

**UNIVERSITI TEKNOLOGI MARA**

**TEACHER EFFICACY AND ITS IMPACT ON  
STUDENTS' LEARNING**

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**Dissertation submitted in partial fulfilment of the requirements  
for the degree of**

**Master of Education**


**(TESL)**

**Faculty of Education**

**AUGUST 2015**

## Author's Declaration

I hereby certify that I am the sole author of this dissertation and that no part of this dissertation has been published or submitted for publication. To the best of my knowledge, this dissertation was carried out in accordance to the regulations of Universiti Teknologi Mara. My dissertation does not infringe upon anyone's copyright nor violate any proprietary rights and are fully acknowledged in accordance with the standard referencing practices. With the exception of the quotations, I certify that the intellectual content of this thesis is the product of my own work.

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## Acknowledgement

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and Most Merciful. All the praises be to Allah the Almighty upon His blessings that enable me to complete this dissertation. I am also indeed grateful to Him for giving me the strength, power for me to finish this dissertation.

I would like to express my sincere gratitude to my supervisor, Dr Nabilah binti Abdullah for the continuous support of my research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this dissertation.

Credits are dedicated to the selected foundation lecturers from the Academy of Language Studies and their students, respectively who had been the participants in the study. Your cooperation and willingness to be a part of the study were highly appreciated.

My sincere thanks also go to all the staffs of Faculty of Education UiTM and Academy of Language Studies UiTM for all the assistance during the completion of my dissertation. I am grateful for their cooperation during the period of my dissertation completion.

Last but not the least, I would like to thank my family for supporting me throughout my life, and also my friends for their helps and wishes for the successful completion of this dissertation.

Thank you.

## Abstract

Teacher efficacy is believed to give influence on students' learning. According to Tschannen and Woolfolk (2010), teachers are responsible to bring about positive outcomes for the students by helping them in their learning process. A considerable amount of research has been done to investigate the influence of teacher efficacy on students' learning, but less attention has been paid on the influence of teacher efficacy towards ESL learners in tertiary level, especially in the Malaysian context. Thus, the present study was aimed at investigating the impact of teacher efficacy on students' learning by focusing on the students' perception towards learning English, students' achievement in English, students' motivation in learning English, and students' participation in learning English. Five lecturers teaching English at the foundation level and 15 students from the five classes were selected to participate in the study. Observation and interview were chosen as means of data collection. The findings indicated that the students have positive perception towards learning English from high self-efficacy lecturers. The findings also showed that the students' achievements were improving in all four English skills. Additional to that, the research also managed to identify how the teachers with high self-efficacy influence students' motivation in learning English. Last but not least, the findings showed that the highly efficacious lecturers did influence their students' participation in learning English. In conclusion, this study provided evidences that teacher efficacy brings positive impact on students' learning. Therefore, the high self-efficacy characteristics need to be nurtured in the teachers for the establishment of an effective learning among the students.

*Keywords: teacher efficacy, students' learning, perception, achievement, motivation, participation.*

## Abstrak

Efikasi guru dipercayai dapat mempengaruhi pembelajaran pelajar. Menurut Tschannen dan Woolfolk (2010), guru bertanggungjawab dalam memberi kesan-kesan yang positif kepada pelajar-pelajar dengan membantu mereka di dalam proses pembelajaran. Banyak kajian-kajian yang telah dijalankan untuk mengkaji pengaruh efikasi guru kepada pembelajaran pelajar. Namun kurang perhatian telah diberikan kepada pengaruh efikasi guru kepada pelajar-pelajar Bahasa Inggeris sebagai Bahasa Kedua di peringkat tinggi, terutamanya di dalam konteks Malaysia. Sehubungan dengan itu, kajian ini memberi penumpuan dalam mengkaji impak efikasi guru kepada pembelajaran pelajar dengan memberi fokus kepada persepsi pelajar dalam mempelajari bahasa Inggeris, pencapaian pelajar dalam bahasa Inggeris, motivasi pelajar dalam mempelajari bahasa Inggeris, dan penglibatan pelajar dalam mempelajari bahasa Inggeris. Lima orang pensyarah bahasa Inggeris di peringkat asasi dan 15 orang pelajar daripada lima kelas tersebut telah dipilih untuk menyertai kajian ini. Pemantauan dan temuduga telah dipilih sebagai metod kajian. Penemuan kajian menunjukkan pelajar-pelajar mempunyai persepsi positif dalam mempelajari bahasa Inggeris daripada guru yang mempunyai efikasi sendiri yang tinggi. Hasil kajian juga menunjukkan bahawa pencapaian pelajar-pelajar meningkat dalam semua empat kemahiran bahasa Inggeris. Kajian dikukuhkan lagi dengan mengenalpasti bagaimana guru yang berefikasi tinggi mempengaruhi motivasi pelajar dalam mempelajari bahasa Inggeris. Akhir sekali, hasil kajian menunjukkan bahawa guru yang berefikasi tinggi sememangnya memengaruhi penglibatan pelajar di dalam mempelajari bahasa Inggeris. Kesimpulannya, kajian ini menunjukkan bukti-bukti bahawa efikasi guru membawa impak positif kepada pembelajaran pelajar. Oleh yang demikian, ciri-ciri guru yang berefikasi tinggi harus diterapkan di dalam guru-guru untuk menghasilkan pembelajaran yang efektif dalam kalangan pelajar.

*Kata Kunci: efikasi guru, pembelajaran pelajar, persepsi, pencapaian, motivasi, penglibatan*