior in the classroom. Efficacy affects the effort they invest in teaching, the goals they set and their level of aspiration. Teachers with a strong sense of self efficacy tend to exhibit greater level of planning and organization (Allinder 1994). They also are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students. Efficacy beliefs influence teachers persistence when things do not go smoothly and their resilience in the face of setback. Greater efficacy enables teacher to be less critical of students when they make errors, to work longer with student who is struggling and to be less inclined to refer a difficult student to special education. Teachers with higher sense of efficacy exhibit greater enthusiasm for teaching, have greater commitment to teaching clearly the study of self efficacy of teacher have born much fruit in the field of education.

Teacher's action and behaviors are related to their beliefs perceptions assumptions and motivational levels . That's why research on teacher's beliefs is of vital importance in organizing teaching and defining ways of understanding. One of the important beliefs considered to be significantly effective in students and teachers outcomes is teachers feelings of efficacy. Teachers beliefs in their abilities to instruct students and influence student performance are very strong indicators of instructional effectiveness Bandura (1997) suggested that efficacious individuals hold the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes. For teachers, this notion may mean that efficacious teachers display behaviors which may contribute to perform educational activities in class and learning by students. Therefore teachers self efficacy beliefs which may positively affect classroom activities of teachers have been on interesting subject for education researchers.

Student teachers beliefs and attitude affect the way they learn to teach and their perceptions, judgment decision making and actions in the classroom . In this sense teacher training effectiveness can be considered according to the development of student teachers cognitive structure of teaching competence a significant part of which is founded on personal sense of teaching efficacy.

Determining the level of student teacher self efficacy belief may contribute to foresee how they will behave during practice teaching program on self efficacy feelings. Also it may be important in terms of the efficiency of practice teaching training program in determining the effectiveness level of teacher training program in self efficacy beliefs.

The principle research question of study

- 1) Do rating of self efficacy change with teaching experience during practice

teaching program?

- 2) Is there any relationship between practice teaching program and ratings of sense of self efficacy?
- 3) Do rating of sense of self efficacy vary with set the instruction provided during practice teaching?

OBJECTIVES OF STUDY

- i) To measure sense of self efficacy of student teacher .
- ii) To study the inputs provided by the teacher training institution before and during practice teaching program to help in developing positive attitude towards self efficacy of student teacher.
- iii) To find impact of practice teaching program on sense of self efficacy of student teacher .

METHODOLOGY

TOOLS USED IN STUDY

Teachers sense of efficacy scale was used to collect data regarding student teacher sense of self efficacy. The Teacher sense of efficacy scale consists of 24 items related with three aspects about instructional strategies, class room management and engagement of students . Bandura a.(undated) Teacher self efficacy scale available on line was used to collect data.

Teachers sense of self efficacy scale consists of mainly three factor regarding 24 items.

Factor I : Efficacy of Instructional Strategies (8 Items from 1 to 8)

Factor II : Efficacy Classroom Management (8 Items from 9 to 16)

Factor III : Efficacy for Students Engagement (8 Items from 17 to 24)

Teachers beliefs and How much they can do on basis of Nothing, Very little, some influence Quite A Bit , A greater deal was used to get responses of student teachers . Student teachers responded to each item by putting tick mark against the serial number of teachers beliefs questions .

SCORING

Each item was assigned a weight from 0 to 9 for all items from Nothing to A great Deal. As per 9 point Likert Rating scale .

Sample :

Sample for the present study comprised of 100 student teacher pursuing Bachelor of Education (B. Ed) program run by Shri Shivaji College of Education , Amravati , affiliated to Sant Gadge Baba Amravati University, Amravati.

PROCEDURE of STUDY

Out of 45 institution offering Bachelor of Education program under Sant Gadge Baba Amravati University, Amravati one of institute (where investigator herself is working as teacher educator) was selected on convenience basis and all the students pursuing B. Ed. program for year 2011-12 were considered for the study and researcher was in charge of practice teaching program for the mentioned year.

Practice teaching program consist of microteaching workshop and 30 working days for practice teaching in various schools of Amravati. Before practice teaching program Teachers sense of Efficacy scale was administrated on three factors.

Phase I -- Micro teaching skills ----- 10 lessons

Phase II -- Practice teaching of Method I ... 15 lessons

Phase III Practice teaching of Method II .. 15 lessons

Phase IV Final lesson plan (Practical exam) 2 lessons .

Then all student teacher work on first phase of microteaching workshop on various skills of teaching. Then all of them practiced in small group activities of microteaching for ten lesson plans of five various skills under the supervision and feedback from teacher educator and from ... on microteaching skills . Then all these student teachers underwent school experience program for 15 working days in various schools under the supervision of one permanent supervisors various rotator supervisors subject experts and teachers of the practice teaching schools and their peers of respective methods . They shared all the responsibilities with regular teachers of the schools like conducting assembly, conducting various roles of principal, supervisor, director of physical education, clerk , peon. Again after Diwali vacation they all went practice teaching schools for next working 15 days . After successful completion of practice teaching program they all gave the practical examination called final lesson plan. After that again teacher's sense of efficacy scale was administrated to recode their responses to self efficacy. Then data was analyzed and various statistical techniques were used to study the impact of practice teaching program on the Teacher's sense of efficacy scale of student teachers.

Result and Discussion

Role of Teacher Training Institution

At first stage of admission student teachers are interviewed on their hobbies and specialties to establish healthy relationship between student teachers and training institute. Grand welcome ceremony and opening session is one of Bench mark of our training institution. Then before and during practice teaching program a variety of instruction and practice programs were organized by teacher training institutions which include equipping them with knowledge of general aims of education and specific aims of teaching methods at secondary level competency to state objectives in behavioral terms, understanding of various methods strategies of teaching, models of teaching competency to choose appropriate teaching aids, and proper use of teaching aids, making lesson plans, skills of carrying out evaluation of students competency to organize various curricular and co curricular activities like Saturday function, literary activities, quizzes competition celebration of death and birth anniversaries, celebration of days, social activities, workshop, seminar , co operative and collaborative group work , preparing annual plan, unit plan, lesson plan blueprints, unit test achievement test and other tools like checklist, interview schedule, etc, for measuring the achievement of the students and studying various aspects child's life, ability to

carry out critical evaluation of their own and fellow student teacher lesson, and skills of preparing school study record and review text books study of educational psychology, policies of planning commission acts and responsibilities of teachers philosophical and sociological foundation of education need and importance of educational technology, preparation of CAI plan , use of various strategies of teaching . For this purpose various workshops, seminars and discussions were carried out by institution through various programs. A chance of organizing all these programs were provide by institution to student teacher equal opportunity was provided to each and every student teachers. Also regular feedback and support was provided by faculty of school and training institution at the time of practice teaching. Based on the instructional and practical strategies provided student teachers prepared various records and reports which include achievement test report, text book review, lesson plan file, case study , internship report, peer group observation report, use of teaching aids report, various power point presentations review book lists, cocurricular activity files, sports and games file, school profile and school management report, school study record , various assignment , low cast teaching aids, manuscripts of various methods.

TABLE I
STUDENT TEACHERS SENSE OF SELF EFFICACY BEFORE PRACTICE TEACHING PROGRAMME

FACTORS	% STUDENT TEACHER BELOW AVERAGE BELIEFS	% OF STUDENT TEACHER WITH AVERAGE BELIEF	% OF STUDENT TEACHER WITH ABOVE BELIEFS
Efficacy of Instruction strategies	00	38.33	60.67
Efficacy for Classroom management	00	30.47	69.53
Efficacy For Student engagement	00	83.33	16.67

As per Table - 1 Not even single student teacher possessed below average beliefs of Teacher Sense of efficacy towards any factor even before commencement of practice teaching program. This inferred that Sant Gadge Baba Amravati, University has succeeded in securing student teachers having favorable Teachers sense of self efficacy . The above average beliefs of most of student teachers for efficacy of instructional strategies (60.67 %) and classroom management (69.53 %) and efficacy for students engagement (16.67 %)m before the commencement of practice teaching program supports this point.

ATTITUDE OF STUDENT TEACHERS TOWARDS TEACHERS SENSE OF EFFICACY AFTER PRACTICE TEACHING PROGRAM.

After completion of 38 days of practice teaching program Teachers sense of efficacy scale was again administered on the same student teachers to study their beliefs on teachers sense of efficacy . Table – 2 shows the factor wise response of student teachers.

TABLE -2
Student Teachers Sense of Efficacy After practice teaching program

FACTORS	% STUDENT TEACHER BELOW AVERAGE BELIEFS	% OF STUDENT TEACHER WITH AVERAGE BELIEF	% OF STUDENT TEACHER WITH ABOVE BELIEFS
Efficacy of Instruction strategies	00	22.33	77.67
Efficacy for Classroom management	00	56.55	43.45
Efficacy For Student engagement	00	42.67	57.33

Table - 2 shows that students teachers sense of efficacy regarding classroom management had changed percentage . This may be due to student teacher were there in school for limited period and all their students were well aware about this and they had experience of B. Ed. student teachers. Because of their previous experience it was not possible for student teacher to develop rapport with the student as their regular subject teacher had and as a result they would not be able to get support respect response as they had expected. It was also found that student teacher took effective lessons but students of practice teaching school did not take them seriously and use to disturb them during their practice teaching.

So this can be inferred that (43.45%) student teacher had average belief over classroom management efficacy after implementation of practice teaching program. Thus in other words student teacher got written remark over their class control aspect.

TABLE -3
t-value of teacher sense of efficacy scale before and after practice teaching program

FACTORS	PRE TEST		POST TEST		r	M1-M2	SE _D	T value
	M1	SD1	M2	SD2				
Efficacy of Instruction strategies	45.1	4.62	49.64	4.21	0.035	4.54	0.81	5.6*
Efficacy for Classroom management	48.03	5.04	50.95	5.22	0.42	2.29	0.71	4.65*
Efficacy For Student engagement	42.71	4.31	45.83	4.8	0.12	3.12	0.72	4.43*

Table – 3 suggest that there is a significant difference in Teachers sense of efficacy score before and after practice teaching program as shown by + value which are significant at 0.01 level . This further supports that Teacher sense of efficacy have positive change on all factors of efficacy related to instructional strategies, classroom management and efficacy for student engagement after practice teaching program which is most important component of teacher training colleges plays important role in enhancing teachers sense of efficacy. This finding suggests the importance of practice teaching program provides a platform to improve teacher's sense of efficacy. They got a belief that every child is reachable. It is teachers obligation to see it that every child makes academic progress.

CONCLUSIONS :

- 1) The study revealed that (60.67%) student teacher self sense of efficacy had above average.
- 2) After practice teaching program percentage of student teacher with above average self efficacy increased.
- 3) t – values reflected a significant difference between scores of student teacher before and after practice teaching program.
- 4) All these result pushes positive feedback relating to increase teachers sense of efficacy by the practice teaching program.
- 5) Moreover feedback given by mentor affect much more on the sense of efficacy.
- 6) Practice teaching program conducted in school is integral part of developing sense of efficacy of student teacher.
- 7) Moreover multidimensional model have to used by mentor enhance students teacher sense of efficacy on above factors.
- 8) Feed back that credits achievement to effort has more influence on teachers sense of self efficacy.
- 9) Rewards oriented instructional practices enhance sense of self efficacy when they are directly linked to student teachers accomplishments.
- 10) Goals that incorporate specific performance standards raise sense of self efficacy that motivates to Do their best.
- 11) Mastery oriented instructional practices emphasis on learning of classroom management skills .

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