THE BELIEFS OF ENGLISH TEACHERS AND THEIR IMPACTS

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ABSTRACT

Since teaching is a profession that is affected by individual beliefs, so a teacher’s beliefs toward her own profession can affect her teaching performance. The aim of this study was to find out and explain the impacts of the beliefs of teachers of English in Bireuen District towards their teaching profession. This is a quantitative study which involved thirty English teachers, teaching at high schools in Bireuen as the respondents. The data was collected using two sets of questionnaires and was analyzed using SPSS descriptive statistics. The results showed that the teachers mostly agreed with overall job-related beliefs; they were satisfied with their jobs; they had high self-efficacy and they received satisfying appraisals and feedbacks. Concerning impacts of beliefs, three namely: overall job-related beliefs, job satisfaction, and self-efficacy—gave big impacts while the last principle, appraisals and feedbacks, only had a small impact. In conclusion, teachers in Bireuen have positive beliefs and this gives positive impacts as well. So, the suggestion that can be made is that because of this positivity, the teachers are suggested to focus on self-improvement as educators such as participating in more teacher development programs.

Keywords: teachers’ development, beliefs, professional development, teaching profession

INTRODUCTION

Over the years scholars and academic writers have used different theoretical orientations and positions to address the debate about

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whether or not teaching is a profession (Cobbold, 2015). Susanto (2004) has argued that the teaching profession still lacked recognition to be called a profession. Even it was recognised, it was still too far distant as compared with other professions, such as law and medicine, etc. On the contrary, Richards and Lockhart (2005) say that teaching is a profession, so that people who work as teachers are professionals. Musriadi (2016) also agrees that teaching is a profession, so teachers need to be qualified to do their job professionally. According to Soetjipto (2009) as cited in Musriadi (2016), teaching is a profession since it has the characteristics of a profession.

In Chapter III, Article VII, point I of Teacher and Lecturer Law, it mentions the characteristics of a profession namely:
1. The individuals should have talent, eagerness, call and idealism.
2. They should have a commitment to improve the quality of education, faith, piety and character.
3. They should have an academic qualification and an educational background according to their field of duty.
4. They should have the competence required according to their field of duty.
5. They should have responsibility to carry out their duties.
6. They should earn an income in accordance with their work and achievements.
7. They should have opportunities to develop professionally with lifelong learning.
8. They should have the guarantee of lawful protection in carrying out their duties as a professional.
9. They should have a professional organization which has the authority and responsibility to regulate matters related to the duties of the profession of teaching (Depdiknas, 2007).

However, it was reported by Anjani (2013) that the Indonesian education system is one of the worst in the world because only 51% of Indonesian teachers possess the right qualifications to teach. This phenomenon is unfortunate and the researcher identified this as a problem, and it has become a concern for everyone in the world of education in Indonesia. The government expects that teachers are supposed to be qualified once they have completed their university degrees, but the result of the UKG proved otherwise. The Government has also conducted seminars and workshops and training to improve their professional competence of teachers, but still the teachers have low scores for professional competence. Are teachers still not qualified
to be called professionals? The problem may lie, not with what teachers do, but with the beliefs which underlie everything that teachers do. Kagan (1992) as cited in Farrel (2005) has noted that teachers believe in teachers’ assumptions and perceptions about teaching and learning.

To strengthen the elaborations above, three previous studies were reviewed for this study. The first was a study by Ningsih and Fata (2015). Their results showed that, in general, teachers’ beliefs are based on teaching methodologies. The participants thought that the teaching methodologies should be updated from time to time to fit in with the students’ needs because students’ needs vary from one generation to another. Next, in a study by Larenas et al. (2015) which was a qualitative case study that aimed at identifying the beliefs of sixteen EFL teachers in Chile. The results showed that their beliefs were influenced by the academic context and by their academic background. The last study reviewed was a study by Khader (2012) about teachers’ beliefs. The results showed that there was no correlation between the teachers’ beliefs and their classroom performance in teaching social studies.

The research gap presented in this study that makes it different from other previous studies is that this one was conducted in Bireuen District in Aceh where no studies on professionalism have been conducted before. Besides, the process of choosing the school for the study was based on the competency ranking of the teachers’.

**Research Questions**

The research question formulated for this research was as follows: How do the teachers’ beliefs (based on the OECD framework) influence the teaching profession of EFL English teachers in Bireuen District in Aceh in 2016?

**Significance of Study**

Theoretically, this research can add new understandings of teachers’ beliefs about their profession and provide an opportunity for teachers, policy-makers and the wider community to gain insight into this phenomenon. Practically, the results of this study should provide useful information for teachers, education administrators and other researchers in regard to the importance of beliefs underlying the teaching profession. This research may help school officials, especially those in Bireuen to formulate future interventions to foster or change the attitudes of teachers and others towards teaching.
LITERATURE REVIEW

The Nature of Teacher Beliefs

Several experts have stated similar views on the definition of beliefs. They include Calderhead (1996) as cited in Li and Walsh (2011) who said that beliefs in general mean suppositions, commitments, and ideologies. Kagan (1992) as cited in Farrel (2005) has noted that teachers’ beliefs are teachers’ assumptions and perceptions about teaching and learning. Davis (2009) has said that teachers’ beliefs are values that teachers hold deeply that act as a filter through which they understand new experiences. Borg (2001) also agrees that beliefs are teachers’ psychologically held thoughts that they accept as true. Peterman (1991) has suggested that beliefs are mental images put together into schemata, and that beliefs depend on three assumptions. First, beliefs form a schema-like semantic network. Second, contradictory beliefs reside in different domains of that network. Third, some beliefs may be “core” and difficult to change, because they tend to be culturally bound and formed early in life.

Further, Block and Hazelip (1995) also proposed a similar view about the nature of teachers’ beliefs, viz: That they are resistant to change and vary in strength and kind; the ease with which a teacher can change her beliefs is related to the strength of the particular beliefs concerned.

Beliefs are formed in a complex way. Van Fleet (1979) as cited in Pajares (1992) states that motivation, values and beliefs are created through a process of cultural transmission which has three components. First, enculturation which involves the incidental learning process individuals undergo throughout their lives and includes their assimilation, individual observations, participation, and imitation. Second, education or all the directed and purposeful learning, both formal and informal, that has as its main task bringing behavior in line with cultural requirements. Third, schooling or the specific process of teaching-learning that takes place outside of home. According to Xu (2012) beliefs color memories with their evaluation and judgment, and serve to frame understanding of events. Griffin and Ohlison (2001) assert that this is because beliefs serve both cognitive and affective/social functions. Thus, people might accept a certain idea independent of its coherence with relevant knowledge, or perhaps even change a belief, despite reducing conceptual coherence, because it enables the achievement of affective or social goals. Given this,
personal theories and beliefs are rarely sufficiently revised and, thus over time, become deeply personal, highly engrained, and extremely resistant to change.

Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected (Xu, 2012). It has also been found that teacher's beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in the classroom. They are closely related to what teachers think and know, but provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing (Windschitl & Sahl, 2002).

**An Overview of The Profession**

According to Postner (1995) as cited in Darwin and Hardisman (2012) a profession is a job which requires knowledge about a specific discipline plus general knowledge, and experience. According to Nafsiah (2002) as cited in Perdana (2013) a profession is a job which is carried out to get a living and at the same time puts forward the importance of service above personal interests which has to be followed by expertise, skills, professionalism, and responsibility. So a professional in general means someone who works with the broad professional knowledge, attitude, and skills required in order to work in a specialized area. Back in the nineteenth century, the professions were defined only as jobs related to law, religion, and medicine. Nowadays, the number of professions has become much wider and ever-increasing, as occupations become more specialized in nature and more ‘professionalized’ in terms of requiring certain standards of initial and ongoing education – so that many people from automotive technicians to web designers can now be defined as professionals.

**The Influence of Teachers’ Beliefs on Their Profession**

According to Johnson (1994) in Farrel (2005) teachers’ beliefs are important because they influence their perception and their judgment towards teaching and they play an important role in the way that teachers teach, and try to improve their teaching. Hampton (1994) notes that it is the teacher’s beliefs or “personal constructs” that determine how they approach teaching. Teachers’ beliefs strongly affect the materials and activities that they choose for their classrooms. Hampton
(1994) has suggested that some of these beliefs are changeable, but others are not. Raths (2001) has asserted that improving teachers’ beliefs is one of many ways to improve teaching. Teachers’ beliefs on teaching or the teaching profession are unquestionably important because their beliefs affect the way teachers see teaching and their ways of teaching. The Organization of Economic Collaboration and Development or OECD (2013) has stated that teachers’ beliefs about their profession affect teaching in many ways. Teachers’ beliefs affect the way teachers regard their job, their job satisfaction, their self-efficacy, appraisal and feedback, also their beliefs about professional development.

First, is the influence of the overall job-related beliefs. Teachers’ beliefs according to the Organization of Economic Collaboration and Development/OECD (2013) comprise the teacher’s perceptions and assumptions about their profession, their reason to be a teacher in the first place, what it takes to be a teacher, the value of the job to the community, and how teachers themselves value the teaching profession. The OECD (2009) has suggested that there is a close connection between teachers’ perceptions of the “strength” of their professional identity, as well as their connection with professional development and the teachers’ perception of their capabilities as teachers as well as their job satisfaction. This perception is striking and can negatively impact the teaching profession in the OECD countries. A negative view of the teaching profession, either by society as a whole or when perceived by teachers themselves, can impact the recruitment of high-quality professionals into the teaching profession. It can also affect whether teachers stay in the profession.

Next, are beliefs about job satisfaction: Job satisfaction refers to a sense of fulfillment and gratification from working in a satisfying occupation (Locke, 1969 cited in OECD, 2013). The job satisfaction of teachers consists of their satisfaction with their profession and their satisfaction with their current work environment. Klassen and Chiu (2010) have stated that job satisfaction influences teachers’ beliefs in regard to their profession. Teachers who are satisfied with the various aspects of their job that relates to their teaching work, such as work tasks and professional growth, tend to be satisfied with other aspects surrounding the performance of their job – for example, work conditions, interpersonal relations and salary (Butt, 2005).

Then there are concerns with beliefs about self-efficacy. The term ‘self-efficacy which is sometimes also called the sense of efficacy or
confidence is the extent to which a teacher believes that he is capable as a teacher who can organize and execute teaching well (Cruickshank et al., 2009). According to Bandura (1990) self-efficacy is when someone believes that he can accomplish a given level of performance. So, self-efficacy refers to the level of self-confidence that a teacher has in her own ability. A teacher with higher self-efficacy is said will be a better teacher compared to a teacher with less self-efficacy. The one with greater confidence is more likely to perform better in the classroom. However, according to Cruickshank et al. (2009), confidence cannot substitute for lack of teaching ability. Self-efficacy only allows a teacher to demonstrate her true potential.

Lastly, appraisals and feedbacks are also part of teachers’ beliefs. Appraisal is defined as when a teacher’s work is reviewed by her principal or by an external inspector or by her colleagues (OECD, 2013). This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with other teachers). While feedback is broadly defined and includes any communication teachers receive about their teaching, based on some form of interaction with their work (e.g. observing classrooms and the teaching of students, discussing teachers’ curriculum or the results of their students) (OECD, 2013). The feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher concerned). Thus, teacher appraisal and feedback are important components of teachers’ careers and development. The primary purpose is to provide teachers with valuable input to better understand and improve their teaching practices. Particularly, teachers new to the profession can be reassured by the feedback they receive (Kyriacou, 1995).

RESEARCH METHODOLOGY

Research Design

This research was a quantitative study as clarified by Creswell (2007); that is, a study conducted to see the influence of factor X on factor Y which is seen as a cause-effect research design that sheds light on the patterns occurring in the actual phenomena under study. The independent variable in this study was the teaching profession, and the dependent variables were the principles in the OECD frameworks
which are job-related viz: beliefs, job satisfaction, appraisals and feedbacks, and teachers’ professional development (Marshall & Rossman, 2006).

**Research Subject and Object**

The subjects of this research were 30 English teachers selected using purposive sampling from high-schools in Kabupaten Bireuen. The objects of this study were five principles in the OECD framework which were (1) overall job-related beliefs, (2) job satisfaction, (3) self-efficacy, (4) appraisal and feedback and (5) teachers’ beliefs about professional development of teachers.

**Research Instruments**

In order to avoid bias and increase trustworthiness, in collecting the data, two instruments were used, they were: questionnaire one and questionnaire two. These two instruments were used to gather information about the English teachers’ beliefs about their profession along with the impacts. Questionnaire 1 was used to find out information about the teachers’ beliefs about their profession. It consisted of several statements and questions. Some of them used a Likert scale which required the participating teachers to choose between strongly agree, agree, disagree, or strongly disagree. Based on a framework suggested by the OECD (2013) there were six categories related to teacher beliefs about their profession. Meanwhile, Questionnaire 2 was used to see the impacts that the teachers beliefs have on their teaching performance. The questions for questionnaire 2 were adapted from a questionnaire based on the Teaching and Learning International Survey (TALIS) from the OECD (2013). There were four close-ended questions in questionnaire 2 which were related to the influence of teachers’ beliefs on their teaching. The range in questionnaire 2 was 0 for no influence at all, 1 for a very small influence, 2 for a small influence, 3 for a big influence, and 4 for a very big influence.

**Data Collection**

The data collection instruments used in this research were the questionnaires and an interview. The reason for using these instrumentsI was to get direct information about the teacher’s opinions and experiences. First, questionnaire 1 was distributed to the teachers and they answered it based on their beliefs, both theoretically and
practically. Each participant had 20 minutes to answer it. Beforehand, the teachers were instructed how to complete the questionnaire and were asked to choose the most suitable answers based on their beliefs and experiences. Secondly, the participants were given 10 more minutes to answer. Questionnaire 2 immediately after they had completed questionnaire 1. Then, finally, after they had each finished answering all the questions, each participant was interviewed.

Data Analysis
The data obtained in this study was analyzed using descriptive statistics. In conducting the data analysis, data from both Questionnaire 1 and Questionnaire 2 was first changed into quantitative data as suggested by Brown and Rodgers (2002). This process was done using SPSS (Statistics Package for Social Science) to calculate percentages, mean scores and standard deviations for analyzing the data from the questionnaire.

RESULTS AND DISCUSSIONS

Findings from Questionnaire 1
Questionnaire 1, used in this study, was adapted from the Teaching and Learning International Survey (TALIS) with five categories or sections in the questionnaire viz: (1) background information; (2) overall job related beliefs, (3) job satisfaction, (4) self-efficacy, and (5) appraisal and feedback.

Teachers’ Background Information
The participants were 10 men and 20 women teachers. Ten were 25-29 years old, twelve 30-39 years old, three 40-49 years old, and five 50-59 or older. Twenty-four had bachelor degrees with an English education major, and six had masters degrees; all had English education majors except one with a major in Applied Linguistics and TESOL. Four had only been teaching for 1-2 years, seven had taught English for 3-5 years, eight for 6-10 years, five for 11-15 years, two for 16-20 years, and finally four had been teaching for more than 20 years.

Overall Job-Related Beliefs
Below are the results for the first section concerning overall job related beliefs. 90% (27) of them stated that their reason to be a teacher was their own ambition. This was followed by educational background
as the reason for being a teacher which was chosen by 83% or 25 participants. Next, suggestions from parents or relatives as well as flexible working hours had also been part of the reason for the participants to become teachers, 77% (23) chose this option. Lastly, income was also a motivation to become a teacher, it was chosen by 67% or 20 participants. As Lewis (2017) has asserted, motivation is a big factor that leads people to become teachers. Table 1, overleaf, summarises the results from statement 2 till statement 9 from the first questionnaire.

<table>
<thead>
<tr>
<th>№</th>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To be a teacher requires a commitment to improving the quality of education.</td>
<td>3</td>
<td>4</td>
<td>3.93</td>
<td>0.254</td>
</tr>
<tr>
<td>3</td>
<td>To be a teacher requires talent, strong desire and idealism.</td>
<td>3</td>
<td>4</td>
<td>3.87</td>
<td>0.346</td>
</tr>
<tr>
<td>4</td>
<td>Becoming a teacher requires academic qualifications and an educational background.</td>
<td>3</td>
<td>4</td>
<td>3.97</td>
<td>0.183</td>
</tr>
<tr>
<td>5</td>
<td>What teachers do is more important than their income.</td>
<td>2</td>
<td>4</td>
<td>3.07</td>
<td>0.521</td>
</tr>
<tr>
<td>6</td>
<td>Teachers in our community are respected.</td>
<td>2</td>
<td>4</td>
<td>2.83</td>
<td>0.592</td>
</tr>
<tr>
<td>7</td>
<td>Teachers’ work is less respected in the community these days.</td>
<td>2</td>
<td>4</td>
<td>3.57</td>
<td>0.679</td>
</tr>
<tr>
<td>8</td>
<td>Being a teacher is noble work.</td>
<td>3</td>
<td>4</td>
<td>3.97</td>
<td>0.183</td>
</tr>
<tr>
<td>9</td>
<td>The main task of a teacher is to teach.</td>
<td>1</td>
<td>3</td>
<td>1.60</td>
<td>0.932</td>
</tr>
</tbody>
</table>

From table 1 above, it can be seen that nearly all the respondents held strongly idealist beliefs about teaching as they chose “strongly agree (4)” for their answers to statements 2, 3, 4 and 8 with hardly any deviation (Brown, 2007).

To elaborate more specifically, in statement 2, it states that to be a teacher requires a commitment to improve the quality of education. There were two participants who agreed and the other twenty eight strongly agreed with this statement. Then, the third statement says that to be a teacher requires talent, strong desire and idealism, and this statement was agreed to by four respondents and the other twenty six strongly agreed. Next, the fourth statement about the fact that becoming
a teacher requires academic qualifications and educational background in accordance with the field of duty was agreed to by one respondent and the other twenty nine strongly agreed. Next, the statement stating that what teachers do is more important than the income they receive was agreed to by twenty two of them and five strongly agreed, while three others disagreed with this statement. Next, statement 6 stating that teachers in the community are respected was agreed to by twenty participants and strongly agreed to by two participants, but eight participants disagreed with this. As Hargreaves et al. (2006) have claimed, in the past, indeed, the teaching profession was marginalized, but today it is seen as a noble job.

Next, the seventh statement that depicts teachers’ work is less respected in the community these days was strongly agreed to by twenty, seven others agreed, and three disagreed. The eighth statement, that being a teacher is noble work was agreed to by one participant and 29 strongly agreed with it. The ninth statement that the main task of a teacher is to teach, 21 strongly disagreed, and nine participants agreed with it. Thus, there are various expectations that are expected by the community from teachers, so that, being a teacher means meeting a long list of expectations (Scriven, 1994).

**Job Satisfaction**

Table 2 shows the teachers’ job satisfaction based on the results.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev/n</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Satisfied with teaching skills</td>
<td>3</td>
<td>4</td>
<td>3.93</td>
<td>0.284</td>
</tr>
<tr>
<td>2</td>
<td>Satisfied with methods</td>
<td>3</td>
<td>4</td>
<td>3.87</td>
<td>0.446</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy teaching at the school</td>
<td>3</td>
<td>4</td>
<td>3.97</td>
<td>0.233</td>
</tr>
<tr>
<td>4</td>
<td>Satisfied with the job</td>
<td>3</td>
<td>4</td>
<td>3.97</td>
<td>0.563</td>
</tr>
</tbody>
</table>

To clarify the above, statements, the first is about whether the participants are satisfied with their teaching skills in English. Two teachers agreed and 28 strongly agreed. The second statement clarifies whether they are satisfied with the methods they use in teaching. Four teachers agreed and 26 strongly agreed. The third statement was about whether they enjoy teaching at their current school; one teacher agreed, and 29 strongly agreed. The last statement asked whether they are
satisfied with their job; again, one teacher agreed, and the other 29 strongly agreed with this statement so the overall mean was 3.93 i.e. very strongly agree. Ngimbudzi (2009) says that when a teacher feels satisfied with her existence and knowledge, she will definitely perform at her best.

**Self-Efficacy**

The following table provides condensed information about the participants’ self-efficacy in their jobs as teachers.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Making a significant educational difference in the lives of their students</td>
<td>3</td>
<td>4</td>
<td>3.07</td>
<td>0.254</td>
</tr>
<tr>
<td>2</td>
<td>The participants try really hard to make progress with even the most difficult and unmotivated students</td>
<td>3</td>
<td>4</td>
<td>3.17</td>
<td>0.379</td>
</tr>
<tr>
<td>3</td>
<td>The participants were successful with the students in their class</td>
<td>3</td>
<td>4</td>
<td>3.10</td>
<td>0.305</td>
</tr>
</tbody>
</table>

To elaborate, the first statement was about whether or not the participants felt that they are making a significant educational difference in the lives of their students. 28 participants agreed while two strongly agreed, mean 3.07. Next, the second statement was agreed to by 25 participants, and the five others strongly agreed, mean 3.17. This statement said that the participants tried really hard to make progress with even the most difficult and unmotivated students. The final statement in this section was about whether or not the participants were successful with the students in their class; twenty seven agreed and three strongly agreed, mean 3.10. The beliefs about self-efficacy are said to influence the teaching-learning processes, because self-efficacy is an indicator whether the teaching-learning processes will succeed or fail (Gavora, 2010).

**Appraisal and Feedback**

Generally, all of the participants got appraisals and feedbacks from other teachers, and twenty four of them frequently got appraisals and feedbacks from students. In addition, there were fifteen participants who usually got appraisals and feedbacks from their school principal or
supervisor, and from parents of students. The table that follows shows whether appraisals and feedbacks can increase the participants’ passion in their teaching performances.

The table above shows that the appraisal and feedback that teachers received made them more passionate about teaching. Specifically, ten participants agreed, eighteen strongly agreed and two disagreed, mean 3.53. This was also supported by Elliott (2015) who has said that teachers who get appraisals and feedbacks improve their teaching performance.

### Results from Questionnaire 2

This section displays and discusses the results from the second questionnaire which focused on answering the second research question to find out the influence of the TALIS principles on the teachers’ teaching performance—whether it has no influence, very small influence, small influence, big influence, or very big influence. The results are presented in the table that follows:

### Table 5. Influence of TALIS Principles on Teaching Profession (N = 30)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>St. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall job-related beliefs influence my attitude towards my teaching profession.</td>
<td>3</td>
<td>4</td>
<td>3.33</td>
<td>0.479</td>
</tr>
<tr>
<td>2</td>
<td>Job satisfaction influences my beliefs towards my teaching profession.</td>
<td>3</td>
<td>4</td>
<td>3.83</td>
<td>0.379</td>
</tr>
<tr>
<td>3</td>
<td>Self-efficacy influences my beliefs towards my teaching profession.</td>
<td>3</td>
<td>4</td>
<td>3.20</td>
<td>0.407</td>
</tr>
<tr>
<td>4</td>
<td>Appraisals and feedback influence my attitudes towards my teaching profession.</td>
<td>2</td>
<td>4</td>
<td>2.37</td>
<td>1.189</td>
</tr>
</tbody>
</table>
The table above shows that, in general, respondents to Questionnaire 2 chose value 3 as a minimum meaning “big influence” and 4 meaning “very big influence”, except for statement number four where value 2 meaning “small influence” predominated.

For the first statement about the influence of overall job-related beliefs towards the participants’ attitude to the teaching profession, 20 chose big influence” value 3 and 10 chose “very big influence” value 4 so the mean score was 3.33. So we can say that overall job-related beliefs give a huge impact to the participants’ teaching profession. Then, the second statement pinpointed the influence of job satisfaction on the attitude of the participants to the teaching profession where 25 chose “very big influence”, value 4 and 5 chose “big influence” value 3 so the mean value was 3.83. Hence, job satisfaction has a huge impact on the participants’ attitude to the teaching profession. Next, the third statement was about the influence of self-efficacy beliefs on the attitudes of the participants to their teaching profession where 24 chose “big influence” and 6 chose “very big influence” so the mean score was 3.20. This meant that self-efficacy has a very big impact on the attitudes of the participants to their teaching profession. Lastly, the final statement was about the influence of appraisals and feedbacks on the attitudes of the participants to their teaching profession. Unlike the three previous statements, this statement got a mean score of 2.37 meaning that on average it only had a medium influence. In short, it can be said that appraisals and feedbacks only had a medium impact on the participants’ attitude to their teaching profession. However, appraisals and feedbacks that focus on teaching quality are important as they can give a huge impact to the development of a teacher’s performance (Nye et al., 2004).

Discussion

Based on the results above, there are two major points of discussion in this section. First, concerning the teachers’ beliefs on their status as teachers, there are five frameworks. The teachers’ overall beliefs related to their jobs as teachers provided the information that most of them chose to be teachers because of motivation and suggestions from their family around them. As Lewis (2017) has stated there are seven general reasons why a person decides to be a teacher, one of them is the motivation to contribute to the community. Then, concerning the statement about the commitment of teachers to improving education, all agreed. And as mentioned by Mart (2013) that
commitment is a vital belief in good teaching since a committed teacher will make a lot of effort and will struggle to achieve the development of her students. Then, the third statement which drew on the fact that a teacher needs to have talent, a strong desire and much idealism was agreed to by all the respondents. This is in line with the proposition of Esmailian et al. (2014) who have stated that teachers with ideal characteristics can give more credibility, increase skills including reading and writing, pay more attention to moral and character development, and pose comprehensive and clear approaches while teaching. Next, all the respondents agreed with the belief that to be a teacher, a person needs to have an academic qualification and an educational background. Then, concerning the salaries of teachers, three of the respondents believed that their salaries should be balanced with the work that they are required to perform. On the other hand, the other respondents would do the work sincerely without worrying about the salary they are paid. In short, salary—as well as other primary life-needs—is a critical point that can become a measure of whether teachers are willing to do their job well or not (Ngimbudzi, 2009; Ayele, 2014). Regarding the next two statements, the one stating that teachers in our community are respected was only agreed to by two respondents while another two disagreed. As mentioned by Hargreaves et al. (2006), in the past, the teaching profession was indeed seen as a low-level profession and teachers were ranked on the same level as news reporters and commercial travelers i.e. door-to-door salesmen. However, in recent times, teachers have a far better image and now they are put in third rank in prestige after doctors and nurses.

Later, beliefs about job satisfaction were scrutinized. There were four statements in this framework about teachers’ satisfaction with their job, they were satisfaction with (i) their teaching skills, (ii) the teaching methods they use, (iii) whether they enjoy teaching at their current school, and (iv) whether they are satisfied with their job. In the majority, the teachers were satisfied with these four statements. This result was supported by Ngimbudzi (2009) who found that teachers were satisfied when they had job security at the school they were currently teaching in and where they felt that their knowledge was meaningful to their job. Next, the beliefs about self-efficacy were expressed in four statements which were stated in the framework of a questionnaire. Generally, this framework showed the teachers’ confidence in their job as a teacher. All of the teachers believed that they had made a significant difference for the education of their students, that they had dealt with difficult and
unmotivated students, and had been successful in teaching their students. Gavora (2010) has also supported the notion that teachers’ self-efficacy is strongly related with their success in the teaching-learning processes. Finally, in the section about appraisals and feedback is was also agreed by almost all of the teachers that they frequently got appraisals and feedback from headmasters, supervisors and other teachers and also from students. And they almost all highly agreed that the appraisals and feedbacks can increase the quality of their performance when teaching. Further, Elliott (2015) maintains that appraisals can work effectively to lift up performance and to enhance development when key appraisals are made which represent reflections and goal-settings, professional learning and practice and feedback and review.

The other point that was discussed in this section was about the influence of the teachers’ beliefs on the quality of their performance as a teacher. Concerning the first issue related to beliefs about their jobs. Belief in the importance of their job made the teachers satisfied with their job and made them aware that their job was important. Once they believed that their knowledge was useful and meaningful, it gave a big positive impact to their performance (Ngimbudzi, 2009). Regarding job satisfaction itself, the influence was also perceptible when they performed their duties. As can be seen in the interview section, the teacher tried her best to be beneficial to her students even though some of the students were disruptive. This was directly supported by Kagan (1992) that such beliefs determine the kind of relationships that the teacher is likely to build with her students. Then, another teacher also mentioned that even when his health condition is not very good, he still comes to school and finds himself, that he feels better at school. This is also related to job security as mentioned by Lewis (2017).

Concerning self-efficacy, the teachers believed that they were successful in their job with their students. As one of the teachers stated: “Kepercayaan diri pengajar juga dapat menyebabkan siswa termotivasi dalam proses belajar mengajar [Teacher’s confidence can also cause students to be motivated in the teaching-learning processes]. The impact is positive on their performance both towards their students and to themselves as their confidence is seen as part of their duty as an educator (Gavora, 2010). As also added by Calderhead (1996) in Li and Walsh (2011) who has said that beliefs determine how teachers make decisions, shape their behavior, and interact with their students. The effect of appraisal and feedback on the teachers’ performance quality
was also vital. After receiving appraisals and feedbacks, they cling to the commitment that they should perform better in the future and they feel thankful that there are other people who can see their mistakes and make recommendations for improvement. In addition, this is the type of feedback and reflection that leads to better development (Nye et al., 2004). The development process is an ongoing cycle whose works need various factors in identifying, measuring and developing an individual’s performance—in this case the teachers—to provide a boost for more positive development and enhancement (Elliott, 2015).

CONCLUSIONS AND SUGGESTIONS

Conclusions
Firstly, based on the discussions above, the following conclusions were made. Based on the framework from the Teaching and Learning International Survey (TALIS) concerning job-related beliefs, job satisfaction, self-efficacy, appraisal and feedback, and beliefs about professional development, the teachers are satisfied with their jobs and aware of the importance of their work so that they always try their best to produce better and better performances in the future. Further, receiving appraisals and feedbacks also spurs them to make commitments to do better in forthcoming teaching-learning sessions. Secondly, the participants stated that the beliefs about overall job-related principles, job satisfaction principles, and self-efficacy principles give huge impacts toward their teaching profession as the average mean score of each principle was in the very high range; while the appraisals and feedbacks also gave some impact toward their teaching profession.

Suggestions
As a follow-up to these research findings, there are several suggestions that the researcher would like to address to English teachers, school principals, and other researchers. These suggestions are: 1). To the teachers, because generally the teachers’ perspectives on their job as a teacher are already positive and they give positive influences as well, the researcher suggests that they should focus more on self-improvement as educators. So that, participating in more teachers’ development programs is crucial; 2). To school principals, they should encourage the teachers to participate more in more teacher development programs for quality improvement. Besides, hosting
development programs on various topics such as students’ discipline and behaviour, student evaluation, and knowledge of ELT methods is also worth consideration; and 3). To other researchers, the researcher expects that there will be other researchers who will continue this research or simply conduct some other research with a more specific scope, probably related to job-related beliefs, job satisfaction, self-efficacy, appraisal and feedback, or beliefs about professional development since educators’ beliefs and perceptions are exceptionally important and have a huge impact on students and on the education system as a whole.

REFERENCES


