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SELF-EFFICACY AND TIME ALLOCATION FOR MBV UTHM STUDENTS DURING TEACHING TRAINING

Abdullah, Nurul Hidayah Liew; Ibrahim Mukhtar, Marina; Mahathir, Muhsinah; Md. Yassin, Azlina; Sahdan, Shafizza

Faculty of Technical and Vocational Education, University of Tun Hussein Onn Malaysia, 86400 Batu Pahat, Johor, Malaysia.
Email: hidayahl@uthm.edu.my; inahmisumi@gmail.com; marina@uthm.edu.my; azlina@uthm.edu.my;shafizza90@gmail.com

ABSTRACT
Self-efficacy is a factor that motivates prospective and productive teachers in their careers and also act as a catalyst for educational organization excellence. However, educators and trainee teachers faced a lot of challenges at workplace that demand optimum responsibility and self-efficacy. Therefore, this study was conducted to identify the self-efficacy and time allocation of MBV UTHM students during teaching training. The study used quantitative methods of survey using questionnaire instruments for data collection purposes. The population for samples as respondents in this study were 24 MBV UTHM students who undergone teaching training. Data were analyzed using descriptive statistic (mean and standard deviation), SPSS software version 23 and inference statistic by using Pearson Correlation. The results showed that the overall efficacy of MBV UTHM students was high (mean = 4.24, SD = .311). In addition, majority of the respondents;19 out of 24 allocated more than 46 hours and 26 minutes per week to perform tasks during teaching and lecture training. This study also found that there was no significant relationship between time allocation and self-efficacy of MBV UTHM students during teaching practice ($r = -.040$ and $p > 0.05$). In conclusion, high self-efficacy and good time management are crucial in making MBV students as excellent teachers.
Keywords: Self-efficacy, teaching strategy, classroom management, student engagement, trainee teacher

1.0 INTRODUCTION

In general, education means a process for developing human's intellect and self-confidence through the delivery and pursuit of knowledge. In the context of meeting one's career needs, undeniably, education plays an important role. This is because, education is an integral part in one's career development and achievement [1]. For an example, one who would like to become a teacher, should have first pursue teaching training in order to gain teaching theoretical education [2].

Self-efficacy was first introduced by psychologist Albert Bandura in 1986. Based on Bandura's Social Cognitive Theory, self-efficacy is defined as "a person's belief in his or her ability to manage and perform the actions necessary to achieve the expected performance. Self-efficacy can also be defined as one's belief in one's ability to achieve a set level of performance. These attributes are effective in determining how a person thinks, feels, motivates and acts. Self-efficacy of a teacher can be defined as belief in their ability to self-organize and perform series of actions necessary to complete a teaching task in a specific context [3]. In addition, the effectiveness of future teachers also refers to their confidence in their ability to teach in the teaching situation. Hence a teacher with a high teaching effectiveness should be able to face failure or difficulty in doing his task while low self-efficacy may result in him avoiding the difficult task [4]. However, with the current challenges in the teaching field which demand teachers to be more multitasking, may in a way affect one's self-efficacy and his performance [5], [6] & [7].

The work of a teacher varies. It does not only refer to tasks related to teaching and learning in a classroom. Among other, the task is also referred to responsibilities outside the classroom [8], which most of the

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time are not related to the primary task of the teacher that needs to be completed within a set timeframe [9]. In addition to the main task of teaching, teachers also think that they have too much work to do. Apart from the early preparation for classes, providing teaching aids, checking assignments, teachers are accounted and shouldered with administrative tasks related to student's affairs and curriculum [10].

In Malaysia every university and college which offers education program would implement teaching practice program as one of its important components. Teaching practice can be defined as a period set of time given to a teaching training student to practice and apply his pedagogical knowledge learned in a school with the supervision or mentoring of an experience teacher. This is to give the practical teacher an avenue to practice and experience teaching before even for mall entering the field, and to further evaluate on his performance. Therefore, this study is necessary to identify self-efficacy and time allocation of Master of Technical and Vocational Education (MBV), Universiti Tun Hussein Onn Malaysia (UTHM) students as potential teachers during teaching practice. In addition, the researchers also wanted to see if there is a relationship between self-efficacy and time allocation of MBV UTHM students.

2.0 LITERATURE REVIEW

Based on the self-efficacy model [11], there are three dimensions in measuring teacher's effectiveness; student's engagement, teaching strategies and classroom management. Students' engagement is referred to the attention, curiosity, interest, confidence and enthusiasm shown during teaching and learning process that helps motivate them to continue learning and develop themselves in education. Apart from that, student's engagement is also linked to their willingness to participate in regular school activities or in learning specific task [14].

Student's engagement is one of the aspects assessed in measuring the level of a teacher's self-efficacy. This can be assessed through the effectiveness of his teaching and ability encouraging his students to take part in classroom and co-curriculum [11].

Teaching strategy can be defined as a plan which involves teaching and learning approaches, methods and techniques [12]. A good teaching strategy would create a conducive learning environment, making the teaching and learning session exciting in achieving the desired goals. Apart from that, teaching strategy is also known as a structured planning aimed to achieve a set of goals [13]. It involves setting approaches; the selection of teaching methods and techniques based on a prescribed approach; preparation of teaching methods and techniques; planning for the allocation of time for each teaching step; and the use of teaching aids. Hence, an effective teacher, is the one who is knowledgeable in teaching strategy and capable in applying the strategy via variety of teaching approach, methods and technique to suit the content of the lessons to be taught.

Classroom management is the ability of teachers to control students in ensuring a smooth and successful teaching and learning process. Apart from that, classroom management can also be defined as a complex behavior used by teachers to set, and to ensure classroom conditions that could lead to the achievement of an effective teaching objectives. Classroom management is very challenging albeit the various theories and techniques learned during the training of the teachers. Classroom management skills cannot be learned by simply learning the theory. Teaching experience is required for a teacher to develop this skill [10]. As such, it is also considered in measuring the level of self-efficacy of a teacher [11].

3.0 METHODOLOGY

This study is designed as a quantitative study in the form of surveys to identify the self-efficacy and time allocation of MBV UTHM students during teaching practice. The respondents of this study consisted of 24 MBV UTHM full time student from the Faculty of Technical and Vocational Education (FPTV), University of Tun Hussein Onn, Malaysia (UTHM) who undergone teaching training during semester I 2019/2020. The 24 respondents were the only sample for this study who undergone teaching training when this study was conducted. Herein, when all the population is used as a sample then the population involved is sufficient to that extent [15].

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The location selected for this study was FPTV, UTHM. This study used instruments from the Teachers' Sense of Efficacy Scale (TSES) built on the [3] Model and [16] to measure the time allocation of MBV UTHM students. Pilot study was conducted to 30 randomly selected students from 38 MBV UTHM students on FPTV who had experience teaching training previously. According to [17], Cronbach's alpha coefficient greater than 0.7 has been widely suggested by most researchers. The researchers found that the Cronbach Alpha value reliability analysis reading greater than 0.7 which are between 0.74 until 0.92 for each construct of the study, which means all the construct in this study have high reliability. Data were analyzed using descriptive statistic (mean and standard deviation), SPSS software version 23 and inference statistic by using Pearson Correlation. Descriptive analysis is used to interpret data in terms of average range, maximum value, standard deviation and variance. In this study, respondents' self-efficacy was analyzed using descriptive analysis. Once the data has been analyzed, items can be classified into low, medium and high mean as shown in Table 1. Meanwhile, the time allocation in this study was compared with Student Learning Time (SLT) which is 46 hour 26 minutes and the relationship between time allocation and self-efficacy of MBV UTHM students were analysed by inferential statistics using Pearson Correlation.

Table 1: Mean score [18]

Mean score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

4.0 RESULT

4.1 Self-efficacy of MBV UTHM Students

Most respondents in the survey were female which is 19 (79.2 %) and male of 5 (20.8 %) out of 24 respondents. The results showed that the number of female respondents is greater than the male respondents.

Table 2 show the highest mean value in efficacy of teaching strategy was 4.79 (SD= .415) with "I believe the choice of assessment strategy is consistent with the T&L implemented". The mean value was 4.17 respectively, for the effectiveness of the efficacy of teaching strategy "I believe the response I gave to the students' questions was appropriate" (SD= .637) and "I believe the methods used can help students to master them well learning" (SD= .565). Overall, the efficacy of teaching strategy was high with mean 4.39 (SD= .384). Standard deviation indicates that items do not scatter far from the mean because the standard deviation is less than 1, ranging from .415 to .711

Table 2: Analysis Self-Efficacy of Teaching Strategy

No of Item	Self-efficacy of Teaching Strategy	Mean	Level	Standard deviation
A1	I believe the choice of strategy assessment is consistent with the teaching and learning implemented.	4.79	High	.415
A2	I can handle students who are struggling with learning well.	4.21	High	.588
A3	I believe the example provided students' understanding in easier way is the best.	4.33	High	.637
A4	I believe that the teaching aids used during teaching and learning can help attract students to learning.	4.58	High	.584
A5	I believe the teaching aids used during teaching and learning can facilitate students' understanding.	4.67	High	.482
A6	I believe the questions built during teaching and learning can stimulate student learning well.	4.38	High	.711
A7	I have the ability to customize teaching strategies when I find that the strategies used are not appropriate for the students during the lesson.	4.21	High	.658
A8	I believe the response I give to students' questions is appropriate.	4.17	High	.637
A9	I believe the methods used will help students master the learning process.	4.17	High	.565
A10	I believe the content of the lessons presented has been treated appropriately to enhance students' understanding.	4.38	High	.647
A11	I am confident that the teaching and learning activities implemented in the classroom will achieve optimum teaching objectives.	4.29	High	.624
A12	I believe that the content of the course is delivered through a valid and appropriate reference at the student level.	4.46	High	.588
Total		**4.39**	**High**	

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The highest mean value in efficacy of classroom management from Table 3 was 4.67 (SD= .482) namely "If I work hard, I am confident that it will have a positive impact on student personal development". The lowest mean value of 3.75 (SD= .734) was "I am able to control the variety of behaviors in the classroom". In conclusion, efficacy of classroom management was also significantly higher overall with mean value of 4.18.

No Item	Self-efficacy of Classroom Management	Mean	Level	Standard Deviation
B1	I am able to control the variety of behaviors in the classroom.	3.75	High	.734
B2	I am able to manage the diversity of student behavior in the classroom.	3.79	High	.721
B3	I set rules in the classroom as I can't come late to class.	4.00	High	.780
B4	I can make sure students follow the instructions in the classroom.	3.88	High	.680
B5	I am able to build routines to ensure that the planned learning activities work well.	4.17	High	.565
B6	I am able to provide relevant responses to students who are against teachers	4.08	High	.584
B7	I was able to make sure that the physical environment of the classroom was appropriate for the learning activities	4.38	High	.495
B8	I am able to reward students appropriately to improve the attitude of the students.	4.42	High	.654
B9	If I work hard, I am confident that it will have a positive impact on the personal development of the students.	4.67	High	.482
B10	If I work hard, I believe it will have a positive impact on students' academic development.	4.63	High	.495
B11	I was able to build a fair classroom climate.	4.08	High	.584
B12	I was able to build a classroom climate that respected teachers.	4.29	High	.550
Total		**4.18**	**High**	

Table 3: Analysis Self-efficacy of Classroom Management

According to Table 4, the highest mean value of efficacy of student engagement was 4.42 (SD= .717) "I can encourage students to collaborate during T&L". The mean value was 3.79 (SD= .884), which is "I can encourage students to commit to sports activities (PAJSK) conducted in schools (such as executives, campers, athletes and competition programs).

No Item	Self-efficacy of Student Engagement	Mean	Level	Standard Deviation
C1	I am able to help students develop confidence while doing schoolwork.	4.13	High	.537
C2	I am able to help students appreciate learning during T&L	4.17	High	.565
C3	I was able to motivate students who showed less interest in school work.	4.33	High	.637
C4	I can motivate students to do their best in school.	4.17	High	.637
C5	I am able to help students think critically during T&L.	4.00	High	.722
C6	I am able to foster student creativity during T&L.	4.17	High	.702
C7	I can encourage students to communicate during T&L.	4.38	High	.647
C8	I was able to encourage students to collaborate during T&L.	4.42	High	.717
C9	I can deal with students whose behaviours is difficult to control.	3.96	High	.859
C10	I am able to encourage students to commit to sports activities (PAJSKs) conducted in schools (such as executives, campers, athletes and competition programs).	3.79	High	.884
C11	I am able to create opportunities for students to ask questions related to the content.	4.21	High	.721
C12	I am able to create opportunities for students to gain self-knowledge based on their learning objectives.	4.25	High	.608
Total		**4.16**	**High**	

Table 4: Analysis Self-Efficacy of Student Engagement

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4.2 Time Allocation of MBV UTHM Students

The result of time allocation during teaching training for MBV UTHM students are shown in Table 5. The highest academic tasks were teaching assignments of 35270 minutes (587 hours 50 minutes) with an average of 1469 minutes 35 seconds (24 hours 30 minutes), the second highest was lecture assignments, with total amount of time allocated by 17480 minutes (291 hours 20 minutes) with an average of 728 minutes 20 seconds (12 hours 8 minutes) while the lowest task was an assessment task of 10035 minutes (167 hours 15 minutes) with an average of 418 minutes 8 seconds (6 hours 58 minutes) a week.

Next, the highest item was the allocation of co-curricular tasks of 13560 minutes (226 hours) with an average of 565 minutes (9 hours 25 minutes). The lowest allocation is for assessment tasks of 10035 minutes (167 hours 15 minutes) with an average of 418 minutes (6 hours 58 minutes) per week. The findings show that MBV UTHM students in total used 94875 minutes (1581 hours 15 minutes) with an average of 790 minutes 36 seconds (13 hours 11 minutes) of time in a week to perform as a prospective teacher.

Table 5: Analysis Time Allocation of MBV UTHM Student

Respondent	Time Allocation for MBV UTHM (minute)					Total (minute)	Average (minute)	Total (hour)	Average (hour)
	Academmic Task			Non-Academic Task					
	Teaching & Learning	Lecture	Assesment	Special Task	Co-curriculum				
1	1830m	600m	240m	720m	240m	3630m	726m	60h30m	12h6m
2	2580m	840m	600m	780m	540m	5340m	1068m	89h	17h48m
3	800m	780m	390m	660m	540m	3170m	634m	52h50m	10h34m
4	2070m	880m	600m	1710m	780m	6040m	1208m	100h40m	20h8m
5	2360m	840m	720m	1030m	540m	5490m	1098m	91h30m	18h18m
6	2460m	840m	860m	780m	1560m	6500m	1300m	108h20m	21h40m
7	580m	780m	315m	500m	180m	2355m	471m	39h15m	7h51m
8	585m	720m	210m	840m	120m	2475m	495m	41h15m	8h15m
9	960m	720m	480m	720m	1200m	4080m	816m	68h	13h36m
10	1150m	600m	330m	490m	780m	3350m	670m	55h50m	11h10m
11	2760m	840m	680m	1080m	900m	6260m	1252m	104h20m	20h52m
12	1255m	870m	360m	540m	420m	3445m	689m	57h25m	11h29m
13	1830m	720m	360m	450m	360m	3720m	744m	62h	12h24m
14	1050m	780m	480m	540m	600m	3450m	690m	57h30m	11h30m
15	960m	720m	480m	1560m	1200m	4920m	984m	82h	16h24m
16	1040m	620m	180m	660m	120m	2620m	524m	43h40m	8h44m
17	1060m	720m	300m	690m	720m	3490m	698m	58h10m	11h38m
18	1680m	650m	300m	990m	540m	4160m	832m	69h20m	13h52m
19	1560m	690m	360m	600m	270m	3480m	696m	58h	11h36m
20	1980m	660m	360m	480m	360m	3840m	768m	64h	12h48m
21	990m	660m	360m	660m	900m	3570m	714m	59h30m	11h54m
22	1470m	750m	860m	750m	330m	4160m	832m	69h20m	13h52m
23	1310m	600m	180m	430m	240m	2760m	552m	46h	9h12m
24	950m	600m	30m	870m	120m	2570m	514m	42h50m	8h34m
Total (minute)	35270m	17480m	10035m	18530m	13560m	94875m			
Average (minute)	1469m35s	728m20s	418m	772m5s	565m		790m38s		
Total (hour)	587h50m	291h20m	167h15m	308h50m	226h			1581h15m	
Average (hour)	24h30m	12h9m	6h58m	12h52m	9h25m				13h11m

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The results of the study on the relationship between time allocation and self-efficacy of MBV UTHM during training are described in this section. The analysis was performed using Pearson Correlation relation and shown in table form. The interpretation scale used to measure and decompose the strength of the correlation coefficient (r) is interpreted from [19]. The results of the relationship between tasks and the effectiveness of student engagement for UTHM MBV students during teaching practice are shown that the time allocation and self-efficacy of MBV UTHM students during teaching practice had a significantly lower negative correlation ($p > 0.05$) with ($r = -.040$). This indicates that there is no relationship between time allocation and self-efficacy of MBV UTHM students during teaching practice. Both variables had a weak correlation ($r = -.040$).

5.0 DISCUSSION

The efficacy of prospective teachers in this study is high. They have the potential to apply the lessons learned in real life situations at school as they were exposed to teaching methods during their first semester, and micro-teaching when they were in second semester. This is in line with a study which stated that trainee teachers who is knowledgeable in teaching methods and is given the opportunity to teach in a real should be able to improve their pedagogical skills and confident to teach in real school situations [20].

In addition, the highest item in the self- efficacy of teaching strategy was “I am confident that the choice of assessment strategy is appropriate for the T&L implemented.” This indicates that MBV UTHM students are most confident in assessing and determining how much learning outcomes their T&L implementation has achieved. Efforts to assess students' level of understanding and behaviour change can be done through activities, quizzes or practical training [21]. In this study, MBV UTHM students are confident of good assessment strategies to measure students' understanding through T&L activities implemented. A good assessment strategy can make MBV UTHM students a good teacher because it ensures that students understand the T&L. According to [22], quality teachers are those who have sufficient professional ability to evaluate student learning outcomes. The item with the lowest mean value for teaching strategy efficacy was "I believe the response I received to the students' questions was appropriate" showed that MBV UTHM students were able to answer student questions as they gained knowledge of the topics taught to students. Lessons conveyed through legitimate referrals. The knowledge that a teacher has, will make it easier `for teachers to help students understand their learning [23].

However, a study done in USM found a different finding [24]. It was found out that 122 USM trainee teachers had the highest teaching effectiveness with the highest confidence in the study in classroom management, followed by teaching strategies and self-efficacy in student engagement. In addition, for self-efficacy of classroom management, the results found that MBV UTHM students have high efficacy in managing the classroom. The item “if I work, I believe in positively impacting the personal development of my students” shows the highest results. This proves that MBV UTHM students have a great ability to help students improve their personal development because they think good teacher personalities will help to provide the best example of shaping a good student personality. This is supported by a study which found that teachers are important individuals who need to play the role as these groups have a significant influence on student personalities such as good personality of students [24]. Meanwhile, the "I can control the variety of behaviours in the classroom" item had the lowest mean value in classroom management efficacy. As a trainee teacher, MBV UTHM students find that the variety of student behaviour in the classroom can be well controlled by them through the communication of the T&L. This statement is reinforced by a study from [26] who says that by using communication language, teachers are able to control student behaviour.

Besides, MBV UTHM students also show high efficacy to ensure students participate in T&L when showing high student engagement efficacy. The highest items in student engagement efficacy are “I can encourage students to communicate during T&L and “I can encourage students to collaborate during T&L which means that MBV UTHM students have high self-efficacy with student-centred learning strategies. Student-centred T&L is a learning experience that helps students to actively engage in learning. This is supported by [27] who argues that teacher education should be student-centred in order to attract and stimulate active student engagement in the classroom. The study also said that teachers' use of teacher-centred approach instead of student-centred approach would result in students becoming passive learners who are bored and lose interest in learning [27]. Efficacy of student engagement shows the lowest mean value of the item “I can encourage students to commit to sports

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activities (PAJSK) conducted in schools (such as executive positions, campers, athletes and competition programs)" shows MBV UTHM students are also able to provide encourage students to engage in activities outside of T&L, sports activities (PAJSK). The role of UTHM MBV students as a trainee teacher is also to ensure that student personality is built through co-curricular activities. According to [28], the integration of curriculum and curriculum coordination should be emphasized by teachers to ensure students are intellectually, spiritually, physically and emotionally balanced.

The results of this study found that the majority of MBV UTHM students 19 of 24 students have a total time of over 46 hours 26 minutes a week which is the total amount of Student Learning Time (SLT) allocated by FPTV. Out of the 19 students, the total time allotted for MBV UTHM students is between 52 hours 50 minutes to 108 hours 20 minutes. Meanwhile, 5 out of 24 students were found to have no allocation of time beyond the SLT provided by FPTV during the week which is between 39 hours 15 minutes to 46 minutes. The results show that the majority of students spend more time on SLTs during teaching practice due to academic and non-academic tasks including teaching, assessment lectures, co-curriculars and special assignments as well as needing to carry out undergraduate projects 2. This study is in line with findings from [29] found that the work of 155 teachers in vocational schools in Indonesia is over 50 hours a week, which is the maximum time allocated for teaching and additional work.

The study also found that the highest allocation of time by MBV UTHM students during teaching practice was a teaching task. This is because, as a trainee teacher in teaching practice, MBV UTHM students also have the task of being a real teacher whose main task is to teach. This is supported by [30] who say that a teacher's primary task is to teach. The study [31] is contrary to this study. In the study, UniSZA undergraduate teachers of Islamic Education who underwent practical training were found to have no problem with the task at hand. The study found that teaching practice has been able to develop positive attitudes and enhance professional skills within the coach. In this study, a small number of MBV UTHM students gave the impression that the current three-day assignment was not a problem for the students as they were able to experience many interesting experiences while teaching.

Subsequently, the lowest allocation of MBV UTHM students is for assessment tasks with the highest item of "making exam questions". While at school, MBV UTHM students are also exposed to the task of making final exam questions as students undergo teaching practice during the end of the year. [32] revealed that teachers also play a role in assessing students' examination questions to assess student performance. Researchers conclude that MBV UTHM students have an allocation of over SLT of 46 hours and 26 minutes due to the commitment and responsibility required as a teacher and also as a student in three studies, MBV UTHM students also have to deal with various lectures and training assignments. teach. In addition, most students have trouble managing their time well to be able to complete all assignments from school or faculty on a timely basis.

Overall, the researchers found no relationship between self-efficacy and time allocation of MBV UTHM students. This indicates that, with the allocation of time spent completing all tasks during teaching practice, MBV UTHM students' self-efficacy remained high and increased due to factors other than task allocation. The time allotted to carry out tasks in this study may be influenced by other factors such as stress, motivation and work performance. This finding is contrary to the findings of [33] who found Pearson's correlation analysis between task variables and self-efficacy among educators showed that there was a significant weak relationship between the two in the negative direction. The results of the study also found that with increasing workload, self-efficacy would decrease. Educators are faced with many tasks besides teaching-only tasks such as assignments such as lectures, assessments and special assignments including leadership, administration and co-curricular and other tasks. Despite the many tasks with the time allotted to complete these tasks, the MBV UTHM students' self-esteem was not affected, whereas the MBV UTHM students still had high self-efficacy in the T&L.

6.0 CONCLUSION

In conclusion, MBV UTHM students are found to have high self-efficacy. The study found that the effectiveness factor of teaching strategies is the highest effective followed by classroom management effectiveness and hence the effectiveness of MBV UTHM student engagement during teaching practice. The findings showed that MBV students are highly effective in performing a T&L task with effective teaching strategies, followed by the ability to

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set and maintain classroom conditions that lead to effective teaching objectives and ultimately MBV UTHM students have the ability to ensure students to ready to participate in school routine activities.

The findings of this study showed that MBV UTHM students have many responsibilities to do throughout the three semesters such as academic teaching, lecture and assessment and non-academic tasks such as special assignments and co-curricular activities besides needing to carry out Master Project II. The highest allocation of MBV UTHM students is for teaching tasks, followed by special assignments, college assignments, curriculum work and assessment tasks. The study also found that there is no relationship between self-efficacy and time allocation of MBV UTHM students. However, despite the various tasks, the effectiveness of MBV UTHM students during teaching practice was not affected at all. The allocation of time in this study may be influenced by other factors such as motivation, stress and so on. The findings of the study are also supported by the views of some MBV UTHM students who find that time factors are a problem for students to complete academic and non-academic tasks. Good time management is an important factor in helping MBV UTHM students complete their assignments during teaching practice. It is clear that high self-efficacy and good time allocation are essential in helping MBV UTHM students become excellent teachers among other factors.

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