

# Changes in Induction-Year Teachers' Self-Efficacy over the Fall Semester

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### Introduction

-Teacher self-efficacy (TSE) is an important personal characteristic (McKim & Velez, 2016)

-Can impact job satisfaction, retention, and student achievement (Kasalak & Dagyar, 2020)

-TSE likely to change with personal and vicarious experiences over first semester (Bandura, 1997; Moir, 1999)

### Methodology

-Two pre-existing instruments (Rubenstein et al., 2014; Wolf, 2011) with instruction, FFA, and SAE constructs

-Surveyed Oklahoma SBAE induction-year teachers in August and December ( $N = 29$ )

-19 completed both instruments (65.62% response rate)

### Conclusions

-TSE began high and remained stable

-Is this an overconfidence of perceived ability?

Participant	Initial TSE	Final TSE	Difference
1	7.65	8.49	0.84
2	6.90	7.65	0.75
3	7.07	7.78	0.71
4	6.57	7.23	0.66
5	5.15	5.75	0.60
6	6.73	7.18	0.45
7	6.97	7.26	0.29
8	7.85	8.07	0.22
9	5.70	5.89	0.19
10	8.10	8.08	-0.02
11	6.75	6.70	-0.05
12	6.85	6.77	-0.08
13	8.50	8.33	-0.17
14	6.85	6.60	-0.25
15	5.87	5.62	-0.25
16	6.62	6.20	-0.42
17	8.42	7.60	-0.82
18	7.15	5.50	-1.65
19	8.10	5.87	-2.23
Mean (SD)	7.04 (0.90)	6.98 (0.97)	-0.06 (0.80)

What is your level of capability to:

	No Capability	Very Little Capability	Some Capability	Quite a Bit of Capability	A Great Deal of Capability
Use a variety of teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>