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## Self-Efficacy Based on Gender among Teachers Of Sekolah Menengah Kebangsaan Agama in Malaysia

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### Abstract

The purpose of this study was to identify the differences in the self-efficacy of Islamic secondary school teachers based on gender. Teacher's self-efficacy in this study refers to decision-making skills, determination and performance improvement. This survey study uses a questionnaire as a research instrument. The number of respondents involved in this study was 500 teachers from several zones - the north zone, the south zone, the east zone and the central zone. The data were analyzed using Two-Way MANOVA only. This study found that female teachers had lower mean than male teachers on aspects of decision-making skills. This shows that continuous efforts in improving self-efficacy of teachers in Islamic secondary schools in Malaysia should be enhanced to obtain satisfactory results.

**Keywords:** Self-Efficacy, Gender, Sekolah Menengah Kebangsaan Agama (SMKA)

### Introduction

Teachers are the pulse that helps in strengthening and advancing the field of education, where they are agents of change that carry out various efforts among them to convey knowledge and to shape the personality and likeness of students' thinking. In producing a future generation of high cognitive, full of pure and strong religious teachings, the teacher should act as a driving force for the transformation of national education (Jaafar & Tamuri, 2012b).

The era of globalization is a borderless world that has seen the increasingly challenging role of teachers, in which the role requires a high level of responsibility and patience among teachers (Din, 2011; Hassan, 2011). This situation can also be felt among teachers of the Sekolah Menengah Kebangsaan Agama (SMKA), where their responsibilities are greater because they need to develop morality and cultivate pure values in the students (Tamuri, 2012; Mohamed, 2005; Suhid, 2005). Not only that, the teachers of Sekolah Menengah Kebangsaan Agama (SMKA) are seen to be responsible for moral issues. Moreover, they also face challenges through information technology explosions where the display of electronic media or print media viewed by teenagers is seen to influence the current attitudes, thoughts and actions of teenagers.

The formation of a balanced and holistic Muslim individual from all aspects, such as spiritual, physical, emotional and intellectual, should be guided by a teacher. Hence, good teachers can actually be a good adviser based on the Al-Quran and As-Sunnah. This is in line with the aim of the Sekolah Menengah Kebangsaan Agama (SMKA), which is to elevate the Al-Quran and As-Sunnah as the heart of daily life.

### **Self – Efficacy**

Self-efficacy is a concept that relates to the belief in individual abilities in producing a programme successfully. Bandura (2000) defines self-efficacy as a belief in the ability to complete the task. In contrast, Schwatzer (1992) stating that self-efficacy is a belief in the ability to perform new or difficult tasks in daily life.

Not only that, self-efficacy is also a belief in individual ability in organizing and implementing action in dealing with a situation (Bandura, 1995). In fact, Bandura (1982) also states that individual achievement and motivation is one of the fundamental principles that defines one's beliefs. Individuals are more likely to engage in activities where they have high self-efficacy compared to other activities (Bill & Shortridg-Baggett, 2002).

In this article, self-efficacy is divided into three main constructs, decision-making skill, determination and performance improvement. These three aspects are examined among teachers of Religious Secondary School (SMKA) in Malaysia.

### **Problem Statement**

The provision of quality teachers attracted the attention of policy makers across the country (Corcoran, 2007; Darling-Hammond et al., 2009). According to Tamuri (2011) states that the responsibility for educating children has changed in which the responsibility of educating children who were under the care of the family. However, the responsibility has now shifted to teachers especially teachers of the Sekolah Menengah Kebangsaan Agama (SMKA). This is also supported by the findings obtained by Tamuri (2011). However, there is a theory that supports educating children is the responsibility of parents, while children are seen to spend more time in school than at home.

The willingness of teachers to address these responsibilities actually affects their beliefs and abilities as well as their ability to take responsibility (Casey, 2011; Coady et al., 2011; Pas et al., 2011). This belief and ability are known as self-efficacy (Bandura, 1994, Ross, 1995, Henson et al., 2000). Therefore, the level of self-efficacy among teachers of Sekolah Menengah Kebangsaan Agama (SMKA) directly influences the practice in teaching and learning. This will have an impact on students' academic achievement and personality (Hassan Langgulung, 1987; Donna, 2007).

Based on the previous studies proves that self-efficacy is the main element that can influence the quality of a teacher (Bandura, 1993; Sin, 2001; Yoon, 2002; Rimm-Kaufman & Sawyer, 2004; Weisel & Dror, 2004; Rafisah Osman, 2009, Lee, 2009; Steele, 2010; Mason, 2010; Abu-Tineh MA et al) and its teaching practices (Rimm-Kaufman & Sawyer, 2004; Ylmaz & lava, 2008; Settlege et al., 2009). In the Malaysian context, research on self-efficacy among teachers is still lacking. Among others, studies on self-efficacy in Malaysia can be seen through the study of Ishak Sin (2001), Sazali Yusoff (2004), Johari et al. (2005), Saaidah (2005), Murshidi (2005), Gazali (2005), Kui (2006), Osman (2009) and Rorlinda (2009).

### Research Purpose

This study aims to identify the differences in self-efficacy consisting of decision-making skills, determination and performance improvement based on gender.

### Research Methodology

This study is a survey using questionnaires to examine the self-efficacy of aspects of decision-making, determination and performance improvement. This study uses a sampling method aimed at providing this opportunity to any individual among teachers of Sekolah Menengah Kebangsaan Agama (SMKA) as a respondent. The sample for this study uses 500 teachers of Sekolah Menengah Kebangsaan Agama (SMKA). For data analysis, this study uses only inferential statistics to identify the differences in self-efficacy for aspects of decision-making, determination and performance improvement based on gender. The statistical inference used in this study is MANOVA one-way.

### Findings and Discussion

This study involved a total of 500 teachers of Sekolah Menengah Kebangsaan Agama with a division according to the north, east, central, southern and eastern regions of Malaysia. This study involved 94 male teachers and 406 female teachers and the demographic profile of the study is presented in detail as follows.

**Table 1: Demographic Profile**

Profile	Demography	Frequency	Percentage
Gender	Male	94	18.8
	Female	406	81.2

### The Difference of Self-Efficiency Based on Gender

Before MANOVA analysis carried out, researchers have tested first to determine the homogeneity of variance-covariance matrix using the test Box's M. The Box's M test is an important to determine whether variants-covariant among dependent variables are the same or otherwise, across all free variables. This is an important prerequisite for the MANOVA test.

Based on the results of Box' M test shows that there is no significant variance-covariant variance among dependent variables for all independent variables ( $F = 4.806$ ,  $p = 0.000$ ). This means that variants-covariant of homogeneous lean variables across all independent variables. Table 2 shows the results of the Two Way MANOVA analysis to see the difference in self-efficacy min based on gender.

**Table 2 Analyze Two-Way MANOVA of Differences Self-Efficacy Based on Gender**

Effect	Wilks' Lambda Value	F-Value	DK within group	DK between group	Sig
Gender	0.980	3.409	3	490	0.017

Based on Table 2, the mean score of self-efficacy based on gender shows Wilks'  $\lambda$  value = 0.980,  $F(3, 490) = 3.409$  and  $p = 0.017$  ( $p < 0.05$ ). This findings are contrary to the findings of the study by Pajares (1996) which states that the level of self-efficacy of teachers is not influenced by gender.

Furthermore, multiple ANOVA analyzes are performed to see the difference in mean score for each variable relying on self-efficacy based on gender. Table 3 shows the comparison of mean score and standard deviation of aspects of self-efficacy based on gender.

**Table 3 Min Score and Standard Deviation Aspects in Self-Efficacy based on Gender**

Self-Efficacy	Gender	N	Mean	Standard Deviation
Decision-Making Skills	Male	94	3.84	0.48
	Female	406	3.60	0.67
Determination	Male	94	4.24	0.42
	Female	406	4.26	0.44
Performance Improvement	Male	94	4.16	0.46
	Female	406	4.20	0.41

Based on Table 3, female teachers (min = 3.60 and S.D. = 0.67) had lower mean than male teachers (mean = 3.84 and S.D. = 0.48) for decision-making skills. Bradburn (2005) found, the differences in self-efficacy among male and female due to negative beliefs such as statements that show that female cannot do some things and show signs of anxiety.

From the aspect of determination, male teachers (min = 4.24 and sp = 0.42) had higher mean than female teachers (mean = 4.26 and sp = 0.44). On the other hand, performance improvement showed that female teachers (min = 4.20 and sp = 0.41) had higher mean compared to male teachers (mean = 4.16 and sp = 0.46).

**Table 4 Analysis of ANOVA One-way in Self-Efficacy Aspects Between Male and Female Teachers**

Demography	Self-Efficacy	Type III Total Square	Df	Total Square	F	Sig.
Gender	Decision-making skills	3.591	1	3.591	8.933	0.003
	Determination	0.010	1	0.010	0.053	0.018
	Performance Improvement	0.019	1	0.019	0.104	0.748

Based on table 4, there were significant differences in decision-making skills ( $F = 8.933$  and  $\text{sig} = 0.003$ ) and the determination ( $F = 0.053$  and  $\text{sig} = 0.018$ ) and there was no significant difference in aspects of performance improvement ( $F = 0.104$  and  $\text{sig} = 0.748$ ) based on gender. The findings of this study were contrary to the study by Goddard & Hoy (2000) which concluded that gender differences were less effective in affecting the ability of a teacher to teach in the classroom.

## Conclusion

This study was conducted to identify the differences in self-efficacy in aspects of decision-making, determination and performance improvement based on gender. The results of this study found significant differences in self-efficacy based on gender. The information obtained through this study is a useful information for the Ministry of Education to ensure that teachers have good self-efficacy.

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