

Home > Journal > Social Sciences & Humanities > PSYCH

[Indexing](#) [View Papers](#) [Aims & Scope](#) [Editorial Board](#) [Guideline](#) [Article Processing Charges](#)

PSYCH > Vol.2 No.3, June 2011

OPEN ACCESS

## Preservice Teachers' Sense of Efficacy and Its Sources

PDF (Size: 151KB) PP. 235-240 DOI: 10.4236/psych.2011.23037

### Author(s)

Sunjin Oh

### ABSTRACT

The purpose of this study was to examine several potential sources of preservice teachers' perceptions of their teaching efficacy during their reading and writing lessons. More specifically, the study explored the relationship between the sources of preservice teachers' self-efficacy and teachers' perception of efficacy in the areas of instructional strategies, classroom management, and student engagement. Forty-three preservice teachers in pre-literacy methods courses and fourteen in post-literacy methods courses completed the survey, which consisted of the Teacher Sense of Efficacy Scale (TSES) and Teaching Efficacy Sources Inventory. Paired t-test results showed that preservice teachers' teaching efficacy increased in the three subscales of instructional strategies, classroom management, and student engagement by the end of the literacy method courses. Efficacy for instructional strategies, classroom management, and student engagement were highly intercorrelated with each other in the pre-test data. The results of multiple regression analysis indicated that personality characteristics, capabilities, motivation, enactive mastery experiences with social/verbal persuasion, and physiological/affective state were significant predictors when efficacy for classroom management was the dependent variable in the post-test data. Findings of this study revealed that preservice teachers' personality, motivation, and capabilities were one of the important sources to improve their teaching efficacy, in congruence with previous research (Poulou, 2007; Yeung & Watkins, 2000).

### KEYWORDS

Preservice Teachers' Teaching Efficacy, Sources of Teaching Efficacy, Preservice Teachers' Personality Characteristics, Capabilities, Motivation

### Cite this paper

Oh, S. (2011). Preservice Teachers' Sense of Efficacy and Its Sources. *Psychology*, 2, 235-240. doi: 10.4236/psych.2011.23037.

### References

- [1] Anderson, S., & Betz, N. (2001). Sources of social self-efficacy expectations: Their measurement and relation to career development. *Journal of Vocational Behavior*, 58, 98-117. doi:10.1006/jvbe.2000.1753
- [2] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. doi:10.1037/0033-295X.84.2.191
- [3] Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- [4] Chan, D. W. (2008). General, collective, and domain-specific teacher self-efficacy among Chinese prospective and in-service teachers in Hong Kong. *Teaching and Teacher Education*, 24, 1057-1069. doi:10.1016/j.tate.2007.11.010
- [5] Dembo, M. H., & Gibson, S. (1985). Teachers' sense of efficacy: An important factor in school improvement. *The Elementary School Journal*, 86, 173-184. doi:10.1086/461441
- [6] Erdle, S., Murray, H. G., & Rushton, J. P. (1985). Personality, classroom behavior, and student ratings of college teaching effectiveness: A path analysis. *Journal of Educational Psychology*, 77, 394-407. doi:10.1037/0022-0663.77.4.394

- [Open Special Issues](#)
- [Published Special Issues](#)
- [Special Issues Guideline](#)

[PSYCH Subscription](#)

[Most popular papers in PSYCH](#)

[About PSYCH News](#)

[Frequently Asked Questions](#)

[Recommend to Peers](#)

[Recommend to Library](#)

[Contact Us](#)

Downloads: 247,356

Visits: 543,404

[Sponsors >>](#)

- [7] Henson, R. K. (2001, February). Relationships between preservice teachers' self-efficacy, task analysis, and classroom management beliefs. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.
- [8] Poulou, M. (2007). Personal teaching efficacy and its sources: student teachers' perceptions. *Educational Psychology, 27*, 191-218. doi:10.1080/01443410601066693
- [9] Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805. doi:10.1016/S0742-051X(01)00036-1