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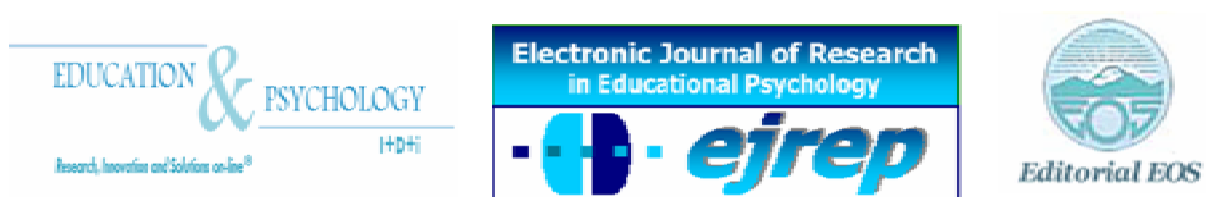
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Un análisis del profesorado: su tendencia general a la dilación, percepción de eficacia profesional / auto-eficacia y altruismo

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Un análisis del profesorado: su tendencia general a la dilación, percepción de eficacia profesional / auto-eficacia y altruismo

Resumen

Introducción. La enseñanza como profesión requiere la posesión de determinadas características. Los maestros aceptan sus estudiantes como individuos y los aprecian. La elección de convertirse en maestro se basan en el afecto profesional, la satisfacción espiritual y la percepción de la enseñanza como la profesión ideal. Además, la mayoría de las dos cualidades de la enseñanza se consideran ayudar a los demás y asumir responsabilidades. Ser responsable es la expectativa tanto de los estudiantes como de sus profesores y un factor importante en la satisfacción profesional de los profesores. Ayudar a los demás se define como "un acto con el propósito de beneficiar a otra persona".

Método. Tiene un diseño de investigación cuantitativa y utiliza la encuesta como método de relación. La población de esta investigación se compone de profesores (N=351) que trabajan en las escuelas primarias y secundarias en Konya, en el año académico 2007-2008. Los instrumentos de recolección de datos son la Escala de Altruismo para Profesores, la Escala de Percepción de Eficiencia Profesional, y la Escala de Dilación General. Se utilizó el análisis de correlación de Pearson y el análisis de regresión para identificar el potencial de los docentes «comportamiento altruista para determinar y predecir la relación entre la percepción de los profesores de la eficiencia profesional y la dilación en general.

Resultados. La eficacia del profesorado está relacionada con las tres sub-dimensiones de altruismo, excepto la donación. Sólo la percepción de la eficiencia predice significativamente la benevolencia en la situación actual. Por último, la sub-donación de la dimensión de la escala docente altruismo predice significativamente la tendencia general de la dilación.

Discusión. Los resultados indican que la percepción de los profesores de la eficiencia profesional está relacionada con tres sub-dimensiones de la escala docente altruismo (la benevolencia en la situación actual, la responsabilidad social / intercambio, la benevolencia en emergncies), excepto la donación. Otro hallazgo del estudio sugiere que la tendencia general de la dilación sólo está relacionado con la donación de sub-dimensión de la escala docente altruismo.

Palabras clave: El altruismo, la percepción de los profesores de la eficiencia profesional, el comportamiento de la dilación en general.

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An Analysis of Teachers' General Tendency to Procrastinate, Perception of Professional Efficiency / Self Efficiency and Altruism

Abstract

Introduction. Teaching as a profession requires the possession of certain characteristics. Teachers accept their students as individuals and cherish them. Teachers' reasons behind their choice to become a teacher are believed to be professional affection, spiritual satisfaction and a perception of teaching as the ideal profession. Furthermore the most two satisfactory qualities of teaching were found to be helping others and taking responsibility. Being responsible is both a students' expectation from their teachers and an important factor in professional satisfaction for the teachers. Helping others is defined as "an act with a purpose to benefit another individual".

Method. It has a quantitative research design and uses relational survey as its method. The population of this research consists of teachers who work in primary and secondary schools in Konya in the 2007-2008 academic year. The sample, on the other hand, consists of 351 teachers. Data collection instruments of the study include "Teachers' Altruism Scale", "Teachers' Perception of Professional Efficiency Scale, "General Procrastination Scale" Pearson Product-Moment Correlation Coefficient was calculated and a Regression analysis was conducted in order to identify the potential of teachers' altruistic behaviour to determine and predict the relationship between teachers' perception of professional efficiency and general procrastination.

Result. Teacher's professional efficiency is related to three sub-dimensions of teacher altruism except donation. General procrastination and perception of efficiency only perception of efficiency significantly predicts benevolence in the current situation. Finally donation sub-dimension of teacher altruism scale significantly predicts general procrastination tendency.

Discussion. The findings indicate that teachers' perception of professional efficiency is related to three sub-dimensions of teacher altruism scale (benevolence in the current situation, social responsibility/sharing, benevolence in emergencies) except donation. Another finding of the study suggests that general procrastination tendency is only related to donation sub-dimension of teacher altruism scale.

Keywords: Altruism, teachers' perception of professional efficiency, general procrastination behaviour .

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Introduction

Teaching as a profession requires the possession of certain characteristics. Teachers accept their students as individuals and cherish them. Teachers' reasons behind their choice to become a teacher are believed to be professional affection, spiritual satisfaction and a perception of teaching as the ideal profession (Özdayı, 1992). Furthermore the most two satisfactory qualities of teaching were found to be helping others and taking responsibility. Being responsible is both a students' expectation from their teachers and an important factor in professional satisfaction for the teachers. Helping others is defined as "an act with a purpose to benefit another individual". A related notion is altruism (İşmen & Yıldız, 2005). In addition to the main determinants of teachers' professional success, there are also motivational factors, a very important one of which is altruism (Scott & Dinham, 1999). Altruism as a notion is defined as "a state of love directed towards others instead of egoism and self-indulgence" (Enç, 1990; Hançerlioğlu, 1978). For Barry, (1984), Gormley (1996), Joel *et al.* (1978), Keltner (1991), and McFarland (1991, cited in Onatır, 2008), altruism, which is to help someone else and to take responsibility, is not only a reciprocal give and take, but a service which is realised through a mixture of internal and external factors that motivate the individual to willingly do his/her best and which ultimately satisfies the individual. Altruism is a notion used to define individuals who consciously and sincerely direct their attention to others and make sacrifices. These are usually known as prosocial acts (Bohem, 1979). However, each positive social act cannot be defined as altruistic. Despite being positive social acts, providing help with an expectation of reciprocity or collaboration driven by benefits are, therefore, not altruistic acts (Akbaba, 1994; Batson, Batson, Slingsby, Harrell, Peekna; Batson, Fortenbach & Varey, 1986; Todd, 1991) General position towards altruism is that "each act, including the ones that benefit others, is in fact for the benefit of the individual". Although individual benefits could motivate the person to help others, the basic criterion for altruism is the intention to help (Onatır, 2008).

Teachers' belief in being successful ensures quicker attainment of desired goals in the process of fulfilling their duties and responsibilities. Thus, beliefs are important. Beliefs are closely related to attainment of goals. The notion of beliefs has been foregrounded in recent research on teachers (Enochs & Riggs, 1990; Tsai, 2002). Krows (1999), reported that the analysis of teachers' beliefs play a crucial role in understanding teacher behaviour thoroughly. Teachers are no longer considered as passive individuals delivering knowledge and are widely perceived as exemplary models with their beliefs and values. Learners could acquire and de-

velop certain characteristics in their life outside the family. One of these characteristics is altruism (Eisenberg, Cialdini, McCreath & Shell, 1987; cited in İşmen & Yıldız, 2005).

Therefore teacher behaviour as they fulfil their professional duties and responsibilities has an enormous impact on learners' future character. Other variables of the present study, in addition to altruism, are teachers' professional efficiency and general procrastination behaviour. Previous research indicates a relationship between procrastination and self efficiency / professional efficiency (Haycock, McCarrhy & Skay, 1998) and lack of confidence in self-efficiency / professional efficiency was found to cause procrastination (Tuckman & Sexton, 1992). Thus, the present study aims to investigate whether a similar relationship between professional efficiency and procrastination also exists between altruism, professional efficiency, and procrastination.

Research in teacher's professional efficiency in the educational process increasingly attracts more attention (Kahyaoğlu & Yangın, 2007; Pérez, Gilar-Corbí, & González-Gómez, 2007). The notion of efficiency is found in the literature as self efficiency or confidence in self efficiency. Self-efficiency is foregrounded in Bandura's Social Learning Theory. Social learning theory, which gets increasingly more popular and its notion of "confidence in efficiency", in particular, have been dealt with in research among various disciplines as an important variable (Bıkmaz, 2004). Bandura defined the notion of self-efficiency as one's opinions of the duties and responsibilities of the work s/he undertakes or of his/her ability to organise and fulfil these duties (Bandura, 1986; 1995). Individual's belief in self-efficiency is also important for his/her performance and motivation (Cass, Wood, Ingram & Edwin, 2003). In other words, it affects the way one thinks, feels, behaves, and motivates oneself (Bandura, 2002). In many stages of their lives people are compelled to procrastinate certain responsibilities or tasks they have to fulfil. When investigated as a notion, procrastination is found to be prevalent in individuals' lives. People experience procrastination in various aspects of their lives due to a variety of reasons and personal characteristics (Aydoğan, 2008).

Procrastination gains a different dimension in the teaching profession. Procrastination behaviour is a complex phenomenon more than that consists of cognitive, emotional and behaviorance factors (Solomon & Rothblum, 1984; Ferrari & et al., 1995). Procrastination is defined as to postpone what is necessary to achieve goals and to put off a task that will benefit people till tomorrow (Dryden, 2000; Lay, 1986; Milgram, Sroloff & Rosenbaum,

1988). Procrastination is argued to be a modern illness of the modern world. It is prevalent in both developed and developing countries (Burka & Yuen, 1983; Ferrari, Johnson, McCown, 1995; Milgram & Tene, 2000).

Procrastination makes the individual postpone responsibilities, duties, and decisions (Haycock, McCarrhy & Skay, 1998). Procrastination is also related to failure (Mandel & Marcus, 1998 cited in Stainton, Lay & Flett, 2000). Among the characteristics that cause procrastination are externally controlled personality, perfectionism, lack of motivation, constant anxiety, fear of self-inefficiency and failure (Haycock, McCarthy, & Skay, 1998; Janssen & Carton 1999; Pychyl, Morin & Salmon., 2000; Saddler & Buley, 1999; Senecal, Julien & Guay, 1995; Schraw, Wadkins & Olafson, 2007). The current study analyses general procrastination behaviour, perception of self competence/efficiency and teacher altruism. Although most research on procrastination was largely conducted on university students (For example, Beck, Koons & Milgim, 2000; Haylock *et. al.*, 1998; Milgram, Dangour & Raviv, 1992), it is also observed among adults. Harriott and Ferrari (1996), declare that %15-20 of adults complaint about continuing procrastinate behaviours. That existence of enough motivation and ability helps to the person on hiring and lasting by bringing into open (Haycock and at al., 1998). But having inadequate self-incompetence causes procrastinate behaviour (Ferrari, Parker and Ware, 1992; Haycock and at al., 1998). Thus that teacher have self-competence is important in terms of altruism. But researches, that examines the relation among altruism, procrastination and perception of vocation, has not been founded on the literature department. Therefore, it is anticipated that this research have being examined in terms of procrastination tend and vocational competence contribute as conceptive and theoretical. Despite the availability of research on the relationship between professional efficiency / self-efficiency and procrastination, there is a lack of research that investigates the relationship between altruism, procrastination and the perception of professional efficiency. Based on aforementioned information the aim of this study is to investigate teachers' professional efficiency, general procrastination behaviour and teacher altruism. Literature revealed a lack of research in the area. The results of this research is expected to better present the relationship among teachers' professional efficiency – general procrastination – teachers' altruistic behaviour and to produce significant findings that will benefit future research.

Method

Participants

This section explains the philosophy, model, and sample of research as well as data collection and data analysis. It has a quantitative research design and uses relational survey as its method. The population of this research consists of teachers who work in primary and secondary schools in Konya in the 2007-2008 academic year. The sample, on the other hand, consists of 351 teachers.

Instruments

Teacher Altruism Scale

Teacher Altruism Scale was developed by Yavuzer, İşmen-Gazioğlu and Yıldız (2006). The scale aims to assess teachers' altruistic behaviour and is a likert-type scale. The scale has four sub-categories of family, sociability, benevolence, and responsibility. Factor analysis to determine the validity of the scale presented a model consisting of 4 factors and 18 items. For criterion validity, the Altruism Scale was used as "external criteria". A correlation value of 0.60 was observed between the aggregate results of the two scales. The scale had an internal consistency alpha value of 0.73. For the whole scale Guttman split-half coefficient was 0.78. Aggregate value correlation coefficient of the scale obtained by a test retest method was 0.88. The results indicate that the scale is valid and reliable in terms of the psychometric test results. While the highest score of the scale is 90, the lowest score is 18.

Teachers' Perception of Professional Efficiency Scale

The scale was developed by Schwarzer, Schmitz and Daytner (1999) and adopted to Turkish by Gülebağlan (2003). The likert-type scale aims to assess professional efficiency. An initial analysis of Basic Components was administered. Kaiser-Meyer-Olkin (KMO), which identifies the compatibility of the samples' factor analysis, was carried out for this purpose. The analysis revealed a KMO value of .73. Cronbach alpha reliability of the teachers' perception of professional efficiency scale was .76. Spearman Brown split-half reliability total value was .76, while it was .61 for the first half and .67 for the second half. Test retest reliability value was .73 for the first factor, .65 for the second factor, .67 for the third factor and .67 for a single factor.

General Procrastination Scale

The scale was developed in order to assess procrastination tendencies by Lay (1986). General Procrastination Scale has a single dimension and assesses procrastination behaviour. The 5-point likert scale consists of 20 items that define procrastination in daily activities. It asks individuals to rank their behaviours from 1 ‘Totally Disagree’ to 5 ‘Totally Agree’. The results of the scale vary from 20 to 100. Higher scores obtained from the scale indicate higher procrastination tendency.

Statistical Analysis

Pearson Product-Moment Correlation Coefficient was calculated and a Regression analysis was conducted in order to identify the potential of teachers’ altruistic behaviour to determine and predict the relationship between teachers’ perception of professional efficiency and general procrastination.

Results

This section outlines the seven analysis results related to the main research question.

Table 1.*The Relationship Between Teachers’ Altruistic Behaviour, General Procrastination and Teachers’ Perception of Professional Efficiency*

Teacher Altruism Scale Sub-Dimensions	Perception of Teacher’s Professional Proficiency		General Procrastination Scale	
	-r-	-p-	-r-	-p-
Benevolence in the Current Situation	,321(**)	,000		
Social Responsibility / Sharing	,455(**)	,000	-	-
Benevolence in Emergencies	,225(**)	,000	-	-
Donation	-	-	,129(*)	,001

** $p < 0.01$ * $p < 0.05$

As presented in Table 1 teacher’s professional efficiency is related to three sub-dimensions of teacher altruism (benevolence in the current situation, social responsibility / sharing, benevolence in emergencies) except donation. General procrastination tendency scale, on the other hand is only related to donation sub-dimension of teacher altruism.

Table 2.*The Power of General Procrastination and Teachers' Perception of Efficiency to Predict Benevolence in the current situation as a Sub-dimension of Teacher Altruism Scale*

Variable	B	SE B	B	T	p
General Procrastination	.009	.036	.013	.238	.812
Perception of Efficiency	.457	.078	.323	5.86	.000

Figures in Table 2 suggest that from general procrastination and perception of efficiency only perception of efficiency significantly predicts benevolence in the current situation. ($R^2 = .098$; $F(2, 351) = 17.37$, $p = .000$).

Table 3.*The Power of Procrastination and Teachers' Perception of Efficiency to Predict Social Responsibility/Sharing as a Sub-dimension of Teacher Altruism Scale*

Variable	B	SE B	B	T	P
General Procrastination	-,013	,023	-,031	-,592	,554
Perception of Efficiency	,432	,050	,451	8,697	,000

The results, as presented in Table 3, indicate that from general procrastination and perception of efficiency, perception of efficiency significantly predicts social responsibility/sharing ($R^2 = .203$; $F(2, 351) = 39,48$, $p = .000$). As presented in Table 4, from general procrastination and perception of efficiency, perception of efficiency significantly predicts benevolence in social emergencies ($R^2 = .045$; $F(2, 351) = 8,106$, $p = .000$).

Table 4.*The Power of Procrastination and Teachers' Perception of Efficiency to Predict Benevolence in Emergencies as a Sub-dimension of Teacher Altruism Scale*

Variable	B	SE B	B	T	P
General Procrastination	6,166	1,864		3,307	,700
Perception of Efficiency	,009	,022	,022	,386	,000

Table 4, from general procrastination and perception of efficiency, perception of efficiency significantly predicts benevolence in social emergencies ($R^2 = .045$; $F(2, 351) = 8,106$, $p = .000$).

Table 5. The Power of Procrastination and Teachers' Perception of Efficiency to Predict Donation as a Sub-dimension of Teacher Altruism Scale

Variable	B	SE B	B	t	P
General Procrastination	,052	,020	,147	2,563	,011
Perception of Efficiency	,099	,044	,128	2,243	,026

Results in Table 5 indicate that from general procrastination and perception of efficiency both general procrastination tendency and perception of efficiency significantly predicts donation sub-dimension of the altruism scale ($R^2 = .026$; $F(2, 351) = 5,096$, $p = .000$).

Table 6. The Power of Sub-dimensions of Teacher Altruism Scale to Predict Teachers' Perception of Professional Efficiency

Variable	B	SE B	B	t	p
Benevolence In the Current Situation	,067	,048	,095	1,384	,167
Social Responsibility/Sharing	,410	,063	,394	6,515	,000
Benevolence in Emergencies	,024	,073	,020	,326	,745
Donation	,050	,069	,039	,733	,464

As shown in Table 6, social responsibility/sharing sub-dimension of teacher altruism scale predicts teachers' perception of professional efficiency ($R^2 = .208$; $F(2, 351) = 20,860$, $p = .000$).

Table 7. The Power of Sub-dimensions of Teacher Altruism to Predict General Procrastination

Variable	B	SE B	B	t	p
Benevolence in the Current Situation	-,020	,118	-,013	-,171	,865
Social Responsibility / Sharing	-,237	,153	-,104	-1,547	,123
Benevolence in Emergencies	,013	,179	,005	,074	,941
Donation	,403	,167	,142	2,411	,016

Table 7 shows that donation sub-dimension of teacher altruism scale significantly predicts general procrastination tendency ($R^2 = .015$; $F(2, 351) = 2,87$, $p = .000$). The results of this study also showed that teachers' professional efficiency significantly predicts social responsibility / sharing and benevolence in emergencies sub-scales of the teacher altruism scale. Additionally, the results also pointed out that social responsibility / sharing sub-scale of the altruism scale predicts teachers' perception of professional efficiency.

Discussion

This study aimed to investigate the relationships between teachers' general procrastination behaviour, perception of professional efficiency and teachers' altruistic behaviour. The findings indicate that teachers' perception of professional efficiency is related to three sub-dimensions of teacher altruism scale (benevolence in the current situation, social responsibility/sharing, benevolence in emergencies) except donation. Another finding of the study suggests that general procrastination tendency is only related to donation sub-dimension of teacher altruism scale. Literature on the relationship between general procrastination, perception of professional efficiency and teacher altruism does not exist. Although several studies investigated altruism in Turkey (Akbaba, 1994; Elma, 1998; İşmen & Yıldız, 2005; Karadeniz, 2007; Onatır, 2008; Yavuzer *et al.*, 2006) all analysed altruism in relation to other variables. Literature on altruism abroad is also similar; they investigate altruism in relation to other variables (Batson, 1991; Fultz *et al.*, 1986; Mikulincer *et al.*, 2005; Schraw *et al.*, 2007; Wilson, 2008). Therefore, it was impossible to directly compare the findings of the current study to previous research. The relationship between teachers' high altruistic behaviour and perception of professional efficiency and general procrastination behaviour was mentioned earlier. The findings of İşmen and Yıldız (2005) also support this finding. They observed that teachers who possess a high level of altruism, compared to teachers with low levels of altruism, possess more positive attitudes towards teaching. Another study conducted by Şenel, Demir, Sertelin, Kılıçaslan and Köksal (2004) suggested a relationship between teachers' attitudes towards their profession and personality characteristics of being social, seeking help and being supportive. According to Onatır (2008) as benevolence in the current situation sub-dimension of the altruism scale increased so did success, hedonism, excitement, self-control, universality, benevolence, harmony and security sub-dimensions of the values scale. Findings of Onatır (2008) also indicated that when social responsibility/sharing sub-dimension of the altruism scale increased so did power, success, hedonism, excitement, self-control, universality, benevolence, harmony and security dimensions of the values scale except conventionalism. Similarly as the values of benevolence in emergencies sub-dimension of the altruism scale increased, so did all sub-dimensions of the values scale. When donation sub-scale of altruism scale increased so did power, success, hedonism, excitement, self-control, universality, benevolence, conventionalism, and security sub-scales of the values

scale except harmony. Therefore certain values teachers possess are anticipated to be directly related to their attitudes towards teaching and the satisfaction they get from their profession. Another finding of the current study demonstrated that perception of professional efficiency only significantly predicted benevolence in the current situation sub-scale of the teacher altruism scale. As part of teachers' perception of professional efficiency providing help to students occupies an important place in professional satisfaction. Thus, a teacher can be claimed to get professional satisfaction from helping students. As Hoyle and John and Onatır (199; 2008) indicated one of the three main elements of teaching is altruism. As benevolence is a sub-scale of altruism, teachers who help students can be claimed to perform altruism, one of the three main elements of teaching and get professional satisfaction.

The results of this study also showed that teachers' professional efficiency significantly predicts social responsibility / sharing and benevolence in emergencies sub-scales of the teacher altruism scale. Additionally, the results also pointed out that social responsibility / sharing sub-scale of the altruism scale predicts teachers' perception of professional efficiency. Low confidence in self-efficiency or the non-existence of confidence in self-efficiency for the task an individual undertakes results in reluctance, inability to start or to sustain the task (Aydoğan, 2008). Stainton, Lay and Flett (2000) stated that individuals with a tendency to procrastinate also tend to postpone the task until the deadline.

Teachers with a perception of high efficiency tend to exhibit high performance in planning and within the organisation. The more teachers have confidence in their efficiency the harder they try, the easier they put away difficulties and the higher their endurance is (Berman, McLaughlin, Bass, Paul & Zellman 1977; Guskey, 1988; Pajares, 2002, cited in Gülebağlan, 2003; Stein & Wang, 1988;). Teachers' high perception of efficiency is a sign that they would be aware of their responsibilities and provide help to students who need it, which contribute to sub-scales of the altruism scale. Noticing absence of essential ability causes procrastination behaviour in order to perform a duty (Ferrari and al., 1995). Hence, competences belief related their job impresses general procrastination tend and altruism sensation. Şenel, Demir, Sertelin, Kılıçaslan and Köksal (2004) investigated the relationship between teachers' personal characteristics and their attitude towards teaching and observed positive relations. Their findings indirectly support the findings of the current research. Teachers with a high perception of professional efficiency were observed to obtain high scores for responsibility/sharing and benevolence in emergencies sub-scales of the altruism

scale. Therefore, teachers' confidence in self-efficiency is expected to affect their attitude towards teaching (Çapri & Çelikkaleli, 2008). While general procrastination tendency and perception of efficiency were observed to significantly predict donation sub-scale of the altruism scale, donation sub-scale of teacher altruism scale was observed to significantly predict general procrastination tendency. Acts without an expectation of reciprocity are defined as altruism or positive social behaviour (Berkowitz, 1970; cited in Akbaba, 1994). This behaviour of teachers' towards their students is accepted to be one of the basic requirements of their professional efficiency.

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