

A STUDY ON SELF-EFFICACY AMONG NOVICE AND EXPERIENCED TEACHERS IN TEACHING AND LEARNING PRACTICES AT JOHOR STATE RELIGIOUS SCHOOLS IN JOHOR BAHRU

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This study aimed to identify the level of self-efficacy (teaching strategies, classroom management and student engagement) and its influence on the level of teacher education and teaching experience among teachers at Johor State Religious Schools in Johor Bahru District. This study was a quantitative research using a survey approach, involving 50 randomly selected teachers at Johor State Religious Schools in Johor Bahru. The instrument used in this study was Teachers' Sense of Efficacy Scale (SES) developed by Tschannen-Moran and Woolfolk Hoy (2001). It comprised 24 items, covering all the three constructs of self-efficacy (classroom management, teaching strategies and student engagement) with a 9-point Likert scale. The overall Cronbach's Alpha value found was 0.96, while the individual values were 0.92, 0.86 and 0.85 for the classroom management construct, the student engagement construct and the teaching strategy construct, respectively. All the data and information obtained from questionnaires answered by teachers were analyzed using Statistical Package for the Social Sciences (SPSS) 20.0. Analysis of this data involved statistical analysis, descriptive and inferential statistics. The study found that, the overall mean for the level of self-efficacy among teachers at Johor State Religious School in Johor Bahru was 6.36, which was at a moderate level. The highest mean value among the 3 constructs was 6.48, for teaching strategies, followed by the mean value of 6.48 for classroom management, while the lowest mean value was 6.22 for the student engagement. In addition, the results showed that, there was no significant difference between the levels of self-efficacy and the level of education among teachers at Johor State Religious Schools. However, it was found that, there were significant differences between the levels of self-efficacy and teaching experience among teachers at Johor State Religious Schools.

Keywords: Self efficacy, Religious School Teacher, Educational Level, Teaching Experience.

1. INTRODUCTION

Johor State Religious Schools are Islamic educational institutions under the Section of Education, Johor State Religious Department. Johor Menteri Besar, Y.A.B. Dato' Mohamed Khaled Nordin once said that, there were four strategies to improve the performance of the religious schools in Johor. Firstly, the religious schools should become the mainstream in education by increasing integrated education and not just the complement of the premier schools. Secondly, religious schools should be able to be more responsive and sensitive in the speed of information changes globally. Thirdly, religious schools should polish their students' talent and potential.

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Lastly, religious schools should become a catalyst in order to raise the Islamic values in major roles in politics, economy and nation building (Khaleed, 2016). Thus, religious school teachers must have high self-efficacy in teaching and learning practices at Johor State Religious Schools to ensure strategies given are achieved.

Self-efficacy is defined as a person's judgment about his ability to manage and implement the necessary actions to achieve predetermined performance (Bandura, 1986). Bandura believed that self-efficacy influences whether the task is desired or not, affects as much effort it takes to complete tasks and to what extent a response is maintained in a barrier and the pressure faced in life. As stated by Kiu Lung Teng (2006), self-efficacy is the basis for fostering behaviours and achievement of a teacher.

Self-efficacy is one of the reliable criteria which can be used for the selection and training of teachers (Shidler, 2009). In addition, it also can improve the ability of teachers in providing effective teaching to students (Halverson, Miars and Livneh, 2006). In other words, self-efficacy is an inner confidence about the ability of teachers to implement teaching and learning effectively. These constructs can provide teachers undergoing training programme with the real potential, so that, further actions can be taken to optimize the effective teaching. Assessments of self-efficacy help to link between the personal circumstances of the performance of their career and personal development and this is seen as an important construct for teachers (Rosnarizah Abdul Halim, 2014). Therefore, based on the above statement, it is clear that the quality of teaching and learning in Malaysia has not reached the desired level of effectiveness. It is likely due to unfavourable factors caused by the inability to measure and understand the capability that empowers teachers in all constructs related to the profession, especially the religious school teachers.

2. PROBLEM STATEMENT

Teacher self-efficacy has often been associated as a key factor to improve the quality of a school and it has been found to have a significant relationship with some of the findings, such as, teachers' behaviour in the classroom, as well as changes in student learning through teachers' development (Ebmeier, 1999). According to Bandura (1977), in social cognitive theory, humans have the ability to perform a task but they depend on several factors such as personal factors, environmental factors and behavioural factors. Many studies have been carried out about teachers' self-efficacy, including those by Khalid Johari, Zurida Ismail, Shuki Osman and Ahmad Tajuddin Othman (2009). A study on the effects of background factors of teachers' self-efficacy found that, there were significant differences in the level of self-efficacy of teachers among schools of different levels of professional training college (diploma and degree) and teaching experience.

The study contradicted with those by Robert and Ming (2010) and Hoy and Woolfolk (1993) which found no significant relationship between self-efficacy of teachers with their teaching experience. On the other hand, Johari (2009) who conducted a study of teaching experience and self-efficacy of teachers found that, there were significant but weak correlation between the two variables.

Bacilious and Nelson (1997) found that, teachers who had a high self-efficacy were more committed and motivated towards teaching. Based on this study, the researchers proposed a study to analyze the level of teachers' self-efficacy at the religious schools. A need of this study was based on the assumption of teachers' self-efficacy being influenced by the level of education and teaching experience. The issue regarding teachers' self-efficacy can be clearly defined by a special study in identifying the level of self-efficacy related with the level of education and teaching experience

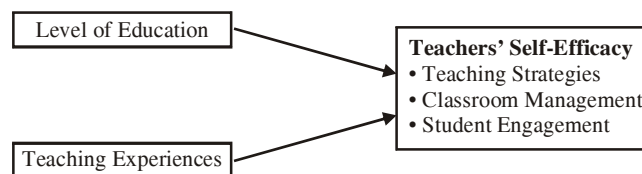


Diagram 1: Conceptual Framework

3. RESEARCH OBJECTIVES

The purposes of this study were as follows:

- (i) To identify the levels of teachers' self-efficacy (teaching strategies, classroom management and students engagement) among teachers at Johor State Religious Schools.
- (ii) To identify the significant difference on the levels of efficacy (teaching strategies, classroom management and students engagement) and the levels of education among teachers at Johor State Religious Schools.
- (iii) To identify the significant difference on levels of efficacy (teaching strategies, classroom management and students engagement) and the teaching experience among teachers at Johor State Religious Schools.

4. METHODOLOGY

This study was a quantitative research using a survey approach. Survey is one of the most popular research methods used in various fields, especially in the social sciences and education to get a view of the subject on an issue and a problem (Chua, 2006; Mohd Najib, 1999). A total of 50 teachers at Johor State Religious Schools from 3 schools in Johor Bahru district were randomly selected as respondents for the study. Hair, J.F., Black, W.C. Rabin, BJ and Anderson, R.E.

(2010) proposed a minimum number of samples based on the complexity of the model and the basic measurement features of the model. Given the basic sample of this study was 48, the researchers had to comply with the minimum sampling requirements.

The instrument used in this study was Teachers' Sense of Efficacy Scale (SES), developed by Tschannen-Moran and Woolfolk Hoy (2001). It comprised a total of 24 items that covered all the three constructs of self-efficacy (teaching strategies, classroom management, and student engagement) with a 9-point Likert scale. All the data and information obtained from questionnaires answered by teachers were analyzed using Statistical Package for the Social Sciences (SPSS) 20.0. The data analysis involved the use of descriptive statistics and statistical inference. Significant level was 0.05 ($p < 0.05$)

TABLE 1: STUDY ANALYSIS

<i>No.</i>	<i>Objectives</i>	<i>Analytical Methods</i>
1.	To identify the levels of teachers' self-efficacy (teaching strategies, classroom management and students engagement) among teachers at Johor State Religious Schools	Descriptive
2.	To identify the significant difference on levels of efficacy (teaching strategies, classroom management and students engagement) and levels of education among teachers at Johor State Religious Schools.	Inference ANOVA
3.	To identify the significant difference on levels of efficacy (teaching strategies, classroom management and students engagement) and teaching experience among teachers at Johor State Religious Schools.	Inference ANOVA

5. RESULTS

The findings were presented as summarized in Table 2. According to Table 2, the level of self-efficacy (teaching strategies, classroom management and student engagement) among teachers at Johor State Religious School had the overall mean value of 6.36, which was at a moderate level. The highest mean value among the 3 constructs was 6.48, for teaching strategies followed by the mean value of 6.48 for classroom management, while the lowest mean value was 6.22 for student engagement.

TABLE 2: DISTRIBUTION OF SELF EFFICACY (TEACHING STRATEGIES, CLASSROOM MANAGEMENT AND STUDENTS ENGAGEMENT) AMONG TEACHERS AT JOHOR STATE RELIGIOUS SCHOOLS.

<i>No.</i>	<i>Construct</i>	<i>Low f(%)</i>	<i>Moderate f(%)</i>	<i>High f(%)</i>	<i>Mean</i>
1.	Teaching Strategies	12.0	3876.0	1122.0	6.48 moderate
2.	Classroom Management	12.0	3774.0	1224.0	6.38 moderate
3.	Student engagement	0	4080.0	1020.0	6.22 moderate
	Total	12.0	3876.0	1122.0	6.36 moderate

Table 3 shows no significant difference between the levels of self-efficacy (teaching strategies, classroom management and student engagement) and the level of education at Johor State Religious Schools, with the p value of 0.357 ($F = 1.053$), 0.353 ($F = 1.064$) and 0.192 ($F = 1.711$) for teaching strategy, classroom management and involvement of students, respectively. The overall p value was 0.319 ($F = 1.172$), higher than the α value of 0.05. Thus, the null hypothesis was accepted, indicating that, the level of self-efficacy was not affected (teaching strategies, classroom management and student engagement) by the level of education among teachers at Johor State Religious Schools.

TABLE 3: DIFFERENCE BETWEEN SELF-EFFICACY LEVELS (TEACHING STRATEGIES, CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT) AND LEVELS OF EDUCATION AMONG TEACHERS AT JOHOR STATE RELIGIOUS SCHOOLS.

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Teaching Strategies</i>					
Between Groups	1.948	2	.974	1.053	.357
Within Groups	43.490	47	.925		
Total	45.438	49			
<i>Classroom Management</i>					
Between Groups	2.048	2	1.024	1.064	.353
Within Groups	45.232	47	.962		
Total	47.280	49			
<i>Student Engagement</i>					
Between Groups	3.143	2	1.571	1.711	.192
Within Groups	43.179	47	.919		
Total	46.322	49			
<i>Total</i>					
Between Groups	2.082	2	1.041	1.172	.319
Within Groups	41.741	47	.888		
Total	43.823	49			

Table 4 shows the significant difference between the levels of self-efficacy (teaching strategies, classroom management and student engagement) and teaching experience at Johor State Religious Schools, with the p value of 0.001 ($F = 8.220$), 0.001 ($F = 7.529$) and 0.003 ($F = 6.511$) for teaching strategy, classroom management and student engagement, respectively. The overall p value was 0.001 ($F = 7877$), lower than the α value of 0.05. Thus, the null hypothesis was accepted, indicating that, the level of self-efficacy (teaching strategies, classroom management and student engagement) was influenced by teaching experience at Johor State Religious Schools.

TABLE 4: SIGNIFICANT DIFFERENCE BETWEEN SELF-EFFICACY LEVELS (TEACHING STRATEGIES, CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT) AND TEACHING EXPERIENCE AMONG TEACHERS AT JOHOR STATE RELIGIOUS SCHOOLS.

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Teaching Strategies</i>					
Between Groups	11.774	2	5.887	8.220	.001
Within Groups	33.663	47	.716		
Total	45.437	49			
<i>Classroom Management</i>					
Between Groups	11.472	2	5.736	7.529	.001
Within Groups	35.808	47	.762		
Total	47.280	49			
<i>Student Engagement</i>					
Between Groups	10.049	2	5.025	6.511	.003
Within Groups	36.272	47	.772		
Total	46.322	49			
<i>Total</i>					
Between Groups	11.002	2	5.501	7.877	.001
Within Groups	32.821	47	.698		
Total	43.823	49			

6. DISCUSSION

The findings set out in the objectives of the study showed that, the level of self-efficacy (teaching strategies, classroom management and student engagement) among teachers at Johor State Religious Schools had the overall mean at a moderate level. All the three constructs were at the moderate level, with teaching strategies having the highest mean value, followed by classroom management, while student engagement had the lowest mean. This showed that, self-efficacy benchmarks needed to be further enhanced to a higher level. A study conducted by Ishak (2001) identified that, teachers only had their self-efficacy at a moderate level. Most teachers retired early as they were less confident in their ability to perform tasks at schools (Lim and Poon 1997).

The study also showed no significant difference between the levels of self-efficacy (teaching strategies, classroom management and student engagement) and the level of education at Johor State Religious Schools. This means that, the level of self-efficacy (teaching strategies, classroom management and student engagement) was not affected by the level of education at Johor State Religious Schools. However, the results of this study contradicted with Bandura's study which stated that self-efficacy has a relation with someone's knowledge. The education

level is an important element for every teacher because it refers to a person's beliefs about his or her ability to learn, perform behaviours at the required level, manage tasks and get the desired result based on his or her knowledge (Bandura, 1986, 1977).

In addition, the results showed a significant difference between the levels of self-efficacy (teaching strategies, classroom management and student engagement) and teaching experience at Johor State Religious Schools. This means that, the level of self-efficacy (teaching strategies, classroom management and student engagement) was influenced by teaching experience at Johor State Religious Schools. According to Ashton, (2014), experienced teachers tend to have a high degree of self-efficacy with higher self-esteem, less anxious and good problem-solving skills.

7. SUMMARY

Overall, this study fulfilled its objectives. The findings through the quantitative method were expected to clarify the level of self-efficacy among teachers at Johor State Religious Schools. Different teachers have different perception on self-efficacy. Thus, essential elements which contribute to the improvement of teachers' self-efficacy are expected to be clarified through further research by combining qualitative methods in the future to have a huge impact on educational institutions at Johor State Religious Schools.

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