

Student Satisfaction and Self-Efficacy in a Teaching Methods Course by Treatment

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Introduction and Review of Literature

- Teaching Methods is typically the last course a Teacher Education major completes before student teaching
- This course is taught many different ways across different institutions
- Typically the students teach short lessons and receive feedback from an instructor

Theoretical Foundations

- Bandura's Self-efficacy Theory
- Characteristics of an Effective Teacher (Rosenshine & Fursts, 1971)

Self Efficacy and Teachers

- Efficacy impacts the process of obtaining and interpreting the knowledge of a pre-service teacher preparation program (Pajares, 1992).
- Strong teacher efficacy beliefs are related to high pupil achievement and desirable teacher characteristics (Mulholland & Wallace, 2001).
- Teacher self efficacy has been defined as "a teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger, Bobbett, Olivier, & Ellett, 2008, p.752).
- Rosenholtz (1989) found that the efficacy level of the teacher was proportional to student learning: the more efficacious the teacher, the more students learned. If the teacher did not believe in their ability, students learned less.

Characteristics of an Effective Teacher

- Results of a Meta-analysis (1971)
 - Clarity
 - Variability
 - Enthusiasm
 - Task Oriented, Business-like Behaviors
 - Student Opportunity to Learn the Criterion Material

Objectives

1. Describe the student characteristics.
2. Determine the self-efficacy overall and by treatment group.
3. Determine the satisfaction overall and by treatment group.

Methods

Quasi-experimental design (part of dissertation study)

Two treatments:

- Group 1: students were just given feedback from the instructor and from peer feedback forms (N = 14)
- Group 2: Students were asked questions and guided through reflective thinking about their teaching (N = 14)

A researcher created instrument was validated and used to collect self-efficacy (Scale of 1-7) and satisfaction (Scale of 1-5) measures

Measures of central tendency and variability are reported overall and by treatment group.

Student Characteristics

Students' Average Age and Academic Performance by Experimental Group
(n = 28)

Characteristic	Placebo (n = 14)			Treatment (n = 14)			Overall		
	M	SD	Range	M	SD	Range	M	SD	Range
Age	21.79	1.12	21-24	24.50	8.86	20-52	23.14	6.35	20-52
Cumulative GPA ^a	3.45	0.41	2.56-3.95	3.52	0.39	2.83-4.00	3.49	0.40	2.56-4.00

^aPossible Range = 0.00 – 4.00

Frequency of Student Characteristics by Experimental Group (n = 28)

Characteristic	Placebo (n = 14)		Treatment (n = 14)		Overall	
	f	%	f	%	f	%
Program Emphasis						
Leadership	3	21.43	1	7.14	4	14.29
Teaching	11	78.57	13	92.86	24	85.71
Sex						
Male	4	28.57	3	21.43	7	25.00
Female	10	71.43	11	78.57	21	75.00

Overall Student self efficacy

Characteristic	M*	SD
Clarity	5.27	0.78
Variability	5.36	0.84
Enthusiasm	5.13	0.79
Task Oriented Behavior	5.16	0.88
Student Opportunity to Learn Criterion Material	4.96	1.30

*Possible range 1-7

Student efficacy by treatment

Characteristic	Placebo			Treatment		
	N	M	SD	N	M	SD
Clarity	13	5.00	0.80	13	5.54	0.69
Variability	13	5.37	0.75	13	5.35	0.95
Enthusiasm	14	5.04	0.83	13	5.23	0.78
TOB	14	5.04	0.69	13	5.28	1.07
OLCM	13	5.00	1.17	13	4.92	1.46

Possible range 1-7

Student satisfaction overall and by treatment

	Placebo (N = 14)		Treatment (N = 13)		Overall (N = 27)	
	M*	SD	M*	SD	M*	SD
Satisfaction	3.77	0.88	3.95	0.70	3.86	0.79

*Possible range 1-5

Findings

- Overall, students were satisfied with the course regardless of the treatment ($M = 3.86$ out of possible 5.00), but students receiving the reflective conference were more satisfied ($M = 3.95$) than those students who received feedback only ($M = 3.77$)
- Hypothesized students would dislike having to “Think”
- Perhaps they liked being heard
- However, both groups had time with the instructor

Findings and Conclusions

- Students who received the reflective conference felt more efficacious about their ability to be **clear** and **enthusiastic** in the classroom and **to keep students on task**.
- Students who received feedback only were more efficacious about their ability to be **instructionally varied** and **teach to objectives**.
- These findings help educators understand feedback conferences and their impact on future teachers.

Thank You

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