

**SELF-EFFICACY MOULDING REFLECTIVE PRACTICE
AMONG TEACHERS**

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requirements for the award of the degree of
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To my beloved husband Hj Juraini Bin Ahmad, children, family and friends

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ABSTRACT

This study was carried out to explore the relationship of teacher self-efficacy with teacher reflective practice and the role of self-efficacy in determining reflective practice among school teachers. Numbers of teachers from Sekolah Menengah Kebangsaan Skudai, Sekolah Menengah Kebangsaan Mutiara Rini and Sekolah Menengah Kebangsaan Desa Skudai have been selected as respondents of the study. This study was done quantitatively via questionnaire to identify the relationship and the effectiveness of teacher self-efficacy in moulding teachers' reflective practice. The data gathered via the distribution of questionnaires to teachers of SMK Skudai, SMK Desa Skudai, and SMK Mutiara Rini. Then, was analyzed using Statistical Package for Social Science (SPSS). Findings show that the level of teacher self-efficacy is high. The findings also show that the level of reflective is also high. In addition, there is a significant relationship between self-efficacy and reflective practice. Finally the finding proves that the effect of teacher self-efficacy is higher than the effects of collective teacher efficacy towards reflective practice. Of this study, several suggestions were made for future researchers, organizations and teachers. Both teacher self-efficacy and collective teacher efficacy act as important factors in moulding reflective practice among teachers.

ABSTRAK

Kajian ini telah dijalankan untuk mengkaji hubungan efikasi sendiri guru dengan amalan reflektif guru serta peranan efikasi sendiri dalam menentukan amalan reflektif di kalangan guru-guru sekolah. Sebilangan guru dari Sekolah Menengah Kebangsaan Skudai, Sekolah Menengah Kebangsaan Mutiara Rini dan Sekolah Menengah Kebangsaan Desa Skudai telah dipilih sebagai responden kajian. Kajian ini dilakukan secara kuantitatif melalui kaedah soal selidik untuk mengenal pasti hubungan dan keberkesanan guru efikasi sendiri dalam membentuk amalan reflektif guru. Data dikumpul melalui pengagihan borang soal selidik kepada guru-guru SMK Skudai, SMK Desa Skudai dan SMK Mutiara Rini. Kemudian, data yang dikumpul dianalisis dengan menggunakan Pakej Statistik Untuk Sains Sosial (SPSS). Dapatan kajian menunjukkan bahawa tahap efikasi sendiri guru adalah tinggi. Dapatan kajian juga menunjukkan bahawa tahap reflektif juga tinggi. Di samping itu, terdapat hubungan yang signifikan antara efikasi sendiri dan amalan reflektif. Akhir sekali dapatan membuktikan bahawa kesan efikasi sendiri guru adalah lebih tinggi daripada kesan efikasi kolektif guru ke arah membentuk amalan reflektif di kalangan guru. Daripada kajian ini, beberapa cadangan telah dikemukakan untuk pengkaji akan datang, organisasi dan guru. Kedua-dua efikasi sendiri guru dan amalan efikasi kolektif guru berperanan sebagai faktor penting dalam membentuk amalan reflektif di kalangan guru-guru.

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LIST OF ABBREVIATIONS

ANOVA	<i>Analysis of Variance</i>
SPSS	<i>Statistical Package for Social Science</i>
UPSR	Ujian Penilaian Sekolah Rendah
PMR	Penilaian Menengah Rendah
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Pelajaran Malaysia

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter will explain background of the study and problem of statement of the study conducted. In addition, this chapter will explain the research objectives and the significance of the research to be acquired as a result of this study. Furthermore, the definition of the conceptual and operational self-efficacy, collective efficacy, and the practice of reflection will be explained. There are several limitations inherent in this study will be a useful guide to researchers in the future.

1.2 Background of the Study

There are much initiatives were introduced as a respond in a vision to develop reflective practice among teachers. It is important to determine the factors that mould reflective practice as stated by Akbari (2007) that: “any reflection is a positive activity, since it will result in self-understanding and knowledge of the self.” In addition, Radulescu (2012) suggests that for a teacher professionalism to be developed, it is important to encompass reflective teaching and learning as facilitators. Tajeddin and Khodaverdi (2011) added expert teachers continually reflect on how to improve their teaching techniques and skills. However, less study have been done in discussing on how to mould reflective practice among teachers. According to previous studies in the field of teacher education, one of the main factors which can foster reflective practice is teacher self-efficacy.

It is believed by many scholars that self-efficacy has been established to be influentially related to many significant impacts to teachers and educational fields such as teachers' persistence, enthusiasms, obligations and instructional behaviour, as well as students achievement, motivation and self-efficacy beliefs (Henson, 2010; Tshannen-Moran and Woolfolk Hoy, 2001). Thus, self-efficacy is a strong factor that can mould teachers to be reflective practitioners. This study is conducted to determine the relationship of teacher self-efficacy with teacher reflective practice. However, advocates that building a sense of teacher self-efficacy is not simply programming ready-made behaviour (Bandura (1997: 80). It involves acquiring the cognitive, behavioural and self-regulatory tools for creating and executing effective courses of action". Those "tools" are primarily concerned with reflective thinking, which Schon (1987: 355) refers to as "in-action" and "on-action".

Well prepared and effective teachers are those who have with them self-efficacy, which is crucial to combat confidence and determination (Rots, Aelterman, Devos and Vierick, 2010). Based on these statements, it can be concluded that teacher self-efficacy has a direct relationship with teacher reflective practice. According to Johari (2010), the self-system possessed by individual provides reflection mechanisms to respond to, organize and evaluate the behaviour when responding to the environment. Furthermore, this statement is aligned with Bandura (1993) who argues that definition of self-efficacy will be more apparent if the efficacy of the individual self-determination can be formed to plan, develop strategies and carry out its duties effectively.

In addition, self-efficacy relates to reflective practice in teaching. It helps to determine how much effort people will spend on an activity, how long they will persevere when confronted with obstacles and challenges and how resilient they will prove in the face of adverse situations (Pajares, 1996). Thus, teacher self-efficacy has a strong relation with teacher reflective practice. Reflective practice is defined as a cognitive activity that requires active involvement of individuals as a result of outbreaks of a great experience which affects the reaction. It also involves testing, beliefs and rationale to generate a new understanding of the integration of the experience one has passed through (Chuah, 2012; Ibrahim *et al.*, 2010).

In this study therefore, the subject matter will be identifying the direct impressions of self-efficacy as the determinant towards moulding reflective practice in teachers. It can be said that the importance of reflective practice to teachers has been under researched and studied well. However, the role of self-efficacy in teachers has not been appreciably considered in previous researches. This study attempts to identify the direct relationship between teacher self-efficacy (TSE) and collective teacher efficacy (CTE) with reflective practice.

1.3 Problem Statement

Research on the understanding the role of self-efficacy impacts on teachers behaviour and students achievements have shown many interests among researchers (Lim, 1997; Rosna, 1999; Wong, 2001, 2007). However, the research specifically on self-efficacy in determining teachers reflective practice is still less and clearly, there should be an investigation into teachers self-efficacy and how these beliefs are conceived and nurtured can provide meaningful information to teacher educators and policy makers in designing and applying more meaningful teacher preparation programs (Wong, 2007). Nonetheless, not much published research is available to show the influence of self-efficacy including the concept of collective efficacy which received lower attention and less frequently being examined (Dimopoulou, 2012; Pajares, 2011) on improving teachers' quality as well as determining the reflective practice among teachers (Akbari and Moradkhani, 2010; Hora and Ferrare, 2012).

A study by Alwi (2009) notes that the problems faced in teacher education are due to the theory is not keeping pace with the practice (excerpt from IPBA Journal of Education, 2002, p. 1). Consequently, in order to enhance teachers' professionalism, teachers should be encouraged to make it compulsory to reflect in the process of analyzing and highlighting problems and relate it with what they did in the classroom (Choy and Oo 2012, Maarof 2010). Reflective practice is important for experience teachers and prospective teachers in ensuring the development of educational thinking and professional teaching (Campoy, 2010; Maarof, 2010). Professional standards for teachers in many countries advocate teachers being

reflective practitioners. Furthermore, producing more professionals who practice reflective thinking has received much attention and more accepted in most professions (Larrivee, 2012).

Until now, Malaysia is still unable to produce many reflective practitioners among teachers due to the philosophy and concepts of vague reflection in the practicum model. Moreover, according to Bodipalar (2010), there are teachers who still cannot grasp the concept of reflective practice in teaching and learning as they only reflect on things which are less important. It is categorized as a surface reflection and sometimes, reflection does not happen at all (Heng, 2010; Kabilan and Raja Izahan, 2008). Furthermore, this is due to lack of exposure on writing reflection as teacher educators only urge students to reflect on their practice without ever discuss with them how to write a good reflection.

Nevertheless, little has been written about how to reflect and none of the areas within the modules focus on developing reflective practice skills. Difficulties may arise because the process requires both a cognitive ability and strong beliefs, values, attitudes and emotions, which pre-service teachers may lack (Campoy 2010, Bodipalar 2011). At this stage, there is no reflection taking place as teachers react automatically towards students/classroom situation without considering their questions, responses and needs (Ibrahim, Surif and Arshad 2010; Larrivee, 2008).

Furthermore, lack of motivation at the end of the first year of teaching leads to teacher retention among novice teachers (Yost, 2006). In order for novice teachers to become successful, they require the tools necessary for coping with challenges. Hence, study by Lincoln (2012) suggests reflective practice as a tool that helps teachers develop self-awareness and creates an environment that supports teachers' growth and change.

Another question is the extent of teacher self-efficacy in determining teacher reflective practice. Is it really influential in developing one to be a reflective teacher?

Many scholars believe that self-efficacy has been established to be influentially related to many significant impacts to teachers and educational fields such as teachers' persistence, enthusiasms, obligations and instructional behaviour, as well as students achievement, motivation and self-efficacy beliefs (Henson, 2010; Tshannen-Moran and Woolfolk Hoy, 2001). Thus, self-efficacy is a strong factor that can mould teachers to be reflective practitioners.

1.4 Research Questions

- 1.4.1 What is the level of self-efficacy among teachers?
- 1.4.2 What is the level of reflective teachers among teachers?
- 1.4.3 Is there a relationship between self-efficacy and reflective practice among teachers?
- 1.4.4 Which elements of self-efficacy give more impact on reflective practice among teachers?

1.5 Purpose of Study

The purpose of this study is to evaluate the level of reflective practice among teachers at schools in Skudai, Johore. In addition, this study also identifies the relationship and the effectiveness of teacher self-efficacy in moulding teachers' reflective practice. Furthermore, this study also investigates the level of teacher self-efficacy and collective teacher efficacy in enhancing teachers' professional development. If it is true that teacher self-efficacy and collective teacher efficacy can help mould reflective practice among teachers, the outcome of this research will therefore, help the government to identify factors which can improve the level of performance among teachers in order to increase students' academic achievements.

1.6 Objective of the Study

- 1.6.1 To identify the level of self-efficacy among teachers
- 1.6.2 To identify the level of reflective practice among teachers
- 1.6.3 To identify the relationship between self-efficacy and reflective practice among teachers
- 1.6.4 To determine which elements of self-efficacy have more effect on reflective practice

1.7 Scope of Study

The scope of this study includes a selected population of academic staffs (teachers) from three secondary schools in Skudai, Johore. For this purpose, this study which is initiated by The State Department of Education, on the issue of moulding reflective practice among teachers, involved 162 teachers from the three secondary schools. The respondents, who are between the age of 24 and 58 years old, were randomly selected by the researcher herself. The data collected via questionnaires will be distributed in June 2013.

1.8 Significance of the Study

Although there is limited evidence that shows the importance of determinant factors that mould reflective practice among teachers, the findings of this study are significant to help teachers in Skudai, Johore to build their professional development. It enabled them to cope with ongoing changes in educational domain such as the classroom's diversity which is increasing, psychological insights of new learning, and technological developments. With the information at hand, it is easy for educational practitioners to publish the importance of teacher self-efficacy in moulding reflective practice and more extensive studies could be planned for the future. It is the intention of this study to examine how the context of teacher self-

efficacy impacts teacher implementation of reflective practice. The research addressing teacher self-efficacy and its relation to significant outcomes such as:

- 1.8.1 To help in the development of knowledge in the field of scientific research in education organization
- 1.8.2 To enhance continuous professional development of teachers
- 1.8.3 To develop skills, knowledge, attitude and behaviours of novice teachers
- 1.8.4 To provide policy makers with high levels of use of an educational innovation

1.9 Limitations of Study

There are two main constraints that may be encountered during the study include:

- 1.9.1 The study only focused on three secondary schools in Skudai, Johor Bahru area, although there are a number of public secondary schools and primary schools that consist of at least hundred of teachers who practice writing reflection in every learning and teaching session.
- 1.9.2 The selection of respondents is just focus on secondary school teachers and there are all professional categories from Dg41 grade and above.

1.10 Conceptual and Operational Definition

The conceptual definition is considered to be a very significant part of any dissertation which define the detail constructs of the research topics and carried out by the researcher. While operational definition explains the actual role of teacher self-efficacy as a determinant in moulding reflective practice among teachers. The operational definition can be illustrated with actual condition.

1.10.1 Reflective Practice

Hanipah (1999) defines reflective practice as a process of starrng, analyzing, finding excuses, making recommendations and actions for continuous self-improvement. According to Tahir (2012), reflection refers to memories or thoughts statement in writing or speech that can innovate, progress, increase self-confidence through shared efforts, improve performance and job satisfaction as well as provide opportunities for teachers to become agents of change and analyze strengths and weaknesses.

In this study, the term reflective practice refers to the on-the-job performance resulting from using a reflective process for daily decision-making and problem-solving. Reflective practice is a process of self-observation or self-evaluation which may lead to changes and improvement in one's teaching practice. In addition, this study focuses on two types of reflection introduced by Schon (1983), reflection-in-action and reflection-on-action.

1.10.2 Reflection-in-action

Reflection-in-action refers to the importance of teachers' being aware of their decisions as they work and it enables the teacher to take the necessary steps towards his/her following actions (Odeh, Kurt and Atamturk, 2010). It happens whilst teaching that takes place while a problem is being addressed (Stingu, 2011).

In this study, reflection-in-action is defined as a thinking process about events while in the classroom which requires teacher to make immediate adjustments or modifications. It also refers to reflection in the midst of practice.

1.10.3 Reflection-on-action

Reflection-on-action, on the other hand, occurs after action has been completed, and it engages the teacher with reviewing, analyzing and evaluating the situation which improve professional development (Odeh *et al.*, 2010).

Conversely, in the case of this study, reflection-on-action is considered as the process of thinking back on what was done to gain deeper insight, understandings and assumptions that he or she has and further analysis them intentionally in to reach at a deeper understanding of roles of the teacher and student, the motivations and behaviours in the learning context. It takes place after an event or after leaving the classroom.

1.10.4 Self-Efficacy

Bandura (1997) states self-efficacy refers to an individual's belief in their abilities to cope and have control over presented demands.

Self-efficacy refers to one's power and ability to meet challenges and solve a given task efficiently in order to achieve desired goals. There are two types of teacher efficacy define by scholars namely, teacher self-efficacy and collective teacher efficacy.

1.10.5 Teacher Self-efficacy

Based on The Social Cognitive theory, Bandura (1993) stated, “efficacy beliefs influence how people feel, think, motivate them, and behave.” Self-efficacy aids individuals in succeeding at tasks (Bandura, 1993). Nevertheless, teachers' self-efficacy describes how much a teacher believes he or she can effectively complete

the tasks that teaching requires, so that students acquire the skills required for learning (Pendergast, Garvis, Keogh, 2011).

In the context of this study, teacher self-efficacy can be defined as teachers' beliefs that they can perform their tasks to affect students' achievement. These include in giving instruction, classroom management, motivating and engaging student and cooperating with colleagues.

1.10.6 Collective Teacher Efficacy

The construct of self-efficacy has been developed by Bandura to the larger, social construct of collective efficacy within group settings based on social cognitive theory. Instead of focusing on the beliefs and efforts of the individual, collective efficacy focuses on the beliefs and efforts of the group (Viel-Ruma, Houchins, Jolivet, and Benson, 2010).

On the other hand, collective teacher efficacy in this study refers to the judgment of teachers in a school that the faculty as a whole can organize and perform the courses of action required to have a positive effect on students, which in the end producing reflective practitioners among teachers.

1.11 Conclusion

Based on the analysis set out in general, there is evidence of the importance of self-efficacy which determine the level of reflective practice among teachers. Research framework developed in this study is self-efficacy (independent variable) that determines the practice of reflection (dependent variables) among teachers to explain the overall study will be conducted. The author also describes the four objectives to be achieved based on the conceptual framework of teachers' self-

efficacy study, the practice of reflection, to identify the relationship between self-efficacy and reflective practice among teachers and to determine which elements of self-efficacy that contribute more to reflective practice. Therefore, operational and conceptual definitions related to self-efficacy and reflective practice has been described in details.

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