

MULTI-DIMENSIONAL SELF-EFFICACY BELIEF TOWARDS CREATIVE DRAMA: AN EMPIRICAL INVESTIGATION AMONG PROSPECTIVE CULTURE AND ARTS TEACHERS

Iglesia, Aina¹, Dela Cruz, Richelle², Aidil-Karanain, Fhadzralyn³, Villarba, Junry⁴

College of Teacher Education, Western Mindanao State University^{1,2,3}

Jose Rizal Memorial State University, Siocon Campus⁴

For Correspondence: richelletubigondelacruz@gmail.com

ABSTRACT. *The goals and learning outcomes to be attained is the responsibility of a teacher which roots from the idea that one must be equipped and efficient as he or she will be the manager inside the classroom. One evident trait a teacher should possess is his or her self-efficacy to be able to fulfill and handle obligations, burden and challenges associated with their professional work. The beliefs they have within themselves is essential to successfully engage the learners in creative drama activities as it takes part in providing progress and motivation in learning which was not further discussed by other writers and researchers its blend in education. This quantitative study was held to dig a deeper understanding toward the beliefs of Culture and Arts prospective teachers also known as the Bachelor of Culture and Arts Education (BCAEd) on their self-efficacy. A four-year degree program that specializes visual arts, music, drama and dance in Western Mindanao State University. A 5-point Likert type scale questionnaire which focuses on three aspects namely “classroom management and communication”, “learning and teaching environment and evaluation” and “planning” was applied to prospective teachers during the process of collecting data. At the end of the survey duration, it was glad to note that prospective culture and arts teachers possessed a good self-efficacy belief.*

Keywords: Self-efficacy, Creative drama, Drama activities, Culture and arts, Prospective teachers

I. INTRODUCTION

Teaching is not as simple as teaching. There is more than just the knowledge you impart to students and rating them according to their performances. As a noble professional, aside from molding students and offering guidance and support, being a teacher requires personal value that promotes a sense of well-being. Self-efficacy being one of it, reflects the teacher’s confidence in providing a good quality of education to the learners. As defined by this author [1-3], it is the belief of your own capacity to perform actual behaviors necessary to achieve goals and good academic outcomes. The principle that a teacher firmly believes in his or her capabilities to be effective despite the challenges associated with the profession [4], plays a key role to carry out activities successfully throughout the lesson. On the social cognition paradigm of behavioral change developed by Bandura where the idea of self-efficacy originates, was found that teachers’ self-efficacy belief has proven important [5]. As the theory states that an individual’s experience, actions, and environmental factors influences behavioral health, this may be also applicable to the relationship of a teacher and student interaction. The efficacy of a teacher will lead to a positive impact on the students and on the other hand, it will yield job-satisfaction to the teacher’s part.

One learning strategy that enables teachers to apply different styles in the learning environment is creative drama [6]. Creative drama demands greater self-efficacy belief of the teacher as their involvement is necessary because they are the one who enhances the instruction and planned plays from the beginning, middle, and end. This kind of method in teaching is an approach which allows students to discover on their own as they participate. Additionally, another author [7] also states that it incorporates a constructivist learning method which let learners be the active participant in constructing knowledge based on they already experienced in their everyday lives. This strategy is socially inclined since it strengthens a bond and build connection with peers [8],

especially to those who have a shy, quiet, and self-conscious attitude.

Creative drama presents numerous advantages in learning as it gives the students the confidence through developing abilities by taking part in dramatic plays [9]. However, the use of this method also has its backlogs, perseverance and consideration, preparation and planning for a creative for class activities and workshops, management of tough situations, communicativeness, and ability to work in a dynamic workplace are some of the reasons why teachers’ self-efficacy should be the main concern when implementing this method to increase the level of academic validation of students.

Although, some writers and researchers have discussed this as an approach to learning, only few have extended a discussion between drama and learning in education. There are a bunch of teaching strategy you can use as a tool and as a pathway that supports your goal that we tend to neglect the benefit of drama along the teaching-learning process.

Applying creative drama to learning will not only train prospective teachers how to effectively use theatre techniques and develop drama as their own method but will also give a wide scope how it positively affects education. For that reason, this study will determine the self-efficacy beliefs of Bachelor of Culture and Arts Education students towards creative drama activities and further discussion of its contribution to strengthen the education system using different dimensions.

Research Questions

This investigation will tackle the specific questions mentioned below:

1. What are the self-efficacy levels of BCAED students towards creative drama activities on multiple dimensions?
2. Is there a notable distinction in gender regarding the self-efficacy beliefs of BCAED students?

II. METHODOLOGY

Research Design

As this study explores the beliefs of prospective culture and arts teachers regarding their self-efficacy toward creative drama activities, the use of descriptive-quantitative survey model approach was utilized. As stressed by this author [10], a quantitative design is the collection, analyzation, interpretation, and writing of data results of a study, meanwhile another author [11] defined descriptive research design as a research method that can find out the situation in current circumstances.

Respondents of the study

The study has participated by students attending Bachelor of Culture and Arts Education (BCAEd) from first year to fourth year levels. A field of specialization engaged in creative expression such as visual arts, music, drama, and dance in Western Mindanao State University. A random sampling was employed and on a voluntary basis, there are 25 females (50%) who responded. The age of the respondents ranges from 18-23 years old (mean (M) – 20.47, standard deviation (SD) – 1.56).

The Instrument Used

A homogenous survey questionnaire that consists of 34 positive items with the purpose of finding out self-efficacy beliefs of prospective culture and arts teachers was used. The three applied dimensions are as follows: “classroom management and communication”, “learning and teaching environment and evaluation” and “planning” was used to obtain responses from the target participants including their demographic profiles such as age, gender, and year level. Cronbach Alpha reliability was conducted for 34 items and was found to be 0.996.

Data Gathering Procedure

After the validation of the survey questionnaire and the research tool was finalized, collecting of data through an online survey questionnaire or “google form” takes place. The link was disseminated using a social media platform specifically, messenger application to Culture and Arts students inside Western Mindanao State University – College of Teacher Education during the second semester period, from January 20-23, 2023. However, only 50 of them responded out of 73 students in total.

The Data Analysis Approach

Statistical tool was used to determine the data. To analyze the consolidated data, statistics such as age, gender (code used 1 for males, 2 for females), year level (code used 1 for the first year, 2 for the second year, 3 for the third year, 4 for the fourth year) were coded. The questionnaire consists of positive statements in all items with three dimensions applied, the first 15 items were factored under the “classroom management and communication”, second 13 statements under the factor “learning and teaching environment and evaluation” and 6 statements were factored as “planning” and scaled from 1=SD, 2=D, 3=I am not sure, 4 =A, and 5=SA.

III. RESULTS AND DISCUSSION

Beliefs of prospective culture and arts teachers regarding their self-efficacy toward creative drama activities in different dimensions

To be able to evaluate the self-efficacy beliefs of prospective culture and arts teachers, the learner’s responses were expressed into code using a descriptive statistical tool to find the mean and standard deviation.

Furthermore, statements under three applied dimensions such as: classroom management and communication (15 items); learning and teaching environment and evaluation (13 items); and planning (6 items) were ranked based on their mean to show favorable results.

Table 1.0
Belief in classroom management and communication.

Item No.	Statement	M	SD	Rank
Q2	I believe that I will let students love the course through activities.	4.32	0.76	1
Q12	I feel to be sufficient when establishing effective eye contact during activities.	3.86	0.78	15

Table 1.1
Belief in learning and teaching environment and evaluation.

Item No.	Statement	M	SD	Rank
Q17	I let students evaluate themselves after activities.	4.32	0.76	1
Q20	I believe that I could carry out the discussion-evaluation phase of creative drama after the activities.	4.00	0.63	13

Table 1.2
Belief in planning.

Item No.	Statement	M	SD	Rank
Q30	I believe that I could plan the content of activities.	4.20	0.67	1
Q29	I feel to be sufficient in taking into consideration individual differences of students while planning activities.	4.02	0.82	6

From the descriptive analysis shown in Table 1.0, it was found that item 2 ranked first (M-4.32, SD-0.76) and item 12 being the least (M-3.86, SD-0.78) under classroom management and communication dimension. In Table 1.1, item 17 to be the highest (M-4.32, SD-0.76) and item 20 being the least (M-4.00, SD-0.63) under learning and teaching and evaluation dimension. While in Table 1.2, item 30 is considered highest (M-4.20, SD-0.67) and item 29 to be the least (M-4.02, SD-0.82) under planning dimension.

Based on the ranking, Question 2 (I believe that I will let students love the course through the activities) most of the respondents strongly agree that they can be able to motivate and capture the student’s interest in the activities in the class.

Question 17 (I let students evaluate themselves after the activities) most of the respondents strongly agree that they will allow the student to assess their own performance. Question 30 (I believe that I could plan the content of activities) most of the respondents strongly agree that they can be able to prepare the activities beforehand.

However, Question 12 (I feel to be sufficient when establishing effective eye contact during activities) being on the least implies that many of the respondents only agree when communicating to the students. Question 20 (I believe that I could carry out the discussion-evaluation phase of creative drama after the activities) many of the respondents agree that they can be able to achieve this during evaluation. Question 29 (I feel to be sufficient in taking into consideration individual differences of students while planning activities) many of the respondents agreed.

The result revealed that prospective culture and arts teacher’s self-efficacy level is high in integrating creative drama activities in the teaching-learning process. Based on the three highest statements, it shows that BCAEd students have a sense of being capable in creating a classroom that is a student-centered and can construct their own knowledge through activities.

Beliefs of prospective culture and arts teachers regarding their self-efficacy in terms of gender

To examine if there is any significance difference in terms of gender among culture and arts prospective teacher’s self-efficacy, inferential and parametric statistics (T-test) for independent sample was done.

Table 2.0 below provides the prospective culture and arts teachers’ self-efficacy beliefs toward creative drama activities when grouped by gender. The T-test analysis shows that the probability values of item 2 (p value=1.000), item 12 (p value=0.859), item 17 (p value=0.467), item 20 (p value=1.000), item 29 (p value=0.394), item 30 (p value=0.404) respectively are all greater than alpha 0.05 The outcome implies that there is no difference between the male and female respondents in all items. Therefore, gender does not significantly affect or determine the belief of prospective culture and arts teachers regarding their self-efficacy toward creative drama activities in teaching. This further implies that whatever the gender of the learner, their self-efficacy beliefs do not significantly differ

Table 2.0
Prospective culture and arts teachers’ self-efficacy belief across gender.

Statement	Gender	M	SD	Sig
Q2. I believe that I will let students love the course through activities.	Male	4.32	0.74	1.000
	Female	4.32	0.80	
Q12. I feel to be sufficient when establishing effective eye contact during activities.	Male	3.88	0.78	0.859
	Female	3.84	0.80	
Q17. I let students evaluate themselves after the activities.	Male	4.40	0.70	0.467
	Female	4.24	0.83	
Q20. I believe I could carry out the discussion-evaluation phase of creative drama after the activities.	Male	4.00	0.70	1.000
	Female	4.00	0.57	
Q29. I feel to be sufficient in taking into consideration individual differences of students while planning activities.	Male	3.92	0.95	0.394
	Female	4.12	0.66	
Q30. I believe that I could plan the content of activities.	Male	4.12	0.72	0.404
	Female	4.28	0.61	

IV. CONCLUSION

The self-efficacy of a teacher has been found to be a key factor for the effectiveness of the activity done inside the classroom. It is a mechanism which is useful in influencing the behavior of teachers and the effort they put in the profession [12-13]. The belief of a teacher in his or her self-efficacy leads to students’ good academic performance [5].

The result of this study revealed that all the prospective culture and arts teachers possessed a belief of having a good self-efficacy when applying creative drama activities as part of their teaching strategy. In terms of gender, it shows no significance change between the self-efficacy beliefs of males and females. The high correlation of dimensions “classroom management and communication”, “learning and teaching environment and evaluation”, “planning” showed that they do not vary from one another.

In conclusion, creative drama courses and academic program that prospective culture and arts teachers take during their undergraduate degree also increases their self-efficacy toward applying creative drama activities in education.

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