

The Level of Efficacy of Private Kindergarten Teachers in Classroom Teaching Implementation Based on Professional Qualification Status

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Abstract

A survey was conducted to determine the efficacy of private kindergarten teachers in the classroom based on their professional qualifications in Early Childhood Education (ECE). A set of printed questionnaires that were modified from previous studies were physically distributed to 250 private kindergarten teachers in Kota Bharu, Kelantan, Malaysia, who were selected through convenience sampling. The study sample consisted of 228 people. Findings showed the level of teacher efficacy for both groups of teachers to be high. However, the mean value for teachers without ECE qualifications is higher than the mean value for teachers with ECE qualifications for the aspects of teaching strategies and student engagement. In addition, there is no significant mean difference in teacher efficacy based on professional qualifications. The contributions of this study are it can help ECE practitioners and responsible agencies to learn more about the current efficacy level among private kindergarten teachers, to re-examine the quality of ECE teacher education training programs, and to evaluate the effectiveness of teacher professional development programs implemented.

Keywords: Qualification, Kindergarten Teacher Efficacy, Teaching Strategy, Classroom Management, Student Engagement

Introduction

In Malaysia, Early Childhood Education (ECE) institutions and teachers who are teaching in any ECE institution registered with the Malaysian Ministry of Education have been provided with the Standard Curriculum and Assessment Document (DSKP) of the National Preschool Standard Curriculum known as Kurikulum Standard Prasekolah Kebangsaan (KSPK). The curriculum document has listed the types of learning content in the form of knowledge and basic skills required by children aged four to six years old as a preparation process for them to face the next level of learning, which is at the primary school level later (Ministry of Education Malaysia, 2017). According to Manan (2020), most teachers who teach Year One students expect six-year-old children who are about to enter primary school to have been prepared with basic skills such as counting, spelling, reading, and writing at a good mastery level. This demonstrates that teachers at the ECE division level must have a high level of efficacy, that is, a high level of ability and confidence in playing an important role in providing children, particularly six-year-olds, with basic knowledge and skills as well as meaningful learning experiences, regardless of whether he teaches in an institution: government

preschools, private kindergartens, the Community Development Department Kindergartens (KEMAS), the Unity Kindergartens, the Islamic Budding Nursery Centers (PASTI), the Islamic Religious Council of the Federal Territories Islamic Kindergartens (MAIWP), the State Islamic Foundation Kindergartens (TASKI).

In KSPK, ECE teachers have been advised to use a variety of strategies, approaches, techniques, and methods that suit the learning content, students' developmental levels, existing knowledge, talents, abilities, interests, and needs so that the learning process and content implemented become more effective and meaningful. However, the findings of the report obtained from Ting (2018) found that most preschool or kindergarten teachers from the private sector do not fully use KSPK in carrying out daily teaching because they do not understand the content of KSPK that should be taught to children ages four to six who attend learning classes at their respective preschool educational institutions. This situation causes them to be unsure of their abilities in terms of classroom control, the selection of appropriate teaching strategies, and encouraging student engagement in every teaching and learning activity carried out in the classroom. Kindergarten teachers in the private sector usually do not consist of ECE graduates or preschool teachers. It was found that many of the 3,087 teachers were very young, lacked teaching experience, and did not have qualifications in the field of ECE (Foong et al., 2018). In addition, Abdullah et al (2021) also found that preschool teachers still do not have a clear understanding regarding the integration of all learning standards in KSPK, and they are still not skilled in implementing a teaching approach that is suitable for the content of the subject taught according to KSPK curriculum recommendations.

It was found that teachers lost self-efficacy or self-confidence to carry out the teaching process in external and internal environmental conditions that change quickly and rapidly (Andoh et al., 2021). Furthermore, the study found that many teachers face difficulties in implementing Developmentally Appropriate Practice (DAP) during the teaching process, which is likely to affect the achievement of preschool children in terms of mastery of the four basic skills, which are counting, writing, reading, and reasoning.

Problem Statement

The need to study matters related to the efficacy of private kindergarten teachers is relevant to the changing situation of the teaching and learning process, which has presented great challenges to teachers in ECE. To provide quality education at the ECE level to the current and future generations, the need for teachers who have a high level of efficacy in classroom teaching under the changing atmosphere and times needs to be given attention. In addition, the study on teacher efficacy among teachers in the private kindergarten sector also has the potential to be used as a benchmark for future Year One student in the aspect of mastery of counting, reading, and writing skills. This is because a study by Mahamod et al (2021) found that the level of mastery of secondary school students from low-income families in Hulu Langat in reading and writing skills for the national language, namely Bahasa Melayu, is very limited. This shows that the quality of teaching these basic skills, which should be emphasized from the beginning of school age, especially at the kindergarten or preschool level, has been doubted. In addition, the aspect of teacher quality at the ECE level needs to be constantly evaluated because it was found that the implementation of differentiated teaching among ECE teachers in Kuala Nerus, Terengganu, is still at a moderate level (Mokhlis, 2021).

In addition, this study also helps stakeholders such as operators and administrators of private kindergartens and the Private Education Unit, School Management Sector, and State Education Department in planning the self-development program of private kindergarten teachers throughout the service period of kindergarten teachers in their respective ECE institutions. Although the study on efficiency from the aspect of specialist qualification has been carried out, the literature review found that the study is still not carried out in the context of ECE, and the update of study information is also relevant to be carried out due to the current environmental changes that are taking place.

Therefore, this survey has been carried out to identify the level of efficiency of private kindergarten teachers in the implementation of teaching in the classroom from the aspects of student engagement, teaching strategies, class management, and the difference in teacher efficacy level based on their professional qualifications in ECE.

Methodology

This is a quantitative research study to obtain a numerical picture of the most recent level of efficacy among ECE teachers. The study's target teacher population is 488 private kindergarten teachers who work in private kindergartens in the Kota Bharu district of Kelantan, Malaysia. The information was gathered using a survey method with questionnaire instruments. This method was found to be the most practical to implement to identify teachers' perceptions or views on their level of self-efficacy in the implementation of teaching at the ECE level because it helps the researcher get information more quickly, more accurately, and from a larger population. Furthermore, the researcher discovered many other researchers who use the same method for studies on teacher self-efficacy.

The questionnaire instrument used in this study was modified and adapted from one used in a previous study, namely the study of (Ahmad and Hamid, 2021). The original name of the instrument is the Teacher's Sense of Efficacy Scale (TSES), and it was created by Tschannen-Moran and Hoy. Therefore, to adapt the instrument to the context of the current study, the questionnaire was divided into two parts. Part A contains question items regarding the demographics of the respondents, while Part B consists of three dimensions of efficiency, namely classroom management, student engagement, and teaching strategies that have been adapted and modified from previous studies. Part A consists of nine question items, which are questions that include teaching experience, highest academic qualification, professional qualification, teaching subject, student capacity taught in the classroom, experience attending courses or workshops related to pedagogy, subject content, behavior management, and the KSPK curriculum. Part B, on the other hand, consists of 20 items, including six items for class management, seven for student engagement, and seven for teaching strategies. A set of printed questionnaires contains a total of 29 question items that must be answered by the private kindergarten teachers who participated in the study. For each item in this research questionnaire, a five-point Likert scale with scales 1 (very low), 2 (low), 3 (moderate), 4 (high), and 5 (very high) was used.

The questionnaire instrument that has been adapted and modified has been validated by a panel of three validity experts, two of whom are ECE experts while the other panelist is a Malay language expert. Before the actual study was conducted, the researcher conducted a pilot study on 30 private kindergarten teachers in a different district, which was not the actual

study location, to obtain the reliability of the study instrument. Cronbach's alpha analysis test was performed to identify the consistency, accuracy, and reliability of the instrument used in this study. The results of the analysis found that the value of Cronbach's alpha coefficient for all three dimensions of efficiency is very high, namely 0.877 for class management, 0.954 for student engagement, and 0.953 for teaching strategies. These results show that the items have good reliability values and are accurate and reliable. So, the actual study is feasible and appropriate to continue. Berawi (2017)'s interpretation of Cronbach's alpha value was used by the researcher to interpret Cronbach's alpha coefficient value. To determine the required sample size, the Sample Size Determination Table from Krejcie and Morgan was consulted. A total of 250 respondents were selected as a study sample through a non-probability sampling technique called convenience sampling. The sampling techniques and methods were chosen based on the researcher's accessibility factors in terms of time, location, and distance. However, the results of this study cannot be generalized to a larger population.

A printed questionnaire was distributed to each study respondent. They were allotted two days to complete each item contained in the form. Then, after two days had passed, the researcher collected the questionnaires that had been distributed. The response rate received was very high, which was 97.2% for the two-week, starting on 30 October 2022 to 16 November 2022. However, the actual number of respondents involved was 228 people after the data loss screening process was done. Then, the data obtained were analyzed descriptively using the Statistical Package for the Social Sciences (SPSS) software version 26 to obtain the mean score and standard deviation to identify the efficacy level of the private kindergarten teachers. In this study, the researcher used the mean score interpretation from Wiersma (as cited in Mustaffa et al., 2021) to determine the level of efficacy possessed by private kindergarten teachers in the Kota Bharu district. Table 1 shows the interpretation of the mean score used to determine the efficacy level of Kota Bharu private kindergarten teachers in their classroom teaching.

Table 1
Mean Score Interpretation

Level	Mean Score
High	3.68-5.00
Moderate	2.34-3.67
Low	1.00-2.33

Source: Mean Score Interpretation (Wiersma as cited in Mustaffa et al., 2021)

In addition, an inferential statistical analysis test, which is an independent t-test, was also conducted to identify the difference between the efficacy of private kindergarten teachers in the implementation of teaching in the classroom based on the teacher's professional qualification status.

Results

Respondent Demography Profile

The results of the descriptive analysis through the acquisition of frequency and percentage values to find out about the background of the respondents have found that most of the teachers involved in this study are novice teachers, that is, teachers who have experience teaching children for less than seven years, with a total of 156 people (68.4%), followed by teachers with teaching experience for a period of seven to 10 years, which are 34 people (14.9%), 20 people (8.8%) teachers with teaching experience for 11 to 18 years, and the last one is a teacher with teaching experience for 19 years and above, which is a total of 18 people (7.9%).

In addition, for the highest level of academic qualification, the largest number of teachers are those with a bachelor's degree, which is a total of 107 people (46.4%). Teachers with academic qualifications at the level of the Malaysian Religious Certificate, Malaysian Higher School Certificate, pre-university preparatory program, or diploma account for 77 (33.8%) of the total, followed by 30 (13.2%) teachers with a Malaysian Education Certificate, seven teachers (3.1%) have a certificate, six teachers (2.6%) have a master's degree, and there are still teachers who do not have the minimum Malaysian Higher School Certificate qualification, which is one person (0.4%). This finding shows that most kindergarten teachers serving in kindergartens around Kota Bharu have met the prerequisites to apply for a permit to teach in kindergartens, which means that teachers must have at least a Malaysian Higher School Certificate. This is because the analysis found that kindergarten teachers appointed as teaching staff in kindergartens have a bachelor's or master's degree from a university or college. This group of teachers is considered to have a high level of education.

The next category is the professional qualification in the field of services, which is ECE. The results of the analysis showed that the number of teachers without professional qualifications is 121 people (53.1%) more than the number of teachers with professional qualifications, which is 107 people (46.9%). This explains why more than half of the kindergarten teachers involved in the study do not yet have at least a diploma in ECE, as stipulated by the government in its education policy on April 1, 2020. The education policy has stipulated that each ECE implementing agency must ensure that ECE teachers in their respective agencies meet the professional qualification prerequisites, which include having at least an ECE diploma. From the subject teaching aspect, 132 (57.9%) private kindergarten teachers are required to teach all subjects, while 96 (42.1%) teachers only must teach specific subjects set by the kindergarten management. This finding clearly showed that one of the strengths of private kindergarten teachers in Kota Bharu from the subject teaching aspect is that they are experienced and capable of teaching all subjects, and this has also helped the kindergarten management reduce expenses for human resource operational costs.

As for student capacity for a classroom, teachers who teach children with a total of 10 to 15 students for a classroom are 118 people (51.8%), 42 people (18.4%) who teach children with a total of 16 to 20 students, 34 people (14.9%) who teach children with a total of 21 to 25 students, 29 people (12.7%) who teach children with less than 10 students, and 5 people (2.2%) who teach children with a total of more than 25 students in one classroom. This shows that most kindergarten teachers who are respondents to the study are those who teach children with a total of 10 to 15 students in one classroom. In addition, the findings also

proved that the kindergarten management has complied with the ratio of teachers and students that has been set by the authorities, which is the number of teachers required is one ECE teacher and one student management assistant for every 25 students in a classroom.

In addition, the findings showed that, from the aspect of experience attending courses or workshops throughout the years 2020 and 2022, for pedagogy, the number of teachers who have participated in the course amounts to 120 people (52.6%), and this number exceeds the number of teachers who have never attended the course, which is a total of 108 people (47.4%). As for courses or workshops on subject content, a total of 133 people (58.3%) had attended the course, while 95 people (41.7%) have never attended the course. Next is a course or workshop related to behavior management. The number of teachers who have participated in the course is the same as the number of teachers who have not yet attended the course, which is a total of 114 people (50%).

The last one is teachers who took the KSPK curriculum course from 2018 to 2022, which is the most recent revision curriculum course from 2017. A total of 132 people (57.9%) had attended the course, while 96 people (42.1%) have never attended the curriculum course. Overall, throughout the years 2020 to 2022, most private kindergarten teachers in Kota Bharu have attended professional development courses related to pedagogy, subject content, behavior management courses, and the KSPK curriculum. This finding demonstrates that the teachers have attended effective training courses or workshops to improve the level of teacher efficacy in the areas of teaching strategies, classroom management, and student engagement in effective and appropriate learning activities in response to the changing environment.

The Efficacy Level of Private Kindergarten Teachers Based on Professional Qualification

The first objective of this study is to identify the efficacy level of private kindergarten teachers based on their professional qualifications. Teachers' efficacy in classroom teaching was identified in the aspects of classroom management, student engagement, and teaching strategies.

Dimension 1: Classroom Management

The mean value and standard deviation for the classroom management (CM) for kindergarten teachers without professional qualifications are $M=3.88$, $SP=0.581$, while the mean value and standard deviation for the classroom management of teachers with a professional qualification are $M=3.94$, $SP=0.586$. The mean value of the efficacy level in classroom management for both groups of teachers is at a high level. However, the mean value of classroom management efficacy for professionally qualified teachers is higher than the mean value for teachers without professional qualifications. Therefore, the mean value and standard deviation of all items found in the classroom management dimension have been presented in Table 2.

Table 2

Mean value and standard deviation for the classroom management efficacy dimension.

Professional Qualification Status	Item	Mean	Standard Deviation	Interpretation Mean
Have Professional Qualification	CM1	3.75	0.741	High
	CM2	3.89	0.718	High
	CM3	4.01	0.651	High
	CM4	4.03	0.665	High
	CM5	3.96	0.643	High
	CM6	4.02	0.658	High
	Overall CM	3.94	0.586	High
No Professional Qualification	CM1	3.82	0.683	High
	CM2	3.86	0.662	High
	CM3	3.88	0.665	High
	CM4	3.93	0.655	High
	CM5	3.88	0.702	High
	CM6	3.93	0.704	High
	Overall CM	3.88	0.581	High

The mean value of all items for both groups is at a high level. For both groups, the highest mean value is on item four, *'I can carry out activities according to the schedule,'* with a mean value of 4.03 together with a standard deviation value of 0.665 for teachers with professional qualifications and a mean value of 3.93 together with a standard deviation value of 0.655 for teachers without professional qualification. For the item with the lowest mean value, it is item one, *'I can predict student behavior'* ($N = 3.75$, $SP = 0.741$) for teachers with professional qualifications and ($M = 3.82$, $SP = 0.683$) for teachers without professional qualifications. There is another item that has the highest mean value for teachers without professional qualification, which is item six, *'I can make sure every student follows the classroom rules'* ($M = 3.93$, $SP = 0.704$). The findings found that all private kindergarten teachers in Kota Bharu can manage the class well, but it was found that teachers who have professional qualifications are more able to ensure that the classes run smoothly compared to teachers who do not have professional qualifications.

Dimension 2: Student Engagement

The results of the analysis show that the level of efficacy of private kindergarten teachers from the aspect of student engagement (SE) is at a high level for both groups of teachers based on their professional qualification status. The mean value of teachers who do not have professional qualifications is $M=3.89$, $SP=0.553$ while the mean value of efficacy from the student engagement aspect for teachers who have professional qualifications is $M=3.86$, $SP=0.634$. This shows that the mean value of teachers without professional qualifications is higher than the mean value for teachers with professional qualifications. Table 3 below has presented the mean value and standard deviation of teacher efficacy for student engagement in teaching and learning activities in the classroom.

Table 3

Mean value and standard deviation for all items in the dimension of student engagement.

Professional Qualification Status	Item	Mean	Standard Deviation	Interpretation Mean
Have Professional Qualification	SE1	3.93	0.677	High
	SE2	3.93	0.730	High
	SE3	3.76	0.698	High
	SE4	3.92	0.728	High
	SE5	3.89	0.756	High
	SE6	3.75	0.741	High
	SE7	3.84	0.742	High
	Overall SE	3.86	0.634	High
No Professional Qualification	SE1	3.96	0.638	High
	SE2	3.93	0.648	High
	SE3	3.74	0.652	High
	SE4	3.97	0.618	High
	SE5	3.99	0.612	High
	SE6	3.79	0.657	High
	SE7	3.83	0.675	High
	Overall SE	3.89	0.553	High

Based on Table 3 above, the mean value of all the items contained in student engagement for both groups of teachers according to their professional qualification status was found to be at a high level. For the group of private kindergarten teachers who have professional qualifications, the highest mean value obtained is on two items, namely the first item, '*I can attract students' interest in learning activities*' (M=3.93, SP=0.677), and the second item, '*I can foster student creativity*' (M=3.93, SP=0.730). The lowest mean value is on the sixth item, '*I can make early intervention to help students*' (M=3.75, SP=0.741). Next, for the group of private kindergarten teachers who do not have professional qualifications, the highest mean value obtained is on the fifth item, '*I try to ensure that students are confident in their abilities in completing school assignments*' (M=3.99, SP=0.612). The lowest mean value of this group is in the third item '*I try to help students think critically*' (M=3.74, SP=0.652). The results show that the group of private kindergarten teachers in Kota Bharu who do not have professional qualifications are more able to ensure the occurrence of student engagement at an optimal level throughout the teaching and learning process in the classroom compared to private kindergarten teachers who have professional qualifications in ECE.

Dimension 3: Teaching Strategies

To determine the level of efficacy from the aspect of teaching strategies (TS) it was found that both groups of teachers based on the status of professional qualification have obtained a high mean value which is M=3.86, SP=0.575 for teachers who do not have a professional qualification and M=3.84, SP=0.645 for teachers with professional qualifications. Table 4

below has presented the mean value and standard deviation of teacher efficacy for teaching strategies in teaching and learning activities at the classroom.

Table 4

Mean value and standard deviation for all items in the teaching strategy.

Professional Qualification Status	Item	Mean	Standard Deviation	Interpretation Mean
Have Professional Qualification	TS1	3.76	0.775	High
	TS2	3.86	0.733	High
	TS3	4.05	0.664	High
	TS4	3.83	0.758	High
	TS5	3.72	0.737	High
	TS6	3.77	0.734	High
	TS7	3.88	0.736	High
	Overall TS	3.86	0.575	High
No Professional Qualification	TS1	3.74	0.680	High
	TS2	3.83	0.663	High
	TS3	4.02	0.658	High
	TS4	3.92	0.678	High
	TS5	3.79	0.682	High
	TS6	3.79	0.686	High
	TS7	3.93	0.673	High
	Overall TS	3.84	0.645	High

In Table 4, all teaching strategy items for both professional qualification groups show a high mean value. For qualified teachers, the third item '*I can create a learning atmosphere while playing*' has obtained the highest mean value which is $M=4.05$, $SP=0.664$ while the fifth item '*I can use diversity in student assessment strategies*' has the lowest mean value which is $M=3.72$, $SP=0.737$. However, for the group of teachers who do not have professional qualifications, the highest mean ($M=4.02$, $SP=0.658$) is also on the third item while the lowest mean value is on the first item, '*I can give answers to difficult questions that are asked by students*' ($M=3.74$, $SP=0.680$). The results of this study found that both groups of teachers, based on their professional qualification status, have been able to create a good atmosphere of learning while playing and they are skilled in using various teaching strategies to ensure that students can follow the learning process in the classroom in a meaningful and effective way.

Differences in the Efficacy Level of Private Kindergarten Teachers Based on Professional Qualifications

Ho: There is no significant difference in the private kindergarten teacher's efficacy level based on professional qualifications.

Table 5 below has presented the independent t-test analysis results to identify the differences in the efficacy level of private kindergarten teachers based on professional qualifications.

Table 5

Independent t-test analysis results.

Professional Qualification Status		N	M	SP		F	Sig	t	df	Sig. (2-tailed)
Efficacy	Yes	107	3.88	0.592	Equal variance assumed	0.502	0.480	0.045	226	0.964
	No	121	3.88	0.540						

Based on the table above, the mean level of efficacy for the group of professionally qualified teachers is 3.88 with a standard deviation of 0.592, while for teachers without professional qualifications, it is 3.88 with a standard deviation of 0.540. The mean difference obtained is 0 (3.88–3.88). A positive t value shows that the mean level of efficacy for the group of teachers with professional qualifications is less than that for the group of teachers without professional qualifications. The findings show the value of t is 0.045 and the degree of freedom (df) is 226. The results of the analysis found the value of sig. (2-tailed) is equal to 0.964, which is greater than 0.05, so the null hypothesis cannot be rejected. Therefore, the findings show that there is no significant difference in the mean level of efficacy between the group of private kindergarten teachers who have professional qualifications and the level of efficacy of the group of teachers who do not have professional qualifications in ECE. In conclusion, there is no significant mean difference in the level of efficacy for teachers with professional qualifications with a mean value of 3.88 along with a standard deviation value of 0.592, and for teachers without professional qualifications ($M=3.88$, $SP=0.540$); $t(226) = 0.045$, $P=0.964$.

Discussion

The Efficacy Level of Private Kindergarten Teachers Based on Professional Qualification

Based on the findings of the study, it was found that private kindergarten teachers for both professional qualification groups have a high level of efficacy in ECE classroom teaching. This finding is the same as the results of a previous study by Ahmad and Hamid (2021), who stated that the level of efficacy of preschool teachers in the Tawau district is high. In addition, Mulok and Yunus (2020) also stated that the level of efficacy of ECE teachers who teach at government preschools in the Kapit area for teaching English is also high. The study carried out by Ker and Surat (2021) also showed that the level of efficacy for 187 preschool teachers in Selangor and Kuala Lumpur was at a very high level, but demographic information related to professional qualifications was not stated in the study. However, this finding does not parallel with the results of the study, which found that the level of efficacy of preschool teachers in Kedah in managing students who behave aggressively during the teaching and learning process is at a moderate level (Ahmad et al., 2018). This shows that even if the government requires preschool teachers to have professional qualifications in the field of ECE, they are still not confident in their abilities to deal with students who have aggressive behavior. In addition, there are previous studies that show the findings of their study about the level of efficacy are different from the findings of the researcher's study. They found that ECE teachers in kindergartens belonging to the KEMAS agency have a moderately high level of efficacy for the implementation of teaching during the post-Covid-19 pandemic (Andoh et

al., 2021). On the other hand, the findings of this study examine the level of efficacy of private kindergarten teachers in the implementation of teaching in general and do not focus on the challenges and problems that are often faced by ECE teachers throughout the teaching process. This may make the findings out of line with the findings of the previous study.

In addition, Ibrahim and Mohamed (2021) found in their study that teachers who do not have ECE expertise mostly lack self-confidence, or, in other words, have a low level of efficacy in their ability to implement classroom teaching for the six pillars contained in the KSPK curriculum. However, the teachers were found to be very diligent in preparing and planning before implementing classroom teaching. However, the findings of this study have found that the mean level of efficacy of teachers who do not have professional qualifications is higher than that of teachers who do have professional qualifications in the dimensions of student engagement and teaching strategies, even though both groups have a high level of efficacy in the implementation of teaching. However, regardless of whether a kindergarten teacher has a professional qualification or not, he must have a good and high level of efficacy so that anything he does will give very good, meaningful, and effective returns (Mulok & Yunus, 2020).

Differences in the Efficacy Level of Private Kindergarten Teachers Based on Professional Qualifications

Researchers have found that there is no noticeable or significant difference in the level of efficacy of private kindergarten teachers based on their professional qualifications, although the mean value of the level of efficacy of kindergarten teachers without qualifications is found to be slightly higher than that of teachers with professional qualifications. According to Bakar and Alias (2021), this may happen when teachers who have a specialization depend more on the knowledge they acquired in the past, which is when they followed a specialization education before entering the teaching profession. On the other hand, teachers who do not have expertise seem to be more diligent in making preliminary preparations before teaching to ensure that aspects of student engagement, teaching strategies, and class management can be improved in line with the changes that occur in the children's environment (Ibrahim & Mohamed, 2021). However, they also found that non-optional preschool teachers lacked confidence and did not have a high level of efficacy in the implementation of their classroom teaching.

The results of the researcher's survey found that there is still a lack of research resources related to the difference in efficacy based on professional qualifications among preschool teachers. According to Amatan and Han (2020), there is no significant or significant difference in the level of efficacy among 329 secondary school teachers in Penampang, Sabah, Malaysia based on the professional qualification factor. This shows that the high level of efficacy of a teacher is not determined by the professional qualifications he possesses.

Conclusion

Overall, all the research objectives established were completed. The results of the study found that the level of efficacy of private kindergarten teachers in the implementation of classroom teaching is high for both groups of teachers, whether they are teachers with professional qualifications or otherwise. This study has also proven that there is no noticeable or significant difference in the mean efficacy level of private kindergarten teachers in the

implementation of ECE teaching, even though the mean value of the efficacy level of teachers without professional qualifications is found to be slightly higher than teachers with professional qualifications.

In summary, this study contributes to understanding the need for and importance of having a professional qualification in the field of ECE to become a highly efficacy teacher in classroom teaching. The results of this study also can provide some contributions to agencies that are responsible, such as the Private Education Unit, School Management Sector, State Education Department, and Kindergarten Administrator, in managing aspects of teacher quality, especially concerning the obligation to have professional qualifications in complying with government policy stipulations.

This research also is expected can help ECE practitioners to learn more about the current efficacy level among private kindergarten teachers, re-examine the quality of ECE teacher education training programs, and to empower the effectiveness of teacher professional development programs implemented. The findings of this study can have an impact on private kindergarten teachers from the point of view of self-confidence, attitude, and motivation in implementing ECE teaching, in addition to being a trigger for efforts to increase knowledge, potential, skills, and self-confidence as an ECE teacher. Furthermore, this finding may raise awareness among private kindergarten teachers with ECE professional qualifications in self-reflection, about the level of efficacy, because it was discovered that their efficacy level is low when compared to private kindergarten teachers without ECE professional qualifications. So, to make the teaching and learning processes carried out in the classroom more meaningful and successful for the students' development, a teacher must be high efficacy in class management, teaching strategies, and student engagement.

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