

INVESTIGATION OF STUDENT TEACHERS' SELF-EFFICACY BELIEFS AND ATTITUDES TOWARDS TEACHING PROFESSION IN SAGAING UNIVERSITY OF EDUCATION

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Abstract

The purpose of this study was to examine the student teachers' self-efficacy beliefs and attitudes towards teaching profession in Sagaing University of Education. The sample of the study consisted of 380 student teachers who were studying at BEd final year course from Sagaing University of Education. Scale of Self-Efficacy Beliefs and Scale of Attitudes towards Teaching Profession were used as data gathering tools. Descriptive statistics, independent samples *t*-tests, and ANOVA have been used in analyzing the data. According to the findings, student teachers had high levels of self-efficacy in all three dimensions: "Instructional Strategies", "Classroom Management" and "Student Engagement". Again, there was a significant difference in self-efficacy beliefs of "Classroom Management" between student teachers who were 20-21 years old and 24-25 years old. In addition, it was also been discovered that student teachers' attitudes towards teaching profession were good levels in "Professional Choice", "Developing Attitudes during Training Period", "Commitment towards Teaching Profession" and "Professional Expectations" but they had a very good level in "Professional Pride". To sum up, student teachers from Sagaing University of Education had high levels of self-efficacy beliefs and good attitudes towards teaching profession.

Keywords: Self-Efficacy, Attitude, Professional Choice, Professional Pride

Introduction

Efficacy is one of the more popular research terms used in educational studies to show a teacher's beliefs in his/her abilities and how those beliefs can ultimately change the level of success students may experience within the classroom. Efficacy beliefs shape how teachers behave in the classroom and impact student learning (Martin, Sass, & Schmitt, 2012; cited in Chandler, 2014). Teachers' beliefs in their abilities to instruct students and influence student performance are very strong indicators of instructional effectiveness (Bandura, 1997). Bandura (1989) suggests that efficacious individuals hold

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the control of the events affecting their lives and display such behaviors allowing them to realize the desired outcomes.

Teachers' actions and behaviors are related to their beliefs, perceptions, assumptions and motivational levels. One of the important beliefs considered to be significantly effective in students and teachers outcomes is teachers' feelings of efficacy (Chaco, 2005; cited in Cerit, 2010). Self-efficacy beliefs of the teacher can enhance his/her ability to respond effectively to stressful and challenging situations (Bray-Clark & Bates, 2003). Similarly, teachers with low levels of efficacy often expend little effort in finding materials and planning lessons that challenge students, show little persistence with students having difficulty and display variety in their teaching approaches, whereas teachers with high levels of efficacy are more likely to seek out resources and develop challenging lessons, persist with students who are struggling to teach in multitude ways that promote student understanding (Deemer, 2004; cited in Adedoyin, 2010).

Furthermore, teachers with a high sense of self efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with low self-efficacy, on the other hand, feel a sense of helplessness when it comes to deal with difficult and unmotivated students (Gibson & Demob & Dembo, 1984; cited in Adedoyin, 2010). Therefore, teacher self-efficacy is very important because it has been linked to positive teacher behavior in the classroom (Guskey, 1988; Milner, 2002; cited in Hicks, 2012) and increased enthusiasm for teaching (Fuchs & Bishop, 1992; cited in Hicks, 2012).

On the other hand, attitudes towards the profession of teachers plays a major role in improving the quality of education to be able to successfully fulfill the teaching profession. Attitude can be defined as an indicator of a person's feelings towards a particular issue with understanding and motivating and as a feature to show a positive or negative behavior, so attitude gives direction to behavior. Especially developing for a professional attitude is the most important determinant of an individual's success in the profession. Therefore, having the knowledge and skills related to the area of a qualified teacher is not enough, the attitudes towards the teaching profession must be positive, too. All in all, teachers' having positive attitudes towards the

teaching profession is important in training of qualified teachers in the future (Donmuş, Akpınar, & Eroğlu, 2015).

Attitudes of teachers toward profession influence their professional competencies and success (Richardson & Watt, 2005; cited in Elaldı & Yerliyurt, 2016) in their planning, decision making and classroom practices (Hooks *et al.*, 2006; Semerci & Semerci, 2004;cited in Elaldı & Yerliyurt, 2016). Since teaching is a challenging profession and only those teachers that can shoulder the heavy responsibilities of nation building, the raising teacher must conceivably get the highest priority. The teaching profession requires teachers who have cognitive, affective and psychomotor qualifications. The levels of these qualifications, will affect teacher candidates' success in the profession. Therefore, in teacher training, a positive attitude about the profession is of great importance (Tural & Kabadayi, 2014; cited in BADEMCIOGLU, KARATAS &ALCI, 2014).

By keeping in view the importance of teachers' self-efficacy beliefs and attitudes towards teaching profession, the present study is designated to investigate the student teachers' self-efficacy beliefs and attitudes towards teaching profession in Sagaing University of Education.

Objectives of the Study

With reference to the title, the general objective and specific objectives are as follows:

General Objective

- To examine the student teachers' self-efficacy beliefs and attitudes towards teaching profession in Sagaing University of Education

Specific Objectives

- To explore the levels of self-efficacy beliefs as perceived by student teachers themselves,
- To examine the self-efficacy beliefs of student teachers based on their gender, age group, subject of study and training course,
- To the attitudes of student teachers towards teaching profession, and
- To investigate the student teachers' attitudes towards teaching profession based on their gender, age group, subject of study and training course

Research Questions

1. What are the levels of self-efficacy beliefs as perceived by student teachers themselves?
2. Do the self-efficacy beliefs of student teachers show variations based on their gender, age group, subject of study and training course?
3. What are the attitudes of student teachers towards teaching profession?
4. Do the attitudes of student teachers towards the profession show variations based on their gender, age group, subject of study and training course?

Delimitations of the Study

1. Present study was delimited to the final year BEd students (junior and senior students) of Sagaing University of Education only.
2. The present study focused on professional attitude as perceived by the individual and not through the indicators of professional attitude.
3. Tool used for *Attitude Scale* was a self-reporting device and thus had an inherent limitation due to its nature.

Definitions of Key Terms

The terms used throughout the current study are identified below for clarity and understanding.

- ***Self-Efficacy*** refers to the level of confidence that one has about one's own ability to perform a certain task (Bandura, 1997).
- ***Attitude*** is defined as an individual's positive or negative emotional tendency towards people, objects, events and ideas (Papanastasiou, 2002; cited in Tok, 2012).
- ***Professional Choice or Career Choice*** means the selection of a particular path or vocation in terms of career. This is usually influenced by parental guidance, vocational counselling, and training opportunities. It is also affected by personal preference and identification with figures and role models (Nugent, 2013).
- ***Professional Pride*** refers to a feeling of deep pleasure or satisfaction derived from one's vocation or career.

Theoretical Framework

Self-Efficacy Beliefs

According to Social Cognitive Theory, a person's behavior is a result of a choice to act based on cognitively processed information about the self, the environment, and the likely consequences of the behavior. In contrast to the stimulus/response premise of behaviorism, social cognitive theory suggests that a person both shapes and is shaped by his/her actions and environment. Bandura refers to this mutual influence as triadic reciprocity (Bandura, 1977, 1986; cited in Lively, 1994).

Beliefs are vital because they can enable an individual to be focused on what they are doing. Pajares (1992; cited in Moalosi & Forchheh, 2015) asserted, "Beliefs are indicators of the decisions individuals make throughout their lives". Therefore, beliefs can also influence teachers to make decision in relation to their work, especially on their own abilities to influence student learning and performance. They can plan; prepare their instructional methods of teaching that effectively impact students learning during their career as teachers.

Attitudes towards Teaching Profession

According to All port (1938:28; cited in Tok, 2012), "an attitude is a mental and neural set of readiness, exerting a directive dynamics influence upon the individuals response to all objects and situation with which it is related". People have attitudes towards all objects, which may be positive, negative, or neutral (Fishbain, 1967; cited in Hussain, 2004). People's attitudes towards their profession have an effect on their performance. These perspectives are also valid for the teaching profession (Sparks, 1979; cited in Tok, 2012).

An individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavourable attitude towards that object. Attitude of an individual can be assessed through two methods such as seeking opinions and observing behaviour. Seeking opinions is a common and widely used approach of

judging the attitude. It can be through asking direct questions or through different attitude scales.

Review of the Related Literature

Literature review reveals that the examination of educational beliefs and attitudes of pre-service teachers is important due to at least two reasons: First, as a student, pre-service teachers' beliefs and attitudes impact their academic success (Akey, 2006; Pajares, 1992; cited in Bedel, 2016). And second, pre-service teachers' beliefs have a major influence on their teaching process when they begin to teach (Garvis, Fluckiger & Twigg, 2011; Raths, 2001; cited in Bedel, 2016). Thus, understanding of efficacy beliefs and attitude toward teaching in pre-service teachers have potential importance for the improvement of educational quality.

“Efficacy beliefs are the product of cognitive processing of diverse sources of efficacy information conveyed enactively, vicariously, socially and physiologically. Once formed, efficacy beliefs contribute to the quality of human functioning in diverse ways. They do so by enlisting cognitive, motivational, affective, and decisional processes through which accomplishments are realized” (Bandura, 1997). Bandura (1997) suggests that efficacy beliefs are formed due to four influences: enactive mastery experiences (an individual's performance of tasks related to the efficacy focus), vicarious experiences (observation of others performing the task), verbal persuasion (positive discussion of the individual's ability to perform the task) and physiological and emotional states (responses to the task which are then interpreted by the individual as an indication of their efficacy). Tschannen-Moran & Hoy (2001; cited in Wolters & Daugherty, 2007) found that teachers' sense of efficacy was best conceptualized as three related dimensions reflecting teachers' sense of efficacy for instruction, management and engagement.

Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957; cited in BHARGAVA & PATHY, 2014). It is a dynamic entity which is subject to change. It is a deciding factor of the teacher's performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the

stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral. Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour (Feldman, 1985; cited in BHARGAVA & PATHY, 2014).

Attitude towards the teaching profession is a pivotal quality that determines a teacher’s willingness to develop and grow as a professional. The more positive and enthusiastic teachers are about teaching, the more likely their students will be enthusiastic about learning (Edmonton Public Schools, 1993; Stronge*et. al.*, 2004; cited in Tok, 2012).

Methodology

Participants

This study focuses on student teachers attending at the BEd final year courses (5101 and 5102) at Sagaing University of Education during 2016-2017 Academic Year. The sample consists of 380 student teachers with the bifurcation of 147 (38.7%) male and 233 (61.3%) female student teachers. Majority of the student teachers that accounted to 194 (51.05%) are between the age of 22-23, 168 (44.21%) of them are in the age of 20-21, and 18 (4.74%) of them are between the age of 24-25.

Out of 380 student teachers, 108 (28.4%) student teachers took art subjects, 226 (59.5%) student teachers took science subjects and 20 (5.3%) student teachers took art and science combinations but 26 (6.8%) student teachers did not describe their specialized subjects (See: Table 1).

Table 1: Demographic Information of Participants (N=380)

Gender	Male	147 (38.7%)
	Female	233 (61.3%)
Age	20-21	168 (44.21%)
	22-23	194 (51.05%)
	24-25	18 (4.74%)
Subject of Study	Art	108 (28.4%)
	Science	226 (59.5%)
	Art & Science Combination	20 (5.3%)
	No Response	26 (6.8%)
Training Course	5101(Junior Students)	188 (49.5%)
	5102 (Senior Students)	192 (50.5%)

Research Instruments

In this study, two research instruments; “*Teachers’ Sense of Efficacy Scale*” developed by Tschannen-Moran and Hoy (2001) to explore the self-efficacy beliefs of student teachers and “*Attitude Scale for Prospective Teachers*” developed by the present study researcher to investigate the student teachers’ attitudes towards teaching profession, were mainly utilized.

Teachers’ Sense of Efficacy Scale

Teachers’ Sense of Efficacy Scale developed by Tschannen-Moran and Hoy (2001; cited in Sunjin, 2011) is a 24 –item instrument, assessed along a 9-point continuum with anchors at 1—Nothing, 3—Very Little, 5—Some Influence, 7—Quite A Bit, and 9—A Great Deal. However, 5- point Likert scale, ranging from 1 (Completely Disagree) to 5 (Completely Agree), was used in this study. This scale has previously been used with pre-service teachers before and after professional experience (Tschannen-Moran & Woolfolk Hoy, 2001; cited in Pendergast, Garvis & Keogh, 2011), and thus was considered valid for this study. In addition, this scale has consistently produced high rating for reliability. The *Teachers’ Sense of Efficacy Scale* consists of three subscales: Instructional Strategies, Classroom Management and Student Engagement.

Attitude Scale for Prospective Teachers

A self-developed survey questionnaire, *Attitude Scale for Prospective Teachers* was used for data collection of student teachers’ attitudes towards teaching profession. Before developing this attitude scale, many related studies done in the field of attitude towards teaching profession both in Myanmar and in other countries were reviewed. In addition, the researcher discussed openly with 30 final year student teachers about the reasons of choosing teaching profession as their career, their attitudes towards teaching profession at the present time, and expectations of a teacher’s life.

Based on the responses of student teachers and related literature, the tool consisting of 30 items with five dimensions viz. *Professional or Career Choice, Changing Attitude during Teacher Training Period, Commitment towards Teaching Profession, Professional Pride and Professional Expectations*, was developed. It is a five point scale with strongly disagree to

strongly agree. Attitude towards teaching profession denotes the positive or negative feeling or outlook associated towards teaching. Hence the statements to measure this dimension were constructed in terms of the above mentioned areas, whether it is positive or negative. There were 14 negative and 16 positive statements in this scale.

In order to measure the reliability of instruments, a pilot study was conducted and the Pearson product-moment correlation method (Average Item Total Correlation) was used to check for internal consistency reliability. The validity content was determined by a panel of four judges that rated the overall representativeness of each item. After analyzing the collected data in items of reliability, the researcher reviewed and revised the items which had less than 0.3 correlation coefficient. In this study, the coefficient of correlation for *Teachers' Sense of Efficacy Scale* was .926. Similarly, the coefficient of correlation for *Attitude Scale for Prospective Teachers* was .86.

Data Collection Procedures

After reading the literature related to the topic, relevant instruments were adapted and constructed to collect the required data. The questionnaire including two instruments was administered to 380 student teachers studying in BEd final year courses (5101 and 5102) at Sagaing University of Education. The preliminary information of the student teachers along with the questionnaire was administered by giving some instructions to the student teachers. The filled in questionnaires were collected afterwards.

Data Analysis

Using SPSS, descriptive statistics such as means, and standard deviations for each variable were calculated concerning the levels of student teachers' self-efficacy beliefs and attitudes towards teaching profession. To determine the levels of student teachers' self-efficacy beliefs, the mean value was identified as the mean value from 1.00 to 2.33 was "Low Level", the mean value from 2.34 to 3.67 as "Moderate Level" and the mean value from 3.68 to 5.00 as "High Level". Similarly, the results of student teachers' attitudes towards teaching profession were evaluated based on the following bands: 4-5 (very good), 3-4 (good), 2-3 (moderate) and 1-2 (poor). Analysis of variance (ANOVA) and independent samples *t*-test were also used to

determine whether there is a significant difference in student teachers' self-efficacy beliefs and attitudes towards teaching profession.

Findings

Self-Efficacy Beliefs

Based on the student teachers' responses, all student teachers from two training courses (5101 and 5102) had the high levels of self-efficacy beliefs in "Instructional Strategies", "Classroom Management" and "Students Engagement".

Table 2: Mean Scores of Self-Efficacy Beliefs Perceived by Student Teachers

Dimension Training Course	Instructional Strategies	Classroom Management	Student Engagement	Self-Efficacy
5101(n1=188)	3.71(.552)	3.66(.500)	3.68(.501)	3.69 (.464)
5102 (n2=192)	3.74(.412)	3.69(.444)	3.69(.451)	3.71 (.373)
Total (N=380)	3.73(.483)	3.68 (.471)	3.69 (.475)	3.7 (.418)

1-2.33=low self-efficacy 2.34-3.67=moderate self-efficacy 3.68-5=high self-efficacy

Table 3 shows the mean scores of student teachers' self-efficacy beliefs based on their gender, age and subject of study. According to this table, male student teachers had the high levels of self-efficacy beliefs in all three dimensions: "Instructional Strategies", "Classroom Management" and "Students Engagement". However, female student teachers had the high levels of self-efficacy beliefs in two dimensions such as "Instructional Strategies", and "Students Engagement" but they had moderate level of self-efficacy beliefs in "Classroom Management".

Table 3: Mean Scores of Student Teachers’ Self-Efficacy Belief based on their Gender, Age and Subject of Study

Dimension	Gender		Age			Subject of Study			
	Male	Female	20-21	22-23	24-25	Art	Science	A & S	NR
Instructional Strategies	3.75 (.543)	3.72 (.441)	3.72 (.511)	3.72 (.448)	3.97 (.542)	3.68 (.457)	3.75 (.483)	3.72 (.510)	3.76 (.577)
Classroom Management	3.71 (.523)	3.66 (.435)	3.61 (.453)	3.72 (.451)	3.89 (.485)	3.68 (.487)	3.69 (.441)	3.56 (.677)	3.71 (.494)
Student Engagement	3.69 (.542)	3.69 (.428)	3.65 (.487)	3.7 (.466)	3.88 (.415)	3.7 (.461)	3.69 (.474)	3.6 (.536)	3.69 (.514)
Self-Efficacy	3.71 (.487)	3.69 (.369)	3.66 (.438)	3.71 (.397)	3.91 (.401)	3.69 (.414)	3.71 (.403)	3.63 (.542)	3.72 (.478)

1-2.33=low self-efficacy 2.34-3.67=moderate self-efficacy 3.68-5=high self-efficacy

Note: A & S= Art and Science Combination NR= No Response

Similarly, self-efficacy beliefs of student teachers from 22-23 age group and 24-25 age group were high levels in all three dimensions of self-efficacy. On the other hands, self-efficacy beliefs of student teachers from 20-21 age group were high level in “Instructional Strategies” but the level of self-efficacy beliefs of remaining two dimensions were moderate levels.

Again, student teachers who took art and science combinations had moderate levels of self-efficacy beliefs in “Classroom Management” and “Students Engagement” although they had high level of self-efficacy beliefs in “Instructional Strategies”.

In order to investigate the significant differences in self-efficacy beliefs of student teachers based on their gender and training course, the independent samples *t*-test was examined. According to Table 4, there was no significant difference in the perceptions of male and female student teachers about their self-efficacy beliefs.

Table 4: Independent Samples *t*-Tests Results for Self-Efficacy Beliefs between Male and Female Teachers

Dimensions	Gender	M	<i>t</i>	<i>df</i>	<i>p</i>	Mean Differences	Result
Instructional Strategies	Male	3.75	.555	378	.579	.028	ns
	Female	3.72					
Classroom Management	Male	3.71	.910	269.100	.364	.047	ns
	Female	3.66					
Student Engagement	Male	3.69	.092	258.482	.927	.005	ns
	Female	3.69					
Self-Efficacy	Male	3.71	.570	250.354	.569	.027	ns
	Female	3.69					

Accordingly, there was no significant difference in the perceptions of student teachers from 5101 and 5102 training course concerning their self-efficacy beliefs (See: Table 5).

Table 5: Independent Samples *t*-Tests Results for Self-Efficacy Beliefs between Two Training Courses

Dimensions	Course	M	<i>t</i>	<i>df</i>	<i>p</i>	Mean Differences	Result
Instructional Strategies	5101	3.71	-.606	328.917	.545	-.031	ns
	5102	3.74					
Classroom Management	5101	3.66	-.605	.378	.546	-.029	ns
	5102	3.69					
Student Engagement	5101	3.68	-.162	.378	.871	-.008	ns
	5102	3.69					
Self-Efficacy	5101	3.69	-.519	343.060	.604	-.023	ns
	5102	3.71					

In order to study whether there was a significant difference in the perceptions of student teachers on their self-efficacy beliefs according to their age or not, ANOVA was employed to analyze the data. When analyzing the results from Table 6, it was found that the student teachers' perceptions of

their self-efficacy beliefs vary in one dimension, “Classroom Management” ($p < .05$) and overall self-efficacy ($p < .05$) among their age groups. However, there were no different perceptions in their self-efficacy beliefs of “Instructional Strategies” and “Students Engagement” among age groups.

Table 6: ANOVA Results for Self-Efficacy Beliefs Perceived by Student Teachers among Age Groups

Variable		Sum of Squares	df	Mean Square	F	p	Result
Instructional Strategies	Between Groups	1.054	2	.527	2.277	.104	ns
	Within Groups	87.267	377	.231			
	Total	88.321	379				
Classroom Management	Between Groups	1.865		.932	4.274	.015	s*
	Within Groups	82.246	377	.218			
	Total	84.111	379				
Student Engagement	Between Groups	1.021	2	.510	2.277	.104	ns
	Within Groups	84.495	377	.224			
	Total	85.516	379				
Self-Efficacy	Between Groups	1.151	2	.575	3.328	.037	s*
	Within Groups	65.177	377	.173			
	Total	66.328	379				

In order to find out which particular groups had the greatest differences, Post Hoc Multiple Comparison Test (Turkey HSD) was conducted. The results were shown in Table 7.

Table 7: Results of Multiple Comparisons for Student Teachers’ Self-Efficacy Beliefs among Age Groups

Dimension	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Classroom Management	24-25	20-21	.278*	.116	.044	.01	.55
		22-23	.171	.115	.298	-.10	.44
Self-Efficacy	24-25	20-21	.255*	.103	.037	.01	.50
		22-23	.198	.102	.131	-.04	.44

According to the findings, there were significant differences in the perceptions of “Classroom Management” and overall “Self-Efficacy” between student teachers from “24-25” age group and “20-21” age group. In other words, the mean values for self-efficacy beliefs of student teachers from “24-25” age group were higher than those of student teachers’ perceptions from “20-21” age group.

In order to study whether there was a significant difference in the perceptions of student teachers on their self-efficacy beliefs according to their specialized subjects or not; ANOVA was employed to analyze the data. When analyzing the results from Table 8, it was found that there was no significant difference in self-efficacy beliefs of student teachers based on their subject of study (See: Table 8).

Table 8: ANOVA Results for Student Teachers’ Self-Efficacy Beliefs based on their Subject of Study

Variable		Sum of Squares	df	Mean Square	F	p	Result
Instructional Strategies	Between Groups	.346	3	.115	.493	.688	ns
	Within Groups	87.975	376	.234			
	Total	88.321	379				
Classroom Management	Between Groups	.300	3	.100	.449	.718	ns
	Within Groups	83.810	376	.223			
	Total	84.111	379				
Student Engagement	Between Groups	.178	3	.059	.261	.854	ns
	Within Groups	85.338	376	.227			
	Total	85.516	379				
Self-Efficacy	Between Groups	.141	3	.047	.267	.849	ns
	Within Groups	66.186	376	.176			
	Total	66.328	379				

Attitudes towards Teaching Profession

To collect the student teachers’ attitudes towards teaching profession, a self-developed survey questionnaire, *Attitude Scale for Prospective Teachers* was used. Table 9 describes the mean scores of student teachers’ attitudes towards teaching profession.

Table 9: Mean Scores of Student Teachers’ Attitudes towards Teaching Profession

Dimension Training Course	Dimension					ATTITUDE
	D1	D2	D3	D4	D5	
5101(Junior)	3.53 (.628)	3.82 (.550)	3.79 (.551)	4.03 (.583)	3.85 (.633)	3.81 (.434)
5102 (Senior)	3.48 (.584)	3.98 (.488)	3.89 (.440)	4.17 (.524)	3.99 (.555)	3.91 (.379)
Final Year	3.5 (.605)	3.91 (.524)	3.85 (.498)	4.11 (.557)	3.93 (.596)	3.86 (.409)

1-2=poor 2-3=moderate 3-4=good 4-5=very good

Note: D1=Professional or Career Choice
 D2=Changing Attitude during Teacher Training Period D4=Professional Pride
 D3=Commitment towards Teaching Profession D5=Professional Expectations

According to the Table 9, BEd final year student teachers from Sagaing University of Education had good attitudes in four dimensions such as “Professional or Career Choice”, “Changing Attitude during Teacher Training Period”, “Commitment towards Teaching Profession” and “Professional Expectations” but they had very good attitudes in “Professional Pride”. In summary, they had good attitudes towards teaching profession according to the overall mean score of attitude.

Table 10 presents the mean scores of student teachers’ attitudes towards teaching profession based on their gender, age and subject of study. According to the responses, both male and female student teachers had good attitudes towards their teaching profession. Similarly, student teachers from various age groups also had good attitudes towards their teaching profession. In addition, it was found that student teachers who studied different specialized subjects had good attitudes towards their teaching profession.

Table 10: Mean Scores of Student Teachers’ Attitudes towards Teaching Profession based on their Gender, Age and Subject of Study

Dimension	Gender		Age			Subject of Study			
	Male	Female	20-21	22-23	24-25	Art	Science	A & S	NR
ATTITUDE	3.74 (.465)	3.93 (.349)	3.84 (.404)	3.87 (.419)	3.96 (.326)	3.98 (.329)	3.80 (.435)	3.80 (.366)	3.87 (.413)

1-2=poor 2-3=moderate 3-4=good 4-5=very good

In order to investigate the significant differences in attitudes of student teachers towards their profession based on their gender and training course, the independent samples *t*-test was utilized. According to Table 11, there was no significant difference in the perceptions of male and female student teachers about their “Professional or Career Choice” and “Commitment towards Teaching Profession”. However, there were statistically significant differences in the perceptions of “Changing Attitude during Teacher Training Period”, “Professional Pride”, “Professional Expectations” and overall “ATTITUDE” between male and female student teachers. Especially, the mean values for those dimensions perceived by female student teachers were higher than those of male student teachers.

Table 11: Independent Samples *t*-Tests Results for Attitudes towards Teaching Profession between Male and Female Teachers

Dimensions	Gender	M	<i>t</i>	<i>df</i>	<i>p</i>	Mean Differences	Result
Changing Attitude during Teacher Training Period	Male	3.75	-4.742	378	.000	-.255	s*
	Female	4.00					
Professional Pride	Male	3.91	-5.513	257.262	.000	-.327	s*
	Female	4.23					
Professional Expectations	Male	3.80	-3.331	269.554	.000	-.215	s*
	Female	4.01					
ATTITUDE	Male	3.74	-4.392	248.063	.000	-.196	s*
	Female	3.93					

Again, the independent samples *t*-test was used to explore the significant differences in attitudes of student teachers towards their profession based on their training course. Table 12 shows the results of independent samples *t*-test.

Table12: Independent Samples *t*-Tests Results for Student Teachers’ Attitudes towards Teaching Profession between Training Courses

Dimensions	Course	M	<i>t</i>	<i>df</i>	<i>p</i>	Mean Differences	Result
Changing Attitude during Teacher Training Period	5101	3.82	-3.109	378	.002	-.166	s*
	5102	3.98					
Professional Pride	5101	4.03	-2.512	378	.012	-.143	s*
	5102	4.17					
Professional Expectations	5101	3.85	-2.277	378	.023	-.139	s*
	5102	3.99					
ATTITUDE	5101	3.81	-2.392	378	.017	-.100	s*
	5102	3.92					

According to this table, attitudes of student teachers from 5101 (Junior) and 5102 (Senior) were significantly different in “Changing Attitude during Teacher Training Period”, “Professional Pride”, “Professional Expectations” and overall “ATTITUDE”. In other words, mean values for attitudes of student teachers from 5102 were higher than mean values of student teachers from 5101 in those dimensions.

In order to analyze whether there was a significant difference in attitudes of student teachers towards their teaching profession according to their age and subject of study or not, ANOVA was employed to analyze the data. It was also found that there was no significant difference in attitudes of student teachers towards their teaching profession according to their age. However, there were significant differences in attitudes of student teachers towards their teaching profession according to their subject of study. It can be seen in Table 13.

When analyzing the results from Table 13, it was found that the student teachers’ attitudes varied in three dimensions, “Professional or Career Choice”, “Commitment towards Teaching Profession”, “Professional Pride” and overall “ATTITUDE” according to their subject of study.

Table 13: ANOVA Results for Student Teachers' Attitudes towards Teaching Profession among Subject of Study

Variable		Sum of Squares	df	Mean Square	F	p	Result
Professional or Career Choice	Between Groups	5.056	3	1.685	4.738	.003	s*
	Within Groups	133.772	376	.356			
	Total	138.829	379				
Commitment towards Teaching Profession	Between Groups	3.189	3	1.063	4.403	.005	s*
	Within Groups	90.777	376	.241			
	Total	93.966	379				
Professional Pride	Between Groups	3.463	3	1.154	3.807	.010	s*
	Within Groups	114.026	376	.303			
	Total	117.489	379				
ATTITUDE	Between Groups	2.259	3	.753	4.642	.003	s*
	Within Groups	61.003	376	.162			
	Total	63.262	379				

In order to find out which particular groups had the greatest differences, Post Hoc Multiple Comparison Test (Turkey HSD) was conducted. The results were shown in Table 14.

Table 14: Results of Multiple Comparisons for Student Teachers' Attitudes towards Teaching Profession among Subject of Study

Dimension	(I) Subject	(J) Subject	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Professional or Career Choice	Art	NR	.015	.130	.999	-.32	.35
		Science	.207*	.070	.017	.03	.39
		A & S	.416*	.145	.023	.04	.79
Commitment towards Teaching Profession	Art	NR	-.007	.107	1.000	-.28	.27
		Science	.184*	.057	.008	.04	.33
		A & S	.243	.120	.179	.07	.55
Professional Pride	Art	NR	.243	.120	.181	-.07	.55
		Science	.210*	.064	.007	.04	.38
		A & S	.156	.134	.649	-.19	.50
ATTITUDE	Art	NR	.104	.088	.638	-.12	.33
		Science	.173*	.047	.002	.05	.29
		A & S	.179	.098	.264	-.07	.43

According to the research findings, there were different attitudes in “Professional or Career Choice”, “Commitment towards Teaching Profession”, “Professional Pride” and overall “ATTITUDE” between student teachers who took art subjects and science subjects. In addition, there was also different attitude between student teachers who took art subjects and art and science subjects concerning the dimension of “Professional or Career Choice”.

Conclusions and Discussion

In this research, the self-efficacy beliefs levels and the attitudes towards teaching profession of student teachers studying at BEd teacher training undergraduate program, were investigated. In terms of self-efficacy beliefs levels, all student teachers had the high levels of self-efficacy beliefs in “Instructional Strategies”, “Classroom Management” and “Students Engagement”. However, it was found that female student teachers had moderate level of self-efficacy beliefs in “Classroom Management” but there was no significant difference in the perceptions of male and female student teachers about their self-efficacy beliefs.

Similarly, self-efficacy beliefs of student teachers from 5101 and 5102 training courses were not different but there were different perceptions between student teachers from 20-21 age group and student teachers from “24-25” age group concerning the dimensions of “Classroom Management” and overall “Self-Efficacy”. In other words, student teachers from “24-25” age group had higher self-efficacy beliefs than student teachers from “20-21” age group. Again, there was no significant difference in self-efficacy beliefs of student teachers based on their subject of study.

On the other hand, student teachers’ attitudes towards teaching profession were examined by using five dimensions such as “Professional or Career Choice”, “Changing Attitude during Teacher Training Period”, “Commitment towards Teaching Profession”, “Professional Pride” and “Professional Expectations”. Based on the findings, all student teachers had good attitude levels in all five dimensions.

When investigating the attitudes of student teachers towards their profession based on their gender and training course, significant differences were found in the student teachers’ perceptions of “Changing Attitude during

Teacher Training Period”, “Professional Pride”, “Professional Expectations” and overall “ATTITUDE”. In other words, female student teachers or student teachers from 5102 had changes in their attitudes towards teaching profession during training period, took more pride and expectations for their profession than others’ student teachers.

Again, it was found that the student teachers’ attitudes varied in three dimensions, “Professional or Career Choice”, “Commitment towards Teaching Profession”, “Professional Pride” and overall “ATTITUDE” according to their subject of study but their attitudes did not vary according to their age groups. Specifically, there were different attitudes in “Professional or Career Choice”, “Commitment towards Teaching Profession”, “Professional Pride” and overall “ATTITUDE” between student teachers who took art subjects and science subjects. In this research it was found that 5102 student teachers had higher levels of self-efficacy beliefs and positive attitudes, when compared to the 5101 students because they had taken all their program in 5 years education.

The importance of the education delivered to the student teachers during their undergraduate education process is very crucial. Particularly, the vocational courses related to teaching and pedagogical courses have a great importance on their learning process of being a teacher. These kinds of courses could form the base of teaching (Uyanık, 2016). Therefore, student teachers should be activated in the courses related to their profession. The courses, which are by the active involvement of the students, will be particularly beneficial to them in developing a higher self-efficacy level in teaching. This situation might contribute to the student teachers in having a more positive attitude of being a teacher, by experiencing teaching in their practice courses.

In conclusion, student teachers, who have a more positive attitude, will be effective in training the new generation in a better way. On this context, the academicians of the educational faculties have a crucial responsibility. The learner centered/experience based courses should be given to the student teachers. Two way communications should be provided, and the opinions of the undergraduate students are to be considered. So, it can be claimed that the student teachers, who have increased their levels of self-efficacy beliefs in their teaching, have also managed to have more positive attitudes of becoming

a teacher. In addition, teacher training programs should equip student teachers with the knowledge, skills, abilities, and attitudes necessary for them to become better teachers, and give priority to the development of these attitudes.

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