

Investigating the Influences of Preschool Teachers' Self-Efficacy on Their Perceptions of National Preschool Standard Curriculum (NPSC) Implementation in Selangor and Kuala Lumpur

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Abstract : The purpose of this study is to examine the influence of teachers' self-efficacy (TSE) on teachers' perceptions of the levels of implementation of the NPSC. A total of 187 respondents were selected by using purposive homogeneous sampling to represent preschool teachers in Selangor and Kuala Lumpur. This study involved a cross-sectional survey in which quantitative data were collected and analysed using descriptive statistics. The survey was containing 74 questionnaire items created using Google Form and distributed through online platforms such as WhatsApp, Telegram, and Facebook Messenger. The results indicated a high level of overall self-efficacy among the preschool teachers and the overall teachers' perceived level of NPSC. The findings also showed a significant and positive relationship at a high level between TSE and teachers' perceptions of the level of implementation of NPSC. Student involvement was one of the TSE factors that had the greatest influence in shaping teachers' perceptions of the level of implementation of NPSC. The findings of the predictors to teachers' perceptions of the implementation of NPSC within this study can be used as an indication to the researchers to reassure the validity of this study by repeating with similar research settings. Further studies to include other factors are also encouraged to explore the possible factors that may influence the teachers' perceptions of the implementation of NPSC.

Keywords : teachers' self-efficacy, national preschool standard curriculum, preschool teachers, preschool education

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