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English Teaching Efficacy Enhancement Module (MPEBI) For Early Childhood Education Teachers: Measuring Its Validity Through Experts Viewpoints

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Abstract

The study aims to evaluate the validity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers that has been developed based on Bandura's Self-Efficacy Theory. In Bandura's Self-Efficacy Theory there are four main components that may influence efficacy which are past experience and knowledge, observation of other people's teaching, evaluation of the teaching and physiological as well as emotional changes. The module draft consists of six strategies: Strategy 1: Introduction, Strategy 2: Knowledge and Achievement in English, Strategy 3: Self-Modeling in Teaching, Strategy 4: Self-Assessment in Teaching, Strategy 5: Self-Emotion Development and Strategy 6: Closing-Self Transformation. A complete draft needs to undergo content validation process by the field experts and the module development experts. The two Validity Questionnaires developed by the researcher were the Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). The findings show that the English Teaching Efficacy Enhancement Module (MPEBI) has high content validity value.

Keywords: Module Content Validity, Module Draft, Questionnaires of Module Validity, Module Development Experts and English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers.

Introduction

English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers is a training module aimed at enhancing the level of efficacy of early childhood education teachers in teaching English. This is in line with some of the curriculum changes that have taken place in the teaching of English in our country. In 2010, there was a significant change

in the teaching period of the English Language in the National Preschool Standard Curriculum (KSPK) in which English teaching is taught for 600 minutes per week (National Preschool Standard Curriculum, 2010). The Ministry of Education has implemented the Upholding the Malay Language and Strengthening Command of English (MBMMBI) to replace the Teaching and Learning of Science and Mathematics in English (PPSMI). This English strengthening programme is implemented with the realisation that English is the language of communication that young people need to master in order to compete both at national and global levels.

Then, Literacy and Numeracy Screening (LINUS) was introduced. Known as a programme created to enhance the mastery of literacy and numeracy among students, LINUS 2.0 was launched in 2013. The programme includes Basic Literacy in English which aims to help students master English. Through this programme, pupils with English literacy problem will receive additional help and support to enable them to be equivalent to the mainstream students. Quite recently, the 'Common European Framework of References' (CEFR) Course has been implemented since 2016 aiming at improving the quality and standard of English language teaching which is in line with international standards and supported by a quality implementation system. With these series of changes in the Malaysian education system in relation with English teaching and learning, the development of this module is an effort attempting to assist the early preschool teachers and the early childhood education teachers (of which English Language is not their teaching option) to be proficient in teaching English. (Nur Nazuha Beevi Abdul Aziz & Nordin Mamat, 2018).

Research Background

The construction of complete module activities should include validity testing, so that the activities in the module really help the module users to master the stated objectives. Among important aspects to be taken into account in determining a module validity is to identify whether the activities are appropriate for the target population, effective and practical (Russell, 1974). However, the most important process in determining the validity of a module is during the module execution in which feedback or responses of the module users may be observed.

Determining the validity of a module is not easy as some of the activities are abstract. To measure the validity of an instrument or a module, Mohd. Majid Konting (2004) suggests experts' views are obtained. Therefore, in order to determine the content validity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers, the researcher has developed two validity questionnaires. They are Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). The questionnaires were given to the module development experts to fill in the required information. This is to see the module content validity. Besides, the comments expressed by the experts can improve the quality of the module content before it gets to be implemented in the actual study.

The main goal of measuring content validity is to ensure that the items contained in the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers represent areas that should be measured. In addition, the researcher can make an assumption whether there is a relationship between the module and the dependent variables. Two main assumptions of the study include: (1) The use of the module could improve the level of teacher efficacy in teaching English and (2) the use of the module can reduce the level of anxiety in teaching English.

Research Methodology

There are several processes to execute in order to determine the module content validity. Each module expert was given a set of activities contained in the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers. The module experts were requested to fill in the Content Validity Questionnaire for the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Russell (1974) and the Validity Questionnaire for the Content, Appropriate Strategy and Activity of the English Teaching Efficacy Enhancement Module (MPEBI) for Early Childhood Education Teachers based on Mohammad Aziz Shah (2010). They were to provide comments, responses, feedback and suggestions regarding the suitability of the strategies, activities and the whole content of the module activities. Such viewpoints serve as ideas on how to strengthen and improve the module activity (Jamaludin Ahmad, 2016).

To determine whether a module has good content validity, Tuckman and Waheed (1981), as well as Abu Bakar Nordin (1995) believe that achieving 70 percent is considered to be high in achievement. Therefore, module activities which have been evaluated by experts were calculated using the following formula:

$$\frac{\text{Expert's Total Score (x)}}{\text{Maximum Score (y)}} \times 100 = \text{Content validity}$$

Diagram 1: Content Validity Formula by Sidek & Jamaludin (2005)

The total score given by the expert through the Likert scale was summed up (x) and this score was divided by the maximum score of Likert scale and then multiplied by 100. With the cutting point of 70 percent, any score above it indicates high content validity and vice versa.

Research Methodology

According to Mohammad Aziz Shah Mohamed Arip (2010), a module should be evaluated in terms of its content. As for Russell (1974), a module is to be assessed based on its activity execution: Whether it is appropriate for the target population, practical, in accordance with the time allocated, able to improve the English teaching efficacy and able to reduce the level of English teaching anxiety. A total of nine experts (comprising field experts and module development experts) were selected to evaluate the validity of this module.

Table 1

Table 1: Evaluation of MPEBI by nine experts (n = 9) based on Russell’s (1974) module validity

Panels' Viewpoints	P1	P2	P3	P4	P5	P6	P7	P8	P9	Experts' Percentage	Results
The content of this module is appropriate for the target population	10	9	7	7	10	9	8	8	8	84.4	Accepted
The content of this module can be implemented practically	9	9	8	7	10	10	8	8	7	84.4	Accepted
The content of this module corresponds with the time allocated	10	10	8	8	10	8	8	8	7	85.5	Accepted
The content of this module can improve knowledge in the efficacy of teachers teaching English	10	9	7	8	10	10	7	8	9	86.6	Accepted
The content of this module can reduce the level of anxiety of teachers teaching English	9	9	7	8	9	8	7	8	9	82.2	Accepted
Total content validity of MEPBI										84.6	Accepted

Table 2 : Comments, suggestions, actions and improvements for the MPEBI by nine experts

Panel	Comments, suggestions	Actions and improvements
Expert 1	<p>a. There should be an added philosophy in the activity format</p> <p>b. There should be a breakdown of modules and activities based on theory</p> <p>c. In the objective of the activity, be sure to only refer to one purpose.</p> <p>d. In the process of implementation the activity, it should be written attachment.</p> <p>e. Congratulations</p> <p>f. Modules built by format</p>	<p>Philosophy was established</p> <p>Format has been customized</p>
Expert 2	<p>a. The Efficacy Enhancement Module in Teaching English is good and able to teach the theoretical content that need to be taught.</p> <p>b. Congratulations and continue with your pilot study.</p>	
Expert 3	<p>a. The time allocation for each activity needs to be re-calculated.</p> <p>b. For activities that involve knowledge or identification, time duration for the activities can be reduced and vice versa</p> <p>c. Overall it is good and it can be practised by teachers.</p>	<p>It has been piloted in the aspect of time (duration) and the activity.</p>
Expert 4	<p>a. Organise the content so it looks well-organized.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 5	<p>a. The use of learning elements in KSPK such as learning through play, project, themes can be included in this module.</p> <p>b. English communication training can also be included in the module.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 6	<p>a. Researcher need to be sure, whether every activity implemented meets the theoretical element used.</p> <p>b. Make sure the level used is in line with the module's activities and elements.</p>	<p>It has been piloted in the aspect of the content of the activity.</p>
Expert 7	<p>a. Modules are suitable to be used based on the stated purposes.</p>	
Expert 8	<p>a. Congratulations</p>	
Expert 9	<p>a. The effectiveness of the module will be improved if it is supplemented with the content of the theory, model and example of content in each module as guides to the facilitators and the teachers involved.</p> <p>b. A good module is a module with the content to deliver and relevant activities.</p>	<p>Improvements have been made in the content of the module.</p>

Table 3 : The Validity of the Content of the Module based on the Activity According to Mohammad Aziz Shah (2010) By Nine Expert Panel

Sub Module / Activity	P1	P2	P3	P4	P5	P6	P7	P8	P9	Experts' Percentages	Experts' Viewpoints
Strategy 1 : Introduction to MPEBI											
Activity 1 : Recognising the Bandura's Self-Efficacy Theory	7	9	7	6	9	9	8	8	8	78.8	Accepted
Activity 2 : Self-empowerment	7	10	8	7	9	8	8	9	8	82.2	Accepted
Strategy 2 : Knowledge and Achievement in English Language											
Activity 1 : Reaching for the stars	9	8	8	7	10	9	8	9	8	84.4	Accepted
Activity 2 : Pedagogy Knowledge of English Pedagogy	9	9	8	8	9	10	7	9	8	85.5	Accepted
Activity 3 : Past Teaching Performance	9	10	8	8	9	9	8	9	8	86.6	Accepted
Activity 4 : Knowledge of content	9	9	8	8	9	9	7	9	8	84.4	Accepted
Strategy 3 : Self-Modeling In Teaching											
Activity 1 : My Guiding Buddy											
Activity 2 : My Mentor											
Activity 3 : I Am A Champion	9	9	8	9	10	9	8	9	8	87.7	Accepted
Activity 4 : Let's Practice	9	10	8	9	10	10	7	8	8	87.7	Accepted
	7	9	8	8	10	9	8	9	8	84.4	Accepted
Strategy 4 : Self-Assessment In Teaching											
Activity 1 : Video Critics											
Activity 2 : Micro-Teaching											
Activity 3 : Let's Write Lesson Plan	7	10	8	8	9	10	8	9	8	85.5	Accepted
	8	9	8	8	10	9	7	9	8	84.4	Accepted

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Activity 4 : Positive Mind	9	10	8	9	9	10	7	9	8	87.7	Accepted
Strategy 5 : Self-Emotional Development	9	10	8	9	9	10	8	9	8	88.8	Accepted
Activity 1 : Brainstorming / Gaining Ideas											
Activity 2 : Managing Stress	9	9	8	8	9	9	8	9	8	85.5	Accepted
Activity 3 : Teacher Efficacy Belief	9	9	8	9	9	9	7	9	8	85.5	Accepted
Aktiviti 4 : I love English Language	9	9	8	8	10	10	7	9	8	86.6	Accepted
Strategy 6 : Closure (Self-Transformation)	9	10	8	9	10	9	8	9	8	88.8	Accepted
Activity 1: My Mind Map											
Activity 2: You Can Do It	9	10	8	9	10	9	8	9	8	88.8	Accepted
The validity of sub module of MPEBI	6	9	8	7	10	10	7	9	8	82.2	Accepted
										85.4	Accepted

Table 4 : Comments, suggestions, actions and improvements for the sub module of MPEBI by nine experts

Panel	Comments, suggestions	Actions and improvements
Expert 1	<p>a. Good and appropriate</p> <p>b. The Efficacy Enhancement Module in Teaching English is good and able to deliver teaching based on the Bandura's self-efficacy theory that the researcher wishes to study.</p> <p>c. Congratulations and continue your pilot study.</p>	<p>Pilot study was conducted in April 2018</p>
Expert 2	<p>a. Exciting activities. You just need to add appropriate graphics.</p> <p>b. Sentences in the questions of the activity need to be closer to the targeted audience.</p> <p>c. For knowledge activities, it is necessary to give notes about the English Language pedagogy as in line with the Ministry of Education.</p> <p>d. Participants should be provided with a note on efficacy knowledge before answering self-training in the module.</p> <p>e. Well, just some of the activities in the module need to be refined and improved the form of activity.</p>	<p>It has been piloted in the aspect of the content of the activity</p> <p>Notes to module users are provided in the form of slides.</p>
Expert 3	<p>a. There is no clear description on how facilitators should execute the activity.</p> <p>b. The use of the term expert or teacher should be consistent.</p> <p>c. Need to think of the time allocated to answer the exercise.</p> <p>d. Suggested answers in graphic form so that teachers do not take long time to answer.</p>	<p>A note to the facilitator as a guide to running a module is provided</p>
Expert 4	<p>a. There should be elements of the National Preschool Standard Curriculum because it involves the correct way of teaching preschool.</p> <p>b. Need to look at the elements in preschool.</p> <p>c. Need to add English Language teaching and learning videos.</p>	<p>Video on how to teach English are provided.</p>
Expert 5	<p>a. Activity can be improved, not just listing activity alone.</p> <p>b. Encourage the use of high level thinking skills.</p> <p>c. The design of the activity needs to be more concrete.</p> <p>d. Overall, the module activity is appropriate, maybe improvements on the activities can be made.</p>	<p>It has been piloted in the aspect of the content of the activity</p>
Expert 6	<p>a. The module is very impressive. Congrats!!</p> <p>b. It is uncertain whether this module can improve teachers' efficacy.</p> <p>c. Efficacy is triggered by the availability of English language skills and is achieved through language training.</p>	<p>The main objective of the module is to increase knowledge in the efficacy of teaching English Language.</p>
Expert 7	<p>a. Good and well-organised module design.</p>	

Expert 8	a. Review some technical errors (spelling and punctuation) b. The activity guide box should have a purpose and its function is not clear. c. Objectives need to be explicit d. Question 1 on Managing Stress Form is too much, needs to be breakdown. e. This module is seen only as a form of introduction to self efficacy. If you really want to improve the self-efficacy, the module should include training or coaching in (on-job training) 3 to 6 months, only then you can improve the self-efficacy of teachers in teaching English Language.	It has been piloted in the aspect of the content of the activity The main objective of the module is to increase knowledge in the efficacy of teaching English Language.
Expert 9	a. For strategy 2, there should be additional types of teaching methods in English Language, the content of effective English preschool teaching and learning features and short English content in the diagram. b. For strategy 3, it should include the content of good and effective guiding buddy, the content of good and effective mentor features and the content of some English Language teaching and learning strategies. c. For strategy 4, it is necessary to include a sample content of teacher teaching assessment tool, a good example of good micro teaching and an example of a good daily lesson plan. d. For strategy 5, it is needed to add examples of activities that can help teachers generate ideas and the content of pressure factors for teachers. e. Overall, it is recommended that researcher add the proposed content to each strategy to complete the module.	It has been piloted in the aspect of the content of the activity Facilitators' notes need to be improved as expert advice The module explains some interesting English teaching methods.

Conclusion

In conclusion, the module content validity is an effort to measure whether the activity content, delivery and strategies suit the target population. Besides, it is also to ensure the module usability in enhancing the English teaching efficacy and reducing the level of anxiety of English teachers. This shows how important it is to determining the validity of a module before it can be used by the module users.

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