



Influence of Self-Efficacy and Self-Esteem on Attitude of Pre-Service Teachers towards Teaching Profession in Bauchi State, Nigeria

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ABSTRACT

The study investigated Influence of Self-Efficacy and Self-Esteem on Attitude of Pre-Service Teachers towards Teaching Profession in Bauchi State, Nigeria. The study was guided by three objectives, three research questions, and three null hypotheses. Relevant literatures related to the study were reviewed. Survey design was used for the study. The entire 368 final year pre-service Agricultural Education students in 2017/2018 academic session from three tertiary institutions offering agricultural science education in Bauchi State were used for the study. Four rating scale adapted questionnaire was used for data collection. The instrument was validated by three experts. A pilot study was conducted with forty (40) pre-service agricultural science education teachers at Federal College of Education, Gombe. Data collected were analyzed using Cronbach's alpha. A reliability coefficient of 0.84 was obtained. Direct contact was used for data collection assisted by three trained research assistants. The data collected from the main study were analyzed using Statistical Package for Social Science (SPSS) version 21. The package was used to run mean score and standard deviation using the model of description and explanation for answering research questions. Linear Regression was used to test null hypotheses one and two while Factorial ANOVA was used to test null hypothesis three at significant level of 0.05. The result revealed among others that self-efficacy, and self-esteem have positive influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria. It was concluded that pre-service teachers with high self-efficacy and self-esteem has the potentials of excelling in teaching profession. Based on the findings, it was recommended among others that: (i) the curriculum of agricultural education students in tertiary institutions in Bauchi state should be review in cognizant with professional consciousness and self-efficacy needed for effective teaching in Nigeria; and (ii) experienced lecturers should be teaching educational courses as their acumen of experience will help to enhance and enrich their confidence, satisfaction and interest in teaching profession.

ARTICLE INFO

Article History

Received: July, 2019

Received in revised form: August, 2019

Accepted: November, 2019

Published online: December, 2019

KEYWORDS

Self-Efficacy, Self-Esteem, Attitude, Pre-Service

INTRODUCTION

Developed countries trace their roots of success in all sectors to the quality of their teaching profession. Teachers are the most important factor in the effectiveness of schools and the quality of education and play a crucial role on bringing desirable changes in the society and nation at large. Quality of Teachers Education (2007) reported that teachers are the facilitators and classroom managers who are responsible for extending boundaries of professional knowledge. It therefore means that quality of education depends on the extent teachers

are prepared and ready to face the realities of teaching. Multiple studies show success of the individual and nation at large depends on quality and attitude of teacher towards teaching profession (Ged, 2015). By implication, quality teacher goes beyond the basic facts, knowledge and procedures but requires with positive attitude and commitment to the teaching profession. This explained why Usman (2015) reported that teaching is a distinct task which could only be performed meaningfully by an individual who has been trained and possess positive attitude towards the profession. Therefore



attitude and interest in teaching for pre-service teacher will play a vital role to become an effective teacher in future.

Pre-service teachers are students who are undergoing the acquisition of knowledge and skills in faculties of education or Colleges of Education with a view to acquiring these knowledge and skills for effective teaching and learning of agricultural science. Pre-service teachers according to Adamu and Sani (2014), are students undergoing training under the responsibility of the faculty of education of colleges of education to acquire general competencies of teaching profession within the component of Teacher Training. Therefore, pre-service teachers are students undergoing educational training aim to equip them with the necessary skills and knowledge to become effective teachers. The group of students apart from undergoing training in area of their specialization, they also receive training in educational endeavour such as Psychology, Curriculum, Philosophy, Educational Management and Teaching Practice.

Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals. It exists in many domains of human functioning including both professional and private behavior. Specifically in an educational context teacher self-efficacy is the teacher's personal (i.e. self-perceived) belief in ability to plan instruction and accomplish instructional objectives. It is in effect the conviction the teacher has about his ability to teach students efficiently and effectively (Milson, 2011). According to Akkuş (2013), self-efficacy of teacher create awareness in influencing quality of teaching-learning period, strategy to be used and process techniques, tools that enhance participation of students to the lessons. It therefore means that no matter what teacher is armed by knowledge and skill about teaching profession, if the belief related ability to teach effectively is not properly guided, it is unthinkable that this teacher can be successful in his job.

Self-esteem, according to Khan (2009) reflects how an individual teacher expresses the extent of happiness with one's own character and abilities. It conveys the feelings of self-regards, self-respect, self-assurance, and self-importance which individual have about self. It reveals the level of confidence and satisfaction that one hold for himself. According to Baumeister (2009), self esteem increases in societal acceptance while increase in

societal rejection threatens and lowers self-esteem. Collins (2012) maintained that high self-esteem of pre-service teachers goes a long way in elevating their initiatives and the feeling of goodness towards the teaching career and low self-esteem poses some behavioural problems such as depression, anxiety, and under achievement during teaching situations. Adam and Sani (2014) posited that pre-service business educationists with high self esteem and self efficacy have better skills in classroom management, teachers-students relation and good class teaching. From the foregoing, it therefore shows that self-esteem belief is very essential for successful, productive and helpful in teaching profession.

Attitudes can be defined as how an individual feels about something. According to Akay and Boz (2011) attitude is a tendency of thoughts, feelings and behaviors that lead to some behaviors that cannot be observed directly but attributed to the individual related to a specific psychological object. The report of Adamu and Sani (2014) shows that job performance of teachers depends on their proficiency level, professional knowledge, skill, attitude and values. Empirical evidences have shown that self-efficacy and self-esteem have strong impacts on attitude of individual towards teaching profession. Hence, the study seeks to investigate the influence of self-efficacy and self esteem on teaching profession among pre-service agricultural teachers in Bauchi State.

Objectives of the Study

Specifically, the study investigated the:

- (1) influence of self-efficacy on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria;
- (2) influence of self-esteem on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria; and
- (3) Influence of self-efficacy and self-esteem on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria.

Research Null Hypotheses

1. Self-efficacy has no significant influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria.
2. Self-esteem has no significant influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria.
3. Self efficacy and self esteem have no significant influence on attitude of Pre-

Service teachers towards teaching profession in Bauchi state, Nigeria.

METHODOLOGY

Survey research design was used for the study. The design was considered suitable for this study because it enables the researcher to understand the social phenomenon from the participants' perspective which was used for decision taking and generalization of the outcome.

The population of the study consists of all the 368 final year pre-service Agricultural Education students in 2017/2018 academic session from three tertiary institutions offering agricultural science education in Bauchi State. The tertiary institutions involved in this study are: Abubakar Tafawa Balewa University, Bauchi, Aminu Saleh College of Education Azare and College of Education, Kangere.

Glenn (2009) recommended that at Precision level of $\pm 3\%$ for population of $\leq 1,000$, all of them should be used as seen in Appendix II, based on this census sampling technique of the entire (368) students were used for the study.

The instrument used for gathering the study was Attitude Scale towards Teaching Profession was adapted from (American Psychological Association, 1991; Ustuner, 2006; Tezci & Terzi, 2010) and Self-efficacy and Self-esteem Scale (SSS) from (Schwarzer & Jerusalem, 1995). The instrument consists of 36 items. Items 1 to 12 elicits data on self-efficacy of pre-service agricultural science education teachers while items 13 to 24 sought for self-esteem information of pre-service agricultural science teachers and items 25 to 36 extract data on attitude of the respondents towards teaching profession. The instrument was develop in four rating scale continuum with anchors at strongly agree 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point.

The instrument was subjected to validated test by three experts. All comments and observations (spellings, grammar and suitability) were used to improve the questionnaire. A reliability coefficient of 0.84 was obtained.

The researcher and 3) trained research assistants assisted the researcher in the distribution and retrieval of the questionnaire. Direct contact was used for the administration and collection of the instrument. Direct contact was preferred because it afforded the researcher and his assistants' higher percentage return of properly completed questionnaires. At each institution the researcher held discussion with the students that participated in the study. Those who sought for more explanations were attended to. In each of the institutions, two days was given to the respondents, to complete the questionnaires. The exercise lasted for four weeks.

The data collected from the study were coded into Statistical Package for Social Science (SPSS) version 21. The SPSS package was used to run Linear Regression to test the null hypotheses one and two while Factorial ANOVA was used to test null hypothesis three. All hypotheses were tested at significant level of 0.05.

RESULTS OF RESEARCH QUESTIONS

The results of research questions are presented in Table 2 to 4.

4.1.1 Research Question One

To what extent does the self-efficacy influence the attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria?

Null Hypothesis One

Self-efficacy has no significant influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria

The linear regression used to test null hypothesis one in Table 5 revealed the R^2 value of .063 and Adjust R^2 was .060, which means that the independent variable (Self-efficacy), explains 60% of the variability of the dependent variable. The regression model is statistically significant, $F=21.304$, $p = .000$. This indicates that, overall, the model applied can statistically significantly predict the attitude of agricultural pre-services teachers in Bauchi State towards teaching profession in Nigeria. The hypothesis was rejected.

Table 6: Regression analysis used to test influence of Self-efficacy on teaching profession of pre-services teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	R	R^2	Adj. R^2	p-value
	B	Std. Error	Beta					
(Constant)	2.246	.068		33.05				
1 Efficacy	.099	.021	.251	4.62	.251	.065	.060	.000



Table 7: The regression model of testing influence of Self-efficacy on teaching profession of pre-services teachers

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.060	1	10.060	21.304	.000
	Residual	149.683	317	.472		
	Total	159.743	318			

a. Dependent Variable: Teaching, b. Predictors: (Constant), Self-efficacy

Null Hypothesis Two

Self-esteem has no significant influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria.

The linear regression used to test null hypothesis two presented in Table 7 revealed the R²-value of .509 and Adjusted R² was .507. The obtained Adjusted R² suggested that the

independent variable (Self-efficacy) has 50.7% of the variability of the dependent variable (teaching). The regression model in Table 6b is statistically significant, The F-value of 328.515 and the p-value of .000 obtained indicates that, the independent variable has significant influence on the dependent variable. The hypothesis was therefore rejected.

Table 8: Regression analysis used to test influence of Self-esteem on teaching profession of pre-services teachers

Model	Unstandardized Coefficients		Standardized Coefficients	T	R	R ²	Adj. R ²	p-value
	B	Std. Error	Beta					
1	(Constant)	.704	.103	6.827	.713 ^a	.509	.507	.000
	Esteem	.718	.040	.713				

Table 9: The regression model of testing influence of Self-esteem on teaching profession of pre-services teachers

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	80.272	1	80.272	328.515	.000 ^b
1 Residual	77.458	317	.244		
Total	157.730	318			

a. Dependent Variable: Teaching
 b. Predictors: (Constant), Self-esteem

Null Hypothesis Three

Self-efficacy and Self-esteem have no significant interactive influence on attitude of Pre-Service teachers towards teaching profession in Bauchi state, Nigeria.

A factorial ANOVA revealed that both Self-efficacy and Self-esteem have significant influence on attitude of pre-service agricultural teachers towards teaching profession (F=8.798, p=.000 and

F=15.914, p=.000). The F-value of the two variables (Efficacy * Esteem) was 5.318, p=.000 obtained suggested that there was significant interaction between the variables. The Adjusted R Squared value of .636 further affirmed that the independent variables (Self-efficacy and Self-esteem), explains 63.6% of the variability of the dependent variable, hence the hypothesis was therefore rejected.

Table 10: Factorial ANOVA used for testing interactive influence of Self efficacy and self esteem on attitude of agricultural pre-services teachers towards teaching profession

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	103.946	13	7.996	43.708	.000
Intercept	194.531	1	194.531	1063.364	.000
Efficacy	6.438	4	1.610	8.798	.000
Esteem	8.734	3	2.911	15.914	.000
Efficacy * Esteem	5.837	6	.973	5.318	.000
Error	55.797	305	.183		
Total	2161.000	319			
Corrected Total	159.743	318			

a. R Squared = .651 (Adjusted R Squared = .636)



DISCUSSION OF THE FINDINGS

The analysis results of research question one disclosed that self-efficacy had significant influence on attitude of Pre-Service teachers in Bauchi state towards teaching profession in Nigeria. The mean score obtained indicated that the influence was high. Furthermore, regression analyses reveal that the total score on Teachers' self-efficacy is a well-predictor on their attitude towards teaching profession in Nigeria. Several studies indicate that there is a positive relationship between self-efficacy and attitude towards profession (Sahin, 2010 and Akay & Boz, 2011). Therefore, teachers with high self-efficacy are found to be more innovative in teaching. The result was similar with that of Oguz and Topkaya (2008) who reported in their study that there is a positive and significant relationship between teacher self efficacy beliefs and attitudes towards teaching. In the study of that of Sahin (2010), the result also shows that there is a positive relationship between self efficacy scores and professional competency scores of primary school teachers. Akay and Boz (2011) have found out that there is positive statistically significant relationship between scores of self efficacy beliefs towards mathematics and scores of teacher self efficacy of teacher candidates. The result obtained from the study of Alkan and Erdem (2012) further affirmed that there is relationship between chemistry special field competency and teacher self efficacy beliefs of chemistry pre-service teachers.

Teacher's self-efficacy perceptions are determinative event in feeling, thinking and behavior about their job. Teachers with high self-efficacy recover and carry out teaching-learning activities according to student-centered approaches, (Korkut and Babaoğan, 2012). Self-efficacy beliefs of teacher create awareness in influencing quality of teaching-learning period, strategy to be used, process techniques, tools and supplies, participation of students to the lessons, hereby the student achievements, (Akkuş, 2013). The study conducted by Çaycı (2011), Demirtaş, Cömert and Özer (2011), Tarkin and Uzuntiryaki (2012), and Arastaman (2013) also affirmed that teachers' self-efficacy perceptions and attitudes are positively related. Furthermore, Chestnut and Burley (2015), in a meta-analysis study of researches, found that there is a positive relationship between teachers' self-efficacy beliefs and their professional commitment. Şerife and Serkan (2017) also reported that the self-efficacy perceptions of secondary school teachers

significantly predict their professional attitudes. Contrary to the outcome of the study, studies conducted by Morgil, Seçken and Yücel (2004) and Erawan (2011) found that the attitudes of chemistry students related to chemistry significantly predict their self-efficacy beliefs. Similarly, in Erawan's (2011) study, prospective teachers' professional attitudes were found to predict self-efficacy perceptions considerably. The observed difference may be attributed to study area.

The result of research question two revealed that self-esteem has influence on attitude of pre-service teachers towards teaching profession. The mean obtained shows that the influence was high. The result of test of null hypothesis further affirmed that the independent variable has significant influence on dependent variable. The result agreed with that of Çakır (2005), Çakır et al., (2004), Çapri and Çelikkaleli (2008), Demirtaş et al., (2011) and Oğuz and Topkaya (2008) which indicated a positive and meaningful relationship between pre-service teachers' self-efficacy beliefs and their attitudes toward teaching profession. Similarly study conducted by Göçet (2006) indicated that there is a meaningful correlation between pre-service teachers' coping with stress attitudes and their self-esteem. In view of this finding, it can be stated that pre-service teachers having high self-esteem level adopt coping with stress styles which includes positive behavior towards teaching. In addition, in the studies conducted by Hamarta (2009) it was found that people who have effective and positive attitude and problem solving approach in a profession have high level of self-esteem. The study conducted by Seda Onen and Merve (2015) also affirmed that significant and positive relationship between pre-service teachers' self-esteem and active planning; seeking external aid; acceptance-cognitive reconstruction and general attitude towards teaching profession.

Result of research question three which was further affirmed by test of corresponding null hypothesis indicated that interaction between self-efficacy and self-esteem significantly influence the attitude of pre-service teachers towards teaching profession. The finding is in line with the submission of Karamustafaoğlu et al. (2012) who reported that there is positive relationship between self-efficacy, professional knowledge, self-confidence and for attitude of pre-service teachers towards teaching profession, they needs. Similarly, the Korkut and Babaoğan (2012) also reported that interactive

influence of teacher's self-efficacy and self-esteem perceptions are determinants of pre-service teachers feeling, thinking and behavior about teaching profession. The author added that, teachers with high self-efficacy recover and carry out teaching-learning activities according to student-centered approaches. Self-efficacy and self-esteem beliefs of teacher create awareness in influencing quality of teaching-learning period, strategy to be used, process techniques, tools and supplies, participation of students to the lessons, hereby the student achievements, (Akkuş, 2013). Recent study conducted by Şenel and Nazlı (2016) disclosed that pre-service preschool teachers have high level of self-efficacy beliefs and moderate level positive attitudes toward teaching profession. The authors maintained that positive and meaningful correlation between the pre-service preschool teachers' self-efficacy beliefs and their attitudes toward teaching profession.

CONCLUSION

The study of self-efficacy and self-esteem plays an important role in preparing classroom teachers. The present study investigated the influence of self-efficacy and self-esteem on attitude of Pre-Service teachers in Bauchi state towards teaching profession in Nigeria. The results of the study, based on a sample of Pre-Service teachers, have shown that the pre-service teachers' have self-efficacy, self-esteem and positive attitude towards teaching profession. The result of the study further revealed that the independent (self-efficacy & self-esteem) variables have influence on the dependent (teaching profession) variable. The result therefore means pre-service agricultural students have acquired the needed self-efficacy and self-esteem needed for raising teachers' innovative behavior at the workplace. Teachers with higher self-efficacy exhibit higher levels of innovative behavior at their workplaces.

RECOMMENDATIONS

Base on the outcome of the study, the researcher recommended that:

1. Federal and state ministry of education should integrate efforts in synergy towards planning, implementing and supervising strategy to develop self-efficacy of pre-service teachers' that will improve their attitude towards teaching profession.

2. Lecturers and role models should discipline and demonstrate positive attitude that will develop self-esteem, confidence and readiness of pre-service teachers towards teaching profession.
3. Finally, the curriculum of teacher training programme should be review to equip pre-service teachers' knowledge, skills, competencies and experiences needed for their self-efficacy and self-esteem developing for positive attitudes towards teaching profession.

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