SELF-EFFICACY AS A LENS TO MOTIVATION

- Motivation is the result of “Self-Efficacy” (Bandura, 1994)
  + “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p.71).
  + Act vs. Avoid

- Elements of self-efficacy
  + Enactive Mastery
  + Role Models
  + Praise & Encouragement
  + Emotional arousal / Coping mechanisms
TPD THEORY TOWARDS PRACTICE CHANGE

- “More knowledgeable other” - Vygotsky, 1978
- “Spiral curriculum” - Bruner, 1960
- “Communities of Practice” (Wenger, 1998)
  + Reflection
  + Context
  + Duration
  + Content
  + Collective participation
SELF-EFFICACY & PRACTICE CHANGE

**Increased beliefs in one’s abilities & change in skills**

- **Communities of Practice**
  - Content focus
  - Collective participation
  - Duration
  - Coherence
  - Reflection

- **Self-Efficacy**
  - Enactive Mastery
  - Modeling
  - Persuasion
  - Emotional arousal

- **External factors**
  - Leadership
  - Working conditions
  - Policy environment

- **Beliefs & Practice Change**
PROBLEM & CONTEXT

- **OPEQ PROJECT**
  - Teacher Learning Circles (TLCs) part of in-service teacher training

- **Teachers’ working conditions in DRC**
  - Teachers’ well-being / Job satisfaction nuances
  - Post(Conflict) DRC

- **How are in-service TLCs working in context?**
RESEARCH QUESTIONS

Question:
- In crisis and post-crisis DRC, what are teachers’ experiences of TLCs?

Sub-Questions:
- According to Congolese teachers, what are the advantages of the content, instructional practices, and community support components of the TLCs?
- According to Congolese teachers, what are the challenges of the content, instructional practices, and community support components of the TLCs?
- How do Congolese teachers adapt and use content, instructional practices and community support concepts in and outside of the TLCs?
METHODOLOGY

- Qualitative
  (interviews, class & TLC observations, focus groups, document collection)
- Case Studies
  (OPEQ project schools: 2 urban schools, 2 “emergency” schools, 1 village school)
- “Crystallization” (Ellingson, 2008)
  (Participatory data collection & continuous analysis with IRC staff & MOE inspectors)
CONCEPTUAL FRAMEWORK

Discursive Practices

Communities of practice elements

Indigenous Forms of Knowledge

Self-Efficacy elements

Teachers’ Experiences in TLCs (attitudes & practices)

External Factors elements

Positionality

Reflexivity
# DATA COLLECTED

<table>
<thead>
<tr>
<th>Data Collection Tool</th>
<th>Collected From</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC Observation (Video-recording, notes)</td>
<td>9 TLCs meetings</td>
</tr>
<tr>
<td>TLC Teacher Interview (audio-recording, notes)</td>
<td>26 TLC Teacher-Participants</td>
</tr>
<tr>
<td>Classroom Observation, Feedback/ Member-Checks (video recording; Teaching observation protocol, notes)</td>
<td>26 TLC Teacher-Participants</td>
</tr>
<tr>
<td>Artifact Collection (lesson plans, teaching materials, TLC materials)</td>
<td>26 Teachers 5 School Principals</td>
</tr>
<tr>
<td>Teacher Focus Groups (video-recording, notes)</td>
<td>5 Focus Groups</td>
</tr>
<tr>
<td>Researcher Focus Groups (audio-recording, notes, materials)</td>
<td>Daily Team Focus Groups</td>
</tr>
<tr>
<td>Field-Notes</td>
<td>Researcher after each data collection activity</td>
</tr>
</tbody>
</table>
“Crystallized” – Deductive/Inductive (Ellingson, 2008)

“Positionality” & Reflexivity (Mosselson, 2010)

Focused & Open Theme / Category Generation (Rossman & Rallis, 2003)
PRELIMINARY THEMES & SUB-THEMES

- La motivation
  - Conditions de travail (salaire, effectifs, situation des salles de classe...)
  - Motivation psychologique / intellectuelle
  - Renforcement de capacités

- L’impact de l’environnement social sur l’enseignant
  - Rapport entre le Directeur et ses enseignants
  - Rapport entre la communauté et ses enseignants
  - Impacts des intervenants en éducation (MEPSP, ONGs, organisations religieuses, fondations, ect.)
THEMES & SUB-THEMES

- La tenue des forums d’échange
  - La fréquence
  - La structure
  - Les avis / considérations des enseignants

- Partage ensemble
  - Discuter ensemble
  - Entre-aide
  - Influence des collègues
  - Résolution des difficultés
  - Relations entre collègues (amitiés et climat de travail)
Application de nouvelles stratégies d’enseignement

+ Utilité et l’utilisation des matériels didactiques
+ Utilité et l’utilisation de nouvelles activités pour enseigner la lecture
+ Utilisation des outils du projet OPEQ
+ Explication et l’utilisation des principes des « classes sur le bien-être de l’enfant »
PRELIMINARY INTERACTION OF THEMES

L'impact de l'environnement social sur l'enseignement

La « motivation »

La tenue des Forum d'échange

Application de nouvelles stratégies

Partage ensemble
NEXT STEPS

- In-depth Analysis of transcriptions
- Crystallized coding
- Cases – Teacher, School, Context
THANK YOU!