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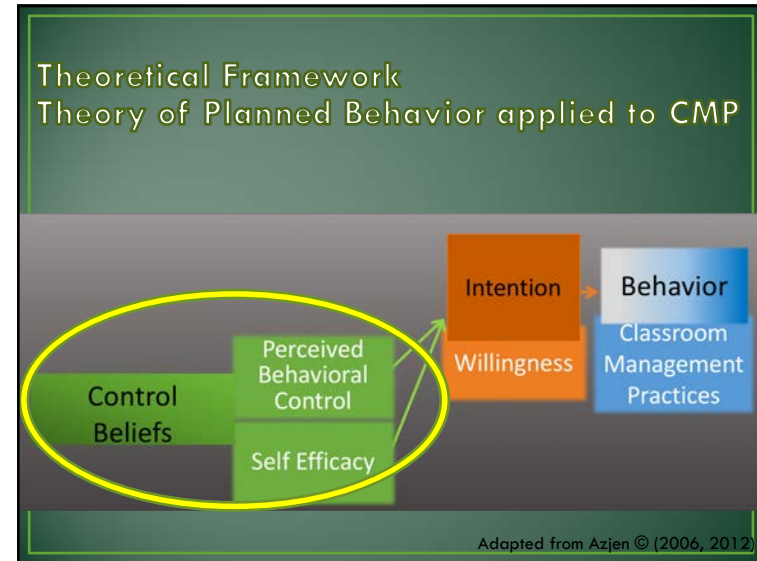
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Preservice Teachers' Self-efficacy and Perception of Control About Managing Behavior Difficulties in Classroom

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Theoretical Framework
Theory of Planned Behavior applied to CMP

Adapted from Azjen © (2006, 2012)

Introduction

- Teachers' self-efficacy (TSE) is based on what teachers suppose they can achieve relying on their own expertise (Hoy & Spero, 2005).

- It can vary according to task performed and context of specific interventions (Dellinger, Bobbett, Olivier, & Ellett, 2008).

- In this context, TSE in classroom management can be described as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Brouwers & Tomics, 2000).

- A higher SE is associated with greater inclusive education and adoption of teaching practices supportive success of students with behavioral difficulties (Gordon, 2001).

Aims

- To determine the preservice teachers' self-efficacy beliefs (PTSE) regarding managing difficult behaviors.

- To determine the perception of control of PT regarding managing difficult behaviors.

  - To study the PTSE and perception of control differences according to ...

  - To describe the links between PTSE, perception of control and ...

    - Gender
    - Training Program
    - Year of Training
    - EBD Training
    - Field experience

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Method   Instrument

- Teachers' self-efficacy scale regarding classroom management (Gaudreau, Frenette, & Thibodeau, 2015)
  - One dimension of this scale :

    Managing difficult behaviors (9 items, α = .89)

    I can efficiently manage the situation when one of my students adopts provocative behaviors.

1 Strongly Disagree   Strongly Agree **6**

Method Instrument

- French adaptation of the *Job Content Questionnaire* (JCQ; Karasek, 1985; Fernet et al., 2012)

- Two scales:

  Task control
  (*n* = 6, α = .73)

  Decision latitude
  (*n* = 3; α = .61)

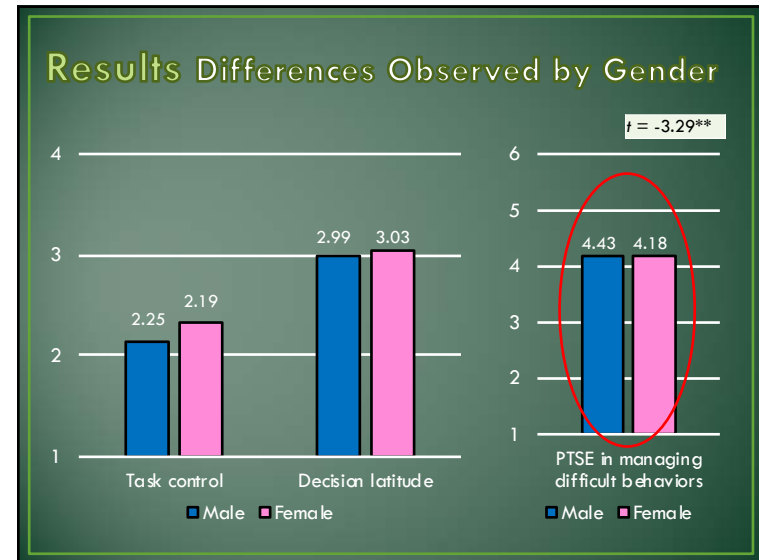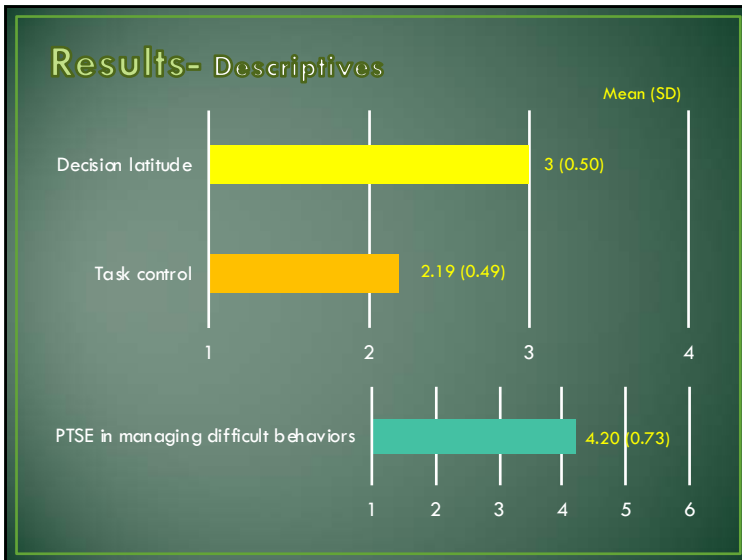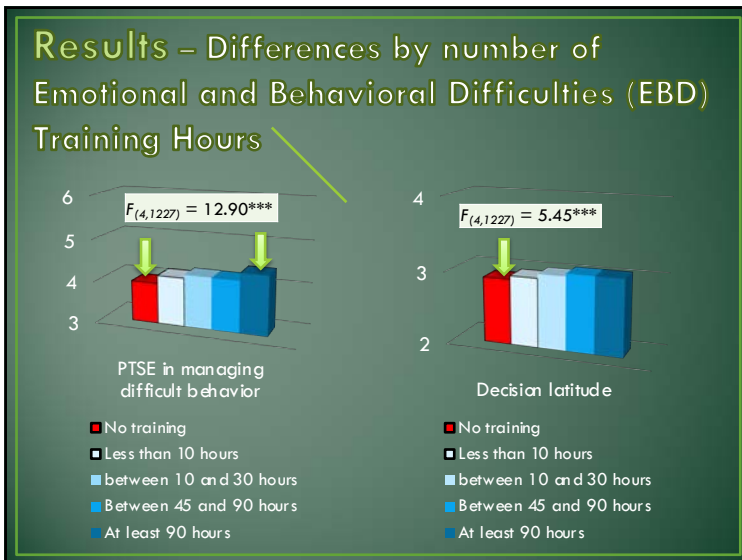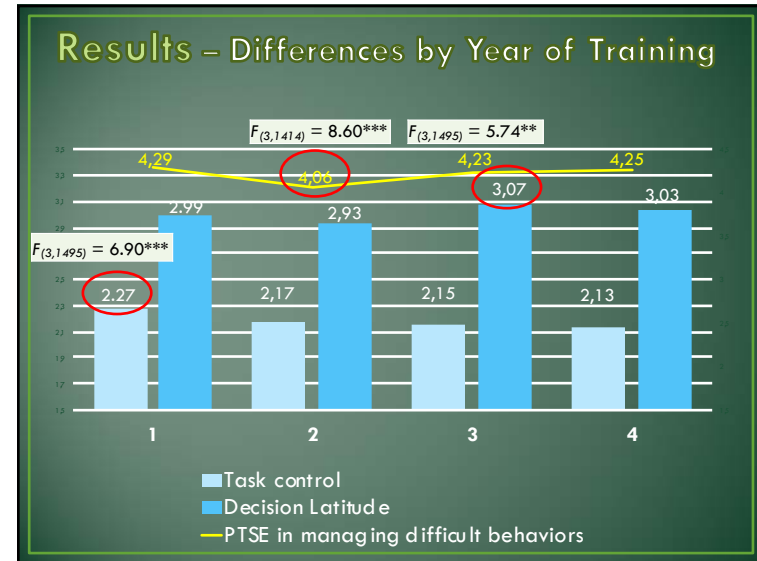 | |
  |---|
  | I have enough time to do these tasks. |
  | I receive conflicting requests regarding behavior management. |
  | Behavior management requires a lot of work. |
  | I can make autonomous decisions about behavior management in my classroom. |
  | I have a lot of influence on how things go when I manage behaviors in my classroom. |
  | I have the freedom to decide how to interact with students with behavioral difficulties. |

1 Strongly Disagree   Strongly Agree **4**

Results- Descriptives

Mean (SD)

Decision latitude — 3 (0.50)

Task control — 2.19 (0.49)

PTSE in managing difficult behaviors — 4.20 (0.73)

Results Differences Observed by Gender

t = -3.29**

Task control: Male 2.25, Female 2.19
Decision latitude: Male 2.99, Female 3.03
PTSE in managing difficult behaviors: Male 4.43, Female 4.18

■ Male ■ Female

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Results Differences Observed According to Training Program

$t = -4,80***$

$t = -6,43***$

Task control — General: 2.14, Special Education: 2.33

Decision latitude — General: 2.99, Special Education: 3.03

PTSE in managing difficult behaviors — General: 4.15, Special Education: 4.36

General / Special Education

Results – Differences by Year of Training

$F_{(3,1414)} = 8.60***$ $F_{(3,1495)} = 5.74**$

PTSE values: 4,29   4,06   4,23   4,25

$F_{(3,1495)} = 6.90***$

Decision Latitude: 2.99   2,93   3,07   3.03

Task control: 2.27   2,17   2,15   2,13

Task control
Decision Latitude
PTSE in managing difficult behaviors

Results – Differences by number of Emotional and Behavioral Difficulties (EBD) Training Hours

$F_{(4,1227)} = 12.90***$ $F_{(4,1227)} = 5.45***$

PTSE in managing difficult behavior / Decision latitude

No training
Less than 10 hours
between 10 and 30 hours
Between 45 and 90 hours
At least 90 hours

Results - Correlations between PTSE, perception of control and others variables

- The stronger is the TSE in managing difficult behaviors, the more they perceive decision latitude ($r = 0.341**$) and control task ($r = 0.238**$)
- Older students have a stronger TSE to manage difficult behaviors ($r = 0.08**$) and perceive greater decision latitude than the youngest ($r = 0.05*$).
- The more the students have completed days of field experience, the more they perceive a decision latitude to manage difficult behaviors ($r = 0.09**$) and control task to manage difficult behaviors ($r = 0.10***$).

$***p < .001, **p < .01 *p < .05$

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Discussion

- There are numerous studies indicating notable variances in PTSE in terms of gender (e.g; Çalışkan et al. 2010; Martin et al., 2006; Özdemir, 2008).
- But many studies suggest that there are no difference between females and males (e.g. Baykara, 2011; Cerit, 2011; Üstüner et al., 2009).
- Other researchers also found higher SE scores for special education trainees (e.g., Romi & Daniel, 2001) and for practicing special education teachers (Buell et al., 1999; Freytag, 2001), compared with general educators.

Discussion

- Participating in teacher training that addresses topics such as characteristics of students with disabilities, inclusion and behavior management has been found to be associated with higher SE scores for perceived capability to work with students with special needs (e.g. Brownell & Pajares, 1999; Lancaster & Bain, 2007).
- Other studies of TSE have shown that one possible way to promote a more realistic sense of efficacy in PT is to provide them with mastery experience in the form of well planned field placement experiences and observation of teaching (e.g. Abroampa et al., 2017; Charalambous et al., 2008; Knoblauch & Hoy, 2008).

Conclusion

In conclusion, in order to support the development of strong control beliefs, this study confirm the importance to offer extensive courses on intervention for EBD students and greater opportunities to experiment proposed strategies in real-life context (internships).

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