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Teaching Efficacy of Universiti Putra Malaysia Trainee Teachers in Teaching Malay Language as a First Language

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ABSTRACT

The objective of this study was to assess teaching efficacy of Teaching of Malay as a First Language trainee teachers prior to their teaching practice. The specific objectives were to determine teaching efficacy of the trainee teachers in terms of student engagement; instructional strategies; classroom management and teaching with computers in the classroom; satisfaction of the trainee teachers with their teacher training program and lastly to determine the attitude of the trainee teachers' towards the teaching profession. Data was collected using questionnaire. The sample size was 53. Findings indicate that majority of the respondents had a high level of confidence with their efficacy in terms of student engagement (Mean: 3.97, S.D: 0.29), instructional strategies (Mean: 3.93, S.D: 0.38), classroom management (Mean: 3.90, S.D: 0.32) and teaching with computers in the classroom (Mean: 3.83, S.D: 0.57). Pearson correlation showed that teaching efficacy and satisfaction with teachers education program were significantly correlated with each other ($r = 0.688$, $p<0.05$). The relationship between these two variables was highly correlated and positive. Results also showed that there are relationships between the attitude towards the teaching profession and teaching efficacy (r:-0. 231, $p<0.05$) but the relationships were negative.

INTRODUCTION

The main aim of the study was to assess the teaching efficacy of Universiti Putra Malaysia (UPM) trainee teachers in the teaching of Malay as a First Language. Research suggests that teachers' beliefs about teaching and learning had an influence on their instructional practices and ability to teach students effectively (Pajares, 1992; Richardson, 1996). Education studies have highlighted that teaching efficacy refers to the belief of one's own teaching ability to bring about students' improvement and the capacity of other teachers and educational system as a whole to help students in learning (Gibson and Dembo, 1984; Ashton and Webb, 1986; Winch, 2004). Researches on efficacy of teachers suggest that behaviors such as persistence on a task, risk taking and the use of innovations are related to degrees of efficacy (Ashton, 1985; Ashton and Webb, 1986). For example, highly efficacious teachers have been found to be more likely to use inquiry and student-centered teaching strategies, while teachers with a low sense of efficacy are more likely to use teacher-directed strategies, such as lecture and reading from the text (Flores, 2001; Hoy, 2004; Kaufman and Sawyer, 2004).

Education researches also reiterate that the efficacy of teachers to teach may influence several significant educational variables, such as student achievement (Gibson and Dembo, 1984), student motivation (Angelle, 2002), teachers' attitudes towards innovation (Guskey, 1988), superintendents' evaluation of teachers' performances (Babinski, Jones and Dewert, 2001) and teachers' management strategies (Ashton and Webb, 1986). For example, a study done by Lin and Gorrell (1999) pointed that teachers felt that teacher education programs have neglected variables of schooling such as management

strategies and teacher performance and they felt that they were alone in planning their lesson plans. Thus, they lack motivation and feel less confident about their own capabilities to enhance students' learning performances. Existing evidences show that teachers' belief in their ability to affect student learning process and achievement are related to their consequent effectiveness (Albion, 2000; Winch, 2004).

Studies on teachers' efficacy beliefs noted that teaching efficacy among pre-service teachers is a complex, pluralistic and multi-faceted enterprise. Yet, within the past several years, many researches had shown that teacher efficacy and reducing teacher isolation are two critical aspects in retaining educators in the profession. For example, in reviewing thirteen studies conducted between 1983 and 1996, Kember (1998) found that teacher efficacy in teaching and learning has been associated with such significant variables such as student motivation, teachers' adoption of innovations, superintendents' rating of teacher's competence, teachers' classroom management strategies, time spent teaching certain subjects and teacher's referrals of student to special education. This also means that teachers with high levels of teaching efficacy are more likely to expect that all students can learn and to feel responsible for learning compared to teachers with low efficacy measures (Ashton and Webb, 1986; Henson and Chambers, 2003).

Studies from various parts of the world have also shown that teachers in third world countries had moderate attitudes towards teaching profession before they go for teaching practice and it was noted that years of experiences correlated with attitudes. However, it was not a significant predictor when other variables were included in a multiple regression (Maney, Monthley and Carner, 2000; Hart, 2002; Wilkins and Brand, 2004; Dupoux, Wolman and Estrada, 2005). Jobe, Rust and Brissie (1996) highlighted that attitudes have been found to be affected by gender. A positive correlation was also found between teachers' attitudes and teachers' satisfaction with teacher training programs (Ferraiolo, Hess, Maranto and Milliman, 2004). Hess, Maranto, Milliman and Gresham (1999) in their study on teachers' attitudes and behavior found that attitudes and behavior of teachers in teaching and learning correlated with their duration in teaching practices. Malaysian literature also show that quality teaching in the classroom can be understood as that which engages the students in an in-depth and comprehensive approach to the subject matter, that is, in an active, durable, and critical construction of knowledge integrated with their previous knowledge and put to action (Zaidatol and Zakaria, 2000; Norasmah, 2002; Zaidatol, Jamaliah and Rahil, 2005). Furthermore, research has shown that interest in teaching is a significant factor to be considered in promoting the efficacy of teachers in teaching and learning (Brennan, 2000; Zaidatol, Jamaliah and Rahil, 2005). Therefore, it is appropriate, the question as to whether trainee teachers at UPM have a high level of teaching efficacy before they go for teaching practice to be investigated.

Statement of the Research Problem

Teacher self-efficacy has been identified as an important factor in predicting student achievement and sense of competence (Chuene, Lubben and Newson, 1999). However, far less work has been done in showing the trainee teachers' beliefs about their own effectiveness in teaching and their abilities to influence the learning of their students. There are no clear guidelines for trainee teachers on how exactly to try new methods, which may result in higher achievement in students. The use of new methods may increases a teacher's sense of efficacy and willingness to continue to expand greater efforts to help students learn. Despite the amount of studies done (Lin and Gorrell, 1998; Tschannen-Moran and Hoy, 2001; Lim, Khine, Timothy, Philip and Divaharan, 2003) none of the studies analysed issues arising from teaching efficacy of trainee teachers in terms of their efficacy in Information and Communications Technology (ICT). Studies so far have only examined the effect of teacher-self efficacy for teaching with computers on student's acquisition of computer skills or computer cognitions. Malaysian studies (Abdullah, 1997; Ong Swee, 1998; Belubau, 1998) also did not specifically assess trainee teachers in the teaching of Malay as a first language, feelings for the teacher training program and their attitudes towards the teaching profession before they go for teaching practice. This poses questions as to what extent is the attitudes of UPM trainee teachers towards the teaching profession and their satisfaction with the teacher training program at UPM? This research

therefore, tries to examine the teaching efficacy of UPM trainee teachers, and it intends to answer the following questions:-

1. What is the teaching efficacy of UPM trainee teachers?
2. What is the satisfaction of the trainee teachers with the teacher training program at UPM?
3. What is the attitude of trainee teachers towards the teaching profession?
4. What are the relationships between teaching efficacy with teacher education programs and attitude towards the teaching profession?

METHODOLOGY

Population and Sample

The respondents of the study comprised of teacher trainees who have previously taught in schools and also those who have never taught in schools. A total of 55 final year B.Ed. (Teaching of Malay as a First Language) students participated in the study. Out of 55 questionnaires, a total of 53 questionnaires (96.4%) were usable. The respondents comprised of students who have previously taught in schools (n=12) and those who have never taught in schools (n=41).

Instrumentation

A structured questionnaire was used to collect information on teaching efficacy of UPM trainee teachers in the Teaching of Malay as a First Language in terms of students' engagement, instructional strategies, classroom management and information communication and technology. The questionnaire consisted of questions pertaining to the teaching efficacy of UPM trainee teachers, the satisfaction of the trainee teachers with the teacher training program and the attitude of the trainee teachers towards the teaching profession. The questionnaire was written in Bahasa Melayu and the translation was validated by an English lecturer from the Department of Language and Humanities, Faculty of Educational Studies, UPM to ensure that the meaning is retained and not to lose the context of the research. Before the respondents answered the questionnaire, they were briefed about the use of the questionnaire and the time given to them to complete the questionnaire was 40 minutes. The aim was to build rapport and a conducive environment with respondents for data collection. The questionnaire was developed at the Department of Science Education and Technical, UPM in consultation with the members of the research committee. The instrument used in the study was adapted from various instruments such as Gibson and Dembo (1984); Parasuraman *et al.* (1991) and Fullan (1993) and translated into Malay by the researcher. The instrument was revised for clarity and effectiveness in obtaining the information needed and the appropriate length of time of the interview. In this study, the data was collected from 53 trainee teachers trained in the area of Malay as a first language. Cronbach Alpha was used to ascertain the reliability of the instruments. The mean of the alpha coefficients for teaching efficacy of UPM trainee teachers in Teaching of Malay Language as a First Language was 0.94 (efficacies in student engagement, 0.77, efficacies in instructional strategies, 0.89, efficacies in classroom management, 0.84 and efficacies to use information and communications technology, 0.96). For satisfaction of trainee teachers in the teacher education program, the alpha coefficient was 0.96. For the attitude of trainee teachers towards the teaching profession, the alpha coefficient was 0.78. The scores obtained showed a high degree of reliability.

FINDINGS AND DISCUSSIONS

Profile of the Respondents

Twelve out of 53 or 22.6% of the trainee teachers were from PKPG program with half (58.3%) of them having less than 4 years teaching experience with a mean of 4.6 years of teaching experience. While the rest (77.4%) were fresh students without any teaching experience. The study also showed that the majority of the respondents were female (84.9%) and 15.1% of the respondents were male. This demographic profile indicated that there was an uneven distribution between the female and male students. A majority of the respondents were Malay trainee teachers. Their ages were below 25 years with a mean of 24.9 years. Majority of the respondents were in the second class upper CGPA (92.5%) with a mean of 3.1 CGPA. Out of 6 minor specialization areas, 66.0% or 35 of them choose Malay Literature as a minor, followed by Commerce (17.0%), Physics (5.7%), Pre-School Education (5.7%), Islamic Education (3.8%) and Chemistry (1.9%). The data also illustrates that a majority

of the respondents choose teaching profession as their first career choice (92.5%). Majority of them also preferred to continue to be in the teaching profession (75.5%). Only 7.5% of the respondents preferred to leave their career as a teacher if they have the opportunity to move to other fields. Majority of them (92.5%) plan to further their education if given the opportunity. Out of 49 respondents, majority of the respondents (83.0%) in this study preferred to further their study to the PhD level. Only 17% of the respondents in this study preferred to further their studies to the Master level only.

TABLE 1
Demographic profile of respondents

Characteristic	Frequency (n=53)	Percentage
Program		
PKPG	12	22.6
Fresh Student	41	77.4
Teaching Experience of PKPG (n=12)	(Mean: 4.6)	(S.D=2.6)
Below than 5 years	7	58.3
6 to 9 years	2	16.7
10 to 13 years	3	25.0
Gender		
Male	8	15.1
Female	45	84.9
Age	(Mean: 24.9)	(S.D=1.8)
Below than 25	7	58.3
26 to 28	2	16.7
29 to 31	3	25.0
CGPA	(Mean: 3.1)	(S.D=0.3)
3.750-4.000	0	0
2.750-3.749	49	92.5
2.250-2.749	4	7.5
2.000-2.249	0	0
Ethnicity		
Malay	41	77.4
Chinese	5	9.4
Indian	4	7.5
Bumiputra Sarawak	3	5.7
Bumiputra Sabah	0	0
Minors		
Malay literature	35	66.0
Commerce	9	17.0
Physic	3	5.7
Pre-School Education	3	5.7
Islamic Education	2	3.8
Chemistry	1	1.9
Prefer teaching profession as a first choice		
Yes	49	92.5
No	4	7.5

Table 1 *Cont.*

Prefer to continue in teaching profession		
Yes	40	75.5
No	13	24.5
Prefer to further study		
Yes	49	92.5
No	4	7.5
Level of study preferred		
Master	9	17.0
PhD	44	83.0

Teaching Efficacy of UPM Trainee Teachers in Teaching of Malay as a First Language

As shown in Table 2, the general mean for teaching efficacy of UPM trainee teachers in Teaching of Malay as a First Language was 3.91 with a S.D of 0.33. Similar results can be seen for the teaching efficacy in terms of student engagement (Mean: 3.97, S.D:0.29) and for instructional strategies (Mean: 3.93, S.D: 0.38). The study also shows majority of the respondents had a high level of confidence in classroom management (Mean: 3.90, S.D: 0.32) and the use of ICT in teaching (Mean: 3.83, S.D: 0.57). The mean value for teaching efficacy related to using ICT in teaching was much lower than that for teaching efficacy in terms of student engagement, instructional strategies and classroom management.

TABLE 2
Teaching efficacy of UPM trainee teachers

Teaching Efficacy	Mean=3.91	S.D=0.33
Student Engagement	3.97	0.29
Get through to the most difficult students.	3.81	0.52
Help your students think critically.	3.91	0.45
Motivate students who show low interest in school work.	4.02	0.54
Get students to believe they can do well in school work.	4.00	0.48
Help students value learning.	4.02	0.46
Foster student creativity.	3.98	0.57
Improve the understanding of a student who is failing.	4.02	0.54
Assisting families in helping their children do well in school.	3.83	0.67
Helping your students develop more positive interactions.	4.15	0.41
Increasing the academic achievement of the students in the class that you teach a class of low ability students in your subject matter area.	3.91	0.49
Designing activities to match the individual interests and abilities of the students in your class?	4.00	0.59
Instructional Strategies	3.93	0.38
Respond to difficult questions from your students.	3.85	0.53
Gauge student comprehension of what you have taught.	3.89	0.51
Craft good questions from your students.	3.94	0.63
Adjust your lessons to the proper level for individual students.	3.85	0.66
Use a variety of assessment strategies.	3.96	0.59
Provide an alternative explanation or example when students are confused.	4.06	0.53
Implement alternative strategies in your classroom.	3.85	0.50
Provide appropriate challenges for very capable students.	3.91	0.69
Increase his/her attention in the next lesson, if a student did not. remember information you gave in a previous lesson.	3.94	0.50

Table 2 *Cont.*

Incorporating achievement of basic skills objectives into your lesson plans to insure adequate development of students' basic skills.	3.89	0.58
Get your students to work together.	4.13	0.52
Keep students on task on difficult assignments.	3.85	0.57
Classroom Management	3.90	0.32
Control disruptive behaviour in the classroom.	3.94	0.41
Make your expectations clear about student behaviour.	3.77	0.58
Get children to follow classroom rules.	4.00	0.44
Calm a student who is disruptive or noisy.	4.00	0.44
Establish a classroom management system with each group of students.	4.02	0.50
Keep a few problem students from ruining an entire lesson.	3.91	0.41
Respond to defiant students.	3.79	0.57
Prevent problem behaviour on the school grounds.	3.68	0.58
Redirect quickly if a student disrupts your lesson.	4.09	0.49
Put the student on track if students stop working.	3.94	0.57
Getting through to most difficult students.	3.70	0.61
Information Communication and Technology	3.83	0.57
Continually finding better ways to teach with the ICT.	3.89	0.70
Teach effectively using the ICT.	3.81	0.79
Effective in monitoring activities that involve using the ICT.	3.87	0.76
Teach ineffectively when using the ICT.	3.64	0.74
Understand how to use the ICT.	3.93	0.62
Able to answer students' ICT questions.	3.79	0.60
Welcome student questions.	4.04	0.65
Explain to students how ICT works.	3.93	0.70
Use multimedia system to support teaching and learning.	3.79	0.72
Build learning in ICT on student intuitive understanding.	3.70	0.67
Integrating computers into instructional activities subject area.	3.89	0.67
Help students to create multimedia presentations.	3.74	0.66

The findings are consistent with those of Lin and Gorrell's (1999) study on pre-service teachers. The results of this study also supported by previous research of Bourdoncle and Robert (2000), Lin, Gorrel and Taylor (2004) who reported that most of the pre-service teachers today have a better understanding with regard to the efficacy of their actions in the classroom and their abilities to influence the learning of their students as compared to the way they use ICT in classroom learning. Gordon and Debus (2002) in their study on developing deep learning approaches and personal teaching efficacy within a pre-service teacher education context also revealed that most of the pre-service teachers have greater willingness to try new methods and tend to foster a classroom climate that is warm and supportive of student needs. A study conducted by William, Boone and Kingsley (2004) on teachers' beliefs about educational software also supported the findings of this study by noting that most of the pre-service teachers today have high expectations about their ability to teach using ICT and have more ideas when using ICT in their teaching as compared with 10 years past, particularly with techniques that are difficult to implement and involve risks such as sharing control with students. Christine, Jaun and Jonsson, (2002) likewise indicated that most of the pre-service teachers and novice teachers today felt that they are more comfortable using ICT for teaching and over 70% of the participants in their study stated that they have access to a computer at home or at school to practice their computer skills that are now necessary to conduct an effective classroom by utilizing the latest technology.

Satisfaction of the Trainee Teachers with Teacher Training Program

Another objective of this study was to determine the satisfaction of UPM trainee teachers in Teaching of Malay as a First Language with teacher training program at UPM (See Table 3). The study showed that the mean value for the satisfaction of trainee teachers with teachers training program was 4.20 with a standard deviation of 0.34. This showed that the satisfaction level of trainee teachers with the teachers training program at UPM was high. When asked about their satisfaction with overall teacher education program at UPM, most of the trainee teachers felt that they were highly satisfied and felt confident with the program (Mean: 4.34, S.D: 0.59). This suggested that the respondents were getting services and their needs are met during their teacher training. The result of this study is consistent with those of Calderon and Green (1997) and May and King's (1997). However, they thought many faculties believe that student evaluations towards their teacher training program are simply a popularity contest and have a relation to the curriculum, burden of the courses, focus of the courses, their participation in conferences or seminars and the personality of the instructors or the lecturers.

Calderon and Green (1997) in their study also found that most of the students were satisfied with their programs even though issues like course difficulty, the actual grade distribution, the size of the class, the focus of the study and the encouragement of the faculty to publish papers or attend conferences have been a popular contested issue raised by the students when the students were asked to measure teaching effectiveness of the lecturers and the programs offered by the faculty. Previous research findings have (Ashton and Green, 1986; Rhodes, Nevill and Allan, 2004, Bogler, 2005) been consistent with the findings of this study, which

TABLE 3
Mean and standard deviation of trainee teachers' satisfaction with teachers training program at UPM

Satisfaction of Trainee Teachers	Mean	S.D
Satisfaction of trainee teachers with teacher training program at UPM	4.20	0.34
The education program was consistent with my academic goals.	4.28	0.53
The education program has given me the necessary skills to be an effective teacher.	4.25	0.55
The education program allowed me to integrate material from class to a real life situation.	4.13	0.48
The education program I receive is related to real work situations.	4.17	0.55
The education program I receive helps me better understand the work I am supposed to do.	4.28	0.53
I benefit a lot from teacher education program.	4.38	0.53
There are enough courses to choose from in my program.	4.17	0.57
The courses in my program are generally of high quality.	4.09	0.63
My project supervisor provides effective supervision.	4.06	0.57
My graduate/advisory committee provides useful advise.	4.19	0.68
The lecturers work hard to ensure the courses their teach are interesting.	4.21	0.63
My lecturers are very good in imparting information and lecturing.	4.15	0.57
Opportunities for teaching experience are valuable.	4.51	0.54
The objectives of the program are clearly stated.	4.30	0.54
The curriculum is up to date.	4.09	0.63
The academic workload is appropriate for this program.	4.09	0.49
Overall, my learning experiences are intellectually stimulating.	4.23	0.58
Many teaching methods and resources used in my courses worked well to help me learn.	4.19	0.48

Table 3 *Cont.*

My program has sufficient theoretical focus.	4.04	0.59
My program has sufficient practical focus.	3.93	0.68
The program fosters a sense.	4.19	0.52
The size of classes facilitated effective learning	4.21	0.53
Lectures were useful learning experience in the program	4.34	0.52
Tutorials were useful learning experience in the program	4.15	0.66
Practical were useful learning experience in the program	4.51	0.51
I have been encouraged to publish papers and/or attend conferences	4.00	0.65
I was encouraged to take an active part in teaching sessions	4.09	0.41
My program helped me to develop:		
a. Oral communication skills	4.34	0.55
b. The ability to express ideas in writing	4.19	0.48
c. Problem framing and solving skills	4.17	0.51
d. The ability to work as a member of a team	4.32	0.51
e. The confidence to work independently	4.25	0.43
f. The desire to continue learning in the future	4.28	0.57
g. A broad, base knowledge in education technology	4.21	0.45
h. An understanding of the impact of Information Communication Technology	4.17	0.58
i. A deeper knowledge of my major area of study	4.13	0.48
j. A training in scientific method	4.02	0.50
k. Planning and organizational skills (including self and time management)	4.11	0.42
l. Literacy in information technology (including the capacity to use technology in new situations)	4.09	0.66
Overall, I am satisfied with teacher education program at UPM	4.34	0.59

reported that most of the pre-service teachers felt that teacher education programs need to produce students with the kind of problem-solving capabilities and expose them to publishing papers and attending conferences in order to increase their self-confidence in their capacity to manage teaching tasks.

Attitude of Trainee Teachers Towards the Teaching Profession

The results in Table 4 reveal the attitudes of trainee teachers towards the teaching profession. The study shows that the mean value for the attitudes of trainee teachers towards the teaching profession was 2.93 with a standard deviation of 0.48. This showed that the attitude of UPM trainee teachers to the teaching profession was moderate. The study also showed that the respondents in this study have a high attitude for items "teaching profession was a very enjoyable job (Mean: 4.51, S.D: 0.51)", commitment to be a teacher (Mean: 4.23, S.D: 0.54) and low level of attitude for item "I felt bored with the teaching profession (Mean:1.74, S.D: 0.86). The respondents in this study also felt that the teaching profession was a challenging one for them (Mean: 4.159, S.D: 0.644). A study conducted by Ferraiolo, Hess, Maranto and Milliman (2004) on pre-service teachers' attitudes and the success of school choice also supported the findings of the study by highlighting that almost half of the pre-service teachers have a moderate attitude to the teaching profession and have no clear picture about the teaching profession before they go for teaching practice. But, after they have gone for teaching practice their attitudes towards the teaching profession becomes higher and they feel that they truly enjoy and are committed to be teachers. Similar finding was obtained by Inman and Marlow (2004). They found that most of the pre-service teachers have low attitude towards the teaching profession because of wrong information and have no clear picture about the profession. Previous research (Thamilmani, 2000; Ediger, 2002; LaCour, 2005) has also supported the findings of this study. These studies showed that most of the pre-service teachers have a moderate level of attitude towards, teaching profession even though they feel that teaching profession is

quite interesting. This happens because of lack of preparation during their teacher training program. However, Winch (2004) believes that new teachers are more likely to feel satisfied and have positive attitudes to teaching if they received more support from parents, have better control over children's classroom behavior and having more influence on school policy and decision making.

Relationships between Teaching Efficacy with Teacher Education Program and Attitudes Towards the Teaching Profession

From Table 5, it could be seen that teaching efficacy of UPM trainee teachers and their satisfaction with the teacher training program was significantly correlated ($r = 0.688$, $p<0.05$).

TABLE 4
Mean and standard deviation of the attitude of UPM trainee teachers towards the teaching profession

Attitude of Trainee Teachers	Mean	S.D
Attitude of trainee teachers toward teaching profession	2.93	0.48
I felt that teaching profession was a very enjoyable job.	4.51	0.51
I felt bored with teaching profession.	1.74	0.86
I choose teaching profession because of my interest.	3.72	1.06
I choose teaching profession because of encouragement from my friends and my parents.	3.43	1.15
Teaching profession give me very little satisfaction.	2.59	1.17
I felt frustrated to be a teacher.	2.15	1.10
A lot of burden to be a teacher.	2.36	1.06
Teaching profession is too challenging for me.	4.28	0.66
I am committed to be a teacher.	4.23	0.54
I felt that teaching planning have a lot of burden, need a lot of time and commitment.	3.28	1.06
Negative impression and feedback from the society make me feel disappointed and lack of energy to teach effectively.	2.42	1.17
I felt that teaching profession has a low prestige.	2.02	1.05
I like teaching profession.	2.66	1.04
I felt that teaching profession have no ending and quite tiring.	2.17	1.05
I felt that salary offered for teachers was not suitable with their responsibility and burden of their job.	2.98	1.03
I felt that teaching profession have limited time for leisure time and sometime influence my own activities.	2.36	1.02

TABLE 5
Relationships between teaching efficacy with teachers training program and attitudes towards the teaching profession

Items	Correlation Teaching Efficacy	
	r	p
Satisfaction of Trainee Teachers with teacher training program	0.688	< 0.05
Attitude of Trainee Teachers towards the teaching profession	-0.231	< 0.05

The strength of the relationship between these two variables was highly correlated and positive. It shows that the satisfaction with the teacher training program plays a crucial role in shaping trainee teachers' efficacy in their teaching approach and their confidence in choosing what to do, sustaining amount of effort needed for attainment, believed to generate positive and skilled transfer to work environments especially in the classroom context. Therefore, it is not surprising when Cheng and Pang (1997) felt that the relation between teachers self-efficacy and satisfaction with the teacher training program should be viewed as bidirectional where trainee teachers feel more efficacious when they feel satisfied with the teacher training program and good performance from the students. In contrast, teaching efficacy of UPM trainee teachers in Teaching of Malay as a First Language was negatively correlated with their attitude toward the teaching profession ($r = -0.257$, $p < 0.05$) and the correlations were considered weak. This meant that the trainee teachers attitude toward teaching have important implications for understanding the efficacy of trainee teachers in teaching and learning.

The findings of this study are in line with previous research (Jones, 2001; Fritz, Miller-Heyl, Kreutzer and MacPhee, 2001; Gordon and Debus, 2002), which reported that teacher education program should help to increase the pre-service teachers' feelings of personal teaching efficacy and internal locus of control as a method of improving a sense of competence and satisfaction with teaching since the relationship between teaching efficacy and teacher education program was greater. The findings of this study are also consistent with the findings by Fritz, Miller-Heyl, Kreutzer and MacPhee (2001) in their study on fostering personal teaching efficacy through staff development and classroom activities which noted that the feelings of teaching efficacy and satisfaction with teacher education programs are interrelated and found that teachers with a high sense of efficacy thought that training practices in teacher training programs are important in order to foster a classroom climate that is warm and supportive of student needs.

Henson and Chambers (2003) in their study on personality type as a predictor of teaching efficacy and classroom control in emergency certification teachers also noted that one of the most important predictors of successful integration of students in the classroom and effective teaching and learning is the attitude of pre-service teachers towards their teaching profession. The effect of this predictor is little bit lower compared with other predictors such as pre-service teacher programs, commitment to excellence in their teaching, quality classroom learning environments, parents support, knowledge of pedagogy and personality of the pre-service teachers themselves. McCoy's (2003) and Dupoux, Wolman and Estrada, (2005) likewise indicated that most of the pre-service teachers have low confidence with their sense of teaching efficacy not because of their attitude towards the teaching profession but because of pre-teaching situations which might not well provide readiness for the internship and also lack of experience in in-service education when entering the profession.

CONCLUSION

The results of this study show that teaching efficacy of the UPM trainee teachers in teaching of Malay as a First Language was high. A majority of the respondents had a high level of confidence in terms of student engagement, instructional strategies, classroom management and the use of ICT for teaching. The second conclusion of this study is that trainee teachers were highly satisfied with the teacher training program at UPM. The study also showed that the attitude of Teaching of Malay as a First Language to teacher trainee students of UPM was moderate. Finally, Pearson correlation showed that the teaching efficacy of the UPM trainee teachers and their satisfaction with the teacher training program were significantly correlated. The strength of the relationship between these two variables was high and positive. It showed that satisfaction with the teacher training program played a crucial role in shaping the efficacy of the trainee teachers' teaching approach and their confidence to decide what to do and sustaining the amount of effort needed for attainment and believed to be positive. In contrast, the teaching efficacy of the UPM trainee teachers was negatively correlated with their attitude toward the teaching profession but the correlations were considered weak.

RECOMMENDATION

The results of this study show that there is a significant relationship between teaching efficacy and satisfaction with the teacher training program. This implies it is important for the

Faculty of Educational Studies (FPP) to take proper measures to increase the quality of the teacher training program. From the perspective of human resource development, in order to increase the quality of the program, educators in the FPP must have proper skills and motivation in order to improve the efficacy of trainee teachers in terms of classroom management and their efficacy to teach using ICT . Teacher educators also need to support beginning teachers to apply university coursework, learn about ways former students develop as teachers and understand the needs of novice teachers. Through studies such as this, educators can learn about ways through which the novice develop during their first year and elucidate their specific needs and challenges. Teachers with the most support showed more confidence and were satisfied with teaching. Well-trained, confident, and effective teachers are undoubtedly related to student achievement. As teacher education programs continue to educate those who select the teaching profession as their chosen career, FPP must focus on ways to provide pre-service teachers with ample opportunities to visit and interact with teachers and administrators in a variety of realistic school settings in order to give them a better insight about the teaching profession. Such visits would provide opportunities for gaining greater knowledge about the kind of support each school offers to new teachers, the expectations of other teachers and the administration and the community from which the students come.

In order to ensure that the trainee teachers are satisfied with their teacher training program, the program must introduce "learning by doing" into the curriculum. Teaching practice should be the central aspects of the course from which students can learn by reflection-in-action, aided by competent practitioners (the teachers in schools and lecturers with professional practice). In addition, trainee teachers should also be able to think about and practice teaching according to different philosophies and traditions. Following this direction, reflective thinking strategies are often suggested as ways to get an ideal from differing philosophies and then used in practice. Furthermore, during the course of the program more discussions concerning the conduct of the profession should be included in order to create quality classroom learning environments.

The lecturers and the Ministry of Education should play an important role to improve the attitude of trainee teachers towards the teaching profession by providing a constant source of support for the novice teachers as they work through the challenges in their first year of teaching. The sources of support combined with the array of experiences that the teachers have over the course of the year could help them begin to develop their identities as teachers and dedicate to continue improving through professional development, reflection and ongoing communication with respected peers. A program needs to be developed (probably career exploration in teaching) to ensure that trainee teachers have positive attitudes towards the teaching profession. Without the support of the community, pre-service teachers will develop a poor attitude and a negative perception towards the teaching profession. Therefore, it is important that teachers, novices, pre-service and experienced, and school administrators furnish parents and other members of the community ample opportunities to participate in school activities, therefore providing them a more intimate experience of schooling. Parents and other adults should be encouraged to assist with classroom activities such as reading aloud to children, directing art or music activities and assisting with field days. These will allow individuals within the community to take an active part in the teacher's day.

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