

**AN INVESTIGATION ON TEACHER CANDIDATES'  
LEVEL OF HOPELESSNESS, LEVEL OF JOB SATISFACTION AND  
PERCEPTION OF SELF-EFFICACY  
AND THEIR RELATIONSHIPS**

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# Introduction

*“A teacher should love his profession and believe in himself that he can teach.”*

- To make teaching and learning process, more effective, it needs teachers to satisfy with their profession and to enjoy their work.
- It is advantageous that teachers' slightly overestimate their proficiency and efficacy on teaching.

# Job Satisfaction

In the literature, job satisfaction is defined differently by different scholars.

Job Satisfaction is;

- The degree of liking one's own job, as for Locke (1983)
- Positive emotional responses that people show about professional life, according to Sung-Mook and Giannakopoulos (1994)
- Dimension that provides individuals to become happy with and take pleasure from their jobs , as for Spectrum (2000),
- Individual's judgment about workplace environment's satisfying her/him, to Motowidlo (1996)

# Job Satisfaction (continue)

- Positive mood resulting from the person's work experiences, according to Erdogan (1996)
- A response to the job status, for Ilies and Judge (2004),
- One of the most important factors increasing employees' contributions in the direction of organizational purposes, as Southwind (1999) states

# Self-efficacy

- People's beliefs about their skills and capacities for doing a task or completing a process.
- According to Bandura ( 2001), although individuals' self-efficacy perceptions does not reflect the truth literally, they have a quite important role in regulating their behaviors and directing their lives.
- Denzine et al. ( 2005) remarks that teacher self-efficacy is teachers' perceptions concerning their skills and abilities needed to increase students' learning success.

# Self-efficacy (continue)

- Similarly, Brouwers and Tomic (2003) clarifies self-efficacy as teachers' beliefs about their capacities of influencing their students' achievement and the success of their own teaching process.
- As for Schmitz and Schwarzer (2000), teachers' self-efficacy perceptions differentiate according to their students' achievement level. Hereunder, the more students' achievement level increases, the more teachers' perception of self-efficacy may change positively.

# Hopelessness

The concept of hopelessness is defined as

- Emotional state coming up as a result of a series of negative expectations for the future by Beck (1975)
- One's describing self with negative traits, having negative expectations about the future and accepting her/his negative experiences as unchangeable and general by Abramson et al . (1989)
- Expectation of that bad events , situations will occur and the individual could not do anything to change them by Abela and Seligman (2000)

# Hopelessness

- Intolerance toward the uncertainty caused by the fear concerning future by Bredemeier and Berenbaum (2007)
- Unwillingness, weakness, lack of motivation, pessimism and attention deficit are symptoms of hopelessness by Ceyhan ( 2004)



# Aim of the Research is..

To investigate and compare

- levels of hopelessness,
- levels of job satisfactions and
- self-efficacy perceptions

of prospective teachers studying in different departments of faculty of education

and to determine relationships between them

# The significance of the research

Firstly, even if teachers are sufficient in terms of core and pedagogical content knowledge, their becoming effective in learning-teaching process cannot be expected if they do not satisfy with their jobs and have a positive perception of self-efficacy by feeling hopelessness and anxiety about the future.

# The significance of the research

Examining teachers' job satisfaction, level of hopelessness and self-efficacy perception and revealing relationships between them were thought to be important because it was predicted that results of the research can contribute to improve the curriculums of teacher education programs.

In addition, although there are researches on examining some of these variables on working teachers and limited researches examining on prospective teachers, no research was encountered examining these three variables together on prospective teachers.

# Statement of the Problem

The problem of this research is determined as

“Do the levels of hopelessness, job satisfaction and self-efficacy perception of prospective vary according to some variables and are there any relationships between those levels?”

# Research Questions

- Do prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels vary **according to gender**?
- Do prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels vary **according to grade level**?
- Do prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels vary **according to academic achievement**?
- Do prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels vary **according to level of monthly income**?
- Do prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels vary **according to department**?
- Are there significant relationships between prospective teachers' levels of hopelessness, self-efficacy perceptions and professional satisfaction levels?

# METHOD

# Research Design

The research was designed as a Survey Research.

Cross-sectional survey approach was selected to describe current situation.

# Participants

- Participants of the study were the prospective teachers who were studying in various departments of faculty of Uludağ University,
- namely Primary Education, Foreign Languages Teaching, Turkish Education, Physical Education and Guidance & Psychological Counseling
- during 2010-2011 academic year.
- 192 female and 108 male teacher candidates participated the study voluntarily.



# Data Collection Instruments

- The data regarding prospective teachers' hopelessness levels was collected via "Beck Hopelessness Scale" which was developed by Beck et al. (1974), and adapted to Turkish educational context with an additional validity and reliability work by Seber et al (1991).
- The data about teacher candidates' perceptions of self-efficacy was collected by means of the "Teacher's Sense of Efficacy Scale" which was developed by Tschannen-Moran & Hoy (2001) and adapted to Turkish educational context by Aydın et al (2004) with an additional validity and reliability work.

# Data Collection Instruments

In order to determine the subjects' job satisfaction, "Job Satisfaction Scale" developed by Kuzgun et al. (1999) to measure was used.

Job Satisfaction Scale on Teacher Candidates?

Two motivation for thinking that the scale was suitable for our sample.

# Data Collection Instruments

1. Sample is including senior students experienced teaching practice in schools.
2. Kuzgun et al. (1999) mentioned 2 groups of factors as measuring job satisfaction.
  - One group is related to “concept of profession” and includes specifications of the job. Indeed, appropriateness of job specifications to personal traits. (*may be determined without working in the job*)
  - The other group is related to “concept of job” and includes factors of working environment.

Kuzgun et al. (1999) remarked the scale focuses on 1<sup>st</sup> group and aim of the scale is to measure “professional satisfaction” rather than job satisfaction.

Still Job Satisfaction is used because it is more common.

# Data Analysis

SPSS 16 was used for statistical analysis.

The data is continuous but doesn't have normal distribution.

Tests of Normality		
	Kolmogorov-Smirnov	Shapiro-Wilk
	Sig.	Sig
Levels of hopelessness	,000	,000
Levels of job satisfaction	,200*	,018
Self-efficacy scores	,003	,000

As making intergroup comparisons,

- Kruskal-Wallis test, for the variables having non-normal distribution and more than two groups
- Mann-Whitney U test for the other variables having non-normal distribution and two groups

were used.

The value  $\alpha=0,05$  was accepted as significant.

# RESULTS

**Table 1: Levels of Hopelessness, Levels of Job Satisfaction and Self-efficacy Scores**

	<b>N</b>	<b>Mean</b>	
<b>Levels of hopelessness</b>	<b>300</b>	<b>14,86</b>	<b>Min= 0    Max= 20</b>
<b>Levels of job satisfaction</b>	<b>300</b>	<b>71,65</b>	<b>20-36= Never</b>
			<b>36-52= Rarely</b>
			<b>52-68= Occasionally</b>
			<b>68-84= Often</b>
<b>Self-efficacy scores</b>	<b>300</b>	<b>155,92</b>	<b>84-100= Always</b>
			<b>24-88= Low</b>
			<b>89-152= Moderate</b>
			<b>154-216=High</b>

Teacher candidates' average

- level of hopelessness is high
- level of job satisfaction correspond to "often"
- self-efficacy score is slightly higher than moderate.

**Table 2: Comparisons of levels of hopelessness, levels of jobsatisfaction and self efficacy scores according to gender (Mann-Whitney U Test)**

<b>GENDER</b>	<b>Mean Ranks</b>		<b>p</b>
	<b>Female n=192</b>	<b>Male n=108</b>	
<b>Levels of hopelessness</b>	151.65	148.46	.759
<b>Levels of job satisfaction</b>	149.20	152.81	.729
<b>Self-efficacy scores</b>	152.35	147.21	.623

Teacher candidates' levels of hopelessness, levels of professional satisfaction and self efficacy scores did not vary significantly according to gender. ( $p > .05$ )

**Table 3: Comparisons of levels of hopelessness, levels of job satisfaction and self efficacy scores according to grade level (Kruskall Wallis Test)**

GRADE LEVEL	Mean Ranks				p
	1. sınıf n=41	2. sınıf n=109	3. sınıf n=113	4. sınıf n=37	
Levels of hopelessness	153.80	145.49	156.44	143.47	.752
Levels of job satisfaction	180.15	142.23	147.76	150.36	.117
Self-efficacy scores	172.40	149.83	140.59	158.47	.221

Differences in levels of hopelessness, levels of job satisfaction and self efficacy scores according to grade level were not statistically significant. ( $p > .05$ )



**Table 4: Comparisons of levels of hopelessness, levels of job satisfaction and self efficacy scores according to academic achievement (Kruskall Wallis Test& Mann Whitney U Tests)**

ACADEMIC ACHIEVEMENT	Mean Ranks					p	Paired Comparison	
	1) 1.80 ve altı n=8	2) 1.80-1.99 n=26	3) 2.00-2.49 n=84	4) 2.50-2.99 n=95	5) 3.00-above n=69			
Levels of hopelessness	57.38	85.00	127.64	147.35	181.37	<b>.000</b>	1-4	.007
							1-5	.000
							2-3	.006
							2-4	.002
							2-5	.000
Levels of job satisfaction	106.50	103.73	130.02	145.95	167.64	<b>.003</b>	1-5	.049
							2-4	.046
							2-5	.000
							3-5	.002
Self-efficacy scores	69.63	104.92	134.44	149.37	161.37	<b>.002</b>	1-3	.025
							1-4	.010
							1-5	.003
							2-4	.020
							2-5	.002
							3-5	.037

According to level of academic achievement, statistically significant differences were determined. ( $p < 0,01$ ). To determine the source of the differences, sub-groups were compared . For all three variables, statistically significant differences were found in favor of teacher candidates' having higher levels of achievement.

**Table 5: Comparisons of levels of hopelessness, levels of job satisfaction and self efficacy scores according to level of monthly income (Kruskall Wallis Test)**

MONTHLY INCOME	Mean Ranks					p
	0-150 n=50	150-250 n=58	260-350 n=69	351-450 n=54	450 - above n=69	
Levels of hopelessness	132.93	160.16	153.70	146.60	154.96	.528
Levels of job satisfaction	148.66	157.00	151.35	149.73	146.12	.970
Self-efficacy scores	161.52	163.78	140.64	142.54	147.44	.463

Teacher candidates' levels of hopelessness, levels of professional satisfaction and self efficacy scores did not vary significantly according to level of monthly income. (p> .05)

**Table 6: Comparisons of levels of hopelessness, levels of job satisfaction and self efficacy scores according to department (Kruskall Wallis Test & Mann-Whitney U)**

DEPARTMENT	Mean Ranks					p	Paired Comparisons	
	1) Primary Education n=54	2) Physical Education n=65	3) Turkish Education n=62	4) Guid & Pscy Counseling n=60	5) Foreign Lang. Edu. n=59			
Levels of hopelessness	111,68	160,03	175,78	121,80	183,22	<b>,000</b>	1-2	,001
							1-3	,000
							1-5	,000
							2-4	,011
							3-4	,001
							4-5	,000
Levels of job satisfaction	111,14	197,14	175,88	93,19	175,15	<b>,000</b>	1-2	,000
							1-3	,000
							1-5	,000
							2-4	,000
							3-4	,000
							4-5	,000
Self-efficacy scores	131,59	176,98	201,83	96,28	145,82	<b>,000</b>	1-2	,004
							1-3	,000
							1-4	,004
							2-4	,000
							2-5	,046
							3-4	,000
							3-5	,000
							4-5	,001

## Table 6: Comparisons of levels of hopelessness, levels of job satisfaction and self efficacy scores according to department (Kruskall Wallis Test & Mann-Whitney U)

According to teacher candidates' departments, statistically significant differences were determined for all three variables. ( $p < .001$ )

To determine the source of the differences, sub-groups were compared.

Teacher Candidates'

- Levels of hopelessness are significantly different for most of the departments.
- Levels of job satisfaction are significantly different for most of the departments.
- Self-efficacy scores are significantly different for almost all of the departments.

**Table 7: Correlations of Self-efficacy Score and Levels of Hopelessness and Job Satisfaction**

CORRELATION		Correlation Value (r)	p
Self-efficacy score	↔ Levels of hopelessness	.406	.001
Self-efficacy score	↔ Level of Job Satisfaction	.492	.001

- Pearson correlation was used because the data is continuous.
- Between Self-efficacy Scores and Level of Hopelessness **moderate relationship** was determined. ( $p < 0,01$ )
- Between Self-efficacy Scores and Level of Job Satisfaction **moderate relationship** was determined. ( $p < 0,01$ )

# CONCLUSION AND IMPLICATIONS

# Conclusion and Implications -1-

- Teacher candidates remarkably suffer from hopelessness, think that they occasionally satisfy with teaching profession and have self-efficacy score slightly higher than moderate. This high hopelessness level can be related to their expectation of unemployment in future (Ceyhan, 2004).
  - **Regulations on teacher assignment is needed, to decrease students' level of hopefulness.**
- Teacher candidates' levels of hopelessness, levels of job satisfaction or self-efficacy scores did not vary significantly neither **according to gender** nor **level of monthly income**.
- No significant difference were detected in Teacher candidates' levels of hopelessness, levels of job satisfaction or self-efficacy **according to grade level**.
  - Variance in self efficacy score in favor of grade level was expected. **Activities and implementations should be added to curriculum of teacher education programs to increase students' awareness of self-efficacy perception.**
  - Seniors' job satisfaction level being significantly different in any direction than others is expected. **Researches on teaching practice should be done to understand its effectiveness.**

# Conclusion and Implications -2-

- **According to level of academic achievement** teacher candidates' levels of hopelessness, levels of job satisfaction and self-efficacy scores varies significantly. Students with higher level of academic achievement have higher levels of hopelessness, job satisfaction and higher self-efficacy scores.
  - Because higher job satisfaction level (Ashton & Webb, 1986) and higher self-efficacy score (Bandura, 1997) is advantageous, **obstacles causing lower academic achievement should be eliminated and students should be supported to attain higher academic achievement.**
  - Hopelessness level's increasing with academic achievement is worrisome and thought-provoking. Şahin (2009) revealed that teacher candidates' level of hopelessness varies according to perceived level of income. Because level of income is important in terms of positive future expectations, it may affect teacher candidates level of hopelessness. **Therefore, working teachers' level of income should be better off.**



# Conclusion and Implications -3-

- Teacher candidates' levels of hopelessness, levels of job satisfaction and self-efficacy scores varies significantly **according to their departments**. Teacher candidates'
  - hopelessness levels are higher in favor of foreign language education,
  - job satisfaction levels is in favor of Physical Education and
  - levels of self-efficacy perception is higher in favor of Turkish education departments.
  - Factors causing hopelessness of teacher candidates studying Foreign Language Education department and
  - Factors reducing job satisfaction and self-efficacy perception levels of Guidance and Psychological Counseling teacher candidates should be determined and eliminated.
- Finally, self-efficacy scores correlates with levels of both hopelessness and job satisfaction. As teacher candidates' self-efficacy perceptions increase, their both hopelessness and job satisfaction levels rise.
  - Relationship between self-efficacy and hopelessness should be researched for deeper understanding.
  - To utilize from the relationship between self-efficacy and job satisfaction, efforts should be made for teacher candidates to be aware their self-efficacy perception and improve it.

Thanks you for your attention.

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