

NOVICE TEACHERS' PERCEPTION OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME

Khaliza-Saidin*, Arsaythamby Veloo*, Fauziah Md Jaafar*, Rafisah Osman* & Ratnaria Wahid**

Continuing Professional Development (CPD) is a continuous staff training programme aimed at increasing their knowledge and skills. In the context of the teaching profession, CPD is believed to be able to increase the effectiveness of a teacher, and subsequently improve students' performance. The PPGB programme, which was introduced in 2011, by the Ministry of Malaysia Education (MOE) is one of the CPD programme that requires Malaysian novice teachers to go through the programme during their probation period before they can be confirmed in the teaching service. However, research on teachers' perception on CPD programme is scarce. This study is therefore done to investigate novice teachers' perception on CPD. The respondents of this study were 61 novice teachers in the state of Perlis. The research instrument was a questionnaire consisting of 52 questions using a 5-point Likert scale adopted from the survey by the MOE. The findings of this study revealed that novice teachers' perception toward CPD is generally high, while gender significantly determined teachers' perception towards training. Therefore, MOE could encourage teachers to commit themselves fully to the programme to help them increase their effectiveness in teaching, rather than undergoing the programme merely to fulfill the service confirmation requirement.

Keywords: Novice teachers, continuing professional development, New teacher development programme (PPGB).

1. INTRODUCTION

Concern towards the impact of and teachers' engagement in various continuing professional development (CPD) has led many countries to implement various policies regarding CPD (Cornelius & MacDonald, 2008; Jaquith, Mindich, Wei, 2011; Little, 1993; Scheerens, 2010). This is because the key to achieving meaningful and effective children learning is having quality teachers (Ahmad Mohd Salleh 2008; Darling-Hammond, 2005; Noriati A. Rashid, Boon & Wong, 2010). This concern is also shared by UNESCO (2104) which stressed the importance of increasing the quality of education, particularly the teaching and learning process in classrooms.

For example, in the United States of America, teachers need to renew their teaching licences after certain time duration, and it is mandatory for them to complete certain duration of CPD (Jaquith, Mindich, Wei, 2011). Meanwhile, in

* College of Arts & Sciences, School of Education & Modern Languages, Universiti Utara Malaysia, Malaysia, E-mail: khaliza@uum.edu.my; arsaythamby@uum.edu.my; mjfauziah@uum.edu.my; rafisah@uum.edu.my

** College of Law, Government & International Studies, School of International Studies, Universiti Utara Malaysia, Malaysia, E-mail: ratnaria@uum.edu.my

Sweden, Iceland and France, CPD is mandatory for all teachers; failure to fulfill this requirement will result in them losing their salary bonus (Scheerens, 2010). In France, however, despite being made mandatory for all teachers, CPD does not involve any incentives (Scheerens, 2010), while in Scotland, all teachers must undergo 35 hours of CPD (Cornelius & MacDonald, 2008). In short, various policies have been implemented to fulfil the objective of CPD which is to strengthen the teaching profession.

In line with the aspiration to increase the quality of the country's education and to uphold the teaching profession, the Ministry of Education, Malaysia (MOE) has included continuous professional development programme for teachers in its agenda. This agenda is the fifth strategic thrust in Malaysian Education Blueprint (PIPP) 2006-2010 (PPGB Implementation Guide 2015). In this light, the MOE has made CPD as a priority and mandatory for all teachers in their teaching career. Based on Service Circular No. 6/2005, the policy of public sector human resource stressed the importance of providing teachers with proper attitude, skills, and knowledge through well-planned human resource programmes which focused on competency and learning development.

2. BACKGROUND AND PROBLEM STATEMENT

In Malaysia, new teachers or novice teachers are trained teachers who have been in the teaching service for the duration of 1 to 3 years, who are in service probation period, and have not been confirmed in the service (Abu Bakar, 1995; Sani, Zamri & Norasmah, 2006). Despite still being in the probation period of their service, these new teachers are given the same responsibilities as teachers who have been in the service for a longer time. This research is related to the development programme of novice teachers. In the Malaysian context, novice teachers or new teachers as defined by Novice Teachers Development Programme Module (2010) are teachers who have a diploma or degree and teaching qualifications.

To strengthen the performance of novice teachers, MOE has introduced Novice Teachers Development Programme (PPGB) in 2011 with the intentions to help novice teachers adapt to the surrounding, community and culture of school, as well as helping them to develop a structured teaching professionalism. PPGB is a CPD programme that specifically developed to prepare novice teachers for real situation in teaching. The programme is also intended to expand these teachers' potentials through activities that promote positive attitudes, increased adaptability, strength, competitiveness and innovativeness, increased observation skills, caring attitude and alertness towards students, skills of integrating theoretical and practical teaching practice, and the acquisition and the strengthening of teaching strategies as well as the skills of identifying and solving problems related to teaching and learning. In addition, the programme also helps to develop continuous professional competencies through the improvement of knowledge, increased skills and the

practice of strong professional values; all of which will fulfill the requirement of the 21st century education.

PPGB is structured in three (3) phases namely the Orientation Phase, the Mentoring Phase, and the Professional Development Phase. The programme starts with the first phase in the first three months. During this phase, novice teachers will undergo mentoring phase with mentors appointed by their schools during which they will become the focal point for their mentors. Throughout the first phase, these novice teachers are given the opportunities to go through learning process to develop their professional competencies. All three phases can take place concurrently. The cycle takes place in the first year and it is projected that most teachers will be able to complete the cycle of PPGB during this time. In the case where novice teachers need more guidance, PPGB will continue for the second and third year.

Even though MOE produced a report on PPGB in 2015, research on novice teachers' perceptions of PPGB is still scarce. Local research on novice teachers mainly focused on efficacy, competency, challenges and problems, and classroom management (Khalid Johari 2009; Pauline Swee Choo Goh & Kung Teck Wong, 2014; Syed Kamarzuan, Mohd Zaki & Julismah, 2014; Yusof Ahmad, 2008). Therefore, there is a need to look at PPGB for more information.

3. LITERATURE REVIEW

Orlich (1989) defined CPD training as an activity or a programme which is planned for specific needs and specifically developed for a group of teachers to increase their skills, abilities, and knowledge. According to Conners (1991), CPD generally refers to a programme and activity used as a tool to bring changes to teachers and schools. Winitzky (1992) believed that training programmes provide a platform for educators to increase their abilities and to try out new elements which can bring about development for them and their career. Therefore, IST helps teachers to improve their job motivation, especially in the teaching and learning process.

To increase the quality of teachers' teaching skills and to help them become effective, the most important aspect to look at is the aspect of training and continuous development which can help them acquire the latest skills and knowledge in their line of work (Borko, 2004; Day, 1999; Hargreaves, 2000). Besides helping teachers to improve their skills and knowledge, it can also give impact to students' performance (Sparks & Hirsh, 2000). In addition, the effectiveness of CPD is important as it is not just done to fulfill certain requirement, but it must be continuous in nature (Wood & Anderson, 2003). In fact, for the past 25 years, countries like New Zealand, China, France and Japan have been promoting the culture of life-long learning to their teachers beginning with a well-planned and comprehensive induction process which focused on long term effects.

In the context of novice teachers, previous studies showed that the first year of employment is considered critical, because the first year is the time when the concept

of oneself as a teacher develops so that the experience and knowledge gained from this experience significantly influence the future professional development of the teacher (Calderhead & Schorrock, 1997, Navrátilová, 2017). Besides, undergoing a teacher training programme does not fully prepare a teacher for a real life teaching situation (Housego, 1990). Meanwhile, Marso and Pigge (1987) found that teachers were of the opinion that training they received only focused on theoretical approaches which were not effective when put on practice in classrooms. In general, therefore, it seems that novice teachers still need help in the early years of their teaching career despite having undergone teacher training programme.

Among the studies done on the importance of CPD on teachers' career professional development, there are studies done on the relationship between gender and perception of IST, like the study done by Liaw, Huang and Chen (2007) on 30 instructors and 168 college students which investigated their perceptions toward e-learning usage. Research findings show that teachers have very positive attitudes toward utilizing e-learning as their teaching aid tool. In addition, teachers' behavioral intention in using e-learning is affected by perceived usefulness and self-efficacy.

Meanwhile, a study done by Chen and Tsai (2007) found that female students possess more favourable attitude towards web-based learning than males although technology is normally considered as masculine-dominated field concerning the impacts of socioeconomic status. Besides, female students display more positive attitudes toward the helpfulness and variety of the content in Web learning than males. It can be concluded that gender difference should be taken into consideration when developing and planning CPD programme.

The aspect of mentoring should also be taken into consideration when planning an CPD programme for novice teachers. This is because some research has been done locally and abroad on novice teachers' perceptions and attitudes towards professional development activities (Hursen, 2011; Sener.S, 2015; Topkaya & Celik, 2016), novice teachers' competencies (Noor Shah, Goh & Wong, 2012), mentoring (Jonson, 2002; Salleh & Tan 2013), and challenges and problems faced by novice teachers (Veenman, S., 1984).

A qualitative study by Goh, Noor Shah and Kung teck Wong (2012) was done on 18 novice teachers in Malaysia which explored their perceptions on competencies. The findings indicated that novice teachers have excellent knowledge regarding competencies, and they are able to employ suitable strategies and techniques to encourage students to engage in the teaching and learning process. Based on this study, it can be said that a competent teacher possesses professionalism values such as confidence, ability to play his role as a teacher, and a strong drive to carry out his responsibilities well.

Another study which was done by Aziah, Noraini and Abd Ghani (2012) on six novice teachers and an administrator of a new school which opened in 2002, aimed at looking at efforts undertaken by novice teachers to develop their teaching professionalism and to explore the reasons that drive novice teachers to develop

their professionalism, as well as identifying problems and challenges faced by novice teachers in developing their teaching professionalism. The findings showed that novice teachers ensure their survival in improving their professionalism by asking for other teachers' assistance, through mentoring, and by attending trainings outside schools.

The research indicated the need and the importance of training and mentoring for novice teachers because not all novice teachers have enough knowledge after graduating from teacher training institutions. Many scholars (Farrel, 2003; Haller, 1967; Huberman, 1993; Kremer-Hayon & Ben-Peretz, 1986; Rust 1994) are of the opinion that novice teachers need enough support from school community in order to carry out their responsibilities in schools.

Meanwhile, a study done by Feiman-Nemser and Parker (1992) to look at mentoring programme implemented in two educational institutions found that both organizations in Los Angeles and in Albuquerque implemented their mentoring programme differently. However, it was found that both organizations managed to achieve their objectives as the perceptions of the parties involved were positive.

Based on previous studies, it can be said that the needs and the importance of mentoring in professional development of novice teachers are apparent. Another study showed that mentoring should be done among novice teachers for three years (Feiman-Nemser & Parker, 1992). The same duration of mentoring is also implemented under PPGB in Malaysia, where in some cases, the process of mentoring takes more than 3 years if the novice teachers have not achieved the intended objective of mentoring.

4. PERCEPTION

Perception is defined as a process that helps a living organism overcome the obstacles of the environment. In order to reach the goals of its career, it goes through a series of adjustments which are made based on past and future experience (Aronson, 1914). In other words, perception is a person's decision or judgement in evaluating a subject based on his past or future experience. This indicates that individuals have differences in their evaluations of a subject because they are influenced by their differences in cultural background, ethnicity and personal history. Thus, their perceptions on a subject will be different.

Furthermore, teachers' perceptions are found to have powerful implications on children's educational and future social experiences, and economic opportunities (Burkam, LoGerfo, Ready, & Lee, 2007). This means that teachers' perceptions will have an impact on their students' development. If they have positive perceptions towards their students' ability, they will be able to help the students' development. In the context of teachers' perceptions towards a programme, it can be said that their perceptions will not only be influenced by their experiences and history, but if they generally have positive attitude their perceptions on anything will also be positive.

In the research on perceptions, a question which remains to be asked is whether differences in perceptions can influence the accuracy of a research. This is because, there is a tendency of biasness in a person's perceptions based on his education, occupation and field expertise. This issue has become a bone of contention among researchers when trying to make decisions which involve biasness in teachers' perceptions (Hurwitz & Peffley, 1997; Massey & Denton, 1993; Ready & Wright, 2011; Rist, 1970;). However, a study by Ferguson (2003) on the accuracy of a perception found that there was no bias in the findings of teachers' perceptions towards black children's cognitive skills. This showed that teachers' perceptions were not influenced by ethnicity. Even if the element of biasness exists, there is a consensus among researchers that this is a natural phenomenon which reflects social phenomena (Jussim et al., 1996; Meiseis, Bickel, Nicholson, Xue, & Atkins-Burnett, 2001; Perry & Meisels, 1996).

5. RESEARCH OBJECTIVES

1. To identify the level of implementation of PPGB, education policy orientation, school management orientation, teaching and learning mentoring, teachers' professionalism value, development of teacher professionalism and novice teacher perceptions.
2. To identify the relationship between implementation of PPGB, education policy orientation, school management orientation, teaching and learning mentoring, teachers' professionalism value and development of teacher professionalism towards novice teacher perceptions.

6. FINDINGS

The level of implementation of PPGB, education policy orientation, school management orientation, teaching and learning mentoring, teachers' professionalism value, development of teacher professionalism and novice teacher perceptions.

As this study uses 5 Likert scale, the the responses are regrouped into three levels where the mean value between 1 and 2.60 are said to be low, 2.61-3.40 are adjudged to be moderate and 3.41-5.0 are said to be high. As shown in Table 1, the overall mean value of items is (Mean=4.14) for female novice teachers and (Mean=4.05) for male novice teachers. Therefore, the sample of female novice teachers perceives that, overall, the PPGB programme to be highly useful for their development. Also, the perception of female novice teachers towards the teachers' professionalism value is said to be high as mean value is (Mean=4.19) and the lowest is the implementation of PPGB (Mean = 4.11). The findings from the respondents of male novice teachers indicate that they perceive PPGB to be highly useful for their development. The perceptions of male novice teachers towards the implementation of PPGB are said to be high as mean value is (Mean = 4.27) and the lowest is the education policy orientation (Mean = 4.11).

TABLE 1: DESCRIPTIVE STATISTICS FOR ALL THE VARIABLE FOR THE STUDY

<i>Variables</i>	<i>Male</i>	<i>Female</i>
1. implementation of PPGB	4.11	4.27
2. education policy orientation	4.04	3.86
3. school management orientation	4.16	3.98
4. teaching and learning mentoring	4.12	4.11
5. teachers' professionalism value	4.19	4.13
6. CPD	4.24	3.96

Note: 1-2.60 = low, 2.61-3.40 = moderate, 3.42-5.0 = high

The relationship between implementation of PPGB, education policy orientation, school management orientation, teaching and learning mentoring, teachers' professionalism value and development of teacher professionalism towards novice teacher perceptions.

Pearson correlation shows that there is a positive significant relationship ($r=0.73$, $p > 0.01$) between the implementation of PPGB and novice teachers' perceptions. The relationship between the implementation of PPGB and novice teachers is high. There is a positive significant relationship ($r=0.79$, $p>0.01$) between education policy orientation and novice teachers' perceptions. The relationship between the education policy orientation and novice teachers is high. There is a positive significant relationship ($r=0.82$, $p>0.01$) between school management orientation and novice teachers' perceptions. The relationship between the school management orientation and novice teachers is high.

Pearson correlation shows that there is a positive significant relationship ($r=0.90$, $p>0.01$) between teaching and learning mentoring and novice teachers' perceptions. The relationship between the teaching and learning mentoring and novice teachers is very high. There is a positive significant relationship ($r=0.90$, $p>0.01$) between teachers' professionalism value and novice teachers' perceptions. The relationship between teachers' professionalism value and novice teachers is very high. There is a positive significant relationship ($r=0.90$, $p >0.01$) development of teacher professionalism and novice teachers' perceptions. The relationship between the development of teacher professionalism and novice teachers is very high.

TABLE 2: RELATIONSHIP BETWEEN VARIABLES

<i>Variables</i>	<i>Novice teachers' perceptions</i>
1. Implementation of PPGB	0.73 **
2. Education policy orientation	0.79 **
3. School management orientation	0.82 **
4. Teaching and learning mentoring	0.90 **
5. Teachers' professionalism value	0.90 **
6. CPD	0.90 **

** $p > 0.01$ (2- tailed)

-Methodology

7.1. Research Instrument

The instrument for this study was adapted from a questionnaire developed by MOE. Certain elements have been changed for the purpose of this study. For instance, this study used 5-point likert scale which have questions related to novice teachers' perceptions towards the implementation of PPGB as a whole, teachers' perceptions towards the implementation of PPGB in terms of the orientation phase, teachers' perceptions towards the implementation of PPGB in terms of the mentoring phase, and teachers' perceptions towards the implementation of PPGB in terms of the professional development phase respectively. This study adopted a cross-sectional design through a survey to gather data from novice teachers. A total of 61 teachers were randomly selected. An instrument titled "Novice Teachers Survey was used to collect data. The factor loadings for all the variables are between 0.82 suggesting that the instrument is valid and reliable. The data collected for this study was analyzed using SPSS version 20. This study used Pearson correlation to identify the relationship between independent variables and novice teacher perceptions as dependent variable.

8. DISCUSSION

PPGB is one of the programmes which has been developed by MOE to guide novice teachers in starting their teaching career. In line with the intention, the programme is able to uphold the teaching profession. This is because, by undergoing in-service training at schools, teachers will go through changes in their behaviours and attitudes towards teaching activities (Griffin, 1983); at the same time, their level of knowledge and skills will be increased through the in-service training programme (Main, 1985). This study found that teachers agreed that the PPGB programme have impact on their knowledge and understanding on education policy, school management, teaching and learning, teachers' professionalism value and improved their development of teacher professionalism.

Hursen (2011) carried out a study on 448 teachers at a higher institution in Turkey, and he found that young female teachers who have been teaching for a shorter period of time were more positive towards professional development activities. Similarly, a study done by Sener (2015) on 118 students from the department of ELT at a public university in Turkey found that female teacher trainees were more positive than their male counterpart towards the induction programme. This finding shows that more female teachers agreed that the PPGB programme helped them increase their knowledge and understanding of the education policy, school management, teaching and learning, teachers' professionalism value and the development of teachers' professionalism. Therefore, it can be concluded that gender difference affects teachers' perception towards PPGB programme.

In the context of new teachers, even though they are trained-teachers, there should be more guidance and mentoring from the school they are posted to in many aspects especially in teaching and learning, understanding of the education policy, and school management in order to improve their knowledge and skills and develop teachers' professionalism. As previous studies showed that the first year of employment is considered critical, undergoing programme such as PPGB could help novice teachers to be more prepared to carry out daily tasks in schools. Therefore, novice teachers still need help in the forms of guidance and mentoring in the early years of their teaching career in order for them to become effective teachers.

Findings in this study showed that novice teachers have high perceptions on the impact of PPGB programme on their early career. In addition, female teachers' perception of PPGB programme is affected by their perception of development of teacher professionalism and teachers' professionalism value, whereas male teachers' perception is affected by their perception on the implementation of PPGB and teachers' professionalism value. These findings showed that novice teachers perceived PPGB programme as a programme which has an impact on their teachers' professionalism value.

In the context of perception, findings showed that there were differences in the perceptions of male and female novice teachers. This showed that teachers' perceptions were correlated to the research variables.

Summary

In summary, it can be said that CPD is a useful initiative for novice teachers as the programme is implemented continuously throughout the year, and the content is tailored based on the needs and suitability of the teachers. The findings of this research supported the idea of CPD, and the mentoring phase implemented in school has been found to be very suitable to be used in the efforts to help improve novice teachers in Malaysia.

References

- Aaronson, I. (1914). Perception. *The Journal of Philosophy, Psychology and Scientific Methods*, 11(2), 37-46.
- Abu Bakar Nordin. (1995). Cabaran pendidikan guru: Falsafah dan strategi dalam pembentukan guru yang unggul. Prosiding Seminar Kebangsaan. Bangi: Fakulti Pendidikan UKM Bangi.
- Ahmad Mohd Salleh. (2008). *Pengajian Agama Islam & J-Qaf Metodologi dan Pedagogi Pendidikan, Selangor*: Oxford Fajar.
- Altbach, P.G. (2007). Globalization and the university: Realities in an unequal world In P. G. Altbach & J. education (121-139). Dordrecht, the Netherlands: Springer.
- Aziah Ismail, Noraini Haron & Abdul Ghani Kaneson. (2012). Amalan Pembanguan Profesionalisme Dalam Kalangan Guru-guru Novis. Retrieved from: <http://www.medc.com.my/medc/journals/volume%204/Amalan%20Pembanguan%20Profesionalisme%20Dalam%20Kalangan%20Guru-guru%20Novis>.

- Burgstahler, S., Duclos, R., & Turcotte, M. (2000). Preliminary finding: Faculty, teaching assistant, and students with disabilities in postsecondary education environments. Unpublished raw data. University of Washington.
- Borko, L. (2004). Professional Development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Calderhead, J., & Shorrock, S. B. (1997). *Understanding teacher education: Case studies in the professional development of beginning teachers*. London: The Falmer Press.
- Caroline David & Abdul Said Ambotang. (2014). Profesionalisme Guru Novis dalam Pengurusan Pengetahuan Aras Tinggi (KBAT) terhadap Pelaksanaan Pengajaran di Sekolah. Kertas Prosiding Seminar Kebangsaan Pendidikan, UMS.
- Chen, R. S., & Tsai, C. C. (2007). Gender differences in Taiwan university students' attitudes toward web-based learning. *Cyberpsychology & behavior*, 10(5), 645-654.
- Christakis, N.A., & Fowler, J.H. (2009). Connected: The surprising power of our social networks and how they Shape Our Lives.
- Cochran-Smith, M., & Lytle, S.L. (1999). Relationship of knowledge and practice: Teacher Learning in Communities. *Review of Research in Education*, (24), 249-305.
- Connor, J. D. O. (1991). *Phonetics*: Penguin Books
- Cornelius, S., & Macdonald, J. (2008). Online informal professional development for distance tutors: Experiences from The Open University in Scotland. *Open Learning*, 23(1), 43-55.
- Darling-Hammond, L. (2005). Developing professional development schools: Early lessons, challenge, and promise. In L. Darling-Hammond (Ed.), *Professional development schools: Schools for developing a profession* (pp. 1-27). New York: Teachers College Press.
- Farrell, T. (2003). Reflective teaching. *English Teaching Forum*, October, 14-21.
- Fatiha, S., Abd Razak, Z., & Shanina Sharatol, A. S. (2013). Novice teacher's challenges and survival: Where do Malaysian ESL Teachers stand. *American Journal of Educational Research*, 1 (4), 119-125.
- Feiman-Nemser, S. and Parker, M. B. (1993) Mentoring in a context: A comparison of two US programs for beginning teachers, *International Journal of Education Research*, 19, 699-718.
- Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6 (2), 151-182.
- Housego, B.E.J. (1990). Student Teachers' Feelings of Preparedness to Teach. *Canadian Journal of Education / Revue canadienne de l'éducation*, 15(1). (Winter, 1990), 37-56.
- Huberman, M. (1993). *The lives of teachers*. New York, Teachers' College Press.
- Jaquith, A., Mindich, D., & Wei, R.C. (2011). Pockets of excellence: Study explores how policy affects professional learning in 4 high-performing states. *Journal of Staff Development*, 32(5), 52-57.
- Jonson, K. (2002). *Being an effective mentor*. Thousand Oaks, CA: Corwin.
- Kementerian Pendidikan Malaysia. (2015). *NKRA Pendidikan*. <http://www.moe.gov.my/v/nkra/pendidikan/view?id3005>.
- Kementerian Pendidikan Malaysia. (2010). *Modul Pembangunan Guru Baharu*. <http://jpnperak.moe.gov.my/jpn/attachments/article/628/MODUL%20LENGKAP%20PPGB%202011.pdf>

- Khalid Johari, Zurida Ismail, Shukri Osman & Ahmad Tajuddin Othman (2009). Pengaruh jenis latihan guru dan pengalaman mengajar terhadap efikasi guru sekolah menengah. *Jurnal Pendidikan Malaysia* 34 (2): 3-14.
- Khalid Johari. (2009). Pola efikasi guru-guru novis sekolah menengah. *Malaysian Journals of Learning Instruction*, 6, 141-151.
- Kremer-Hayon, L., & Ben-Peretz, M. (1986). Becoming a teacher: The transition from teachers' college to classroom life. *International Review of Education*, 32, 413-422.
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.
- Mrsa, R. N & Pigge, F. L. (1987). Differences between self-perceived job expectations and job realities of beginning teachers. *Journal of Teacher Education*, 38(6), 53-56.
- Norasmah Othman, Mohammad Sani & Zamri Mohamad. (2007). *Penyelidikan pendidikan guru novis. Profesional Guru Novis Modul Latihan*. Edisi kedua M.S. 1-24, Fakulti Pendidikan UKM.
- Noriati A. Rashid, Boon Pong Ying dan Wong Kiet Wah. (2010). *Asas Kepimpinan dan Perkembangan Profesional Guru (Siri Pendidikan Guru)*. Kuala Lumpur : Fajar Bakti.
- Navrátilová , H. (2017). Preparing to Become a Teacher Mentor: A Project of Professional Development of Preschool and Primary School Teachers in Czech Republic. *Procedia - Social and Behavioral Sciences* 237 (2017) 837 – 842.
- Orlich, D. C. (1989). *Staff development: enhancing human potential*. Boston: Allyn and Bacon.
- Pauline Swee Choo, Noor Shah & Teck Wong (2012). "Voices of Beginning Teachers in Malaysia About their Conceptions of Competency: A phenomenographic Investigation". *Australian Journal of Teacher Education*, 37(7).
- Ready, D. D. & Wright D. L. (2011). Accuracy and Inaccuracy in Teachers' Perceptions of Young Children's Cognitive Abilities: The Role of Child Background and Classroom Context. *American Educational Research Journal*, 48 (2), 335-360.
- Rust, F. (1994). The first year of teaching: It's not what they expected. *Teaching and Teacher Education*, 10 (2), 205-217.
- Salleh, H., & Tan, C. (2013). Novice Teachers Learning from Others: Mentoring in Shanghai Schools. *Australian Journal of Teacher Education*, 38(3), 152-165.
- Sasaki, K., Hasoka, T., & Akashi, Y. (2010). How teachers sustain initial motivation. *Chiba University Collection of Scholarly and Academic Papers*, 58, 29-36.
- Scheerens, J. (Ed.). (2010). *Teachers' professional development – Europe in international comparison: An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS)*. Luxembourg: Office for Official Publications of the European Union.
- Sparks, D., & Hirsh, S. (2000). A national plan for improving professional development National Staff Development Council.
- Topkaya, E. Z. & Çelik, H. (2009). Eğitimde Bireysel Farklılıklar Güncelleştirilmiş Geliştirilmiş 2. Baskı Kitap Değerlendirmesi. *Journal of Theory and Practice in Education*, 5(2), 316-321.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.

- Wasser, J.D., & Bresler, L. (1996). Working in the interpretative zone: Conceptualizing collaboration in a qualitative research teams. *Educational Researcher*, 25 (5), 5-15.
- Winitzky N. (1992). Structure and process in thinking about classroom management: An exploratory study of prospective teachers. *Teaching and Teacher Education*, 8, 1–14.
- Wood, D. and Anderson, J. (2003) Towards the learning profession: identifying the characteristics of successful continuing professional development in schools. Paper presented at BERA Annual conference, Edinburgh, 11-13 September 2003
- Yusof Boon & Tumirah Jemon. (2011). *Pelaksanaan program guru permulaan di sekolah kebangsaan zon Skudai*. Universiti Teknologi Malaysia, Skudai, Johor.
- Liaw, S. S., Huang, H. M., & Chen, G. D. (2007). Surveying instructor and learner attitudes toward e-learning. *Computers & Education*, 49(4), 1066-1080.