

1 Self-Efficacy of Physical Education Student Interns in to Engage  
2 their Pupil's after Training in "Body Language and Public  
3 Speaking"

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7 **Abstract**

8 This research aims to develop and test a training device in 'Body language and public  
9 speaking' centered on the development and consolidation of communication skills in future  
10 teachers of physical education in Tunisia. The effectiveness of the device was evaluated based  
11 on the evolution of the feeling of self-efficacy of the student interns to keep their pupil's  
12 engaged in learning situations before and after a specific training of "Body language and  
13 public speaking" throughout the work-life preparation course. To make this study a reality,  
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15 ordinary initial training provided by the 'Higher Institute of Sport and Physical Education  
16 (Ksar Saïd)'. A second group to assume the experimental role received the same initial  
17 training but was also involved in the training device designed for this study. The change in  
18 the feeling of self-efficacy was measured using the French version of the Ohio State Teacher  
19 Efficacy Scale (OSTES) questionnaire recognized in the literature (Ménard, L., Legault, F.  
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## 1 I.

### 2 Introduction Literature Review

ver the past two decades, researchers in the field of psycho education (Ménard, L., Legault, F. & Dion, J-S., 2012) have investigated the influence of teachers' feelings of self-efficacy on their educational practices and student learning, their motivation as well as their commitment and therefore their success. The concept introduced by Bandura (1977 Bandura ( , 1986) ) states that self-efficacy beliefs directly guide our choice of decisions, our perseverance, our vulnerability to stress and the nature of our life choices (Gaudreau et al., 2012).

The concept of self-efficacy is often presented in the literature in different ways depending on the authors. While some use the term "feeling of competence" others use expressions such as "feelings of self-efficacy or beliefs of effectiveness" or even "feelings of personal effectiveness" (Bandura, 2007; Faland and Vanlede, 2004; Ménard et al, 2012). In this perspective, several researchers in the field have contributed to the definition of the concept (Ashton, 1984; Ashton and Webb, 1986; Enham and Michael, 1981; Hibson and Dembo, 1984; Oodak, Podell and Ehman, 1998 and Oolfolk and Oy, 1990; cited by Gaudreau, 2011). In the context of this research, we will use the term sense of self-efficacy.

Concept registered in the framework of the sociocognitive theory of Bandura (1977 Bandura ( , 2003Bandura ( , 2007)), self-efficacy refers to the belief of the individual in his capacity to make decisions, to evaluate his actions before acting and to produce performance. In other words, it represents an individual's belief in their ability to succeed in a task, to act in order to control the events that affect their existence (Bandura, 1997). Thus, Monfette and Grenier (2015) point out that the feeling of self-efficacy does not refer to the actual capacities and aptitudes that the individual possesses, but rather to what the individual believes to have and is capable of accomplishing. As a result, as several researchers in the field have argued, individuals with a high sense of self-efficacy perform better and set higher goals than those with a lower sense of self-efficacy. They also tend to put in extra effort, to commit more strongly and for longer, and with less stress overcome the obstacles and constraints they encounter (Bandura, 2003; Faland and Vanlede, 2004; Gaudreau et al., 2012; Ménard et al., 2012).

In short, those who demonstrate a higher self-efficacy are more likely to make every effort to produce the desired effects. Conversely, people who exhibit a low sense of self-efficacy perform less and persistently, find it more difficult to overcome obstacles, are more likely to be stressed and face problems more often.

In the wake of work on the concept of a feeling of self-efficacy in education, research results show that this concept constitutes a major common point in most theories in the field of educational psychology (Bong & Skaalvik, 2003; Eiefield & Eccles, 2002; Iau, 1994; O Volume XXI Issue V Version I cited in Faland and Vanlede, 2004). The common central idea, as the author puts forward, is that an individual's belief in his ability to perform a given task determines how he will cope with that task and the level of performance he will perform. will actually achieve. This central concept of Bandura's theory is twodimensional in that it brings together beliefs of effectiveness (a person's perception of their ability to perform an action in a given context) and expectations of results (feeling that the actions carried out will produce the expected results) (Bandura, 2003(Bandura, , 2007;; Gaudreau et al., 2012; ecomte, 2004;Ménard et al., 2012;Monfette and Grenier, 2015). Thus, the success of the person in an action requires strong beliefs in his capacity to be able to anticipate a positive result. In line with what has been put forward beforehand, Gaudreau (2011) points out that "positive expectations of results encourage the person to act while negative expectations demobilize him". Consequently, Bandura (2003) indicates that even if a person has a high level of skills and great knowledge, it is not obvious that he can be effective in his actions and demonstrate performance if his sense of self-efficacy is weak, especially in relatively difficult contexts.

In the field of education, the notion of twodimensionality is based on the one hand on the teacher's belief in the predispositions of students to produce learning even under the sometimes negative influence of the classroom climate. In other words, it is about the teacher's belief in their ability to support the learning and success of their students (Monfette, O. and Grenier, J., 2015).

## 3 II.

### 4 Objectives of the Study

The objective of this article is to highlight the self-efficacy belief of student interns in keeping their pupil's engaged in learning situations before and after specific training in "Body Language And Public Speaking" at the end of the initial training.

## 5 III.

### 6 Methodology and Locale of the Study

This research consists in a quasi-experimental study for the fact that there is manipulation of a variable, namely the training program of "Body Language And Public Speaking" and we have opted for a quantitative approach based on a questionnaire.

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## 98 **7 a) The Training Program in "Body Language and Public**

99 Speaking"

100 The training program predicted 12 meetings lasting 2 hours, which makes 24 training hours. The training  
101 started in September and it ended in March. Indeed, each meeting is associated to a thematic content which  
102 was presented, worked, discussed and experimented. A training meeting implies a theoretical content followed by  
103 its implementation. By the "active experience", the trainees are asked to plan, organize and supervise teaching  
104 sequences then, outside meetings, they were invited to implement the elements of content in their training  
105 environment. In order to have a more positive effect between the experience and the learnings, successes were  
106 systematically under-lined while failures were discussed and analysed, thus allowing to make all the aspects of  
107 the training program constructive.

108 Trainee teachers are invited to: 1) Work on oral expression techniques (breathing, voice, articulation, rhythm  
109 and repetition). 2) Improve nonverbal communication (territories, proximity, posture, gestures, facial and facial  
110 expressions). 3) Improve the perception of self. 4) Tame, regulate stress and control the speech.

## 111 **8 b) Participants**

112 The sample formed by student volunteers consists of a first reference group  $n = 25$  (15 men, 10 women) and  
113 the second experimental group  $n = 22$  (9 men, 13 women). They are students at the end of training in physical  
114 education (Registered at their third year of License in Fundamental Physical Education) and their age was  $23 \pm$   
115 1 year. They completed a questionnaire on two occasions during the school year 2019-2020.

## 116 **9 c) The data collection process**

117 All the participants have signed, by accepting to participate in the study that they consent to reply to the  
118 questionnaire. The questionnaire has been completed in two times, one time before the training, and a second  
119 time one week after the end of training and probation. The questionnaire required about ten minutes to be  
120 completed.

121 For a questionnaire, which has been used as a pretest, each one of the participants identified himself by a  
122 pseudonym in order to ensure anonymity and match the requirements.

## 123 **10 d) The data collection instrument**

124 To collect the data, the two groups completed the French version of the Ohio State Teacher Efficacy Scale (OSTES)  
125 (Appendix 1). The questionnaire is made up of three subscales of eight items each. The first Teaching Strategies  
126 subscale measures the sense of effectiveness with regard to the teaching strategies that secondary school teachers  
127 use. The second Class Management subscale measures beliefs and practices related to classroom management  
128 that assess teachers's sense of effectiveness. The third and final subscale Pupils Engagement measures how well  
129 they feel in their ability to keep students engaged in learning activities. Participants were asked to respond to  
130 the items using a response scale ranging from 1 (not at all) to 9 (perfectly).

131 The choice of the OSTES questionnaire was made according to two criteria. On the one hand for its scientific  
132 validity and on the other hand because it met the needs of the training system developed for this study. In  
133 addition, what seemed as important to us was that the OSTES was recognized as an instrument for measuring  
134 teacher effectiveness (Ménard et al, 2012).

## 135 **11 i. Validation of the questionnaire**

136 The OSTES in its original version presented reliable and valid data in the literature. Ménard (2012) and Dubois  
137 (2014) report that in previous work, the OSTES gave on the whole scale a coefficient ranging from 0.89 to 0.93  
138 and a specific coefficient of the three subscales which varied between 0.77 and 0.90 and gave an alpha coefficient  
139 for the three sub-scales of the questionnaire respectively  $\alpha = 0.82$ ,  $\alpha = 0.89$  and  $\alpha = 0.92$ .

140 In order for the questionnaire to align with our research objectives, we have decided to replace the term  
141 "student" used by Ménard in the questionnaire with the term "pupil". It should be noted that Dubois (2014)  
142 also used the term "pupil" in the French version of the OSTES questionnaire in his research work.

143 For our present research, in order to verify the validity of the questionnaire on our population, we carried out  
144 factor analyzes. First, an internal consistency analysis was carried out using the Cronbach's alpha ( $\alpha$ ) technique.  
145 The alpha coefficients obtained are 0.96 for Teaching Strategies, 0.92 for Classroom Management and 0.96 for  
146 Pupils Engagement.

147 For the three subscales that make up the questionnaire, the measure of the quality of the interitem correlations  
148 is indicated by the KMO index as well as the Bartlett test which confirms that all the variables are perfectly  
149 independent of each other when the latter is significant ( $p < 0.05$ ). The KMO indices obtained for the three  
150 sub-scales of the questionnaire are shown in the table 1.

### 12 e) Data analysis

152 Regarding the responses to the questionnaire of secondary education teachers, experimental and control, obtained  
153 before and after the internship, they were analyzed and compared using the techniques of bivariate analysis of  
154 variance (ANOVA Two-Way).

155 IV.

### 13 Results

157 The table 2 presents the results of the descriptive analyzes of the third sub-scale of the questionnaire (Pupils  
158 Engagement) for measuring the feeling of self-efficacy as well as the results of the bivariate analyzes of variance  
159 (Two-Way ANOVA). Regarding the third subscale, it relates to the ability of the student to keep students engaged  
160 in learning situations.

161 The results of the analysis of variance performed on the dependent variable show a significant effect over time  
162 ( $p < 0.05$ ). We also observed a significant group and time interaction effect ( $p < 0.05$ ). In addition, the results  
163 reveal a significant effect between the two groups ( $p < 0.05$ ).

164 Figure 1 shows that the scores of the two groups are relatively close at the time of measurement T1 but that  
165 the mean of the experimental group has

### 14 Discussion

167 In addition, the exclusive participation of the trainees in the training in "Body language and public speaking"  
168 helped to raise their feeling of self-efficacy. At the end of the internship, they were more convinced of their ability  
169 to clarify their expectations, to teach students to behave well at the start of the year, to set up routines that  
170 facilitate the development of activities and to use strategies that make students attentive and engaged in the task  
171 (Dubois, R., 2014). They were able to experience success in their practice by establishing an orderly learning  
172 climate as recommended by Archambault and Chouinard (2009) and Wubbels (2011). As for the trainees who  
173 did not participate in the training activities of the system, their perception

### 15 VI.

### 16 Conclusion

176 This research aims to develop and test a training device in 'Body language and public speaking' centered on  
177 the development and consolidation of communication skills in future teachers of physical education in Tunisia.  
178 The effectiveness of the device was evaluated based on the evolution of the feeling of self-efficacy of the student  
179 interns to keep their pupil's engaged in learning situations before and after a specific training of "Body language  
180 and public speaking" throughout the work-life preparation course.

181 The results obtained from the statistical analyzes on the feeling of self-efficacy variables showed a significant  
182 effect of the system on the educational practices of the trainees involved in the training activities. Indeed, the  
183 device has increased their sense of self-efficacy in keeping students engaged in learning situations more than their  
184 student counterpart at 'Higher Institute of Sport and Physical Education (Ksar Saïd)'.

185 For the feeling of effectiveness of the trainees in engaging their students (e.g. do you feel able during the  
186 course to interest the most difficult pupils?), the results showed a significant improvement of the trainees who  
187 took part in the device. At the end of the internship, they also became confident. The system provided for  
188 a training component on active supervision in pedagogy, which allowed trainees to learn and practice effective  
189 strategies to arouse the interest of students and keep them engaged in the task. Thus, they felt better able to  
190 avoid disruptive behaviors from students which, by not being engaged, potentially fostered indiscipline. This is  
191 consistent in particular with the work of Doyle (1986) who discusses the importance of motivating students to  
192 learn by using effective strategies to involve them in the task. In this regard, good organization increases the  
193 focus on content and arouses the desire to learn in the student (Desbiens, J-F., Spallanzani, C., and Tourigny,  
194 J-S., 2013).<sup>1 2</sup>

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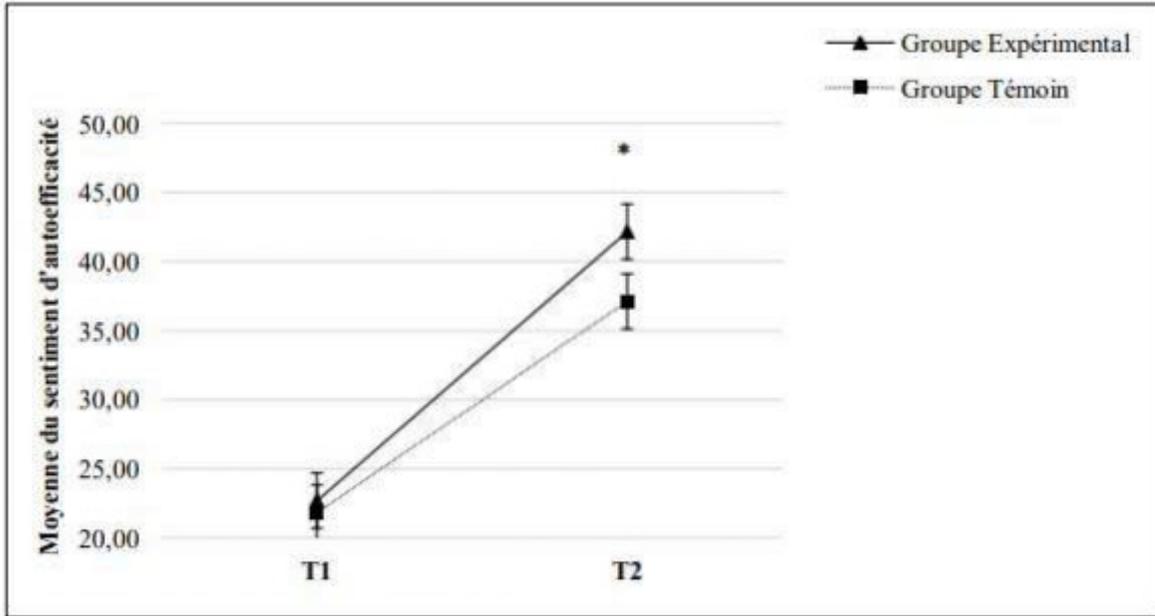


Figure 1:

Figure 2:

1

	Teaching Strategies	Classroom Management	Pupils Engagement
KMO index*	0,95	0,88	0,94
Bartlett test	0,00	0,00	0,00

\* KMO index: ?0.80 = Excellent; ?0.70 = Good; ?0.60 = Poor; <0.6 = unacceptable.

Figure 3: Table 1 :

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Self-Efficacy of Physical Education Student Interns in to Engage their Pupil's after Training in "Body Language and Public Speaking"

Pupils	Experimental group		Control group		Group F
	T1	T2	T1	T2	
	22,7	42,17	21,84	37,12	31,40
Engagement	(±3,25)	(±1,62)	(±2,24)	(±2,22)	0,000 0,

Figure 4: Table 2 :

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201 The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication  
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