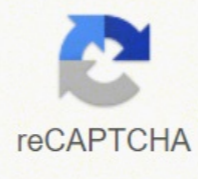


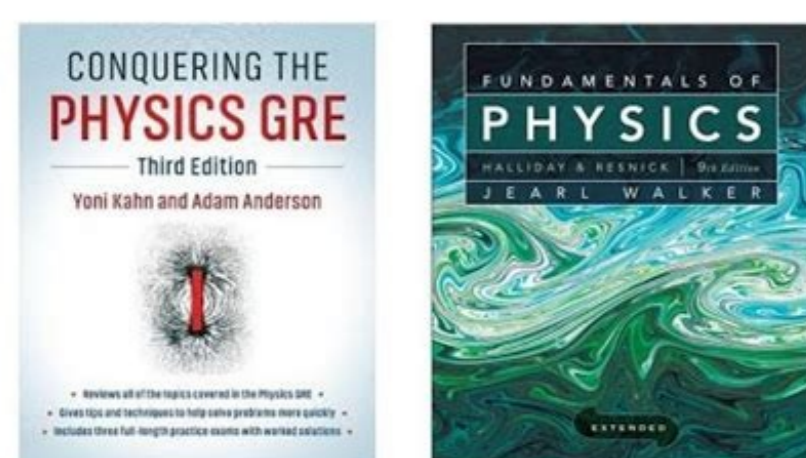
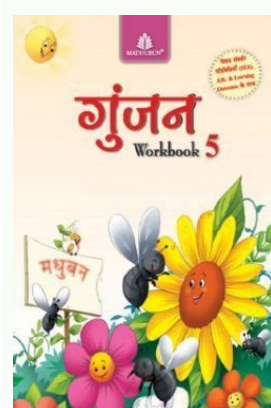
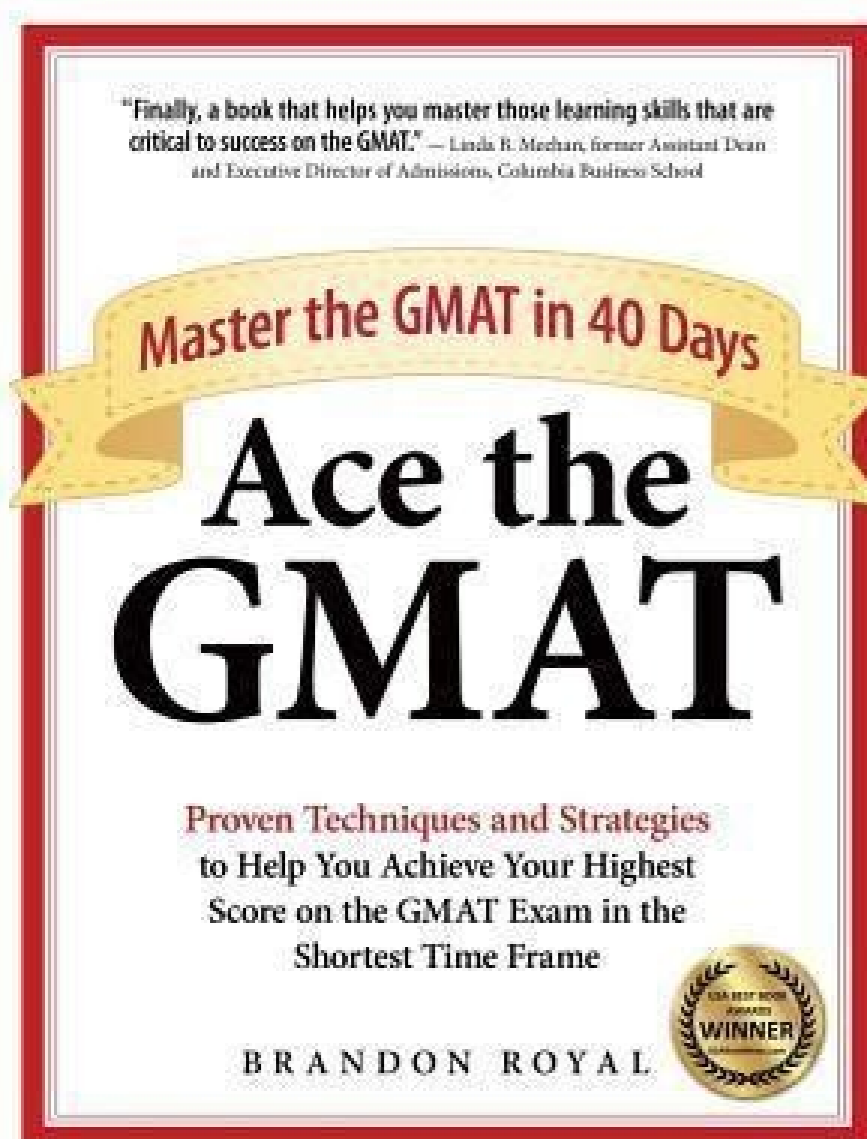


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RESEARCH ARTICLE

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Effect of Physics Enhancement Course to the Teaching Self-Efficacy Belief of Grade 7 Science Teachers

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Studies show that teachers' self-efficacy belief is an indicator not only of their effectiveness but also of several positive attributes such as their tendency to plan more, use more inquiry-based approaches; persist longer with students having difficulty and their being less critical to student errors. This study sought to determine the effect of a PLT-based (Progressive Learning Theory) Physics enhancement course to the Physics teaching efficacy belief of Grade 7 Science teachers who are not Physics majors. Using one-tail paired T-test, the Physics Teaching Efficacy Belief Instrument (PTEBI) pre-test and post-test scores of the participants were compared. The study revealed that there was a significant increase in the Physics teaching efficacy belief of the participants. Further analyses have shown that the PTEBI scores (pretest, posttest, and post-pretest) of teachers having different fields of specialization and lengths of teaching experience do not vary significantly. The study recommends that Department of Education administrators and teacher education institutions consider adopting the course model in this study in providing training to teachers from various fields of expertise and grade levels. Further studies may also be conducted in the training activities recommended to verify the findings in the current study as well as to evaluate its effect on teachers' attitude and choice of teaching strategy. Finally, follow-up studies may investigate the impact on student performance of the teacher training activities delivered used in this training model.

Keywords: Teaching Efficacy Belief, K-12 Curriculum, Progressive Learning

1. INTRODUCTION

A teacher's belief in his or her own ability to cause learning to happen is one of her greatest assets. According to studies, teaching efficacy belief is an indicator not only of a teacher's attitude towards her work and her students, it is also an indicator of her students' attitude, self-efficacy belief and performance. Studies have also shown that teaching efficacy is linked to a teacher's competence in the subject matter he or she

is teaching'. In the current situation of the Philippine educational system where the K-12's spiraling curriculum requires Science teachers to teach topics that are not their expertise, the teachers' lack of training in the subject matter might affect their teaching efficacy and eventually their and their students' performance.

To assist teachers who did not specialized in Physics education, an intervention through a PLT-based Physics enhancement course was conducted as an extension activity of the Integrated Developmental

Time: 3 hours.
Max Marks: 70 Marks

Unit-I	No. of Periods	Marks
Electrostatics		
Chapter-1: Electric Charges and Fields	22	16
Chapter-2: Electrostatic Potential and Capacitance		
Unit-II		
Current Electricity	20	
Chapter-3: Current Electricity		
Unit-III		
Magnetic Effects of Current and Magnetism	22	17
Chapter-4: Moving Charges and Magnetism		
Chapter-5: Magnetism and Matter		
Unit-IV		
Electromagnetic Induction and Alternating Currents	20	
Chapter-6: Electromagnetic Induction		
Chapter-7: Alternating Current		
Unit-V		
Electromagnetic Waves	04	18
Chapter-8: Electromagnetic Waves		
Unit-VI		
Optics	27	
Chapter-9: Ray Optics and Optical Instruments		
Chapter-10: Wave Optics		
Unit-VII		
Dual Nature of Radiation and Matter	08	
Chapter-11: Dual Nature of Radiation and Matter		
Unit-VIII		
Atoms and Nuclei	15	12
Chapter-12: Atoms		
Chapter-13: Nuclei		
Unit-IX		
Electronic Devices	12	7
Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
Total	150	70

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Learn (perhaps from the others of your group) how to solve the questions you could not. You should be sure to take all these exams with enough time to go over the test date, with at least one exam in test conditions and ideally spend time to repeat all the questions you have lost. Guess intelligently. Each question should not require much more than a minute of thought and calculation to be completed. The study group provide your picture to process problems, keep on site (and handle a rigorous program of practice exams) and providing encouragement. Specialized topics (9%); there is not too much you can do here. Sets a program of study groups and stick to it. Some questions of physics at 110 levels about central potentials can be viewed. You will probably need a ride to get there. However, it can be done even better than this, the Department of Physics Brandeis seems to have all four of these exams available as PDF for free online. It is not worth taking a book on some other topic (let's say, astrophysics if you are a person condensed or vice versa) with the intention of reading the first 5 chapters. When to take it? If you have further advice/resources you want to share with Stanford SPS, e-mail Flip (). While the test is as long as the standard final in class, it is not allowed to have notes or references. Thermodynamics and statistical mechanics (10%); there will be more exams from thermodynamics at the serial number rather than from the statistical mechanical physics at 170 levels. If you started thinking about it that you want to study at the School of Specialization or you spent a summer or two of research, it is likely that you have a little background in one or two of these topics. Don't worry about these questions excessively because you have not followed a lesson of Atomic ". Once again, the text of the 40 series should be sufficient with the exception of a basic understanding of statistical statistics mechanics What you need to know (... "And how well you need to know him.") Perhaps the first thing you should look after having organized your study group is the breaking of the test questions on the ETS website and in the first pages Practice tests. How to study the GRE physics test will probably won't like any other physics exam that you have had while you have been to Stanford. For the most part you will not be thrown over factors of 1/2 (unless it is a known result, such as the vacuum energy of the quantum harmonic oscillator), so it is more important to know how a quantity depends on another. Resources below are a short list of useful links: Test day some things to remember in Test-Day: eating breakfast, bring a snack and something to drink. The exams are \$ 130 to take and you can list up to four scholarships / schools to send your free scores (it is in your interest in doing it and keep track of which schools you have sent scores!). For some reason, positronium is important. Use what you have. Optics and wave phenomena (9%); you should be fine with 20 or 40 series texts for these topics. You are penalized a quarter of a point for every wrong answer, so you can maximize your total scores by playing the intelligent-riddle game (which once used on the SATS, and more recently used to solve ODI). E & M (18%): The physical series 120 provides all the required basic information. Decide if you want to spend your time together with reviewing the questions, checking strategies or make sections of an examination; But use each other as resources for alternative views. Griffiths should cover everything you need to know, but most of the questions are at the level of the Text of the 40 Series. Make sure you are familiar (to some extent) with subordings in each of the main branches of header. Laboratory methods (6%): Now you can check what you have collected from physics 105 and 107. Here are some general information and general for the examination of GRI Physics. The circuit diagrams are at the basic level E40. Agree the dates when the entire group should have completed each practice exam and when the exams should be reviewed. This is sold in a ridiculous online price, but is in reserve in the physical library and can be controlled by the main physics office. The December test is usually in conflict with Stanford's final exams, however. Better you understand the physics of a topic, the less equations will have to memorize and more easily the storage of significant equations will be stored. In addition, the exam consists of 100 multiple choice questions - this means that it is necessary to identify the correct answer (by any possible means) as much as possible. Rea Gre Physics's textbook is notoriously bad to prepare the exam - it has a reputation for non-representative questions that are riddled with errors. You are not trying to write an elegant test for any of these questions. Consider the meeting once a week for a few hours. The '95 exam tends to have more estimated of the order of magnitude and the examination of 86 tends to have more questions that can be eliminated from the dimensional analysis. If you can anticipate, taking the April examination is ideal as you do not have to study for Gre while preparing the Grad apps and, in the worst case, it can "return" in the November examination if you do not do as well as you wanted. A good "extensive" version of a standard textbook by Freshman Physics (like the latest extensive edition of Halliday and Resnik) tends to be useful for having at hand that you are going through problems. The best way to prepare is to spend a quarter (or most of a quarter) who works with a study group of physics colleagues. East takes a month to process the scores and most of the Of the graduate school, I am due to December and January, so November is the "last chance" of Facto to take the physics exam. You should concentrate almost exclusively on the official official practice No other source of problems seems to have representative topics of questions. Test logistics GRE Object The tests are a multiple choice of card exams that are administered in certified test centers the à €

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