

The *Academic Classroom* Program for the Cultivation of Self-efficacy in
Teaching: A Comparative Study

Tsila Aran and Racheli Zaretsky

This study compares the self-efficacy in teaching gained by female students (N=15) whose practicum was done in a new program called *Academic classroom* with the experience of a second group of students (N=16) in a traditional group practicum. All the participants in the study were in their third year of B.Ed. study in Michlalah – Jerusalem Academic College. The research instrument was the *Teacher self-efficacy questionnaire* (Kas, 2012), instituted by Kas and Friedman in Israel (2000). We focused on two elements: self-efficacy in the classroom and organizational self-efficacy. Cronbach's alpha reliability measured in the present study for self-efficacy in the classroom was .852 and for organizational self-efficacy .803.

Data was collected near the end of the students' year of specialization. Results indicated that students trained in the *Academic classroom* program received significantly higher scores, both in the classroom and in organizational skills, than those trained in the traditional framework. Our results testify to the importance of the *Academic classroom* program to teacher training and its influence on students' future teaching career. These results correspond with studies on self-efficacy (Friedman and Brama, 2010) showing that individuals with an enhanced sense of self-efficacy are better equipped to deal with important and complex challenges, both in classroom teaching and within the organizational framework of the school.