

Self-Efficacy based on Teaching Experience Among Teachers Sekolah Menengah Kebangsaan Agama in Malaysia

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Abstract

Self-efficacy in this study refers to the three main aspects, namely, decision-making skills, determination and performance improvement among teachers. This study was conducted to identify the different levels of self-efficacy among teachers Sekolah Menengah Kebangsaan Agama in Malaysia based on their teaching experience. The survey study was conducted using questionnaires as the main instruments and only focus on 500 respondents consisting of several zones in Malaysia, namely the zone to the north, south, east and central zone. The data obtained in this study were analyzed by Statistical Package for Social Science (SPSS) software, using Two-Way MANOVA only. The findings showed that there was no significant difference between teaching experience among teachers Sekolah Menengah Kebangsaan Agama in Malaysia. Therefore, all parties including teachers themselves need to take action to improve and increase the level of self-efficacy among teachers Sekolah Menengah Kebangsaan Agama in Malaysia to the level of self-efficacy in the best conditions and satisfactory.

Keywords: Self-Efficacy, Decision-Making Skills, Determination, Performance Improvement

Introduction

Teachers are the main pulse in order to produce and strengthen the next generation to impart knowledge to them. In fact, the teacher is also a socialization agent that acts as an agent of change, particularly in the field of education through the establishment of an active mind and help build an honorable personality. In addition, to ensure that the next generation adheres to the religion, culture, society and the state, then the teacher must act as a booster of national education transformation (Jaafar & Tamuri, 2012).

In a world of increasingly advanced technology also affect the workload of a teacher. Therefore, teachers should have patience in carrying out their tasks, that is educating the younger generation (Din, 2011). The same situation was also felt by the teachers of Sekolah Menengah Kebangsaan Agama, where they are seen to have a greater responsibility in

helping the current generation and the future through the implementation of values and the formation of a noble character (Tamuri, 2012).

Good teachers are teachers who can guide students toward a better, that has the characteristics of Muslim holistic and balanced in terms of spiritual, physical, intellectual and emotional as contained in the National Education Philosophy. A good teachers also should based on the Qur'an and Sunnah as has been taught in the religion of Islam itself. This situation is seen very compatible with the goal of becoming the root of the national secondary school construction religion in Malaysia, the dignity of the Qur'an and Sunnah which is fundamental to human life (Jasmi & Tamuri, 2007).

Self-Efficacy

According to Bandura (1977), self-efficacy is the belief or the ability of an individual to ensure their goal successfully achieved through good planning and implementation. Hence, good planning and implementation so as to achieve the goal, actually helping a person to be more confident about the task that will be given to him later. Whereas, according to Schwätzer (1992) stated that self-efficacy is a form of belief in something new and difficult, need to be face of everyday life. Therefore, self-efficacy is a concept related to beliefs that involve the design through to implementation that can be achieved by a person includes in the face of everyday life.

Self-efficacy actually the basis of human motivation, well-being and personal achievement. This is because if an individual is given faith, then they will work harder to ensure that all objectives are achieved. Bandura is the pioneer of the concept of self-efficacy because he has brought a change of the concepts related to trust, and ultimately creating a theory related to socio-cognitive factors of self-regulation and achievement.

In this study, self-efficacy seen divided into three main aspects, namely, decision-making skills, determination and performance improvement and this aspect is only focused on teachers at Sekolah Menengah Kebangsaan Agama. Figure 1 shows the three main aspects of self-efficacy in this study;

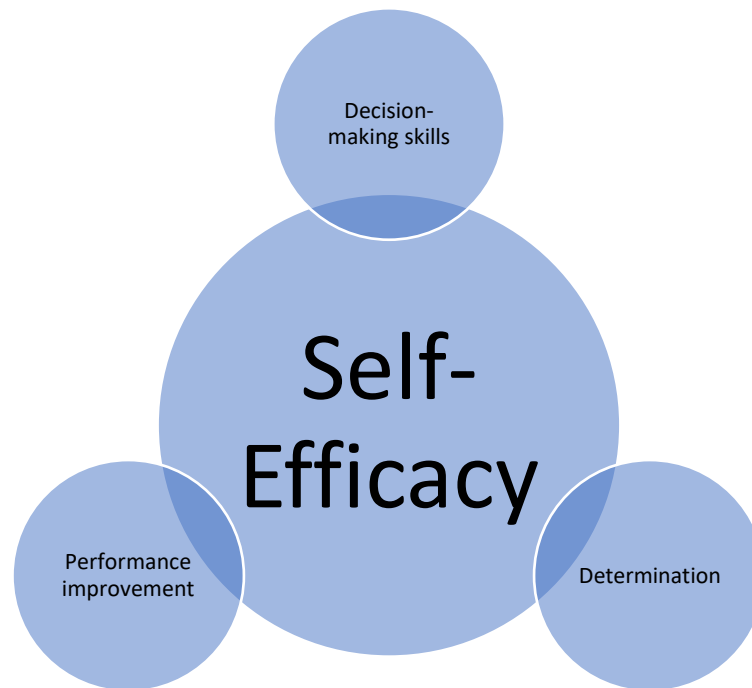


Figure 1: Self-Efficacy

Problem Statement

Provision of qualified teachers is the main problem faced by the education policy makers in each country, as supported by Corcoran (2007). Previously, the task of teaching and educating children is the responsibility of parents, but now the task is undertaken by the teacher. In addition, there is a theory which states that the parents were among the first and most important in moral development of children. However, teachers have more influence on the moral development of the children compared to parents. This can be seen through the study of Tamura (2011), where the teachers of Sekolah Menengah Kebangsaan Agama has a R-value that is higher than the parents.

In the face of challenges, responsibilities and scenarios students nowadays, the ability and capacity of the teachers affected by the teachers' beliefs (Coady et. Al., 2011) and according to Bandura (1994) states that teachers' beliefs can be classified as self-efficacy. Therefore, the level of self-efficacy among teachers of Sekolah Menengah Kebangsaan Agama Malaysia viewed directly affect the practice of learning and teaching as well as the personality of the teacher and in turn affects the academic achievement and personality of students (Donna, 2007).

In addition, previous studies also prove that self-efficacy is one of the main and most important elements in the learning process that can affect the quality of the teacher (Mason, 2010; Steele, 2010). In the context of education in Malaysia, a study on the efficacy study among teachers are still poorly implemented. There are very few studies using efficacy studies as one of the variables, such studies are Sin (2001); Kui (2006); Rorlinda (2009).

Purpose of the Study

This study aims to identify the different levels of self-efficacy, which consists of decision-making skills, determination and performance improvements based on teaching experience among teachers of Sekolah Menengah Kebangsaan Agama Malaysia.

Research Methodology

The study design is a process that involves the procedures related to data processing which includes a number of variables involved in a study. This study is a survey research using questionnaires as the main instrument, in which this questionnaire is to identify the level of self-efficacy of teachers of Sekolah Menengah Kebangsaan Agama Malaysia. The questionnaire covers aspects of decision-making skills, determination and performance improvements.

5 Likert scale questionnaire were chosen to represent the questionnaire in this study. 5 Likert scale selection purposes is to ensure that the respondents have a more appropriate to the circumstances of each (Weirisma, 1995). According to Cresswell (2005) states that the instrument is divided into several parts, the existing instrument, a modified instrument, and an instrument built himself. The study used an instrument that has been modified as supported by Shuhaida (2015). For the data analysis, this study uses statistical inference only because this study only focused on identifying the different levels of self-efficacy in terms of decision-making skills, determination and performance improvements based on experience. Inferential statistics used in this study is a one-way MANOVA analysis.

In addition, the sample is one part of the population, namely a large group. In this study, the population is a group of teachers at Sekolah Menengah Kebangsaan Agama Malaysia, while in this study only used a total of 500 teachers selected from Sekolah Menengah Kebangsaan Agama Malaysia. The sample in this study using purposive sampling, where selected individuals in the population is eligible respondents.

Findings and Discussion

500 teachers from Sekolah Menengah Kebangsaan Agama Malaysia was chosen as respondents for this study. A total of 106 teachers from Sekolah Menengah Kebangsaan Agama has taught from 0-5 years, while 116 people have been taught from 6-10 years old, the next is the 53 teachers who have been teaching for 11-15 years and a total of 225 teachers have been teaching for 6 years and up at Sekolah Menengah Kebangsaan Agama. Demographic profile of the study are shown in detail as follows;

Table 1

Demographic Profile

Profile	Demography	Frequency	Percentage
Teaching Experience	0-5 Year	106	21.2
	6-10 Year	116	23.2
	11-15 Year	53	10.6
	16 Year and above	225	45.0

Self-Efficacy Difference by Teaching Experience

Before MANOVA analysis conducted, researchers have tested first. The test is carried out to determine the homogeneity of variance-covariance matrix by using the tests Box's M. The importance of this test is to determine whether the variance-covariance among the dependent variables are the same or the opposite, across all the independent variables. This is an important prerequisite for MANOVA test. Table 2 shows the results of tests Box's M;

Table 2

Tests Box's M Self-Efficacy by Teaching Experience

Box's M	F-value	df1	df2	Sig.
211.507	4.806	42	18051	0.000

According to Table 2 shows that there is a difference between the variance-covariance significant among the dependent variable for all level of independent variables ($F = 4.806$, $p = 0.000$). This means that the variance-covariance dependent variable is a homogenous across all independent variables. Table 3 shows the results of the analysis of Two-Way MANOVA mean differences based on experience teaching self-efficacy.

Table 3

Two-Way MANOVA analysis Self Efficacy Based Teaching Experience

Effect	Wilks' Lambda Value	F Value	DK within group	DK between group	Sig
Teaching Experience	0.980	1.083	9	1192	0.373

Based on Table 3 shows that the comparison of the mean between self-efficacy with teaching experience, in which the value of Wilks' $\lambda = 0.980$, $F(9, 1192) = 1.083$ and $p = 0.373$ ($p > 0.05$). This finding is consistent with studies Maulod Shafinaz A. (2017) stated that there was no significant difference between self-efficacy based on teaching experience among teachers. This situation exists because the teachers seen to be doing the same workload almost every day and it is also supported by Mohd Munaim (2013).

There are multiple ANOVA analysis was performed to see the difference in mean score for each dependent variable in self-efficacy based on teaching experience. Table 4 shows the comparison of the mean and standard deviation for each aspect of self-efficacy based on teaching experience.

Table 4

Comparison of the Mean and Standard Deviation for Each Aspect of Self-Efficacy based on Teaching Experience

Self-Efficacy	Teaching Experience	N	Mean	Standard Deviation
Decision-Making Skills	<5 Years	106	3.71	0.49
	6 – 10 Years	116	3.46	0.85
	11 – 14 Years	53	3.63	0.50
	>15 Years	225	3.71	0.60
	Total	500	3.64	0.65
Determination	<5 Years	106	4.18	0.39
	6 – 10 Years	116	4.19	0.37
	11 – 14 Years	53	4.23	0.53
	>15 Years	225	4.33	0.44
	Total	500	4.26	0.43
Performance Improvement	<5 Years	106	4.11	0.43
	6 – 10 Years	116	4.17	0.43
	11 – 14 Years	53	4.19	0.49
	>15 Years	225	4.24	0.39
	Total	500	4.19	0.42

Self-efficacy for aspects of decision-making skills, determination and performance improvements based on teaching experience showed that teachers who had been teaching for more than 15 years had a higher mean compared to the other teachers. Even new teachers may have seen a high level of self-efficacy compared to a teacher who has been caused by several factors such as environmental factors that can influence it (Aziah et. Al. 2015). Thus, teaching experience among teachers viewed also can affect the level of self-efficacy of teachers.

Table 5

One-way ANOVA analysis aspects in the Self-Efficacy of Teaching Experience

Demography	Self-Efficacy	Type III Total Square	Df	Total Square	F	Sig.
Teaching Experience	Decision-making skills	0.741	3	0.247	0.614	0.606
	Determination	1.178	3	0.393	2.090	0.101
	Performance Improvement	0.700	3	0.233	1.296	0.275

Based on Table 5, comparative aspects of self-efficacy based on teaching experience, it is found that there was no significant difference in terms of decision-making skills ($F = 0.614$ and $\text{sig} = 0.606$), the determination ($F = 2.090$ and $\text{sig} = 0.101$) and the performance improvement ($F = \text{sig} = 1.296$ and 0.275).

Conclusion

This study was conducted to identify the differences in self-efficacy for aspects of decision-making skills, determination and performance improvements based on experience. In

conclusion, the results showed that there was no significant difference between self-efficacy of teachers for aspects of decision-making, persistence and performance improvements based on the experience of teaching at Sekolah Menengah Kebangsaan Agama in Malaysia. The information obtained through this study can be used by the Ministry of Education in order to improve and enhance the level of self-efficacy of teachers, especially teachers of Sekolah Menengah Kebangsaan Agama.

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