

Effects of Reflective Practice on Self-Efficacy of Pre-Service Physical Education Teachers**Sonam Gytso¹, Waseem Raja Malik²**

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Abstract:

The purpose of present study was to find the effects of reflective practice on self-efficacy of Pre-service physical education teachers (PSPET). To achieve the purpose eight samples of PSPET (pre service physical education teacher) from Chandrashakher Agasghe College of Physical Eduacion, Pune were selected. The participants were selected through purposive sampling technique and same samples were given the self- reflection practice programme after each micro lesson plan for one month. The pre and post test data were collected through questionnaire and effects of reflective practice on self-efficacy was studied. Paired sample statistics and correlation in which the mean and SD of pretest were 87.88 ± 10.44 and the mean and SD of posttest were 99.39 ± 3.54 respectively. The pre post paired have a correlation of 0.353 with the sig. 0.391. The study shown the pre post test difference through paired sample t-test in which the mean difference is 11.50, SD 9.77 and the t score is 3.33 with the sig. (2-tailes) of .013. All these results shows there is a significance difference between pre and post test and hence there is a significant effect of reflective practice on self-efficacy of PSPET.

Keywords: Self-efficacy, Reflective Practice, pre service, physical education teacher.**Introduction**

Efficacy is defined as the ability to complete a task satisfactorily (HolfordNHG., Sheiner LB (1981)). One of the basic concepts of social learning theory defines it as "belief in one's ability to succeed in a specific situation" (Bandura, 1977). He first proposed the concept in 1982, stating that a personal judgment of "how well one can be executed cause of action required to deal with prospective situation" was required. According to Gawith (1995), a person will not be able to complete a task for which he is capable unless he has the confidence to do so. It refers to an individual's beliefs about their ability to cope with a specific task or situation and achieve success.

Teacher's self-efficacy: Teacher self-efficacy is defined as a teacher's belief in their ability to use the skills needed to encourage students to learn (Armor, 1976; Woolfolk, Hoy, & Burke, Spero, 2005.) It is the teacher's belief in his or her abilities that influences the learning outcomes of students, including motivated students and students with disabilities (Tschannen-Moran & Woolfolk, Hoy.2001). Teachers with high levels of self-efficacy are thought to be more skilled at using teaching strategies effectively, ensuring student engagement, and implementing classroom management skills (Brouwers&Tomic 2000; Caprara, Stece, & Malone, 2006). Furthermore, teachers with a high level of self-efficacy are reported to not only exert more

effort in overcoming problems, but also to continue making such food for a longer period of time (Bandura,1977,1986). Teachers with high self-efficacy are said to be open to new ideas and have a positive attitude toward teaching (Gibson & Dembo, 1984; Tschannen-Moran, 1998). The role of self-efficacy in the teaching-learning process continues to pique the interest of both researchers and practitioners. For the last three decades, research has focused on the relationship between a teacher's perceived self-efficacy level and student achievement and achievement of desired results. Tschannen-Moran, Woolfolk, and Hoy (1998). As a result, many studies have been conducted on teacher self-efficacy. It is a significant factor in teacher effectiveness that is consistently related to teacher behavior and student outcomes. Nikki, Reid, and Bates (2003).

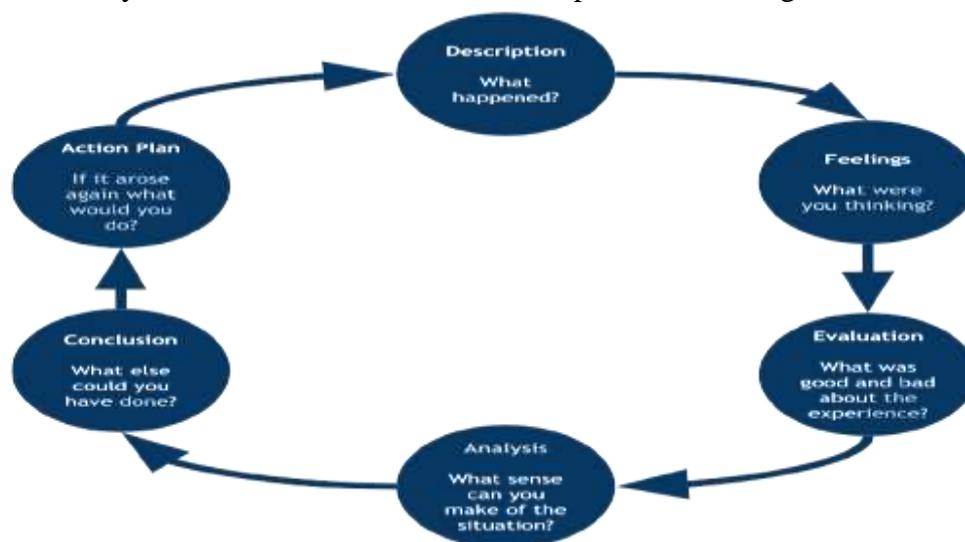
Self-Reflection: Looking in the mirror and describing what you see is an example of self-reflection. It is a method of evaluating yourself, your working methods, and your study methods. Simply put, 'reflection' means to think about something. It is a generic term for those intellectual and effective activities in which individuals engage in order to gain a new understanding and appreciation for their experiences. Boud, Keough, and Walker (1985). It allows us to learn from our experiences and apply what we have learned to future experiences (Victor, 2018 & Lougran, 2002).

Reflective Teaching: The process of reflection is an important part of teaching and learning about teaching. The ability to react and solve problems is regarded as critical to effective teaching. Calderhead (1989) and Schon (1987) are two examples. It is thought to act as a bridge between a teacher's theoretical knowledge and classroom practice. (Lynn, Castelli, Werner, & Cone, 2007). Reflective teaching entails analyzing one's beliefs, monitoring the effects of one's actions, and the use of certain attitudes such as open mindedness, wholeheartedness, and responsibility. (Davey, J. 1933)

Reflective Practice: Reflective practice is the ability to reflect on one's actions in order to engage in a continuous learning process. According to another definition, it entails "paying critical attention to the practice values and theories that inform everyday action, and by examining practice reflectively, this leads to developmental insight" (Botton, Gillie, 2010). One key rationale for reflective practice is that experience does not always result in learning; deliberate reflection on experience is required. (Loughran, J. John 2002) and "the ability to reflect on action in order to engage in a continuous learning process." (Schon., 1983).

Gibbs-Reflective Cycle Model (1998): The Gibbs reflective cycle provides a method for reflecting on the experience. It is partially inspired by Kolb's learning cycle. The procedure is essentially a loop or cycle.

The cycle has six elements, which are depicted in the diagram below.



Reflection and Self- Efficacy

There has been some promising research that suggests that novice teacher will use critical reflection as a problem solving tool if educated to think in that way. (Dieker& Amaya,M,1997).The studies presented that self-efficacy and Reflection as to important components related to teacher retention, persistence and Resiliency.(Deboraly, S.Yost,2006). The finding of the study by Brown and crumpler (2004) in which they refer to the positive relation of reflectivity and efficacy. They think reflectivity helps teachers to become more efficacious and believe in themselves. As Inchausti (1994) describes reflection as second self can help teacher to develop their identity and raise their efficacy, change their life in a better way, nurture their potentials, and finally engage in reflective practice(Braun & Campler,2004)

Methods

The population for the study consisted of 100 pre-service physical education teacher (PSPET) and then 8 Sample had been selected through non-probable, purposive sampling technique. The study was carried out through quasi experimental design to understand the effect of reflective practice on self-efficacy of PSPET of CACPE. Data had been collected through self-efficacy test scale and then effect of reflective practice had been analysed on the basis of pre and post test data.

Data Analysis and Results

The quantitative data collected through questionnaire and analyzed the data through paired sample approach and descriptive statistics. For the qualitative analysis the researcher had collected the data from the reflective practice sheet and Gibbs reflective cycle practice sheet. The frequent reflections on different aspects were identified and coded through inductive approach. The codes were then arranged in the form of Gibbs reflective cycle model and following were the aspects of reflections emerged and identified in the six stages.

Table-1

The frequent coded reflections

Stage 1: Description PSPETs reflection on the description about real setting teaching situation in classroom.	Stage 2: Feeling PSPETs reflection on what they were feeling and thinking in the classroom.	Stage 3: Evaluation PSPETs reflection about the good and bad experiences from their classroom lesson.
Large classroom strength, Students misbehaviour during lesson, confusion in beginning, complicated topics for lesson, noise of students, student’s lack of interests in lesson, disciplined students, students well behaved, first lesson on students, calm and relaxed classroom, students listen carefully, showed respect, lesson on girls student, focussed students, bored and drained students, interesting topic for lesson, class of active students, noise from backbenchers.	Nervousness, lack of confidence, confusion, fear in front of lesson observer, unable to establish eye contact, stress, forgetfulness, Tension, Hesitation, Feel confident, energetic, self-motivated, calm, desire to teach more, activeness, emotional controlled, thoughtfulness, focused.	Problems with Class management, problem with the large class, problem of forgetting, recapitulation problem, language problem, problem with voice modulation, black board writing problem, improper class control, time management problem, improper instructions, cannot able to communicate with backbenchers, problem in giving examples, explanation problem, Good class control, Good explanation, students were focused, good feedback, students showed discipline, get motivated from experience.

Stage 4: Analysis PSPETs reflection on what perspective they make their classroom teaching experience.	Stage 5: Conclusion PSPETs reflection on what else could they do in their classroom teaching lesson.	Stage 6: Action Plan PSPETs reflection about the planning and mindsets if the same situation arouse again.
Lack of overall confidence, experience for next lesson, Good lesson, language problem, less attention from backbenchers, class management problem, managerial strategies required, need more class control, low voice modulation, managerial strategies required, learned some basic teaching skills, develop confident, learned to deal with specially abled students, proper execution of planning, good feedback from lesson observer, clear instruction, perfect time management, executed specific and reliable feedback, student behave well, Good experience for next lesson, delivered lesson without forgetting, learned to deal with students, students kept interest, Overall lesson was good, Develop more interests in teaching.	focus on time management, clear instruction, detailed study of lesson topic, need to give feedback, teaching with examples, more use of teaching aids, make sample questions, more lesson preparation, Can use specific feedback, required pedagogical knowledge, make strict class, sharp and specific instruction, more content knowledge, avoid nags, need fluency in speaking, execution of pedagogical knowledge, communication skills required, strategies to bring interests in lesson, lesson speed control, make more student involvement. Depth preparation of lesson topic, different teaching approaches, proper voice modulation, focus on face expression and hand gestures.	Proper execution of planning, time management, proper instruction, good feedback, more preparation of lesson, Pedagogical knowledge, communication skills, board writing skills, use Teaching protocol, peers discussion, watching videos, content knowledge, teaching strategies, time management practice, clear and proper instruction, learn to deal with specially able students, reviews on previous mistakes, self controlling, develop teaching personality, guidance from seniors and teachers, brain storming, Concise planning, self-motivate, comprehensive teaching, Reading Teaching skills books, pedagogical content knowledge.

Table-2

Paired Sample Statistics and correlations

Test	Mean	Std.Deviation	Std. Error Mean	Correlation	Sig.
Pre-test	87.88	10.44	3.69	.353	.391
Post-test	99.38	3.54	1.25		

Table-3

Paired Samples Test

Test	Paired Differences					t	d f	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Post test	11.50	9.77	3.45	-19.67	-3.33	-3.33	7	.013

In table-2 shown the paired sample statistics and correlation in which the mean of pre test is 87.88 and the mean of post test is 99.39. The standard deviations are 10.44 and 3.54 respectively. The pre post paired have a correlation of .353 with the significance of .391. Table-3 shown the pre post test difference through paired sample t-test in which the mean difference is 11.50, standard deviation is 9.77 and the t score is -3.33 with the sig.(2-tailed) of .013. All these results shows there is a significance difference between pre and post test and hence there is a significance effect of reflective practice on self efficacy of PSPET.

Conclusion

The Study came to the conclusion that the effects of this study identifies on many aspects such as PSPET's reflection on real setting teaching situation in classroom, reflection on what they were feeling and thinking in the classroom, reflection about the good and bad experiences from their classroom lesson, reflection on what perspective they make their classroom teaching experience, reflection on what else could they do in their classroom teaching lesson and reflection about the planning and mindsets if the same situation arouse again. The quantitative analysis identifies the efficacy on three factors such as student engagement, instructional strategies and classroom management. The findings shows the reflective practice brings a significance effect on PSPET's self-efficacy on student engagement and instructional strategies and has moderate significance on classroom management. It is thus concluded that reflective practice helps PSPETs to develop self-efficacy. However the conclusion limited only for pre-service physical education teachers.

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