Educational Strategies of Teachers with Various Senses of Efficacy

Abstract

The main objective of this study was to verify the hypothesis about the relationship between a sense of efficacy and educational strategies for teachers, conceptualized as a heteronomy – autonomy dimension. A move towards autonomous strategies should be linked to a strong sense of efficacy in teachers. The study, planned in this manner, was to verify the concept of education strategy discussed in this article, and the ability to predict educational strategies in schools based on the knowledge of the sense of efficacy in the teachers implementing them. The results positively verify these hypotheses, but also show the problematic ruling which of the strategies (heteronymous or autonomous) is more effective in the perception of teachers.

Keywords: education strategies, reinforcement, development, adaptation, ideology, sense of efficacy, the study of teachers.

The Problem

Educational strategies and teachers’ sense of efficacy are two theoretical categories that describe and explain the educational practices of schools. As they are presented in the following text, these categories constitute a concrete proposal for conceptualizing educational practices in schools, one which is set in a functionalistic paradigm, more specifically in a socio-cognitive theory and in contemporary progressivism. The main categories of analysis are educational strategies, within the purview of which teachers’ sense of efficacy has been included. The latter vari-