

A Study on the Change of Teacher Professionalism and Teacher Efficacy of Early Childhood Education Students: Whether they Have Completed the Grade and Advanced Major Courses

¹Su-Jeong Jeong, Jeong-Jin Youn, Young-woo Lee, Mi-Seung Yun

Abstract: Background/Objectives: The purpose of this study is to examine how teacher professionalism and teacher efficacy vary according to the grade of early childhood education and college students. The purpose of this study was to investigate the effects of the major and minor classes on teacher professionalism and teacher efficacy in 65 kindergarten teachers.

Method/Statistical analysis: We used descriptive statistics and T-test to examine teacher professionalism and teacher efficacy changes in early childhood education students.

Findings: First, if there is a difference between 'teaching professionalism and teaching efficacy' according to the grade of preliminary early childhood teachers, there are differences in teaching professionalism according to grade. In other words, the t value of teacher professionalism is -2.335, which is different according to the grade. Specifically, it is found that the fourth grade is higher than the second grade under the statistical significance level. Second, if there is a difference between 'teacher professionalism and teaching efficacy' according to the completion of early childhood education major and advanced courses of preliminary early childhood teachers. In other words, the t value of teaching profession was 1.675, and there was a difference depending on whether or not to take the majors. Specifically, it was found that, when students enrolled in the majors of the majors, they had a higher level of understanding than the majors who did not take the majors.

Improvements/Applications: Based on these results, to increase the teacher professionalism and teacher efficacy of the teaching profession, the students in the Early Childhood Education Department should provide the program to increase the professionalism and the efficacy of the teacher before going to the preschool kindergarten. In particular, systematic and gradual programs from entry to graduation should be tailored to the needs of individual students.

Keywords: Teacher Professionalism, Teacher Efficacy, Early Childhood Education, Students grade, advanced major courses

I. INTRODUCTION

It is said that the quality of education does not exceed the

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Su-Jeong Jeong, First Author, Dept. Early Childhood Education, Tongmyong University, Korea,

Jeong-Jin Youn, Correspond Author, Dept. Early Childhood Education, Tongmyong University, Korea,

Young-woo Lee, Dept of Digital Media Engineering, Tongmyong University, Korea,

Mi-seung Yun, Dept. of Early Childhood Education, Kyungsung University, Korea,

quality of teachers. In the early childhood education, it can be said that the quality of the education depends on the quality of the teachers. Early childhood teachers, who are the subjects of the curriculum implementation, provide various activities and formal education to infants in daily life. In the course of the play, the teacher plays a role to encourage the whole development of the infant. Early childhood teachers are an important vital resource for the development of infants in the educational setting and become important to infants.

Thus, the importance of teachers' quality in early childhood education leads to interest in teacher professionalism and teacher efficacy which affect teacher's teaching behavior.

Teacher efficacy is a continuous and consistent influence on the achievement of the child's academic achievement, and the teacher himself believes that the teaching activity has the expectation and ability to have a positive impact on the child[3]. In other words, the teacher efficacy is the teacher's efficacy as his belief that affects the teacher's teaching behavior. This kind of teacher efficacy can lead to different teaching behaviors when interacting with the kindergarten children.

According to Gibson & Dembo [13,19] teachers with high teacher efficacy have excellent motivation in the classroom and have tried various teaching methods until they have achieved achievement. Teaching method. On the other hand, teachers with low teacher efficacy were strict and authoritative, and did not make any further efforts when the learners failed.

Therefore, teachers with a high teacher efficacy sense teaching infant meaningfully and think that they have a positive influence on the learning of class children [2]. Teachers with low efficacy are frustrated with teaching and do not have the courage [3].

This study suggests that teachers' efficacy has a difference in teaching behavior and affects learners' achievement. Therefore, there is a need for research on teacher efficacy.

Another important factor influencing the quality of early childhood education can be teacher professionalism.

In general, professionalism is a characteristic of a specific occupation, which is a characteristic of attitude based on occupational belief.



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In the pedagogical terminology dictionary, unlike other professions, professionalism of professions is a specialty of teacher professionalism. In addition, in the Basic Education Act [14], "the professionalism of the teacher is respected in the school education, the economic and social status of the teacher is favorable, and the status is guaranteed".

In this study, it was found that teachers' perceptions about professional qualifications differed from those of elementary school, junior high school, and goth school[6].

It is important that early childhood teachers have the beliefs and responsibilities as well as their role as teachers based on sufficient experience. [7].

It is crucial that early adaptation to early childhood education is a starting point for socialization, and the interaction between teacher and infant is positively related to early childhood education [9]. In addition, quality interactions originating from intimate relationships between teachers and infants are the basis for children to choose prosocial behaviors such as respecting and caring for others [10]. The results of this study can be interpreted as meaning that teachers are influential to infants. In early childhood education, children are encouraged to develop balanced development of cognition, society, and emotion in the process of interacting with teachers, peers, and dioceses, so that they provide appropriate activities for infants and respond positively to the behavior of infants. The role of the teacher as a support is more important than ever. Therefore, it is necessary for the teacher to have professionalism as an early childhood education specialist to support the growth and development of infants based on their understanding of infant development.

In recent years, various efforts have been made to improve the teacher professionalism and teacher efficacy of teachers in order to improve school education in Korea. As the teacher's competence determines the quality of the lesson, the quality of the teacher's expertise and efficacy as a teacher are important factor qualities, especially as the teacher's quality must be considered to improve the quality of the lesson.

Therefore, this study was conducted as a basic study on teacher's qualitative aspect, ie, professionalism of teaching and teaching efficacy, to improve teacher competence. The purpose of this study was to investigate how the professionalism and efficacy of teachers differ according to grade level of preliminary early childhood teachers, major in early childhood education and advanced courses.

The subjects of this study were 65 preliminary early childhood teachers of department of early childhood education at D university, Korea. To conduct this study, questionnaires were developed and questionnaires were conducted. The research problems for this study are as follows.

First, is there a difference between 'professionalism in teaching profession and teaching efficacy' according to the grade of preliminary early childhood teachers?

Second, is there any difference between 'professionalism of teaching profession and teaching efficacy' according to whether preliminary early childhood teachers majored in early childhood education and advanced courses?

II. RESEARCH METHOD

Early childhood teachers are responsible for the educational aspects of early childhood education institutions. A good class at an early childhood education institution would mean that a teacher with personality and qualities as an early childhood teacher cares for and educates young children. If you are a preliminary teacher, you will want to be evaluated as a teacher who is good at class and worries about how to do good class. However, as each individual teacher has different competencies, the professionalism of teaching profession and the sense of teaching efficacy will vary from person to person. Therefore, we will examine the qualities of teachers.

III. PROPOSED METHOD

The purpose of this study was to investigate the total of 65 preliminary early childhood teachers who are currently enrolled in the Department of Early Childhood Education at the University of Pusan, Korea. The questionnaires were developed and organized for this study from April to May 2018. The teachers' efficacy test items used in this study are based on the Science Teaching Efficacy Belief Instrument (STEBI) developed by Enochs and Riggs[20] And 22 items were used. Teacher professionalism test tool used 30 items of Choi[1] questionnaire which revised and revised the expertise items of Lindsay and Lindsay (1987). The collected data were analyzed by frequency and t-test using the SPSS18.0 program.

IV. EXPERIMENTAL RESULTS

The general characteristics of the subjects are shown in <Table 1>. The age of the study participants is composed of 64 persons (99.9%) in their 20s and 1 person (0.1%) in their 30s. In grade, there were 39 students(60%) in the second year of college, 26 students(40%) in the fourth grade, 27 students(41.54%) in the advanced courses, and 38 students(58.46%) in the non-advanced courses.

<Table 1> General Characteristics of Subjects

	division	Frequenc y (N)	Percentage (%)
age	20's	64	99.9
	30s	1	0.1
grade	2nd grade	39	60
	4th grade	26	40
Enrollment in advanced courses	yes(O)	27	41.54
	no(X)	38	58.46

<Table 2> shows the average and standard deviation of the teachers' technical expertise and teacher efficacy in early childhood education students.

<Table 2> Teacher Professionalism and Teaching Efficacy

division	N	M	SD	t	
Teaching Professio	2nd grade	39	3.82	.40	-2.335 *



nalinity	4th grade	26	4.05	.38	
Teaching Efficacy	2nd grade	39	3.52	.30	-.918
	4th grade	26	3.59	.27	
Teaching Professionalism	complete	27	4.01	.39	1.675†
	Non-complete	38	3.84	.40	
Teaching Efficacy	complete	27	3.56	.28	0.316
	Non-complete	38	3.54	.30	

†<0.1, *<0.05

First, According to the grade level, 3.82 (SD = .40) in the second grade and 4.05 (SD = .38) in the fourth grade were found out of the five points.

If there is a difference between 'teaching professionalism and teaching efficacy' according to the grade of preliminary early childhood teachers, there are differences in teaching professionalism according to grade. In other words, the t value of teacher professionalism is -2.335, which is different according to the grade. Specifically, it is found that the fourth grade is higher than the second grade under the statistical significance level.

In terms of teacher efficacy, 3.52 (SD = .30) in the second grade and 3.59 (SD = .27) in the fourth grade were found to be slightly higher in the fourth grade than the fifth grade. It was not meaningful.

Second, As a result of looking into the professionalism of the students in the early childhood education department according to the completion of the majors, 4.01 (SD = .39) students who graduated from majors in the majors 3.84 (SD = .40) out of 5 points.

If there is a difference between 'teacher professionalism and teaching efficacy' according to the completion of early childhood education major and advanced courses of preliminary early childhood teachers. In other words, the t value of teaching profession was 1.675, and there was a difference depending on whether or not to take the majors. Specifically, it was found that, when students enrolled in the majors of the majors, they had a higher level of understanding than the majors who did not take the majors.

In the case of teacher efficacy, 3.56 (SD = .28) was obtained for students who completed enriched lessons, and 3.54 (SD = .30) for students without enriched lessons. In other words, the average value was higher than the students who did not complete the majors, but the difference was not significant.

V. CONCLUSION

The purpose of this study was to investigate the qualities of preliminary early childhood teachers in order to improve teacher competence. As a result of the analysis, the grade increased and the professionalism of the teaching profession improved when the majors were deepened. Based on these results, considering that the questionnaire was conducted at the beginning of the first semester, the second year students

have completed only the first grade curriculum and the first grade curriculum has the most liberal subjects. So, the second year students rarely heard the major. Therefore, it can be understood that there is a lack of understanding about major and teaching profession. Therefore, if freshman's curriculum is appropriately arranged, it will be possible to improve the understanding of the major and the professionalism of the teaching profession from the time of freshman student to prevent the students from leaving school. In addition, there is no difference in teaching efficacy even if the grade is increased or the majors are increased. Therefore, it is necessary to consider providing the curriculum for the improvement of teaching efficacy.

This is not to say that the professionalism and teacher efficacy of early childhood teachers are not formed in a short time. Therefore, even the university institute that prepares pre-service teachers should have a foundation to be able to input directly into the kindergarten site.

In order for qualified teachers to be deployed in the field, pre-service early childhood teachers should be able to become qualified teachers. In other words, it is imperative that the pre-service teachers in the teacher training institute grow up as a qualitative teacher through their own personal experiences and characteristics and teacher education[21]. The results of this study are as follows. For this reason, the foundation should be established from universities that nurture pre-service teachers. In other words, teacher efficacy is difficult to change once it is formed[14, 19].

In addition, it is important to create high-quality teachers by forming teacher efficacy during the training of pre-service teachers, which is the foundation of teacher efficacy.

In recent years, many studies [22, 14, 15] have been more interested in the efficacy formation of pre-nursery teachers than in-service teachers. In early childhood teachers, teacher efficacy is very low[12], the results of previous studies are the same.

Therefore, in order to integrate newly acquired teachers 'awards through their previous experience and teacher education, and to prepare the pre-kindergarten teacher as the teacher pursued by the previous education program, the pre-kindergarten teachers' personal experience, It is important to understand the characteristics that pre-service early childhood teachers can do well[21]. It is more important than establishing a framework and practicing it in the days of pre-service early childhood teachers rather than preparing them as teachers in the beginning of direct education. In particular, pre-service early childhood teachers should be able to present their direction and goals in school life so that they can be composed of content for improving their relationship with other people, unlike current teachers.

To summarize, in order to increase the professionalism and teacher efficacy of teachers based on these results, the students in the Early Childhood Education Department should provide a program to improve the professionalism and efficacy of the teacher before going to the preschool kindergarten. In particular,



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systematic and gradual programs from entry to graduation should be tailored to the needs of individual students.

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