

Self-Efficacy of Beginning Teachers

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Abstracts

The subject of the presented paper is to offer partial outputs from realized research in the perception of professional prowess. Professional proficiency is represented by two areas. On the one hand, it is about belief in their own ability to act on the development of pupils, on the other hand it is about evaluating the potential of teaching to overcome external factors that are part of the educational process. The aim of realized research was to determine the perceived professional proficiency in group of teachers - beginners in the Slovak Republic. Teacher-beginner is in educational theory and practice in education seen as a teacher who has not yet achieved professional stabilization and it is necessary to provide him continuous technical assistance, generally through introducing teacher. The most common tool for identifying the perceived fitness teacher is Teacher Efficacy Scale (TES), Gibson's and Dembo's from 1984. This is a research tool through which the teacher expresses its belief in the capability to address and manage a teaching situation. Through the research instrument it is possible to detect characteristics of the teacher in various stages of the teaching profession. The original questionnaire TES was adapted to Slovak Environment (Gavora, 2011). This questionnaire TES was also used in our research, which aimed was to identify the perceived professional proficiency beginning teacher.