
THE INFLUENCE OF SUPERVISING LECTURER'S PROFESSIONAL PRACTICE ON THE EFFICIENCY OF TRAINEE TEACHERS DURING TEACHING TRAINING

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ABSTRACT

This study aims to examine the Influence of Professional Practice of Supervising Lecturers on the Effectiveness of Trainee Teachers during Teaching Training. The main focus of this study is to identify the four elements of guidance in the Professional Practice of Supervising Lecturers, namely Planning, Implementation, Reflective Practice and Attitude & Personality as well as its influence on the effectiveness of teachers throughout teaching practice. The objective of this study is to identify the level of Professional Practice of Supervising Lecturers and the Level of Teacher Effectiveness. In addition to identify the differences, relationships and influence of the professional practices of supervising lecturers on the effectiveness of trainee teachers during teaching practice. The respondents of the study are PDPP Trainee Teachers of Islamic Education Taken in June 2018, a total of 95 people. The design of this study is a descriptive type of survey that uses a questionnaire instrument. The questionnaires used were the Supervising Lecturer Professional Practice Form ($\alpha = 0.87$) and Teacher's Sense of Efficacy Scale - TSES ($\alpha = 0.86$). The data obtained from the questionnaire were analyzed according to mean, standard deviation, t-test, correlation and regression using SPSS (Statistical Package For Social Science (SPSS 23.0). that the Professional Practice of Supervising Lecturers (mean = 4.85) and Teacher effectiveness (mean = 4.67) are very high, while there is no significant difference in the Professional Practice of Supervising Lecturers on gender (t value (95) = 0.36, $p > 0.05$). relationship, there is a strong positive relationship between Supervising Lecturer Guidance with Trainee Teacher Effectiveness ($r = 0.78$, $p = 0.00$). Furthermore, the Professional Practice of Supervising Lecturer is a predictor of Teacher Effectiveness significantly, [$F(1, 93) = 88.61$, $p < 0.05$] contributed a 48.8% variance ($R^2 = 0.488$) in the teacher effectiveness score. Further suggestions were also recommended including expanding the study variables and using larger data, increasing study population, study design should be detailed such as using Longitudinal and cross sectional study design. In addition, descriptive and inferential statistical analysis needs to be diversified to obtain a more accurate analysis of study results.

Keywords: Supervising Lecturer, Teaching Training, Professional Practice, Trainee Teacher

I. INTRODUCTION

Education is a determinant of a country's progress. Education plays a key role in the formation of human capital that has a strong identity, skills, noble personality, knowledgeable and highly skilled. Therefore, to ensure world-class prospective teachers, the government is very committed to realizing the country's educational excellence. In line with that, the Malaysian Education Development Plan (PPPM) 2013-2025 has been formulated to intensify and strengthen

national education. Among other institutions that have responded to this challenge is the Institute of Teacher Education (IPG). The Institute of Teacher Education (IPG) has pioneered and implemented actions to restructure the IPG from 2016 to 2025. It aims to provide world-class teacher training in line with the aspirations of Education Transformation (Sariah, 2017). This is because the quality of teachers is very important in the effort to make Malaysia a developed country (Ghani, 2003).

Quality teachers are teachers who are able to make changes and quality improvements in the delivery of teaching and learning (Simin Ghavifekr, Mojgan Afshari, 2017). While according to (Nolan, A., & Molla, 2017), stated quality teachers are teachers who have confidence in making the delivery of teaching and learning in educational institutions. Meanwhile, according to (Jasmi, K. A. & Nawawi, 2012) quality teachers are excellent teachers, ie successful teachers who have academic qualifications, knowledgeable, very good, effective, intelligent and experts in teaching and learning. In this regard, it can be concluded that the quality of teachers is a level of confidence to make changes in the delivery of teaching and learning that has knowledge, admirable personality and skills.

In order to produce quality teachers, theoretical and practical guidance must be emphasized. Thus, an effective coaching process while trainee teachers undergo practicum is very necessary. Supervising lecturers and guidance teachers help lead with experience, problem solving and models to trainee teachers.

Consequently, in order to produce quality teachers, the effectiveness of teachers is also seen in this study. According to Bandura (1997) defines teacher effectiveness as a teacher's belief in one's own ability to conduct teaching effectively towards influencing student achievement (Bandura, 1997). The concept of efficacy relates to the strength of an individual's belief level that influences behavior in relation to a given situation. Whereas (Gibson, S. & Dembo, 1984) describe teacher effectiveness as a teacher's belief and confidence in his or her ability, capability and ability to teach. According to (Gibson, S. & Dembo, 1984) again, highly effective teachers are able to change students from less successful to successful. Highly effective teachers place a strong emphasis on academics, can be with weak and troubled students over a longer period of time and constantly review student work (Gibson, S. & Dembo, 1984). Next, (Ashton, P. & Webb, 1986) state that teacher effectiveness refers to teaching skills so that their teaching becomes more

effective. Based on that definition, teacher effectiveness in this study refers to the level of confidence possessed by trainee teachers to change achievement in learning, judgment and responsibility towards the actual task of a teacher.

In recent times there have been many studies done on the quality of teacher students. Among them are teaching practice and the effectiveness of trainee teachers. Nevertheless, according to the KPM inspectorate (2009), 69 percent of respondents in the national level survey suggested to the government to improve the quality of teachers. This value is quite high and needs more precise attention. Therefore, to reduce the percentage, aspects of lecturer guidance and teacher guidance need to be detailed. According to Syed Ismail (2012), Supervising Lecturers can form competent and quality trainee teachers. Furthermore, supervision is one of the most important aspects of educational administration, management and leadership. Supervision is also an important driving mechanism to world -class education, which can detect weaknesses and correct deficiencies (Jemaah Nazir, 2003)

Nevertheless, today a supervising lecturer supervises at least five to seven students in several schools of different locations and geographies. In addition, the trainee teachers were also given a compact schedule and an uninterrupted arrangement of the teaching schedule. Even coupled with school programs and meetings made on an ad hoc basis. This situation demands that trainee teachers have high effectiveness in adapting to a real career later.

Aspects of teacher self-efficacy should be given attention through the initial steps in teacher education programs to produce teachers who are competent in carrying out the teaching process. The causal factor to the low level of teacher competence is believed to be due to the low level of teacher self -efficacy (Alkan & Erdem, 2012). In fact, studies conducted on new teachers show that their level of effectiveness is at a moderate level which symbolizes that new teachers are less prepared to implement teaching well (Chin, S. H., Roslan, S., Kadir, S. A., & Mahyuddin, 2013). This situation raises the

question of whether the teaching training program which is an important component during the teacher education process is not able to provide competent and highly effective teachers after the teachers graduate in the field of education. A comparative study conducted by (Berg, D. A. G., & Smith, 2014) among trainee teachers in three countries including Malaysia also found that trainee teachers in Malaysia have lower levels of self-efficacy than trainee teachers in England and New Zealand.

In fact, in a study conducted by (Osman, 2010) stated that teachers with low levels of effectiveness are associated with poor supervision. This will affect the human capital of teachers. In turn, the quality of education will also decline. Therefore, it is necessary to know the level of professional practice of the supervising lecturer as well as the effectiveness of the teachers themselves to be studied. The focus will be on four components that are the core of supervision and evaluation in measuring the readiness of trainee teachers in teaching practice. The components are: 1) Lesson Planning, 2) Teaching Implementation, 3) The Practice of Reflection, 4) Attitude & Personality. While for the self-efficacy component of the trainee teachers studied are: 1) Engagement, 2) Instructional Strategies, 3) Classroom Management.

Therefore, in order to identify the Professional Practices of Supervising Lecturers and Teacher Effectiveness, the researchers felt a need to conduct this study to obtain information from the perspective of the trainee teachers themselves.

This study specifically aims to, Identify the level of Professional Practice of the overall Supervising Lecturer throughout the Practicum, Identify the Level of Effectiveness of PDPP Trainee Teachers of Islamic Education throughout the Practicum, Identify the differences in the Professional Practice of Supervising Lecturers based on the gender of PDPP Islamic Education trainee teachers during the practicum, Identify the Relationship between the Professional Practice of the Supervising Lecturer and the Effectiveness of PDPP Islamic

Education trainee teachers during the practicum, Identify the Influence of Professional Practice of Supervising Lecturers on the effectiveness of PDPP Islamic Education trainee teachers during the practicum.

II. RESEARCH METHODS

The design of this study is a descriptive survey type that uses a questionnaire. The data obtained will be analyzed and given meaning to answer the research questions to achieve the objectives of the study. To collect the Professional Practice of the Supervising Lecturer, the researcher used the Professional Practice of the Supervising Lecturer questionnaire. This questionnaire contains 4 constructs namely Teaching Planning, Teaching Implementation, Reflection Practice & Attitude & Personality. The alpha (α) value of this questionnaire was 0.86. While teacher effectiveness data, researchers used a questionnaire constructed and widely used by (Tschannen-Moran, M. & Hoy, 2002a). The alpha (α) value of this questionnaire was 0.87. This alpha (α) value is very high and suitable for use in this study. In terms of study respondents, IPG students for the PDPP Islamic Studies program Taken June 2018 who have undergone Practicum training in schools around the state of Sabah. A total of 95 PDPP IPG students who underwent the practicum agreed and volunteered to follow this study. According to Fraenkel and Wallen (1996), sample selection is an important aspect in conducting research. Accordingly, the selection of the sample made must meet the characteristics of the study population so that the study findings can be generalized.

This set of questionnaires is divided into three parts, namely Part A which contains questionnaire items that include questions related to the demographics of the respondents, Part B consists of items related to the Professional Practice of Supervising Lecturers. While Part C is the Teacher Effectiveness Questionnaire.

Section A (Demographic Information) contains two questions namely Gender and School Location. For Part B (Professional Practice Reflection Form) which has been developed by IPGM. This instrument contains 23

questions consisting of seven constructs namely 1) Lesson Planning 2) Teaching Implementation 3) Reflection Practice 4) Attitude & Personality. While Part C (Teacher Effectiveness) is an adaptation instrument of the Teacher's Sense of Efficacy Scale-TSES constructed by (Tschannen-Moran, M. & Hoy, 2002b). This questionnaire contains 12 questions that contain three constructs, namely Engagement (4 items), Instructional Strategies (4 items) and Classroom Management (4 items). The alpha (α) value of this questionnaire was 0.87. This alpha (α) value is very high and suitable for use in this study.

The total number of items was 35. Each item or statement in this questionnaire used a five-point Likert scale. The response options used were from 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Agree (S), 4 = Strongly Agree (ST) and 5 = Strongly Strongly Agree (SSS). This questionnaire uses a choice of answers based on

the degree of confidence of the trainee teachers on the statements given. Then, the raw data will be analyzed using the software method 'Statistical Package for Social Science' SPSS version 23 for window. Questionnaires were submitted to the study respondents after the trainee teachers completed the Practicum. The questionnaire was generated through google form because the respondents were in various urban and rural school locations.

To extract the raw data, this study used descriptive statistical analysis of Percentage, Mean, Standard Deviation, Correlation & Regression. For descriptive analysis, the interpretation of the mean score for each instrument determines the level of Professional Practice of the Supervising Lecturer and the Effectiveness of the Trainee Teacher. The researcher has divided into five level scales based on the mean range, namely;

Table 1: Interpretation of Mean Range

INTERPRETASI SKOR BAGI MENENTUKAN TAHAP	
Julat Min	Interpretasi
1.00 - 1.80	Sangat Rendah
1.81 - 2.60	Rendah
2.61 - 3.40	Sederhana
3.41 - 4.20	Tinggi
4.21 - 5.00	Sangat Tinggi

While to answer questions related to differences (Study Objective no 3) t-test analysis was used. And, to answer the relationship question (Objective 4), Pearson correlation analysis was used to determine the direct relationship between the variables. In this study, Pearson correlations were used to determine the form and strength of the interrelationships

between the variables of Lecturer Guidance and teacher effectiveness. Pearson correlations that show a positive value describe the two variables studied as having a direct relationship while a negative value indicates an inverse relationship. The strength of the variables was determined using (Rowentree, 1981) rule. as in table 1 below.

Table 2: Strength of Correlation Relationships

Nilai Indeks Korelasi Interpretasi	
Julat Min	Interpretasi
1.00 – 0.20	Sangat Lemah
0.21 – 0.40	Lemah
0.41 – 0.70	Sederhana
0.71 – 0.90	Kuat
0.91 – 1.00	Sangat kuat

Sumber : Rowantree (1981)

Meanwhile, to answer the question of influence (Objective 5), Regression analysis was used. Regression analysis is conducted to see the influence or effect of an independent variable on the dependent variable (Ibrahim, 2010).

III. RESULTS AND DISCUSSION

The aim of the study is to obtain answers to some research questions as follows: 1) What is the level of Professional Practice of the overall Supervising Lecturer throughout the Practicum. 2) What is the level of Effectiveness of PDPP Islamic Education Trainee Teachers as a whole

during the Practicum. 3) Are there any differences in the Professional Practice of Supervising Lecturers based on the gender of PDPP Islamic Education trainee teachers during the practicum. 4) Is there a Relationship between the Professional Practice of the Supervising Lecturer and the Effectiveness of the Trainee Teachers of PDPP Islamic Education during the practicum. 5) Is there an Influence of the Professional Practice of the Supervising Lecturer on the effectiveness of PDPP Islamic Education trainee teachers during the practicum.

1. Descriptive Demographic

a. Gender

Table 3: Descriptive Analysis of Respondent Gender

	N	Peratus
Lelaki	36	37.9
Perempuan	59	62.1

b. Location

Table 4: Descriptive Analysis of Respondent School Locations

	N	Peratus
Bandar	36	37.9
Luar Bandar	59	62.1

The overall level of Professional Practice of the Supervising Lecturer throughout the Practicum

Table 5: Mean Values for the Level of Professional Practice of Supervising Lecturers

	N	Min	Sisihan Piawai
Amalan Profesional Pensyarah	95	4.85	.294
Penyelia			

The mean value for the Lecturer Guidance Level is 4.85. This value is interpreted as high.

Level of Effectiveness of PDPP Islamic Education Trainee Teachers throughout the Practicum

Table 6: Mean Values for Teacher Effectiveness Level

	N	Min	Sisihan Piawai
Efikasi Guru	95	4.67	.338

The mean value for the Professional Practice Level of the Supervising Lecturer is 4.65. This value is interpreted as high.

2. Inference

There are differences in the guidance of lecturers based on the gender of PDPP Islamic Education trainee teachers throughout the practicum

Table 7: Differences in the Professional Practice of Supervising Lecturers Based on Gender

Perkara	Jantina	N	M	SD	t	sig
Amalan Profesional Pensyarah Penyelia	Lelaki	36	4.86	0.30	.361	0.71
	Perempuan	59	4.84	0.29		

Value of $t(95) = 0.36$, $p > 0.05$. A comparison of the t-test showed that there was no significant difference of the Professional Practice of the Supervising Lecturers towards gender.

There is a relationship between the Professional Practice of the Supervising Lecturer on the Effectiveness of PDPP Islamic Education Trainee Teachers throughout the practicum.

Table 8: The Relationship of Professional Practice of Supervising Lecturers to Teacher Effectiveness

Perkara	Amalan Profesional Pensyarah Penyelia	Efikasi Guru
Korelasi Pearson	1	0.781**
Sig. (2-tailed)		0.000
N	95	95

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation test analysis in table 8 showed significance at <0.01 ($r = 0.78$, $P = 0.00$). This means that there is a strong positive relationship between the Professional Practice of Supervising Lecturers and the Effectiveness of PDPP Trainee Teachers. This situation proves that the Professional Practice of Supervising Lecturers is closely related to the effectiveness of trainee teachers. It is clear that the IPG has

emphasized the aspect of Professional Practice of Supervising Lecturers to trainee teachers, especially in developing self-efficacy, especially trainee teachers.

There is the Influence of the Professional Practice of the Supervising Lecturer on the effectiveness of the trainee teachers of PDPP Islamic Education throughout the practicum.

Table 9: The Influence of Supervising Lecturer's Professional Practice on Teacher Effectiveness
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699^a	.488	.482	.24339

a. Predictors: (Constant), Amalan Profesional Pensyarah Pembimbing

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.249	1	5.249	88.617	.000^b
Residual	5.509	93	.059		
Total	10.758	94			

a. Dependent Variable: **Efikasi Guru**

b. Predictors: (Constant), Amalan Profesional Pensyarah Pembimbing

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.460	.343		4.259	.000
Amalan Profesional Pensyarah Pembimbing	.673	.071	.699	9.414	.000

a. Dependent Variable: **Efikasi Guru**

The results of the data analysis showed that for the study population (sample size = 95), the Professional Practice variable of Supervising Lecturers was a predictor to Teacher Effectiveness. Significantly, the Professional Practice score of Supervising Lecturers [$F(1, 93) = 88.61, p < 0.05$] contributed as much as 48.8% variance ($R^2 = 0.488$) in the teacher effectiveness score. This indicates that the Professional Practice of Supervising Lecturers ($\beta = 0.69, p < 0.05$) is the main predictor of teacher effectiveness. This means that the Professional Practice of Supervising Lecturers affects the effectiveness of PDPP Islamic Education trainee teachers.

This study essentially describes the influence of the professional practices of supervising lecturers on the effectiveness of trainee teachers during teaching practice. The findings of the study show that the level of Professional Practice of Supervising Lecturers is high. The profile of the level of supervision of lecturers on trainee teachers of PDPP Islamic Education during teaching training also shows that the lecturers involved in supervising trainee teachers have implemented the supervision process well. Similarly, the level of self-efficacy of PDPP trainee teachers is high overall. In fact, for each component of teacher self-efficacy, PDPP trainee teachers have a very high level of effectiveness components in Engagement,

Instructional Strategies and Classroom Management. This proves that the trainee teachers are able to apply the theoretical knowledge learned at IPG as well as use the teaching practice time as a meaningful teaching experience. According to (Mohd Fairuz Jafar, Shahizan Hasan, 2017) stated the high level of self-efficacy of trainee teachers during teaching practice proves that the experience of teaching practice in a real teaching environment in school affects the personality development of trainee teachers.

Based on the findings of the study, there is no significant difference in the Professional Practice of Supervising Lecturers based on the gender of male trainee teachers and female trainee teachers. Basically, it is possible that both gender groups namely male trainee teachers and female trainee teachers share the same understanding of teaching practice because they are trained in the same institution. Therefore, the abilities and inclinations of these two groups are the same and gender factors do not influence the trainee teachers in determining the level of Professional Practice of the Supervising Lecturers throughout the teaching practice.

In addition, the study also found that there is a strong relationship between the Professional Practice of Supervising Lecturers with Teacher Effectiveness. This shows that these two components are closely related to each other.

This situation proves that the Professional Practice of Supervising Lecturers is closely related to the effectiveness of trainee teachers. According to (Mohd Fairuz Jafar, Shahizan Hasan, 2017), there is a strong positive relationship between Trainee Teachers and Supervising Lecturer Guidance. Therefore, the findings of this study have contributed knowledge to the supervising lecturers, especially in the professional practice of lecturers during teaching practice. IPG lecturers were found to be able to administer teaching practice well, especially to the elements of Attitude & Personality, Lesson Planning, Reflection Practice and Teaching Implementation. It is clear that the IPG has emphasized the aspect of Professional Practice of Supervising Lecturers to trainee teachers, especially in developing self-efficacy, especially trainee teachers. This situation needs to be maintained to ensure that teachers in Malaysia are quality teachers.

The findings of this study also explain the contribution of independent variables that is the aspect of Professional Practice of Supervising Lecturers on the aspect of self-efficacy of trainee teachers. The Professional Practice of this Supervising Lecturer has contributed 48.8% of the variance on the self-efficacy of trainee teachers. Significantly, the Professional Practice score of Supervising Lecturers [$F(1, 93) = 88.61$, $p < 0.05$] contributed as much as 48.8% variance ($R^2 = 0.488$) in the teacher effectiveness score. This indicates that the Professional Practice of Supervising Lecturers ($\beta = 0.69$, $p < 0.05$) is the main predictor of teacher effectiveness. This means that the Professional Practice of Supervising Lecturers affects the effectiveness of PDPP Islamic Education trainee teachers. The findings of the study have proven that the Professional Practice of Supervising Lecturers influences the effectiveness of teachers as a whole. This statement is in line with what has been stated by Cohen, Raudenbush & Ball (2003), statistical evidence suggests that teaching practices accompanied by knowledge and action influence student learning. Moreover, the findings of this study explain that the aspect of Professional Practice of Supervising Lecturers is

considered as an element of social persuasion based on the theory of effectiveness of (Bandura, 1997) can be proved that the element of social persuasion contributes significantly to self-efficacy of trainee teachers during teaching practice.

However, this study only focuses on a small perspective, namely the Professional Practice of Supervising Lecturers and the self-efficacy of trainee teachers. It is suggested, future researchers can expand the study variables and use larger data so that this study can continue to grow. While from the aspect of the study population needs to be increased, in addition to the study design needs to be detailed such as using Longitudinal and cross sectional study design. In addition, descriptive and inferential statistical analysis needs to be diversified to obtain a more accurate analysis of study results.

IV. CONCLUSION

Overall, it clearly shows that the Professional Practice of Supervising Lecturers has an influence on self-efficacy. To further enhance the self-efficacy of trainee teachers, continuous guidance needs to be provided so that it becomes commonplace for trainee teachers by providing the latest information as contained in the agenda in the Malaysian Education Development Plan (PPPM) and TS25. The use of electronic and online mediums is also recommended to support the aspirations of the Malaysian Education Development Plan (PPPM) 2013-2025 to produce first-class human capital.

From what is discussed in this study it is clear to show the importance of the Professional Practice of Supervising Lecturers in influencing the effectiveness of trainee teachers. If we look at the results of the study, the Professional Practice of Supervising Lecturers can be used as a predictor of the effectiveness of teachers in implementing teaching practice in schools. Continuous efforts must be made to ensure that the Professional Practice of Supervising Lecturers is at the highest level. This is because, the Lecturer is a 'role model' to the trainee teachers. While the teachers who will be born are the backbone to intensify the world of education

so that the national education system is in line with the education system of developed countries.

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