



**UNIVERSITI PUTRA MALAYSIA**

**RELATIONSHIP BETWEEN SOURCES AND TEACHERS' SENSE OF  
EFFICACY AMONG NOVICE TEACHERS IN  
SELANGOR, MALAYSIA**

**SAW HOOI CHIN**

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SELANGOR, MALAYSIA**

**By**

**SAW HOOI CHIN**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
In Fulfilment of the Requirements for the Degree of Master of Science**

**November 2007**



## DEDICATION

To  
My beloved husband,  
Lim Kuang Leng  
and my supporting best friend,  
Tsai Chen Chien  
For all the love, care, patience, understanding and unfailing support.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
fulfilment of the requirement for the degree of Master Science

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**Chair :** Samsilah Roslan, PhD

**Faculty:** Educational Studies

This study attempts to investigate novice teachers' sources of efficacy in relation to the application of knowledge in Educational Psychology. The study is aimed to identify which particular source of efficacy information and other demographic factors, such as novice teachers' gender, ethnic group, subject matter knowledge best function as factors that instill higher efficacy beliefs among novice teachers. The two instruments used were the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001), and the Sources of Teacher Efficacy Inventory (STEI) developed by the researcher. The questionnaires were administered to a sample of 160 novice teachers from 102 secondary schools in the District of Petaling and Klang in Selangor. The findings indicated that the novice teachers demonstrated a



moderate level of teachers' sense of efficacy ( $M=3.85$ ,  $SD=0.38$ ). The majority of 66.9% novice teachers fall into the moderate level of teachers' sense of efficacy group. They also perceived a moderate level of all four sources of efficacy, namely mastery experience ( $M=3.58$ ,  $SD=0.33$ ), vicarious experience ( $M=3.82$ ,  $SD=0.32$ ), social persuasion ( $M=3.85$ ,  $SD=0.32$ ), and physiological or emotional arousal ( $M=3.61$ ,  $SD=0.38$ ). There was a strong and significant positive correlation between the mastery experience and teachers' sense of efficacy [ $r = 0.71$ ,  $p < 0.05$ ], a moderately low and significant positive correlation between the vicarious experience and teachers' sense of efficacy [ $r = 0.33$ ,  $p < 0.05$ ], a moderately strong and significant positive correlation between the social persuasion and teachers' sense of efficacy [ $r = 0.46$ ,  $p < 0.05$ ], and a weak but significant negative correlation between the physiological or emotional arousal and teachers' sense of efficacy [ $r = -0.17$ ,  $p < 0.05$ ]. There was no significant difference in novice teachers' sense of efficacy in relation to gender [ $t(158)=0.73$ ,  $p>0.05$ ], ethnic groups [ $F(2,157)=0.42$ ,  $p>0.05$ ], and subject matter knowledge [ $t(158)=0.56$ ,  $p>0.05$ ]. This shows that the demographic variables do not affect teachers' senses of efficacy. The three sources of efficacy, namely mastery experience, vicarious experience, and social persuasion were identified as the predictors of teachers' sense of efficacy [Adjusted  $R^2 = 0.50$ ,  $F(3, 155) = 53.16$ ,  $p<0.01$ ]. The implication of the study on the theory and practice of teachers' sense of efficacy was discussed. Suggestions and recommendations were offered to enhance and foster senses' of efficacy among the novice teachers.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA SUMBER DAN EFIKASI GURU BARU DI  
NEGERI SELANGOR, MALAYSIA**

Oleh

**SAW HOOI CHIN**

**November 2007**

**Pengerusi: Samsilah Roslan, PhD**

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Kajian ini bertujuan untuk mengkaji sumber efikasi guru baru berlandaskan aplikasi pengetahuan Psikologi Pendidikan. Kaji selidik ini bertujuan untuk mengenal pasti sumber efikasi sebagai sumber maklumat tertentu dan juga faktor demografi yang lain, seperti jantina, kumpulan etnik guru baru, dan juga mata-pelajaran yang diajar sebagai faktor-faktor dalam memupuk efikasi sendiri di kalangan guru baru yang lebih tinggi. Dua instrumen yang digunakan dalam kajian ini termasuklah Skala Efikasi Guru (TSES) yang dihasilkan oleh Tschanen-Moran dan Woolfolk Hoy (2001), dan Inventori Sumber Efikasi Guru (STEI) yang dihasilkan oleh pengkaji. Kedua-dua soal selidik telah dihantar kepada sejumlah 160 orang guru baru dari 102 buah sekolah menengah di

sekitar daerah Petaling dan Klang di Selangor. Hasil kajian ini menunjukkan bahawa guru-guru baru memaparkan tahap sederhana dalam efikasi guru ( $M=3.85$ ,  $SD=0.38$ ). Sebanyak 66.9% daripada guru-guru baru berada dalam kumpulan tahap efikasi sederhana. Keempat-empat sumber efikasi adalah juga pada tahap sederhana, iaitu pengalaman penguasaan (*mastery*) ( $M=3.58$ ,  $SD=0.33$ ), pengalaman pemerhatian ( $M=3.82$ ,  $SD=0.32$ ), pengaruh sosial ( $M=3.85$ ,  $SD=0.32$ ), dan faktor fisiologi dan emosi ( $M=3.61$ ,  $SD=0.38$ ). Daripada kajian, terdapat perhubungan positif yang signifikan antara pengalaman penguasaan dengan efikasi guru [ $r = 0.71$ ,  $p < 0.05$ ], perhubungan positif dan sederhana rendah antara pengalaman pemerhatian dengan efikasi guru [ $r = 0.33$ ,  $p < 0.05$ ], perhubungan positif dan sederhana di antara pengaruh sosial dan efikasi guru [ $r = 0.46$ ,  $p < 0.05$ ], dan perhubungan negatif yang lemah tetapi signifikan antara faktor fisiologi dan emosi, dengan efikasi guru [ $r = -0.17$ ,  $p < 0.05$ ]. Walau bagaimanapun, tiada perbezaan yang signifikan dalam efikasi sendiri guru baru berhubung-kait dengan jantina [ $t(158)=0.73$ ,  $p>0.05$ ], kumpulan etnik [ $F(2,157)=0.42$ ,  $p>0.05$ ], dan pengetahuan dalam mata pelajaran yang diajar [ $t(158)=0.56$ ,  $p>0.05$ ]. Ini menunjukkan bahawa faktor-faktor demografi tidak mempengaruhi efikasi guru baru. Tiga sumber efikasi, iaitu pengalaman penguasaan, pengalaman pemerhatian dan pengaruh sosial telah dikenalpasti sebagai faktor-faktor penentuan efikasi guru [ $R^2 = 0.50$ ,  $F(3, 155) = 53.16$ ,  $p<0.01$ ]. Implikasi kajian ke atas teori dan pelaksanaan efikasi guru telah dibincangkan. Cadangan-cadangan telah disyorkan untuk meningkat dan memperkukuhkan efikasi di kalangan guru-guru baru.

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## LIST OF ABBREVIATIONS

ANOVA	Analysis of covariance
EDA	Exploratory Data Analysis
EPRD	Educational Planning and Research Department
GTE	General Teaching Efficacy
OSTES	Ohio State Teacher Efficacy Scale
PTE	Personal Teaching Efficacy
RSA	Responsibility for Student Achievement
SOSI	Sources of Self-Efficacy Inventory
SPSS	Statistical Package for Social Science
STEBI	Science Teaching Efficacy Belief Instrument
STEI	Sources of Teacher Efficacy Inventory
TES	Teacher Efficacy Scale
TLC	Teacher Locus of Control
TSES	Teachers' Sense of Efficacy Scale
PD	Professional Development





# CHAPTER 1

## INTRODUCTION

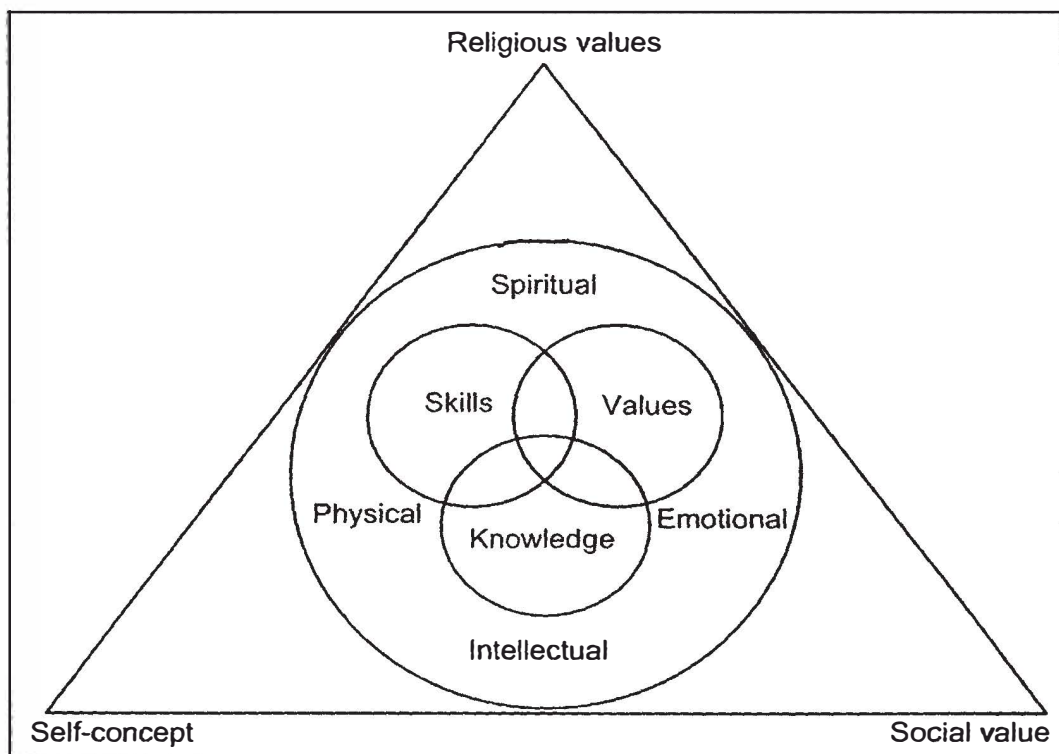
This chapter discusses the background of the study and the statement of problem, listing the objectives of the study, research questions and hypothesis, as well as highlights the significance and limitations of study. Last but not least, the explanation also includes the operational definitions of important terms and variables in the study.

### 1.1 Background of the Study

Historically, educational system is entrusted with the task of educating young generations the values of society to ensure the survival of that society. No doubt, the future of a nation depends highly on the success of its educational system. As stipulated by the Malaysian National Philosophy of Education (Ministry of Education, 2004), the aim of the educational system is to ensure a balanced development of her citizens intellectually, spiritually, emotionally and physically in order to create a healthy and well-integrated society.

Closely related to learning is teaching. Touching on teaching, its unavoidable, we deal with teachers. To produce teachers who have visions and able to fulfill

the national philosophy of education, they need to be prepared and equipped with skills, knowledge and values on spiritual, physical, emotional and intellectual as well. They must have strong self-concept, religious and social values, as based on the conceptual model of teacher education suggested by Noorbee (2003) (see Figure 1.1).



**Figure 1.1: Conceptual Model of Teacher Education (Noorbee, 2003)**

Since teachers are the backbone of a good educational system, various research has been conducted to identify good quality teaching. Effective teachers have been characterized as being caring, empathetic yet in control, warm, enthusiastic, fair, democratic, responsive, understanding, kind, stimulating, original, alert, attractive, responsible, steady, poised and confident (Minor,

Onwuegbuzie, Witcher, & James, 2002; Ryan, & Cooper, 1988). Besides the personal characters, effective teachers are those having strong cognitive skills to select, organize and deliver content in the subject matter with the use of varied instructional techniques, as well as strong interpersonal skills to establish optimum climate with students and other school communities. Effective teachers also believe in their own abilities, have high expectations and are members of the learning communities themselves (Minor et. al, 2002).

Obviously, issues of teacher training are important indicators of effective teaching. In order to achieve the level of professionalism, professional training in teacher preparation program is demanded. In the case of Malaysia, professional preparation of teachers is done through formal course work and practical teaching in universities and teaching colleges. The aim of teacher education is to prepare teachers to meet the increase and diverse needs of the students, and the learning and teaching environment (Wong, 1977). Hence, despite the needs to provide teachers with the subject matter knowledge, teachers need to be equipped with effective teaching skills (Mohd Ibrahim, Kamariah, Rohani, & Noran Fauziah, 1993).

In order to facilitate the creation of effective teaching skills, the study on foundation of education for prospective teachers is vital. Orteza y Miranda and Magsino (1990) in their writing supported the fact that teaching can indispensably profit from foundational studies. Theoretical knowledge draws

on concepts from psychology, history, philosophy, and sociology of education enable teachers to engage in meaningful reflections and decision making as they apply the knowledge and skill gained to the specific and complex reality of the classroom (Orteza y Miranda & Magsino, 1990; Reitman, 1977; Ryan, & Cooper, 1988).

Due to the complex reality of the classroom, Educational Psychology as one of the foundation studies have been focusing on complex learning and multidimensionality in teaching (Anderson, Blumenfeld, Pintrich, Clark, Marx, and Peterson, 1995). In other words, Educational Psychology is a powerful tool to understand the minds of the learners and to foster ways of effective teaching (Olson & Bruner, 1996; Ashton, 1999).

In order to prepare teachers in facing the complexity, multidimensionality and uncertainty in teaching and learning, the main purpose of Educational Psychology is to develop the psychological perspective among teachers (Anderson et. al, 1995). Hence, Anderson et al (1995), Hoy (1996) and Shuell (1996) suggested that domains in Educational Psychology should include human learning and cognition, learners' stages of development (cognitive, physical, affective and personality development), motivation, assessment and measurement, individual and group differences, teaching and instructional methods, social, cultural factors and special population, classroom management and disciplinary control.



With the psychological perspective developed in Educational Psychology, complexities teachers face in the classroom can be simplified. Shuell (1996) in his first caveats emphasized that, a teacher who reflects and holds a contemporary psychology perspective based on Educational Psychology knowledge is able to consider the learners' knowledge, motivation and development that contribute to the meaning, actions and the ways of learning. In other words, a teacher with Educational Psychology knowledge is able to think about the way social and instructional contexts of the classroom affect and are affected by individual students' knowledge and development, and therefore are better able to manage the problems and differences in human learning (Shuell, 1996).

Before a teacher is able to make full use of the psychological perspective developed in Educational Psychology, the teacher's educational belief is another powerful factor that will affect the acquisition and interpretations of the knowledge in Educational Psychology (Pajares, 1992). This belief later influences teacher's teaching behavior in planning, instructional decision and classroom practice. Nespor (1987) noted that teacher's belief plays a major role in affecting teachers in defining the teaching tasks and selecting the teaching strategies especially in the area of classroom and behavior management, as well as in the adaptation of learning materials, assignments, and assessment (Wertheim & Leyser, 2002).

Noticing the importance of teacher's educational belief, Doyle and Carter (1996) claimed that the process of establishing the beliefs on the psychological knowledge and its relation to practical and real world teaching problems has unfortunately been troublesome. This practically is due to the fact that, the same theory can support different actions, and different theories can lead to the same practice (Murray, 1989). Therefore, most of the teachers are confused in their own belief with the usefulness and applicability of theoretical explanations, especially in the field of Educational Psychology. The root of the problem is not that the theory is wrong or unworkable, but teachers are either having too few opportunities to apply theory to practical situations, or having too many obstructions in translating the theory (Ryan & Cooper, 1988).

The disappointment on the failure of Educational Psychology in contributing to the effective teaching in schools has been highlighted by Kyriacou (1986) and also by Knoff and Batsche (1991). Their statement has now become a true phenomenon in Malaysian schools where teachers have failed to handle the psychological problem faced by students. The Ministry of Health Malaysia ("Student's Psychological Problem", 2004) reported that school children nowadays are facing numerous illnesses including headache, social isolation, insomnia, anxiety and nervousness. Overall, the children claim that they are having difficulty in studying and learning at school. School dropouts, child runaways, abuse and neglect, teenage parents, drugs and alcohol abuse are