

The Importance of Teachers' Self-Efficacy in the Field of Education of Socially Disadvantaged Students

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Abstract : The education of socially disadvantaged students is in the long term spotlight of many pedagogical researches in both Czech and foreign environment. These researches among others investigate this topic from the point of view of individual compensatory measure which tries to overcome or remove the social disadvantage. The focus of the study is to highlight the important role of teachers in the education of this specific group of students, among others in terms of their (teachers') pre-graduate training. The aim of the study is to point out the importance of teachers' self-efficacy. The study is based on the assumption that the teacher's self-efficacy may significantly affect the teacher's perception of a particular group of students and thereby affect the education of the students. The survey involved 245 teachers from the two regions in the Czech Republic. In the research were used TES questionnaire (with the dimensions personal teaching efficacy - PTE and general teaching efficacy - GTE) by Gibson and Dembo and the semantic differential (containing 12 scales with bipolar adjectives) which investigated the components of teachers' attitudes toward socially disadvantaged students. It was found that teachers' self-efficacy significantly affects the teachers' perception of the group of socially disadvantaged students. Based on this finding we believe that it is necessary to work with this concept (prepare teachers to educate this specific group of students) already during higher education and especially during the pre-graduate teachers training.

Keywords : teachers, socially disadvantaged students, semantic differential, teachers self-efficacy

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