

Relationship Between Attitude Towards Teaching Profession and Teachers' Self - Efficacy Beliefs

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Abstract:

In the context of the present study, we dealt with personal and general efficacy: i) Personal teaching efficacy is the teachers' own expectations that they will be able to perform the actions that lead to students learning and ii). General teaching efficacy is the belief that the teacher population's ability to perform these actions is not limited by factors beyond school control. Teacher efficacy discussions usually center on two categories of teachers. That is, teachers with substantial confidence in their efficacy are described with terms such as confidence, a positive sense of teacher efficacy, or high teacher efficacy. Those with moderate or low levels of confidence in their efficacy are often labeled as having less confidence, doubting their efficacy, having low teacher efficacy, or having a less positive sense of teacher efficacy. Teachers with a positive sense of teacher efficacy believe they can influence student outcomes; teachers with a less positive sense of teacher efficacy believe there is little that can be done to affect student outcomes, or that they personally lack the skill to do so.

Key words: Attitude, teachers efficacy, teaching and beliefs.

I. INTRODUCTION

“Teacher efficacy is believed to be one of the most significant social and psychological factors influencing teachers' work. It has been called central to the discourse on educational reform. Its development is seen as key to improving teaching and the quality of this nations' schools”. (Lanier and Sedlak (1989).

Over the years, teacher efficacy has been studied extensively in various contexts and theoretical foundations. Efficacy was first recognized as a significant factor in teachers' work in the Rand Corporation's seminar studies of planned educational change Berman and McLaughlin (1977). Since those studies, teacher efficacy has been included with the increasing frequency in research on teachers and their work. Self efficacy is thought to be a generative self precept. It is grounded in histories of learning experiences, tasks and task accomplishments. However, self efficacy is not simply a reflective imprint of past experiences. It may exceed, match or remain below levels of actual performance and accomplishment because of how the individual interprets the performance and accomplishment.

Bandura (1986) contends that self efficacy develops largely from four sources of information. As suggested before, one of the most influential sources of efficacy information is actual performance attainment. A second source of efficacy information comes from vicarious experiences, self efficacy is developed from seeing or visualizing other similar people perform tasks both successfully and unsuccessfully.

A third source of efficacy information comes from verbal persuasion, the attempts of others to lead individuals to believe that they indeed possess the capabilities to perform particular tasks. A fourth source of efficacy information comes from physiological indices.

In general, efficacy is thought to increase with appraisals of repeated success that are drawn from various sources of information. Finally, the development of self efficacy is not influenced only by one source of information at any given time. Individuals must consider that information in context, weigh and integrate it, and finally synthesize it with current levels of efficacy.

In the context of the present study, we dealt with personal and general efficacy: i) Personal teaching efficacy is the teachers' own expectations that they will be able to perform the actions that lead to students learning and ii). General teaching efficacy is the belief that the teacher population's ability to perform these actions is not limited by factors beyond school control. Teacher efficacy discussions usually center on two categories of teachers. That is, teachers with substantial confidence in their efficacy are described with terms such as confidence, a positive sense of teacher efficacy, or high teacher efficacy. Those with moderate or low levels of confidence in their efficacy are often labeled as having less confidence, doubting their efficacy, having low teacher efficacy, or having a less positive sense of teacher efficacy. Teachers with a positive sense of teacher efficacy believe they can influence student outcomes; teachers with a less positive sense of teacher efficacy believe there is little that can be done to affect student outcomes, or that they personally lack the skill to do so.

II. DEFINITIONS OF TEACHER EFFICACY

The term is defined in many different ways, which varies in both clarity and content.

- Bandura (1986) defines self efficacy as “people's judgements of their capabilities to organize and execute

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courses of action required to attain designated types of performances". Hence, according to Bandura, self efficacy is grounded in perceptions of personal ability, instrumentality and control and is linked to specific future acts.

- Huberman (1989) considers efficacy to include teachers' perceptions of their effectiveness with students and their decisiveness, prudence and indulgence in working with them.

III. THE PROBLEM

The problem undertaken for the investigation is entitled as: **Relationship between Attitude towards Teaching Profession and Teachers' Self-Efficacy Beliefs**

IV. OBJECTIVES OF THE STUDY

1. To study the relationship between attitude towards teaching profession of secondary school teachers and its dimensions.
2. To study the relationship between teachers' self-efficacy of secondary school teachers and its dimensions.
3. To study the relationship between attitude towards teaching profession and its dimensions and teachers' self-efficacy and its dimensions of secondary school teachers.

V. HYPOTHESIS OF THE STUDY

1. **Hypothesis:** There is no significant relationship between attitude towards teaching profession of secondary school teachers and its dimensions.
2. **Hypothesis:** There is no significant relationship between teachers' self-efficacy of secondary school teachers and its dimensions.
3. **Hypothesis:** There is no significant relationship between attitude towards teaching profession and its dimensions and teachers' self-efficacy and its dimensions of secondary school teachers.

VI. METHODOLOGY

In the present investigation descriptive survey research method was employed.

VII. SAMPLE OF THE STUDY

The tools were administered on the sample of 200 secondary school teachers of Davanagere district selected at random.

VIII. TOOLS USED FOR COLLECTION OF DATA

The data for the present study were collected using the following tools:

- i) Attitude towards Teaching Profession (ATP) constructed and validated by Umme Kulsum was used.
- ii) Teacher Self-Efficacy Scale (TES) constructed and standardized by Albert Bandura was used.

IX. DATA COLLECTION

The data was collected from 200 secondary school teachers of Davanagere District. The collected data was systematically pooled for analyses.

X. DESIGN AND ANALYSIS

In order to find out the relationship between selected two variable the Pearson's Product-Moment Coefficient Correlation technique was used. Further, the obtained r values were tested for significance using 't' test.

XI. RESULTS

The purpose of the study was to investigate the relationship between Attitude Towards Teaching Profession as a whole and its sub-components such as (i) Academic aspect of Teaching Profession, (ii) Administrative aspect of Teaching Profession, (iii) Social and Psychological aspect of Teaching Profession, (iv) Co-curricular aspect of Teaching Profession, (v) Economic aspect of Teaching Profession and Teacher Efficacy Beliefs as a whole as well as its sub-components like (i) Efficacy to Influence of Decision Making, (ii) Instructional Self-Efficacy, (iii) Disciplinary Self-Efficacy, (iv) Efficacy to Enlist Parental Involvement, (v) Efficacy of Enlist Community Involvement, (vi) Efficacy to Create a Positive School Climate.

Table – 1: Correlations of Dimensions of Attitude towards Teaching Profession with Teacher Self-efficacy Beliefs and its Sub-components (n=200)

Dimensions of Attitude Towards Teaching Profession	Self Efficacy Factor – Influence of Decision Making			Self Efficacy Factor – Instructional Self-efficacy			Self Efficacy Factor – Disciplinary Self-efficacy			Self Efficacy Factor – Enlist Parental Involvement			Self Efficacy Factor – Enlist Community Involvement			Self Efficacy Factor – Create a Positive School Climate			Total Self Efficacy		
	r value	t-value	sig.	r value	t-value	sig.	r value	t-value	sig.	r value	t-value	sig.	r value	t-value	sig.	r value	t-value	sig.	r value	t-value	sig.
Academic Aspect of Teaching Profession	0.084	1.1869	No	0.2371	3.4348	Yes	0.3672	5.5547	Yes	0.1608	2.292	Yes	-0.0079	-0.1105	No	0.2566	3.735	Yes	0.3208	4.7663	Yes
Administrative Aspect of Teaching Profession	0.1086	1.5377	No	0.3067	4.5348	Yes	0.5272	8.7291	Yes	0.1314	1.866	No	0.1124	1.5921	No	0.2421	3.511	Yes	0.3953	6.0555	Yes
Social and Psychological Aspect of Teaching Profession	0.2488	3.6147	Yes	0.2826	4.1454	Yes	0.2584	3.7639	Yes	0.1959	2.81	Yes	0.1375	1.9534	No	0.2217	3.199	Yes	0.3607	5.4418	Yes
Co-curricular Aspect of Teaching Profession	0.2788	4.0858	Yes	0.3287	4.898	Yes	0.4939	7.9919	Yes	0.4023	6.184	Yes	0.2224	3.2104	Yes	0.4719	7.531	Yes	0.6059	10.7164	Yes
Economic Aspect of Teaching Profession	0.229	3.3103	Yes	0.3729	5.6551	Yes	0.2182	3.1456	Yes	0.3328	4.967	Yes	0.2005	2.8792	Yes	0.5579	9.458	Yes	0.5707	9.7793	Yes
Total	0.3091	4.5732	Yes	0.4354	6.8054	Yes	0.4905	7.9206	Yes	0.3266	4.862	Yes	0.1879	2.6923	Yes	0.4329	6.757	Yes	0.6051	10.6935	Yes

XII. MAJOR FINDINGS

1. Attitudinal aspects towards Teaching Profession such as Social and Psychological, Co-curricular, Economic and total attitude had positive and significant relationship with the factor 'Influence of Decision Making'. There exists no relationship between the attitudinal factor 'Academic Aspect and Administrative Aspect' with Self-efficacy factor 'Influence of Decision Making'.
2. Attitudinal aspects towards Teaching Profession such as Academic, Administrative, Social and Psychological, Co-curricular, Economic and total attitude had positive and significant relationship with the Self-efficacy factor 'Instructional Self-efficacy'.
3. Attitudinal aspects towards Teaching Profession such as Academic, Administrative, Social and Psychological, Co-curricular, Economic and total attitude had positive and significant relationship with the Self-efficacy factor 'Disciplinary Self-efficacy'.
4. Attitudinal aspects towards Teaching Profession such as Academic, Social and Psychological, Co-curricular, Economic and total attitude had positive and significant relationship with the Self-efficacy factor 'Enlist Parental Involvement'. There exists no relationship between Attitude towards Teaching Profession factor 'Administrative Aspect of Teaching Profession' with Self-efficacy factor 'Enlist Parental Involvement'.
5. Attitudinal aspects towards Teaching Profession such as Co-curricular, Economic and Total attitude had positive and significant relationship with the Self-efficacy factor 'Enlist Community Involvement'. There exists no relationship between Attitudinal aspects towards Teaching Profession such as 'Academic, Administrative, and Social & Psychological' with Self-efficacy factor 'Enlist Community Involvement'.
6. Attitudinal aspects towards Teaching Profession such as Academic, Administrative, Social and Psychological, Co-curricular, Economic and Total attitude had positive and significant relationship with the Self-efficacy factor 'Create a Positive School Climate'.
7. Attitudinal aspects towards Teaching Profession such as Academic, Administrative, Social and Psychological, Co-curricular, Economic, and Total Attitude towards Teaching Profession had positive and significant relationship with the 'Total Self-efficacy'.

XIII. DISCUSSION

Attitudes are enduring dispositions to react in certain ways towards different objects. They are relatively stable. In other words, they represent the extent of positive or negative affect (feeling) associated with such objects including persons, places, institutions, systems, practices and ideas. As the feeling towards any of these may be Positive or Negative, the overall attitude may be said to be favourable or unfavourable. Attitudes are essentially affective, but they have cognitive and cognitive dimensions as well. They have cognitive content in terms of the knowledge and beliefs about the object concerned. This may emerge from one's sustained experience with the object over a period of time, or from an intense

experience in a limited time. In fact, this is the base of the attitude, as the feeling emerges from this cognitive structure which internalized with the accompanying feelings. Attitudes also have a cognitive dimension, in the sense that, they urge one to behave or respond in certain particular ways in respect of the objects. In other words, they make for certain behavioural tendencies. A positive attitude entails approach behaviour in some form or degree (receive, respond, seek, participate, contribute, love, etc.), and a negative or unfavourable attitude makes for avoidance behaviour (avoid, move away from, dislike, oppose, hate, etc.).

Professional attitude of the teachers towards teaching profession is conceived. It is a comparatively stable, emotional and learned pattern of behaviour which predisposes the individual to act in some consistent way towards his/her profession. It may range between favourable attitudes to unfavourable attitude.

Attitudes tend to develop incidentally, gradually, and generally unconsciously. They arise as by-products of one's day-to-day experiences. If the teacher is pleasant, enthused about his subject, and sensitive to the needs of his students, the students may develop favourable attitudes towards the teacher and the subject matter. If the teacher is punitive, on the other hand, the child will tend to develop negative attitudes towards the teacher and the subject matter. Thus, the attitudes of the teachers are the determinants of students' attitude. This will prevent him from doing well. As a result, the school experience, rather than serving as the basis for self-realization, may well have highly detrimental repercussions on his whole life. Thus, he may not care particularly about the dates of historical events or the theorems of geometry.

Attitude formation may be a matter of imitation, many of our attitudes are simply borrowed. The child accepts the views of his parents and other significant persons in his environment. Attitudes also develop as a result of deliberate cultivation, especially by parents and teachers.

What the teacher is as a person and the way he acts is generally more important in fostering desirable attitudes on the part of the children than what he preaches. Hence, it is very essential that the teacher possess a favourable attitude towards one's profession. To the extent that teachers are often used as models by children in the formation of their attitudes, it is imperative that they meet definite standards of suitability. It is essential that they have a positive outlook on teaching profession and whose integrity, sincerity and loyalty are unquestioned, who can embody such beliefs into living lessons, and who can use their prestige to inspire children in the development of wholesome attitudes which will serve as a foundation of wholesome behaviour. It is essential that teachers exemplify the basic values of our culture. On the other hand, *teachers cannot give the child attitudes*; they can only arrange for him to have satisfying experiences that will lead to the formation of positive attitudes on the basis of which desirable behaviour can become integrated into a pattern of life.

An unfavourable attitude of the teachers towards teaching profession has less influence on the academic achievement in mathematics. Hence, it is essential to influence upon the attitudes of the teachers for manifestation in a right direction.

If we have to deliberately influence attitude change, one way is to provide appropriate experiences in an intense way with the psychological objects concerned. Personal experience with the object concerned can influence attitudes significantly. Encouraging the approach behaviours or avoidance behaviours as appropriate through repeated reinforcement, is another. But the most convenient and adequately effective means is perhaps concentrated communication, to build up a suitable cognitive structure or change in the existing system of knowledge and beliefs about the object, prestige, status, reputation, etc., of the communicator would count in this printed materials especially those published by reputed firms, and mass media presentations have prestige value and influence. The logical strength of the communication is important for the relatively more intelligent ones and emotional appeal for the others. The messages must carry conviction, verbal exposition, especially inspiring talks, discussions and debates, facilitating logical analysis, convincing arguments and conclusions, audio-visual support or communication (sound, drawings, pictures, cartoons, slides, mock-ups, etc.) dramatized presentations like (skits, plays, socio-drama, T.V. or video presentation, documentary, feature films, etc.) have all been found to be effective. Judiciously mixing up some of these are also quite effective in making persuasive communication.

XIV. CONCLUSION

Teacher efficacy has been found to be one of the important variables consistently related to positive teaching behavior and student outcomes (Gibson & Dembo, 1984; Ashton & Webb, 1986; Enchos et al., 1995; Woolfolk & Hoy, 1990; Henson, 2001; Ross, 1994). Research on the efficacy of the teachers suggests that behaviors such as persistence at a task, risk taking, and the use of innovations are related to degrees of efficacy (Ashton & Webb, 1986). For example, highly efficacious teachers are more likely to use open-ended, inquiry, student-directed teaching strategies, while teachers with a low sense of efficacy were more likely to use teacher-directed teaching strategies such as lecture or reading from the text book.

Research indicates that students generally learn more from teachers with high self-efficacy than those students would learn from those teachers whose self-efficacy is low. (Cakiroglu et al., 2005). Ross (1994) reviewed eighty-eight studies of both antecedents and consequences of teacher efficacy. Low efficacy teachers spent almost 50% of their time in small group instruction, while high efficacy teachers spent only 28% of their time in small groups (Edward et al., 1996). Other advantages of high efficacy have also been reported. High personal teaching efficacy correlated with reading achievement and with achievement in language and mathematics (Tracz & Gibson, 1986).

Teacher with high efficacy exhibited less stress and higher internal locus control than low efficacy teachers (Greenwood, 1990), and teacher with high efficacy used solution-oriented conflict message strategies (Grafton, 1993). High teacher efficacy has also linked with overall school effectiveness (Brookover & Lezotte, 1979 as cited in Edward, 1996), the use of fewer control tactics

(Ashton & Webb, 1986), greater parent support (Hoover, 1987), and higher levels of use of cooperative learning (Dutton, 1990 as cited in Edward, 1996). Teacher holding high personal efficacy beliefs were more likely to emphasize the role of the teacher and the instructional program when explaining why students were successful. They also deemphasized the effects of the home. (Hall et al., 1992). Teacher efficacy has also been positively associated with factors related to reform-oriented education, including greater use of hands-on teaching method and a more humanistic classroom control orientation (Rosoff & Hoy, 1990).

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