

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' BELIEFS ON TEACHERS' EFFICACY
AND TEACHERS' BEHAVIOUR IN THE
CLASSROOM**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Postgraduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

From Bandura's definition of self-efficacy emerged a definition of teacher efficacy as a "teacher's judgments of their ability to organize and accomplish specific teaching tasks in order to produce the desired achievement of student outcomes" (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' sense of efficacy has been found to be related to the actual teacher behaviour in classroom practices. Teachers with highly efficacious for teaching are likely perceived positive attitudes in managing their classes successfully (Henson, 2001). Efficacious teachers tend to exhibit high enthusiasm in teaching-learning activity, show strong commitment and positive attitudes about teaching, more open to educational reforms as well as in implementing and experimenting new teaching methods (Guskey, 1998; Stein & Wang, 1998). Therefore, this study was conducted with the aim to discover the teachers' beliefs on teacher efficacy and teacher behaviour in the classroom. A total of 120 secondary school teachers in Petaling Utama District were selected by using simple random method and 97 teachers responded to the questionnaire. This study employed descriptive, correlation research design. The data were collected using a questionnaire and open-ended questions. The quantitative data were statically analyzed using SPSS version 21 while the open-ended questions were analyzed using thematic analysis. The three dimensions of teacher efficacy were studied: efficacy of student engagement, efficacy of instructional strategies and efficacy of classroom management. The findings revealed that teachers are mostly perceived sense of efficacy at high level for each dimension. The following finding reported that the respondents exhibit positive perceptions towards the three dimensions of teacher efficacy. The study also explores the level of teachers' beliefs on teacher behaviour from the perspectives of behaviour management and instructional management. The findings showed that most teachers are having high belief on teacher behaviour in terms of behaviour management and instructional management. The following finding reported the respondents' exhibits positive perceptions towards behaviour management and instructional management. The findings of this study imply the importance of self-efficacy regarding its powerful influence on teacher effectiveness and therefore is hoped to contribute useful insights of the teachers' beliefs on teacher efficacy and teacher behaviour as well as the teaching process.

ABSTRAK

Berdasarkan definisi Bandura terhadap keberkesanan sendiri (*self-efficacy*) munculnya definisi keberkesanan guru (*teacher efficacy*) yang ditakrifkan sebagai "pertimbangan guru terhadap keupayaan mereka untuk mengatur dan melaksanakan tugas-tugas pengajaran yang spesifik bagi menghasilkan pencapaian pelajar sebagaimana yang dikehendaki" (Tschannen-Moran & Woolfolk Hoy, 2001). Kesungguhan guru untuk melakukan sesuatu dengan berkesan (*teachers' sense of efficacy*) berkait rapat dengan tingkah laku guru dalam amalan bilik darjah. Guru yang sangat berkesan dalam pengajaran dilihat mempunyai sikap positif dalam menguruskan kelas mereka dengan jayanya (Henson, 2001). Guru yang berkesan cenderung untuk mempamerkan semangat yang tinggi dalam aktiviti pengajaran-pembelajaran, menunjukkan komitmen yang tinggi dan bersikap positif tentang pengajaran, lebih terbuka kepada pembaharuan pendidikan dan juga dalam melaksana dan mengeksperimentasi kaedah pengajaran baru (Guskey, 1998; Stein & Wang, 1998). Justeru itu, kajian ini dijalankan dengan tujuan untuk mengetahui penilaian guru terhadap keberkesanan dan tingkah laku guru dalam bilik darjah. Seramai 120 orang guru sekolah menengah di Daerah Petaling Utama telah dipilih dengan menggunakan kaedah rawak dan 97 guru telah menjawab soal selidik. Kajian ini menggunakan reka bentuk kajian secara deskriptif dan korelasi. Data dikumpul dengan menggunakan soal selidik dan soalan-soalan terbuka. Data kuantitatif dianalisis menggunakan SPSS versi 21 manakala soalan-soalan terbuka dianalisis dengan menggunakan tema analisis. Tiga dimensi keberkesanan guru dikaji: keberkesanan penglibatan pelajar, keberkesanan strategi pengajaran dan keberkesanan pengurusan bilik darjah. Dapatan kajian menunjukkan bahawa guru-guru kebanyakannya dilihat mempunyai tahap keberkesanan yang tinggi untuk setiap dimensi. Penemuan berikut melaporkan bahawa responden menunjukkan persepsi yang positif terhadap tiga dimensi keberkesanan guru. Kajian ini turut mengenalpasti tahap penilaian guru terhadap tingkah laku guru daripada perspektif pengurusan tingkah laku dan pengurusan pengajaran. Dapatan kajian menunjukkan bahawa kebanyakan guru mempunyai penilaian yang tinggi terhadap tingkah laku guru dari segi pengurusan tingkah laku dan pengurusan pengajaran. Penemuan seterusnya menunjukkan responden mempunyai persepsi positif terhadap pengurusan tingkah laku dan pengurusan pengajaran. Hasil kajian ini menunjukkan keberkesanan sendiri mempunyai pengaruh yang kuat ke atas keberkesanan guru dan dengan ini adalah diharapkan dapatan kajian dapat menyumbang maklumat yang berguna kepada aspek penilaian guru terhadap keberkesanan dan tingkah laku guru serta proses pengajaran.

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