

A STUDY OF STUDENT TEACHER'S BELIEFS ABOUT TEACHING AND THEIR SENSE OF SELF-EFFICACY IN DISTRICT FARIDABAD

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ABSTRACT

Students Teacher's beliefs about their teaching and their sense of self-efficacy were examined as determinants of teaching. Over 200 student teachers in 4 education colleges were administered self report questionnaires to assess self-efficacy and beliefs about their teaching. Structural equation modeling analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their teaching.

What Beliefs Should We Teach?

If we decided that we knew how to change beliefs and if we decided that it was ethically appropriate to change the beliefs of teacher candidates when and if certain conditions were met, the next question becomes "which beliefs" do we want to teach? For example, we could ask candidates to respond to the following beliefs (or others, mine are just examples) on a Likert scale, from strongly agree to strongly disagree. How would we want our candidates to respond at the end of the program? Notice how some "ideals," notably items 4 and 5, appear to be contradictory:

1. All children can learn.
 2. Pupils should be treated as clients.
 3. Children have to be prepared to "read up to grade level."
 4. Children should be treated equally, as a matter of justice.
 5. Children should be treated differently, each in terms of his own needs and interests.
 6. Learning should be fun.
 7. Diversity in a classroom is a strength and not a problem.
 8. The teacher is accountable for what is learned or not learned in a classroom.
 9. Children should be given praise and recognition in terms of what they have earned and deserve.
- The filtering process creates unstable teacher efficacy beliefs and shifts according to the specifics of the context and content. Accordingly, a teacher may feel efficacious in one sociocultural setting or content area, but not in others. When entering teacher education, the task is new and specific to the context. Subsequently, Burke-Spero & Woolfolk Hoy (2003) argue that to "ignore the influence of a teacher's personal cultural lens or fail to note periods of instability of interpretation when investigating teachers' developing sense of personal teaching efficacy limits the usefulness of any information derived from the investigation of teacher self-efficacy" (p.29). Given Bandura's (1997) assertion that self-efficacy beliefs are most at play in early learning and that, once developed, are resistant to change, it was important to collect the entry levels of teacher self-efficacy beliefs of future beginning teachers

OPERATIONAL DEFINATION OF THE KEY TERMS:

Student teacher beliefs about teaching-

Kennedy went on to say that one belief that teacher candidates bring to their professional schooling is "that they already have what it takes to be a good teacher, and that therefore they have little to learn from the formal study of teaching"

Teacher self- efficacy-

Self-efficacy is the measure of one's own ability to complete tasks and reach goals. [1]

OBJECTIVES:

- To study the student teacher beliefs about teaching of Faridabad district.
- To study the student teacher self-efficacy of Faridabad district.
- To study the relationship between student teacher beliefs about teaching and self- efficacy of Faridabaddistrict.

HYPOTHESIS:

- There exist positive relationship between student teacher beliefs about teaching and self- efficacy of Faridabaddistrict.

DELIMITATION OF THE STUDY:

- The population for the study was limited to student teacher of Faridabad district only.
- The study is only limited to two psychological variable
- The study is delimited in to 100 samples of student teachers.

SAMPLE AND SAMPLING TECHNIQUE

The sample will be taken of four B.Ed. college of Faridabad District. Total number of student in sample will be taken as **100**.

TOOLS USED: -A Standardized tool.

Standardized- Student Teacher Beliefs And Student Teacher Self Efficacy developed by **Tschnnem Moran & Hoy (TSES)** teacher sense of efficacy scale.

3.5 Data collection-

Data collection is a term used to describe a process of preparing and collecting data for example, as part of a process improvement or similar project. The purpose of data collection to keep on record, to make decisions about important issues, or to pass information on to provide information regarding a specific topic.

3.6 Scoring procedure-

The respondents are requested to indicate or tick mark (\checkmark). Against any respondents one of the choices. The first scale against which they indicate to their choices was defined by 5 categories as-

- 1-None a bite
- 2-Verry little
- 3-Some degree
- 4-Quite a bite
- 5-a great deal

3.7-Statistical techniques Used-

In order to analyze the data following statistical techniques were used.

1. T - Test

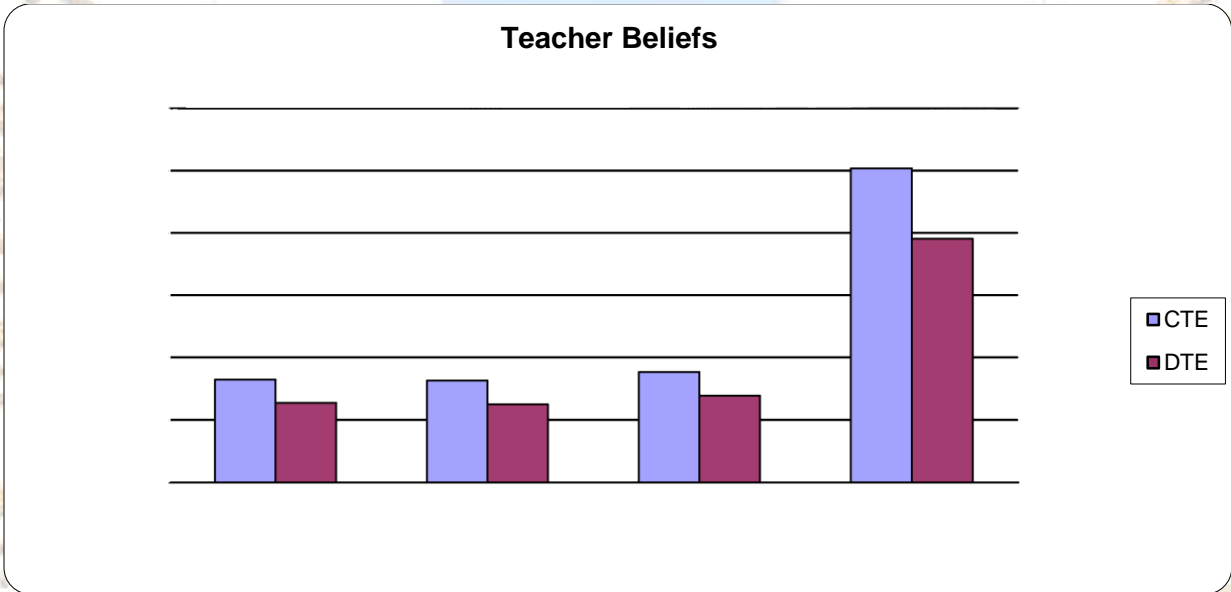
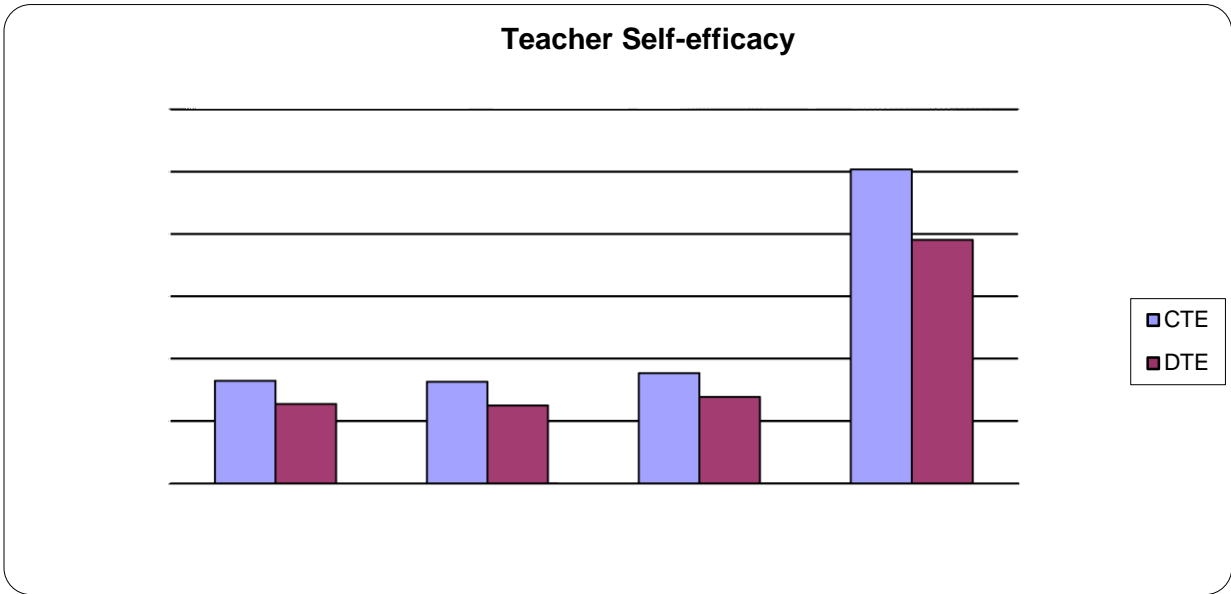
A t-test is any statistical hypothesis test in which the test statistic follows a student's distributions if the hypothesis was supported. It is most commonly applied when the test statistic was known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistic (under, certain condition) follows a student's t-distribution.

2. Standard Deviation

The standard deviation of a random variable, statistical population data set, or probability distribution is the square root of this variance. It is algebraically simpler through practically less robust than the average absolute division useful property of standard deviation is that, unlike variance, it is expressed in the same units as the data.

3. Correlation

In statistics, dependence refers to any statistical relationship between two random variables or two sets of data. Correlation refers to any of a broad class of statistical relationship involving dependence. Formally, dependence refers to any situation in which random variables do not satisfy a mathematical condition of probabilistic independence. In loose usage, co-relation can refer to any departure of two or random variables from independence., but technically it refers to any of several more specialized types of relationship between mean values. There are several co-relations. The most common of these is the Pearson co-relation co-efficient, which is sensitive only to a linear relationship between variables (which may exist even if is a nonlinear function of the other.



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