

# Investigation and Research Based on the Teaching Efficacy of Teachers of Pedagogy Courses in Normal Universities

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**ABSTRACT.** This study conducted an empirical survey on the status quo of the teaching efficacy of teachers of pedagogy courses in four normal universities in Chongqing. The results show that the overall teaching effectiveness of teachers of pedagogy courses in teachers colleges is at a medium level, and that there is a significant difference in the sense of teaching effectiveness of teachers in terms of age, educational background and the type of school they serve. Based on this, the following countermeasures and suggestions were put forward in conjunction with the discussion: perfecting the teaching security system and refining various education policies; promoting the professional image of teachers and improving the social status of teachers; attaching importance to the construction of campus culture and creating a harmonious relationship between teachers and students.

**KEYWORDS:** Teaching efficacy, Pedagogy teacher, Teachers training collage, Current level

## 1. Introduction

The purpose of education is to cultivate high-quality talents, and teachers are the key to determine the quality of talents, the main force of talent training, and the main body of practice to achieve modern teaching reform. Studies have shown that teachers' teaching efficacy determines the quality of teaching and curriculum. With the improvement of teachers' teaching effectiveness, teachers' work input, persistence and thinking flexibility will also increase. Normal colleges refer to higher education colleges based on teacher education, which is the main position for training future teachers and are related to teacher professional development. The credit ratio of pedagogy courses is generally low [1]. Therefore, this study actively responds to the current policy trends and characteristics of the times and explores the current level of teaching efficacy.

## 2. Literature Review

Since Bandura put forward the theory of self-efficacy, related research issues at home and abroad have focused on empirical research on the connotation, structure, influencing factors and mechanism of teachers' teaching efficacy. This research mainly expounds the research status from the concept of teachers' teaching efficacy. Bandura's (1977) self-efficacy theory defines self-efficacy as a judgment about whether one can complete a task, consisting of outcome expectations and efficacy expectations [2]. The interpretation of the meaning of teaching efficacy mainly includes the following three aspects. First, scholars based on the belief perspective proceed from the personal personality traits of teachers and believe that teacher teaching efficacy is a teacher's ability to effectively influence students [3]. Secondly, based on the perspective of behavior judgment, scholars regard teachers' sense of teaching efficiency as the ability to judge whether they have the ability to provide ideal teaching performance, and tend to study behavior results [4]. Newman (1989) defined the sense of teaching efficiency as the teacher thought his teaching was worth his efforts [5]. Woolfolk (1990) and others defined the sense of teaching effectiveness as teachers think that they can have a positive impact on the learning of students [6]. Furthermore, scholars based on the ability perspective regard the sense of teacher teaching effectiveness as one of the teachers' effective completion of teaching tasks Kinds of abilities. Yu Guoliang (2000) summarized the predecessor's definition of teachers' teaching efficacy, and defined teaching effectiveness as a kind of ability for teachers to effectively complete teaching work and achieve teaching goals in teaching activities [7].

Combined with the definition of concepts at home and abroad, this study defines teaching efficacy as a multi-dimensional overall concept, including two parts: general teaching efficacy and personal teaching efficacy [8]. Teaching efficacy is a kind of ability and belief that teachers can effectively complete teaching work and affect students' learning behavior in teaching activities. This study selects teachers of pedagogy courses in

teachers colleges as the research object, integrates the actual situation of teachers of pedagogy courses in teachers colleges and universities, integrates the sense of teaching efficacy into the overall concept, and explores the difference between its current level and demographic variables.

### 3. Research Design

#### 3.1 Research Tools

In this study, the teacher's teaching effectiveness measurement scale refers to "Teacher's Teaching Effectiveness Scale" revised by Yu Guoliang and others and Gbison's "Teacher's Teaching Effectiveness Scale", including two dimensions of personal teaching effectiveness and general teaching effectiveness. There are 12 topics in total, and three demographic variables of age, education, and working school categories are set at the same time.

#### 3.2 Research Object

The object of this study is the teachers of pedagogy courses in four different types of normal universities in Chongqing. A total of 437 valid questionnaires were collected by stratified random sampling. The questionnaires are all quantified by Likert's five-level scale method, and the scoring standards range from 1 to 5 from "completely incompatible" to "fully in line".

### 4. Research Results

The overall score of teachers' teaching efficacy is 3.11, indicating that the teaching efficacy is at a medium level, the general teaching efficacy ( $\mu=3.21$ ,  $SD=1.07$ ) is relatively high, but the personal teaching efficacy ( $\mu=3.02$ ,  $SD=0.94$ ) relatively low. First of all, there is a significant difference in the level of teachers' teaching efficacy in terms of age, education and the type of incumbent school. There is a significant difference in the level of general teaching efficacy in the type of incumbent school. The level of personal teaching efficacy exists in age, education and the type of incumbent school Significant differences. In terms of age, the teaching efficacy level of teachers in the 30-40 age group ( $F=5.85$ ,  $p<0.01$ ) and individual teaching efficiency level ( $F=4.50$ ,  $p<0.01$ ) are significantly higher. In terms of academic qualifications, teachers with a Ph.D. or master's degree have a significantly higher level of teaching effectiveness ( $F=6.78$ ,  $p<0.01$ ) and individual teaching effectiveness ( $F=6.50$ ,  $p<0.01$ ). In terms of the types of schools served, the level of teaching effectiveness ( $F=8.14$ ,  $p<0.001$ ) of teachers working in subordinate colleges and provincial general colleges and universities was significantly higher than that of teachers working in key provincial colleges.

Table 1 Difference Analysis of Variables Such as Age and Education

Variable	Category	Teaching efficacy	General teaching efficacy	Personal teaching efficacy
Age	30 Yrs and below(n=45)	2.93±0.70	2.84±0.88	3.01±1.11
	31-40 Yrs(n=188)	3.27±0.85	3.13±1.05	3.41±1.12
	41-50 Yrs(n=165)	3.05±0.62	2.97±0.82	3.12±0.99
	51 Yrs and above(n=39)	2.87±0.59	2.86±0.86	2.88±1.00
	F	5.85**	1.95	4.50**
	Post-mortem inspection	2>1;2>3;2>4	\	2>1;2>3;2>4
Academic records	Undergraduate(n=55)	2.78±1.03	2.83±0.99	2.73±1.28
	Masters (n=92)	3.21±0.57	3.11±0.95	3.32±0.98
	Doctoral(n=290)	3.14±0.71	3.02±0.92	3.27±1.04
	F	6.78**	1.55	6.50**
	After inspection	3>1;2>1	\	3>1;2>1
Type of school	Ministry College(n=132)	3.24±0.77	3.05±0.96	3.44±0.87
	Provincial colleges(n=211)	2.97±0.68	2.74±0.81	3.20±1.11
	Provincial colleges and universities(n=94)	3.27±0.78	3.60±0.91	2.93±1.19

	F	8.14 <sup>***</sup>	30.99 <sup>***</sup>	6.25 <sup>**</sup>
	After inspection	1>2,3>2	3>1>2	1>2>3

Note: \*. At level 0.05 (two tails), the correlation is significant; \*\*. At level 0.01 (two tails), the correlation is significant; \*\*\*. At level 0.001 (two tails), the correlation is significant.

## 5. Discussion

### 5.1 The Overall Level of Teaching Efficacy

From the overall level, the teaching efficiency of teachers of pedagogy courses in teachers colleges is at a medium level. The general teaching efficiency is higher, and the individual teaching efficiency is lower. The general sense of teaching efficiency is related to teachers' understanding of the function of the entire education system [9]. Teachers in teachers colleges mainly take normal students as their educational objects and specialize in the research of education and teaching theories. Therefore, they have a clearer understanding and judgment on the role of education and generally have a higher level of teaching efficacy. In contrast, teachers in normal colleges and universities with low level of personal teaching effectiveness believe that it is difficult to educate the least motivated students and lack confidence in their own teaching and teaching ability [10].

### 5.2 Differences in Teachers' Teaching Efficacy

There is a significant difference in the sense of teaching efficiency of teachers of pedagogy courses in normal universities in terms of age, education and the type of school they hold. First, in terms of teacher age differences, the older the teacher is, the higher the level of personal teaching efficacy is. Older teachers have accumulated rich teaching experience in many years of educational practice and formed an objective and rational educational view.[11] Young teachers lack practical experience and have restricted sense of teaching effectiveness [12]. Second, in terms of academic qualifications, the academic qualifications can reflect the knowledge structure and level of teachers to some extent, and reflect the teaching background of teachers [13]. Thirdly, in terms of differences in the types of schools, in key national universities, schools can provide teachers with sufficient external resources for the development of teaching activities, which is conducive to the development and practice of inquiry teaching [14].

## 6. Conclusions and Recommendations

### 6.1 Improve the Teaching Security System and Refine the Teaching Evaluation System

Establish and improve the teacher management punishment system, teacher title evaluation system, and school teaching management mechanism to ensure fairness and justice, guarantee teacher welfare, and improve the level of teacher treatment. Teachers colleges and universities should comprehensively evaluate teachers of a pedagogy course according to the actual situation of school development, from multiple angles, multiple sides, and multiple directions. Diversified functions such as self-reflection allow teachers to understand the problems in their own teaching process in the evaluation results, and pay attention to the comprehensive evaluation of teachers' teaching ability, teaching performance, teaching attitude, etc.

### 6.2 Promote the Professional Image of Teachers and Improve Their Social Status

Comprehensive use of modern media platforms to carry forward the image of the role model of teachers, strengthen the positive reporting and coverage of the teacher group, so that teachers are understood and respected in society. The group produces positive emotional experiences and creates a harmonious and warm spiritual home for pedagogical course teachers. Secondly, the state should increase financial investment in education, pay attention to teacher training in provincial colleges and universities, provide teachers with professional development resources, strengthen the construction of teachers, and cultivate high-quality teachers in teachers colleges.

### 6.3 Attach Importance to the Construction of Campus Culture and Create a Harmonious Relationship between Teachers and Students

Colleges and universities should create a positive campus spirit and a strong teaching and research atmosphere to coordinate the interpersonal relationship between teachers and students, between teachers, and between teachers and school leaders. Secondly, teachers should actively communicate with students, establish a correct view of education and teaching, treat students as unique individuals with potential and development. Finally, on the basis of formulating a perfect guarantee system, higher normal colleges and universities should create a more optimized education and teaching environment, and build a positive, healthy and hard-working school style, teaching style and learning style.

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