

Self-Efficacy of Preschool Teachers and Their Perception of Excellent Preschools

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Abstract : Little is known about perceived self-efficacy of public preschool teachers, their perception of preschool excellence, or the relations between the two. There were three purposes for this research: defining the professional self-efficacy of preschool teachers (PTSE); defining preschool teachers' perception of preschool excellence (PTPPE); and investigating the relationship between the two. Scales for PTSE and PTPPE were developed especially for this study. Public preschool teachers (N = 202) participated during the 2013 school year. Structural Equation Modeling was performed to test the fit between the research model and the obtained data. PTPSE scale ($\alpha = 0.91$) was comprised of three subscales: pedagogy ($\alpha=0.84$), organization ($\alpha = 0.85$) and staff ($\alpha = 0.72$). The PTPPE scale ($\alpha = 0.92$) is also composed of three subscales: organization and pedagogy ($\alpha = 0.88$), staff ($\alpha = 0.84$) and parents ($\alpha = 0.83$). The goodness of fit measures were RMSEA = 0.045, CFI = 0.97, NFI = 0.89, $df = 173$, $\chi^2=242.94$, $p= .000$, showing GFI = 1.4 (< 3) as a good fit. Understanding self-efficacy of preschool teachers, preschool could and should lead to better professional development (in-service training) of preschool teachers.

Keywords : self-efficacy, public pre schools, preschool excellence, SEM

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