

**A CONCEPTUAL RESEARCH FRAMEWORK FOR
INVESTIGATING THE INFLUENCE OF TEACHERS'
PROFESSIONAL DEVELOPMENT PROGRAM (TPDP)
TOWARDS STRESS, TEACHERS' EFFICACY AND
COLLECTIVE EFFICACY AMONG SECONDARY SCHOOL
TEACHERS IN SABAH**

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ABSTRACT

This concept paper is to investigate the influence of teachers' professional development program (TPDP) towards stress with teachers' efficacy and collective efficacy among secondary school teachers in Sabah. Respondents will be secondary school teachers from seven districts in five divisions in Sabah which includes the West Coast Zone (Kota Belud and Tuaran district), Rural Zone (Beaufort, Kuala Penyu and Sipitang district), and Kudat Zone (Kudat and Kota Marudu district). Purposive sampling design will be used in this research and instruments will be used to collect data. The TPDP instrument will be used to investigate teachers' perception of the TPDP, and the teachers' stress levels will be assessed using the Teacher Stress Inventory (TSI) by Boyle et al. (1995) and questionnaires with 24 items Self Efficacy (TSES) Scale by Tschannen-Moran and Woolfolk-Hoy (2001) will also be used to assess the level of teachers' self-efficacy.

Keywords: *Teacher Professional Development Program (TPDP), stress, self-efficacy, collective efficacy*

Introduction

Increased workload and work related stress resulted in more teachers being exposed to the risk of critical health problems. Malaysian Teaching Service Union (NUTP) reported the increased amount of teachers who have experienced stress and as a result has higher chances of becoming exposed to cancer, heart attack and high blood pressure. NUTP claimed in year 2004 that about 79 cases were reported on critical illness among teachers, in 2005 (100 cases), in 2006 (106 cases) and in year 2007 (125 cases) (Utusan Malaysia, July 5 2008). Current demands in education reformation require teachers to be up-to-date in order to meet the needs in education and this situation contributes stress to teachers (Lortie, 1986; Pierce and Molloy, 1990; Sutton, 1984). Previous studies conducted emphasized on stress faced by teachers especially in teaching and learning in classroom and revealed that the high authority expectation in organization, problems in controlling students' discipline, workload and time pressure are known to be the cause of teachers' stress that impacted on teachers teaching and learning practice in classroom (Pierce and Molloy, 1990). A survey on stress research by Optum Company (n.y) based in Minnesota stated that 88% stress level among teachers were in moderate and high levels of stress (Attridge, Bergmark, Parker, & Lapp, 2000).

Professional Development is critical for maintaining continuous improvement in teacher quality (Paulina, 2008) and it is essential for districts and teachers across the nations who are faced with the challenge of providing a quality education for increasingly diverse student populations. In the 21st century, teachers began to be exposed to varieties of professional discipline with the concept changes, dimensions and demands in education mainstreams. In whatever situation teachers' concept begin to expand intensively in teachers' role and responsibilities. Current paradigm shift in education demands teachers' willingness to keep education relevant to global standardizations. Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the students's ability to learn effectively. A teachers's sense of efficacy may influence their emotive state, their goal setting and their persistence (Ashton and Webb, 1986) since the complex nature of teaching requires that an individual feel a personal power that transcends methodology (Vinson, 1994). ..

Teachers and the Professional Development in Education

With the arrival of the 21st century, teachers began to be exposed to various professional disciplines along with the changes in concepts, dimensions and the demands of mainstream education. Regardless of the situation that happens, the understanding of teacher concept began to expand and complexify from the aspect of a teacher's role and responsibilities in the school. Current paradigm shift in education demands teachers' willingness to keep education relevant to global standardizations.

Fullan (1993) perceives the role of the teacher as the agent of change, and armed with a moral mission in education, they are two things that cannot be separated. In other words, teachers need to constantly increase their self-capability especially in areas relevant to their professional fields and thus professional development programmes are one of the best ways to uphold the teaching profession. In accordance with this, a research by Kelly (1998) on the relationship between teachers and the professional concept has put forth that the teacher's professional level achieved through teacher development programmes be made as a benchmark to the teacher's excellence, which is backed by the Characteristics of Adults Theory by Knowles (1990). This theory made the concept of andragogy as the primary path, which is based on a few assumptions such as; adults have the need to find out why they need to learn something before embarking on the learning itself; and when one matures, he will acquire an independent self-concept and becomes responsible in directing his own learning; possessing extensive experiences that can be the source of their learning; has the learning need that is closely related to his changing roles, so that he can manage his daily life effectively; problem-solver oriented and interested in the direct application of the knowledge acquired; and internal factors are the stronger motivation behind learning compared to external factors.

Stress Theory and Concept

Stress is a condition or experience suffered by a person associated with an uncomfortable or less pleasant situation such as tension, frustration, anxiety, and sadness caused by certain things. The level of stress experienced by an individual is more frequently caused by the physical and social environment as well as the way a person copes with stress caused by the environment (Head and Hill, 1996). Dunham (1992) provide a broader

definition of the stress caused by the environment (Head and Hill, 1996). Dunham (1992) provide a broader definition of the stress, the behaviour process, emotional, mental and physical reactions that come in stages. It is also a new strain that is significantly greater compared to the ability to overcome the problem.

According to Seyle (1976) the exact definition of stress is hard to define. He had given a number of statements that could categorize stress based on research that had been carried out, one of them being that stress is a condition that occurred by a specific syndrome of biological events and the circumstances might be pleased otherwise; stress is a body mobilization that allows human activity to adapt with threatening events, and stress is harmful when it is prolonged, frequently happens, or focuses on a specific body's organ. Seyle also explained that stress is a condition that has an impact on the emotions, thoughts and individual's physical processes.

Stress researchers explore prospects for research to investigate the relationship between stress factors and effects due to stress (Kyriacou and Sutcliffe, 1977). The effects of stress are categorized into three categories, namely as physical (ulcers, cardiovascular disease), psychological (sadness, anxiety) and behavior (deterioration of performance, deterioration in interpersonal relationships). Warr and Wall (1975) define stress as an individual experience the face of tension, anxiety, fear, anxiety and other psychological feelings on the outcome of the employment aspects of the distance from the optimum (eg: too little or too much work).

General Adaptation Syndrome Theory (GAS) is the first stress theory presented by Seyle (1976). Seyle explained the existence of a phenomenon behind the organism reaction to any form of stimulation or pressure happened to individual. This theory revealed sustain reaction or response of the human body when suffering from stress this reaction can be in physical or mental. Figure 1 shows the three phases of stress response.

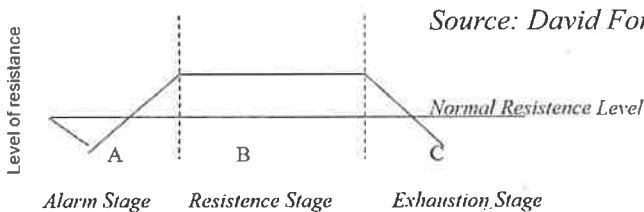


FIGURE 1: Three Phases of General Adaptation Syndrome Theory (GAS)

GAS model is divided into three phases: (A) alarm stage, phase (B) resistance stage and phase (C) exhaustion stage. In the first phase (A) body system will react when a person exposed to stress. At this phase shows how body's resistance decreases and affected to body's physiological that increased the respiration and adrenaline hormone.

Second phase (B) shows the body's condition to adapt to stress continuous basis. At this point, the signs of emotions, respirations and heartbeat rate decreased and in blood still contain stress hormones. Phase (C) is the level of exhaustion when stress experienced doesn't reduced and this condition lead to lower body's protection and critically can cause death.

Teachers Stress Model By Kyriacou Dan Sutcliffe (1978)

Teachers Stress Model presented by Kyriacou and Sutcliffe (1978) stated stress in teaching is an action response to the negative aspects such as anger or depression experienced by teachers. Often it is accompanied by biochemical and physical changes, for instance increasing heartbeat. The main aspect in stress definition by Kyriacou and Sutcliffe (1978) is that the teachers' perception of threat based on three aspects, demands to teachers, failure to fulfill the request and difficulties to achieve the goals. This would threaten the teachers' physical and mental health. Figure 2 shows the relationship between the basic aspects for developing teachers stress concept.

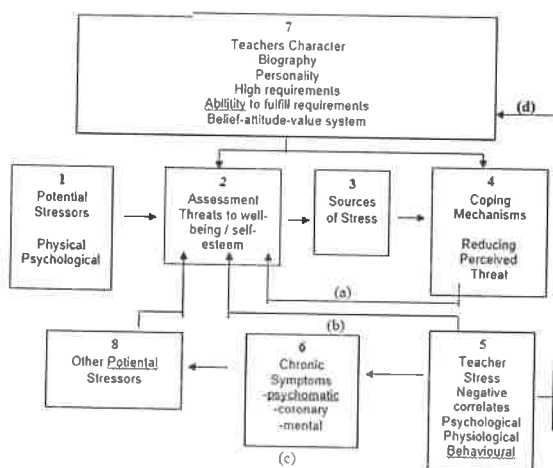


FIGURE 2: Teachers Stress Model

Source: Kyriacou & Sutcliffe, 1978

Teachers Efficacy Belief

Related constructs of self-efficacy beliefs were pioneered by Bandura(1997) through social cognitive theory. Bandura (1993) explains that self-efficacy is the individual's belief in his ability to coordinate and implement the necessary actions in accordance with the level of capabilities to achieve the desired result. According to him, the definition of self-efficacy will be more apparent if the efficacy of individual self-determination can be formed to plan, develop strategies and carry out its duties effectively. Individuals who are at high level of self-efficacy are able to plan and accomplish goals and work to make success as goals to be achieved. This belief will make individuals work more vigorously towards the success of the assignment. This is the opposite for individuals who are the lower level of self-efficacy as they have the tendency to become more passive. In addition, they also tend to make their teaching problems and self-worry as the basis for consideration or decision making instead of making thorough planning in their tasks.

Task, situation or context specific, self-efficacy judgments are made against the will of the goals to be achieved. To influence self-efficacy judgments on what is to be achieved; one must go through a process of motivation and coordination mechanisms of self-regulation, such as self-confidence and self-reflection. Belief in self-efficacy is the judgment on the ability to integrate social skills, cognitive and behavioral order to implement actions necessary to achieve the desired result (Zimmerman, 2000). Self-efficacy is the belief in the individual level of competency to perform the next task (Tschannen-Moran, et al. 1998) that includes two interrelated dimensions, namely the expected outcome beliefs and expectations. In this context, trust efficacy serves as a link between knowledge, skills and behavior required (Pajares, 1996). Expected yield is defined as one consideration for the consequences of the behavior. For example, individuals feel limited in their ability to perform the tasks assigned (low self-belief) even aware of specific strategies or techniques can be used to help to achieve the objectives (expected results). Or students who believe in the applied learning style (trust in self) could expect him to earn high marks (expected result).

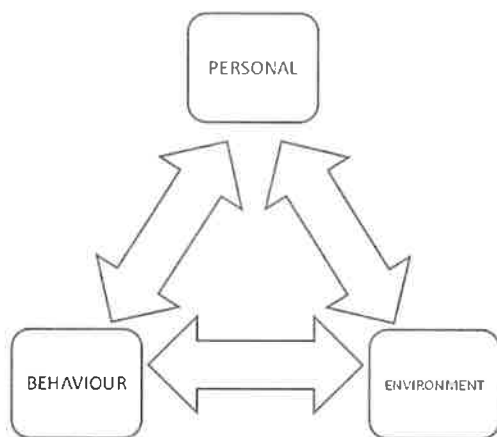


FIGURE 3: Social Cognitive Theory Conceptual Model

Source: Pajares (2002)

All the above efficacy references require interpretation before they can be considered. Types of reference sources used in efficacy considerations formed the basis for the interpretation of the way things are done.

Teachers Efficacy and Collective Efficacy

The concept of teacher efficacy was first introduced in 1966 in Rotter Social Learning Theory (in Dela Torre Cruz & Arias, 2007). According to Rotter (in Tshannen-Moran et al., 1998), if teachers recognize that teachers' ability to cope with environmental influences helps in shaping a student's learning, this means that the teacher showed the belief that strengthening their teaching efforts depends on factors beyond their control. Those who expressed confidence in their ability to teach students who have little or no motivation problems prove that the strengthening of the teaching activity depends on internal factors that are within the control of teachers. Based on teacher efficacy in Rotter Theory as backup, the Rand Corporation researchers conduct research that measures the relevance of teacher characteristics with student achievement. In the study, teacher efficacy is defined as the level of teachers' beliefs on their ability to influence the result of teaching. This concept describes the two dimensions related to trust teachers and students in teaching, the belief in the ability of teachers to influence the achievement of students in instructional activities (Personal Teaching efficacy) and self-belief in the ability of teachers who depend on

external influences beyond our control to influence the expected teaching results (General teaching efficacy).Teacher efficacy is referred to as self-belief in the ability of teachers to effectively handle towards the direction of teaching that influences student achievement (Bandura, 1997). Tschannen-Moran and Hoy(2001)defined teacher efficacy as teachers' judgments of their ability to achieve the desired results in the engagement and learning of students, despite the fact that there are a number of difficult and unmotivated pupils.

In social cognitive theory, self-efficacy is the basis of the concept of "reciprocal determinism". Through this concept, the experience of being is the result of the interaction that exists between individuals (as agent) with personal constructs, behavior and environment. Studies on meta-analysis confirmed the influence of self-efficacy constructs as a basis in the context of human adaptation and change (Fernandez-Ballesteros et al.2002). This theory then expands the concept of a causal role of self-efficacy to practice through the sharing of collective efficacy function. Goddard and Goddard(2001) argue that efficacy beliefs are important constructs of the behavior of individuals and organizations to change their direction. While Goddard et al.(2000a) defines collective efficacy measure as constructs where teachers have teacher beliefs about their ability and collective efforts (a group of teachers or schools)to influence student achievement. This definition refers to the belief that the efforts of teachers in the organization will have a positive impact on pupil achievement. Figure 4 shows the conceptual model presented by Goddard (et al., 2004).

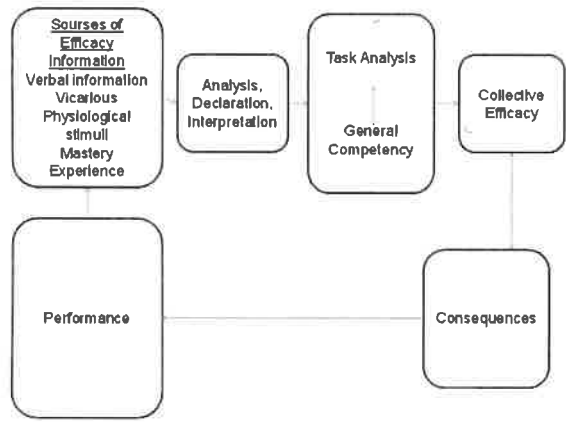
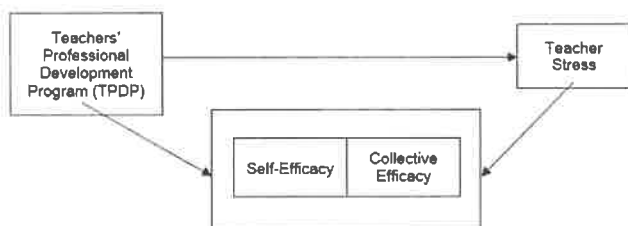


FIGURE 4: Teachers Collective Efficacy Model
Source: Goddard, Hoy & Hoy, 2004

Proposed Conceptual Framework



Conclusion

Individuals and parties whom involved directly or indirectly in this field should be more concern to the stress phenomenon faced by teachers in Malaysia. Many factors trigger stress that lead to various issues related to disciplinary or have impacted to teachers performance in classroom. TPDP is one of the main catalyst for teachers to enhance their self efficacy and collective efficacy in the organization.

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