

Role of TVET Lecturers' Self-efficacy Towards Students' Performance

Salma Dahri

Lecturer, Department of education, University of Lahore, Lahore. dahrisalma@live.com

Yusmarwati Yusof²

Faculty Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia (UTHM),
Malaysia. marwati@uthm.edu.my

Sadia Jabeen

Lecturer, Department of Education, University of Lahore, Lahore. sadia.jabeen@ed.uol.edu.pk

ABSTRACT

Self-efficacy in classroom management is considered to be one of the most important skills of an effective lecturer. Researches have shown that self-efficacy in classroom management is directly related to better students' performance. This study was conducted to find out the role of lecturers' self-efficacy in classroom management towards students' performance. A total of 99 TVET lecturers and 373 final year degree student were involved in the study. Quantitative approach and correlational analysis was considered to be most suitable to achieve the main objective of the study. Teacher interpersonal self-efficacy scale was used to measure self-efficacy of lecturers and GPA was used to measure students' performance. Findings revealed that high level of self-efficacy is related to students' performance. It was concluded that every lecturer need to enhance their self-efficacy in classroom management in order to maximize students' performance and lecturers' own well-being.

KEYWORDS: TVET lecturer, Self-efficacy in classroom management, Student performance.

1.0 INTRODUCTION

Lecturers are the individuals who are considered to have all the qualities, abilities and capabilities that are important to be a changing agent. Society demands and has made lecturers responsible for shaping next generations. To meet these obligations and duties, increased emphasis is placed on lecturers' readiness to master a certain topic so that they can have a thorough understanding of their subject, as mastery in a subject allows one to teach successfully. Although, to have an in depth knowledge of the subject is very important and crucial but there are some other facts too that are of importance in teaching effectively (Sharjudeen, Hamzah, & Udin, 2010).

Self-efficacy of lecturers and its link to student performance is one of these aspects that is regarded to be crucial and has been examined by scholars for several decades. Lecturer self-

efficacy is the lecturer's belief in his/her abilities to plan, organize and carry out the actions in a classroom that leads him/her toward the achievement of educational goals (Skaalvik & Skaalvik, 2010). Self-efficacy is the confidence of lecturers in their ability to enhance student learning and manage classroom effectively (Klassen *et al.*, 2011). Several studies have repeatedly emphasized the importance of self-efficacy in various student outcomes and teaching performance. However, very limited research has been found in the context of TVET.

The issue is that TVET is mostly considered an educational field whose main focus is to teach technical skills. Though, teaching technical skills is the keyword in the meaning of TVET, it should not be ignored that TVET comprises of human beings as its input that is students and they also need supportive relationship, helping and encouraging attitude, understanding and effective classroom management and a healthy classroom climate from their lecturers, in order to be fully skilled workers (Sharjudeen *et al.*, 2010). Researches claim that self-efficacy of a lecturer in classroom management is one of the main contributor in providing healthy classroom climate to students. Which ultimately becomes the source of students' better academic performance and motivation. This research will therefore, investigate the relationship of TVET lecturers' self-efficacy in classroom management and students' performance.

2.0 WHAT IS SELF-EFFICACY?

Self-efficacy is the important trait of social cognitive theory, it deals with the person's own judgment regarding his/her ability to initiate and complete courses of action that leads towards the achievement of a particular goal (Bandura, 1995). Self-efficacy of an individual strongly affects the choices one makes, the energy he puts in a particular task, his determination, his spirit and achievement (Britner & Pajares, 2006). Self-efficacy is essential for a person, as without believing in one's ability to achieve the desired goal, one cannot chase it.

2.1 Lecturer Self-Efficacy And Classroom Management

Lecturer self-efficacy is the lecturer's belief in his/her abilities to plan, organize and carry out the actions in a classroom that leads him/her toward the achievement of educational goals (Skaalvik & Skaalvik, 2010). This section will discuss the studies on self-efficacy of lecturers in general context. So that an emphasis can be made towards its importance as students need the same treatment from their lecturers in the context of social emotional skills regardless of different fields (Sharjudeen *et al.*, 2010).

Tschannen-Moran and Hoy (2007) in their studies have stated the association of lecturer self-efficacy with a number of teaching and learning outcomes. They have argued that lecturer self-efficacy helps them to be open to new ideas, to manage their classroom effectively, to be more determined, enthusiast, organized, committed towards their profession and above all they feel confident and satisfied with their chosen profession. Individuals with high self-efficacy level are always ready to take the challenges and they also have the ability to change the environment or create a new one, it is because their belief in themselves that they have the ability to cope up with the difficulties/challenges in life (Goroshit & Hen, 2016).

On the other hand Hoy and Spero (2005) found that lecturers with low self-efficacy use punishment or reactive disciplinary strategies to manage student behavior in classroom. Betoret (2009) also state that lecturers with low self-efficacy may not be satisfied with their job and due to which they also will be suffering from job stress. Similarly, Muhammad and Jaafar (2015) state that TVET lecturers are suffering from job stress, lack of ability and dedication. They may face difficulties in teaching and managing student behavior and as a result they are also unable to influence and motivate their students to learn as compared to the lecturers with high self-efficacy.

The most common and difficult task for lecturers is classroom management. As lecturers have to deal with diverse students in one classroom, therefore, it has always been a challenging task for lecturers especially the lecturers who just enter in the profession. Researches have shown that novice lecturers' self-efficacy tends to decrease over time which makes lecturers inflexible and adopt more controlling attitude towards class management (Gencer & Cakiroglu, 2007). This change in the self-efficacy eventually changes their behavior towards class and students. As Baker (2005) also found that lecturers with low level of self-efficacy did not show any interest or were less willing in dealing with challenging students effectively.

Several studies have repeatedly emphasized the importance of self-efficacy in classroom management. Morris-Rothschild and Brassard (2006) studied lecturer classroom management styles and their self-efficacy level. By comparing lecturer self-efficacy level and their classroom management styles, they found that lecturers with high self-efficacy managed their classrooms more effectively. However, this effectiveness was not essentially related to their effective styles of classroom management, rather they were just more polite, helpful, kind and cooperative towards students' wishes. Thus, the researchers concluded that this was due to the lecturers' strong self-efficacy beliefs and not particularly related with any specific classroom management style. Yet, the study clearly shows that the classroom and student experiences depend upon the lecturer's beliefs in his/her capabilities to manage classroom and student behavior. Bakar, Mohamed, and Zakaria (2013) also studied the level of self-efficacy in vocational lecturers in terms of classroom management, student engagement and instructional strategies. 95 lecturers were included in the study and Teacher Self-Efficacy Scale (TSES) was used as a measure of self-efficacy. This study showed that the lecturers who were able to manage their classroom effectively, were able to engage students and had appropriate instructional strategies had high level of self-efficacy. Furthermore, lecturers' age was linked to their efficacy beliefs, although their year of teaching experience was not. It could be attributed to their maturity level, with a more mature lecturer feeling more confidence in their ability to do the teaching job. The lack of a link between experience and efficacy defies many researches, but it could be due to the fact that the sample used in this study had very little variation in terms of teaching experience. This particular study was done on Malaysian vocational lecturers and thus we can see that self-efficacy of a lecturer is an important characteristic to engage and motivate students towards learning, managing classroom and using appropriate instructional strategies in the classroom.

Similarly, in a multivariate meta-analysis, Aloe, Amo, and Shanahan (2014) studied the relationship between lecturer classroom management self-efficacy and lecturer burnout. Sixteen studies were analyzed by the researchers and they found a significant relationship

between lecturer classroom management self-efficacy and lecturer burnout. Three main characteristics were attributed as lecturer burnout i.e. depersonalization, lower personal accomplishment and emotional exhaustion. They found that these characteristics were prominent in lecturers with low level of classroom management self-efficacy. Based on the results of this study, it can be said that lecturer burnout is one of the prominent factor in determining lecturer self-efficacy.

Self-efficacy encourages the attentiveness, curiosity, interest and passion of a lecturer towards a subject area. It motivates lecturers to teach effectively and provide appropriate time to a particular subject and students. Garvis and Pendergast (2011) did a study on the lecturers of early childhood education. These lecturers were trained to teach various subjects and had to give an appropriate time to each subject. The researchers specifically investigated their self-efficacy in art education as most of the lecturers don't give appropriate time to this subject. Interestingly, they found that the time they spent in art education was related with their level of self-efficacy in the subject. It means that lecturers with high self-efficacy in art spent more time on the subject throughout the week, while lecturers with low self-efficacy for art class, as well as their students, were less likely to participate in art activities than students taught by lecturers with high self-efficacy in art activities. This low level of lecturer self-efficacy will also affect students' interest and ability towards art education.

Hence, by explaining critical relevance of self-efficacy as an important characteristic of a lecturer, the above literature provides a support to the idea that self-efficacy of a TVET lecturer is that characteristic which cannot be overlooked by the researchers in the field of education and TVET lecturers. As it is very crucial for effective classroom management.

2.2 TVET Lecturer Self-Efficacy In Classroom Management And Students' Performance

TVET Lecturer self-efficacy beliefs also have a significant influence on student performance and lecturer retention (Bakar *et al.*, 2013). Lecturer self-efficacy has a powerful role towards student performance. Researches have repeatedly emphasized the importance of self-efficacy in student performance (Tschannen-Moran & Hoy, 2001, 2007). Yet, Klassen *et al.* (2011) found only nine studies that focused on lecturer self-efficacy and student outcome out of the review of 386 studies. The research also emphasized the importance of lecturer self-efficacy towards student performance and pointed the need of additional work on lecturer self-efficacy and its relation to student a performance.

Although, there is not a lot of recent work done on the relationship between TVET lecturer self-efficacy and student performance, yet the existing literature is noticeable. Caprara *et al.* (2006) compared students' final examination grades from all the classes that lecturers took with their lecturer self-efficacy. The results showed that lecturers' higher self-efficacy led to better student grades and higher student grades led to greater lecturer self-efficacy. This research is helpful in identifying the role of lecturer self-efficacy towards student performance. However, it would have been preferable if the researchers had compared lecturer self-efficacy to each of the subjects separately, so that it could be observed how lecturer self-efficacy influences each of the subjects.

Mojavezi and Tamiz (2012) studied the impact of lecturer self-efficacy on student performance and motivation. Eighty senior high school lecturers and one hundred fifty students were included in the study from four different cities of Iran. Two questionnaires namely, lecturer self-efficacy (for lecturers) and student motivation (for students) questionnaires were given to the participants. Pearson product-moment correlation and ANOVA were considered to be appropriate for the data analysis. The analysis of the data revealed that lecturer self-efficacy was positively related to student motivation and performance. Hence, high level of lecturers' self-efficacy becomes the vital factor towards student performance.

3.0 RESEARCH METHODS AND INSTRUMENTATION

This study used case study as a research design. Case study allows a researcher to thoroughly examine the data within a specific context. Universiti Tun Hussein Onn Malaysia (UTHM), one of the oldest and well established TVET institute of Malaysia was chosen as a case for this study. Furthermore, to collect data, quantitative approach was used. The target population was lecturers and final year students from two faculties of UTHM namely, Faculty of Technical and Vocational Education (FPTV) and Faculty of Engineering Technology (FTK). Total 99 lecturers and 373 students were taken as a sample of the study by using total population sampling.

To measure self-efficacy in classroom management of TVET lecturers. Teacher interpersonal self-efficacy scale by Brouwers (2001) was used. This scale found to be appropriate for the study because it has been used by several researchers (Bostic, 2008; Brouwers *et al.*, 2001) and proved to be valid and reliable. The scale is divided into three subscales, namely, perceived self-efficacy in classroom management, perceived self-efficacy in eliciting support from colleagues and perceived self-efficacy in eliciting support from principles. However, for the purpose of this study the subscale perceived self-efficacy in classroom management was used which consists of 13 items. On other hand, students' performance was measured by taking their GPA respectively.

4.0 FINDINGS AND DISCUSSION

4.0.1 Demographic

This section presents the demographic characteristics of lecturers in both the faculties namely, FPTV and FTK. The total number of FPTV lecturers who responded are 40 whereas, 59 lecturers responded from FTK. Table 4.1 shows the details of the demographic characteristic of lecturers.

Table 4. 1: Demographic characteristics of lecturers

Variable		FPTV		FTK	
		Frequency	%	Frequency	%
Gender	Male	25	62.5	36	61
	Female	15	37.5	23	39
Total		40	100	59	100

role of tvet lecturers' self-efficacy towards students' performance

Race	Malay	34	85	57	96.6
	Chinese	5	12.5	2	3.4
	Indian	1	2.5	-	-
	Other	-	-	-	-
Total		40	100	59	100
Years of experience	1-10	15	37.5	19	32.3
	11-20	16	40	34	47.7
	21-30	9	22.5	3	5.1
	30-above	-	-	3	5.1
Total		40	100	59	100
Current Position	Lecturer	21	52.5	29	49.2
	Senior lecturer	13	32.5	22	37.3
	Associate Professor	2	5	7	11.9
	Professor	4	10	1	1.7
Total		40	100	59	100

Table 4.2 shows that in both the faculties more than half of the respondents were males that is 62.5% in FPTV and 61% in FTK. Whereas, female respondents in FPTV were 37.5% and in FTK were 39%. Out of these respondents, majority were appeared to be Malay in both the faculties as 85% in FPTV and 96.6% in FTK. Whereas, rest of them appeared to be 12.5% Chinese in FPTV and 3.4% in FTK. While, only 2.5% was Indian in FPTV and no Indian in FTK. Meanwhile, 40% of respondents had experience between 11-20 years in FPTV and 47.7% in FTK. Finally, majority of the lecturers that is 52.5% in FPTV and 49.2% in FTK had current position as lecturers. While, 32.5% in FPTV and 37.3% in FTK were senior lecturers and rest of them associate professors and professors.

Table 4.2 demonstrates the details of the demographic characteristics of students from FPTV and FTK. Overall, 172 final year students responded from FPTV and 201 responded from FTK.

Table 4. 2: Demographic characteristics of students

Variable		FPTV		FTK	
		Frequenc	%	Frequenc	%
Gende	Male	75	43.6	106	52.7
	Female	97	56.4	95	47.3
Total		172	100	201	100
Race	Malay	156	90.7	146	72.6
	Chinese	2	1.2	42	20.9
	Indian	7	4.1	10	5

	Other	7	4.1	3	1.5
Total		172	100	201	100
GPA	2.78-3.18	15	8.7	38	19
	3.19-3.59	69	40.5	60	30
	3.60-4.0	88	51.3	103	51.5
	Total	172	100	201	100

Table 4.2 shows that female students outnumbered male students in FPTV, where 56.4% were females and 43.6% were males. On the other hand, male students outnumbered female in FTK, where 52.7% were males and 47.3% were females. Whereas, in terms of race. Malay students were in majority in both the faculties that is 90.7% in FPTV and 72.6% in FTK. Meanwhile, half of the respondents had GPA 3.6 and above where 51.3% in FPTV and 51.5% in FTK.

4.1 Relationship Between Lecturers' Self-Efficacy In Classroom Management And Students' Performance

This section will present the results for the relationship of lecturers' self-efficacy in classroom management with students' performance. Spearman correlation was used as the data was not normally distributed. Table 4.16 illustrates the detail of the findings.

Table 4. 1: Relationship between lecturers' self-efficacy in classroom management and students' performance (GPA)

Self-efficacy in classroom management	Correlation coefficient	p-value
Self-Efficacy	.202*	.045

*Correlation is significant at the .05 level (2-tailed)

& Self-efficacy in classroom management has statistically significant relationship with students' performance (correlation coefficient = .202 at $p < 0.05$). This result indicates that when lecturers' self-efficacy for classroom management increases, their students' performance also increases. The results of this study support the previous studies which strongly believe that self-efficacy of lecturers in classroom management and overall is positively related to students engagement, motivation and better performance academically (Mojavezi & Tamiz, 2012; Tschannen-Moran & Hoy, 2001; Zee Koomen, 2016). Zee and Koomen (2016) reviewed 40 years of research on the effect of lecturers' self-efficacy on student academic achievement and motivation. They discovered that students whose lecturers had a high level of self-efficacy benefited more in terms of academic achievement and motivation than students whose lecturers had a low level of self-efficacy. These findings also support Bandura (1995) claim that lecturers with strong sense of efficacy about their abilities, in our case specifically in classroom management, can motivate their students and enhance their cognitive development. Whereas, lecturer with low self-efficacy fail to improve students' performance. Furthermore, the study supports Gibson and Dembo (1984) research,

which postulates that high self-efficacious lecturers believe that disruptive or unmotivated students can be motivated by giving extra efforts, applying and implementing appropriate techniques. However, lecturers having low self-efficacy can hardly motivate their students or can create a supportive classroom environment. Thus, the study highlights that to be an effective lecturer and to enhance students' performance; self-efficacy in classroom management is one of fundamental skills to be possessed.

5.0 CONCLUSION AND IMPLICATION

Quality TVET lecturer is not the one who can teach skill and make students understand what is written in text books. They also have the ability to be an 'affective' lecturer who go deep inside their students, understand their perspectives, manage classroom effectively and believe in their own capabilities that they can perform any given task successfully. In general, TVET lecturers need to have self-efficacy together with technical skills and content knowledge, so that they can be more effective lecturers.

The goal of the study was to see if there was a link between TVET lecturers' self-efficacy in classroom management and student performance. According to the findings, lecturers' self-efficacy in the classroom is critical in increasing students' performance. Present study has put the foundation for further studies on lecturers' self-efficacy in classroom management towards students' performance in the field TVET. Likewise, TVET institutions can use the results of this study to reflect on their practice of training in-service and pre-service lecturers. Identify the influence of lecturers' self-efficacy in classroom management in relation with students' performance. And train themselves to develop lecturers' self-efficacy.

REFERENCES

1. Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational Psychology Review*, 26(1), 101-126.
2. Bakar, A. R., Mohamed, S., & Zakaria, N. S. (2013). *How Efficacious are They? A Study of Malaysian Novice Vocational Teachers Sense of Efficacy*. Paper presented at the Society for Information Technology & Teacher Education International Conference.
3. Baker, P. H. (2005). Managing student behavior: How ready are teachers to meet the challenge? *American Secondary Education*, 51-64.
4. Bandura, A. (1995). *Self-efficacy in changing societies*: Cambridge university press. Betoret, F. D. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: a structural equation approach. *Educational Psychology*, 29(1), 45-68.
5. Bostic, T. B. (2008). *Teacher Empathy and Its Relationship to the Standardized Test Scores of Diverse Secondary Students*.
6. Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of research in science teaching*, 43(5), 485-499.
7. Brouwers, A., & Tomic, W. (2001). The factorial validity of scores on the teacher interpersonal self-efficacy scale. *Educational and Psychological Measurement*, 61(3), 433-445.
8. Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school psychology*, 44(6), 473-490.
9. Garvis, S., & Pendergast, D. (2011). An investigation of early childhood teacher self-efficacy beliefs in the teaching of arts education. *International Journal of Education & the Arts*, 12(9), 1-15.

10. Gencer, A. S., & Cakiroglu, J. (2007). Turkish preservice science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management. *Teaching and Teacher Education*, 23(5), 664-675.
11. Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of educational psychology*, 76(4), 569.
12. Goroshit, M., & Hen, M. (2016). Teachers' empathy: can it be predicted by self-efficacy? *Teachers and Teaching*, 22(7), 805-818.
13. Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21(4), 343-356.
14. Klassen, R. M., Tze, V. M., Betts, S. M., & Gordon, K. A. (2011). Teacher efficacy research 1998–2009: Signs of progress or unfulfilled promise? *Educational Psychology Review*, 23(1), 21-43.
15. Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), 483.
16. Morris-Rothschild, B. K., & Brassard, M. R. (2006). Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. *Journal of school psychology*, 44(2), 105-121.
17. Muhammad, S. N. H., & Jaafar, S. N. (2015). TVET Teacher Professionalism in Leadership Personality Formation. *Journal of Education and Practice*, 6(1), 143-147.
18. Sharjudeen, S. H., Hamzah, R., & Udin, A. (2010). Effective TVE teacher. *my science work*.
19. Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069.
20. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
21. Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956.
22. Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of educational research*, 86(4), 981-1015.