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(Woolfolk Hoy & Spero, 2005), Turkey (Cakiroglu, Cakiroglu, & Boone, 2005), Cyprus (Charalambous & Philippou, 2007), Korea (Seo & Moon, 2013), and Slovakia (Gavora, 2010). The high scores indicate that students have a rather optimistic view of their abilities to tackle the complexities of the preschool instructional process. This may, however, change after the students enter the preschool profession and are confronted with the everyday duties of full-time teachers.

Conclusions

According to A. Bandura (1993), self-efficacy determines how people feel, think, behave and motivate themselves, so it is one of the strongest characteristics of teachers. In spite of its importance in teachers’ professional development, self-efficacy has been infrequently investigated among preschool teachers (Guo et al., 2011). It has been even less investigated in pre-service preschool teachers. This study contributes to the understanding of how this concept is being developed in a group of pre-service preschool teachers in two Czech universities. For this purpose, a new instrument was developed, SE PRES, the description of the construction of which is the core of this article. The questionnaire showed good validity and reliability and thus may serve as an instrument in other investigations. The authors will provide the instrument to interested colleagues upon request.

References


