

The Relationship between Teaching Style, Self-Efficacy and Competency in Vocational Special Education Teachers

Hubungan Gaya Pengajaran, Efikasi Kendiri dan Kompetensi dalam Kalangan Guru Pendidikan Khas Vokasional

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ABSTRACT

The purpose of this study is to identify and examine the relationship between teaching style, self-efficacy and teacher's competency in vocational special education secondary schools in Malaysia. Three instruments were used in the study which are Grasha Teaching Style, Teacher Sense of Efficacy Scale (TSES), and Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2). The study involved a total of 229 teachers and Partial Least Square Structural Equation Modeling (PLS-SEM) was applied for the data analysis. The results found that the teaching style has a positive relationship with teacher's self-efficacy. Similarly, self-efficacy has a positive relationship with teacher's competency. Besides that, it was found that self-efficacy is a full mediator of the relationship between teaching style and competency ($\beta = 0.222, p < 0.05$). The findings summarised that a positive teaching style will enhance teacher's self-efficacy and the teachers are more confident in using a variety of teaching styles. Besides, the study also found that self-efficacy is a factor that helps teachers to be more competent in their teaching profession. In fact, the finding obtained self-efficacy as a factor in improving teachers' positive attitude in teaching and learning process. Moreover, the findings found that teaching style and self-efficacy are among the factors that cultivate the nature of teacher's competence in terms of knowledge, understanding and skills. In conclusion, studies focusing on teaching style, self-efficacy and competency among special education teachers in integration schools are encouraged in the future.

Keywords: Teaching style; self-efficacy; competency; special education teachers; vocational

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti dan mengkaji hubungan antara gaya pengajaran, efikasi sendiri dan kompetensi guru sekolah menengah pendidikan khas vokasional di Malaysia. Tiga instrumen telah digunakan dalam kajian iaitu Grasha Teaching Style, Teacher Sense of Efficacy Scale (TSES), dan Standard Kualiti Pendidikan Malaysia Gelombang 2 (SKPMg2). Kajian ini melibatkan seramai 229 orang guru dari sekolah menengah pendidikan khas vokasional di Malaysia sebagai sampel kajian. Analisis data kajian adalah dengan menggunakan perisian Partial Least Square Structural Equation Modelling (PLS-SEM). Hasil kajian mendapati bahawa gaya pengajaran mempunyai hubungan yang positif dengan efikasi sendiri guru. Begitu juga dengan efikasi sendiri yang turut mempunyai hubungan yang positif dengan kompetensi guru. Kajian turut mendapati efikasi sendiri adalah perantara penuh antara hubungan dengan gaya pengajaran dan kompetensi guru ($\beta = 0.222, p < 0.05$). Dapatan kajian merumuskan bahawa gaya pengajaran yang positif meningkatkan efikasi sendiri dan guru lebih yakin menggunakan pelbagai gaya pengajaran. Selain itu, kajian juga mendapati bahawa efikasi sendiri merupakan faktor yang membantu guru menjadi lebih kompeten dalam profesion perguruan mereka. Malah, dapatan kajian juga menunjukkan bahawa efikasi sendiri merupakan faktor kepada peningkatan sikap positif guru dalam proses pengajaran dan pembelajaran. Dapatan kajian juga mendapati bahawa gaya pengajaran dan efikasi sendiri merupakan antara faktor yang memupuk sifat kompetensi guru dari segi pengetahuan, kefahaman dan kemahiran. Kesimpulannya, kajian yang memberi fokus kepada gaya pengajaran, efikasi sendiri dan kompetensi dalam kalangan guru pendidikan khas di sekolah integrasi adalah digalakkan pada masa akan datang.

Kata kunci: Gaya pengajaran; efikasi sendiri; kompetensi; guru pendidikan khas; vokasional

INTRODUCTION

Education is an important element in nation development. The national education system

was formed to produce qualified citizens and communities to meet the aspirations of the country. Changes in the education system have always occurred and are inevitable as they are influenced

with the changes and requirements at the global level. These changes directly affect students' achievement at school which also includes students with special needs. There are various programmes and curriculum that are modified to improve the delivery of the teaching and learning process for schools with special needs students. Among them are curriculum that emphasises vocational education which gives priority to both academic and skills. The vocational curriculum can help students with special needs to learn various skills to be applied in their daily lives after school. Generally, people with learning disabilities have physical abilities that can be trained through vocational education so they can apply them in specific occupations (Baglama & Uzunboylu 2017). In Malaysia, the need for vocational education for special needs students are stated in the *Pelan Pembangunan Pendidikan Malaysia 2015-2025 (PPPM)* (KPM 2015).

One of the goals of vocational education is to prepare special needs students for future jobs. A quality vocational education will be able to help these special needs students to prepare themselves both physically and mentally to get into the world of work (Baglama & Uzunboylu 2017; Kwon 2019). A recent study found that vocational students performed better in their work than students who do not have training in any field. This is due to the training received in vocational schools which provide them with useful skills in problem solving (Grigal, Cooney & Hart 2019). The vocational curriculum provides training for students with special needs to work under the supervision of employers. The curriculum also includes awareness on employment skills such as job selection, interviews, and selecting a specific and relevant field (Test, Bartholomew & Bethune 2015; Raudasoja & Ryökkynen 2022).

To realise the main objectives of vocational education, which is to produce special, visionary, and skilled students, a committed and dedicated teacher is required. Teachers are responsible as an agent who delivers knowledge with utmost diligence to all students including those with special needs. Kementerian Pelajaran Malaysia (KPM) (2016) has set one of the main criteria for teachers which is the nature of the teacher's competency. Based on PPPM 2013-2025 (KPM 2013; 2016), the value of professionalism, knowledge, and understanding as well as skills are the key elements of teacher competency. Competency is an essential trait that individuals need to achieve success in life. It includes knowledge, capability, and commitment in achieving a goal in any field. For a teacher, competency is the nature that makes them to be more disciplined and

be able to conduct tasks efficiently (He, Lundgren & Pynes 2017). At the same time, teachers who are teaching using with variety of innovative approaches with good self-confidence can improve their development of teaching professional (Noonan 2018; Silver, Kagut & Huynh 2019).

There are many factors that can affect teacher's competency and one of it is teaching style. There are various teaching styles or techniques that teachers can use to attract students especially students with special needs. Teaching styles with a variety of interesting methods can change the behaviour of special needs students to become interested in learning throughout the day and stay focused. (Breeman et al. 2014; Gunarhadi et al. 2018). When teachers can adjust common lessons according to the capability and ability of their students, the students will indirectly achieve excellence in education (Mazzotti et al. 2018; Ok, Hughes & Boklage 2017). Lamont et al. (2018) found that a good relationship could be established between teachers and students with special needs when the teachers diversify their teaching styles according to the needs and capabilities of the students.

Another factor that also affects teacher competency is self-efficacy. Self-efficacy is divided into two features, namely interpersonal and intrapersonal (Rotter 1996). A high interpersonal teacher will be more responsible, motivated, possess the desire to gain new knowledge and always seek alternatives to provide quality education (Van Mieghem, Struyf, & Verschueren 2022). In addition, high intrapersonal teachers are those with interior attributes such as self-confidence, positive minded, intelligent, and goal directed. Based on past reviews, teachers with good interpersonal (Chu & Garcia 2014; Drawdy, Deng & Howerter 2014) and intrapersonal (Leko et al. 2015; Shogren et al. 2018) have the potential to enhance their level of competency. As such, the objective of this study revolves around research relating to the enhancement the level of special education teacher's competency with regards of teaching style and self-efficacy.

LITERATURE REVIEW

TEACHERS' COMPETENCY

Competency was coined by David McClelland (1998) in 1953 when he identifies human characteristics. According to McClelland, skills and knowledge are key factors in academic achievement though these factors are rarely applied in career development.

Personal character, known as competency, is the main factor that drives career development (McClelland 1998). Boyatzis and Boyatzis (2008) argued that competency exists through several elements such as knowledge, skills, behavior, and talents within the individual. When an individual has these elements, the individual can excel in their field. Spencer and Spencer (1993) identified five main characters in competency which are motivation, personal characteristics, self-concept, skills, and knowledge. The competent characters play an important role in the development of professionalism in a person (Biggs, Gilson & Carter 2019) as they determine a person's excellence in the workplace as reflected in the Iceberg Model (Spencer & Spencer 1993).

According to Manley and Zinser (2012), competency is a quality that encompasses the management of various aspects of teaching and focuses on particularly students. It was found that competency is both an internal and external factor of the teacher which encompasses many aspects such as diversity of knowledge, teaching style, and self-efficacy. There are also other researchers who believe that high competency is influenced by the internal factors of the teacher's self-efficacy (Schaufeli, Maslach & Marek 2013). Kellough and Kellough (2012) found that teachers with high competency have an innovative and creative teaching style as well as being particular to student's level and ability. Based on that, competent teachers will strive to equip themselves with the latest teaching strategies and creatively apply what they have learned.

Displaying various teaching styles when delivering the content of a lesson is an important skill that teachers need to master. They need to diversify their teaching style to meet the needs of students with a variety of abilities. A study by Brigham, Scruggs and Mastropieri (2012) found that the nature of competency helps teachers learn more about their personal characteristics. When teachers acknowledge and realise their students' abilities, their competency will increase as they will try to deliver their lesson based on the students' requirement. In addition, Schaufeli, Maslach and Marek (2013) found that the personal characteristics of teachers with high competency would direct them to manage their classrooms well and actively involve students during the teaching and learning process. Teachers will also change any teaching style and method to fit their students' understanding.

TEACHERS' TEACHING STYLE

According to Shulman (1987), teacher's teaching style refers to the process of interaction that occur in a classroom using a variety of teaching methods or styles. Shulman also argued that pedagogy, teaching strategies, and teacher's attitude towards teaching style will have a positive impact on students' achievement as well as on the teacher's career. Grasha (1996) noted that teaching style is one of the needs, beliefs, and behaviours exhibited by teachers in the classroom. In fact, it was found that teachers tend to adapt a variety of teaching styles or patterns that they feel comfortable and appropriate where that style will evolve into a teaching approach of their choice. When teachers feel comfortable with the style, they will apply it consistently and continuously in any teaching activity. Sosu (2016) defined teaching style as an intermediary that provides knowledge and skills to enhance students' learning performance by delivering the lesson through a unique style. In conclusion, teaching style is a contributing factor in improving teacher's competency.

Teachers who practice a fun teaching style can enhance their self-efficacy and influence their competency (Jamian & Ismail 2013). Meanwhile, Razak et al. (2015) discovered that different teaching styles are necessary to suit the teaching and learning ability of students with different abilities. To give an example, teachers who adopts a formal authority teaching style tend to give positive feedback when students complete assigned tasks (Ghazarian & Youhne 2015). It was found that this style of teaching helps to enhance students' motivation to actively engage throughout the lesson. Studies on teaching styles should be conducted in different settings for various fields. Randolph et al. (2019) discovered that the performance of students with special needs increased when teachers adopted a teaching style that suits their needs. The teachers' competency was also enhanced when they discovered their own teaching styles.

TEACHERS' SELF-EFFICACY

Self-efficacy is one of the contributing factors of teachers' competency enhancement. Self-efficacy refers to the cognitive processes that affect individual behavior. According to Bandura (2001), self-efficacy is a form of one's self-confidence to control the various situations that occur in his or

her life. The ability to control situations means the ability to perform a task successfully according to a set standard. Confidence is one's ability to perform tasks efficiently and effectively where this will affect one's competency. Chen, Gully and Eden (2001) argued that self-efficacy is superior to an individual's acceptance of what is being presented specifically or not. In addition, a person with a rich history of experiences tends to have a more positive self-efficacy. A person with high self-efficacy can work anywhere even if the employer practices a variety of leadership patterns.

A study conducted by Johari (2012) emphasized that teachers with a high level of self-efficacy displayed more confidence when they can deliver their lesson effectively to their students. Kuyini, Desai and Sharma (2018) found that teachers with experience and knowledge in special education have higher levels of self-efficacy compared to teachers who do not. When teachers have high self-efficacy, the quality of education and the teaching profession can be improved. This is shown by Desombre, Lamotte and Jury (2019) who deduced that teachers' self-efficacy can improve their behavior which will lead towards excellence in their teaching profession.

TEACHERS TEACHING STYLE, SELF-EFFICACY AND COMPETENCY

Based on several theories, models, and past studies, teaching style and self-efficacy can affect teacher's competency. This also means that there is a relationship between teaching style and self-efficacy. Teaching styles have a positive impact on teacher's self-efficacy in terms of student engagement, teaching strategies, and classroom management (Baleghizadeh & Shakouri 2015; Klopfer et al. 2019; Leko et al. 2015). In addition, self-efficacy can be a factor in the improvement of teaching style which ultimately leads towards a more positive attitude for teachers (Baleghizadeh & Shakouri 2015; Lamont et al. 2018; Leko et al. 2015). Thus, it can be concluded that teaching style and self-efficacy contributes to the improvement of the teachers' competency.

In this research, Bandura's Social Cognitive Theory (1986) was used as the basis for the selection of factors which are considered as catalysts for increase competency. Various teaching styles such as expert, formal authority, model, facilitator, and delegator style found in Grasha's Teaching Model (1996) are present in Bandura's (1986) theory. According to Bandura in the Social Cognitive Theory, the style of teaching exists

through behaviours which will then be presented and practiced by the teacher in the teaching and learning process. While, the self-efficacy model by Tschannen-Moran and Hoy (2001) covers three important aspects which are student engagement, teaching strategies, and classroom management. Teaching style and self-efficacy factors are also part of the Iceberg Model (Spencer & Spencer 1993) that focused on the elements of internal characteristics that enhance an individual's competency. The self-efficacy factor is a factor underlying teaching style and competency. According to previous studies, self-efficacy inherent in the teaching style factor will eventually lead towards teaching competency (Baleghizadeh & Shakouri 2015; Lamont et al. 2018; Leko et al. 2015). With that, the research questions posited are as follows:

1. Is there a relationship between teaching style and self-efficacy of teachers in vocational special education secondary schools?
2. Is there a relationship between self-efficacy and competency of teachers in vocational special education secondary schools?
3. Is there a relationship between teaching style and competency of teachers in vocational special education secondary schools?

METHODOLOGY

The survey was done among teachers who teach special needs students in vocational special education secondary schools in Malaysia. The sample selection method was based on proportionate strata random sampling followed by a simple random sampling method for each school sub-sample. The sample was selected from all four vocational special education secondary schools in Malaysia. A total of 229 teachers were involved in this sample. There were three instruments used in this study which are Grasha Teaching Style by Grasha (1996), Teacher Sense of Efficacy Scale (TSES) (Nik Aida Suria 2016), and *Standard Kualiti Pendidikan Malaysia Gelombang 2* (SKPMg2) (KPM 2017).

DATA ANALYSIS TECHNIQUE

There are three latent constructs under this study which are teaching style, self-efficacy and competency. The constructs with latent dimension is a second order construct. The latent dimensions were second order construct and also identified as reflective indicators. Teaching style, self-efficacy, and competency were operationalised as a second

order construct. Teaching style has five latent dimensions which are expert, formal authority, model, facilitator and delegator. For self-efficacy, the three latent dimensions are classroom management, instructional strategies, and student engagement. Competency has five latent dimensions which are planner, controller, adviser, assessor and motivator. The PLS includes the manifest variables in the model for all latent constructs (unmeasured). Therefore, a two-stage approach (Hair et al. 2017) is used in the study.

TWO STAGE APPROACH

There are two stages of measurement for the two-stage approach. In the first stage, the model run only the first order constructs and their manifest indicators. In the second stage, the second order constructs with their manifest variables consisting of the latent variable scores computed from the first order dimensions in the first stage are introduced. The two-stage approach was used for teaching style, self-efficacy and competency.

In the study, Type-I models (Jarvis, Mackenzie & Podsakoff 2003) is used for reflective measurement model for both first and second order levels with total disaggregation for second-order levels (Bagozzi & Heatherton 1994). The first and second stage measurement models of the study are discussed in detail below.

FIRST STAGE MEASUREMENT MODEL

In the first stage, the measurement model is representing in Figure 1. As mentioned earlier, there is only the first-order dimensions and their measured indicators in first stage model. Therefore, expert, formal authority, model, facilitator and delegator dimensions of teaching style are presented in the first stage measurement model. The dimensions of self-efficacy consist of the dimensions of classroom management, instructional strategies and student engagement and the dimensions of competency consists of planner, controller, adviser, assessor and motivator.

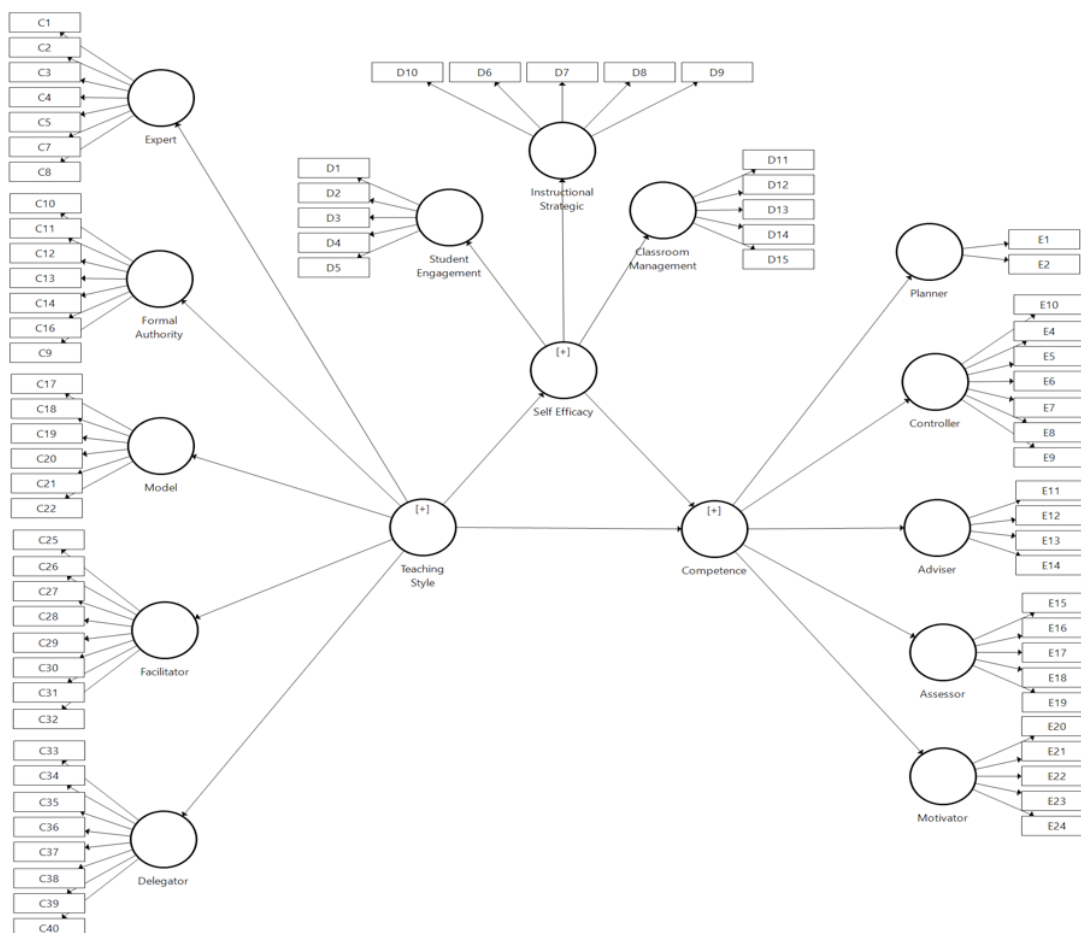


FIGURE 1. First Stage Measurement Model

SECOND STAGE MEASUREMENT MODEL

The measurement model for the second order level is shown in Figure 2. The second order constructs for teaching style (expert, formal authority, model, facilitator and delegator), self-efficacy (classroom management, instructional strategies and student engagement) and competency (planner, controller, adviser, assessor and motivator) are modelled as the reflective indicators for the first order latent dimensions. In the first stage is obtained the latent variable scores. It is used as the observed values for the first order dimensions.

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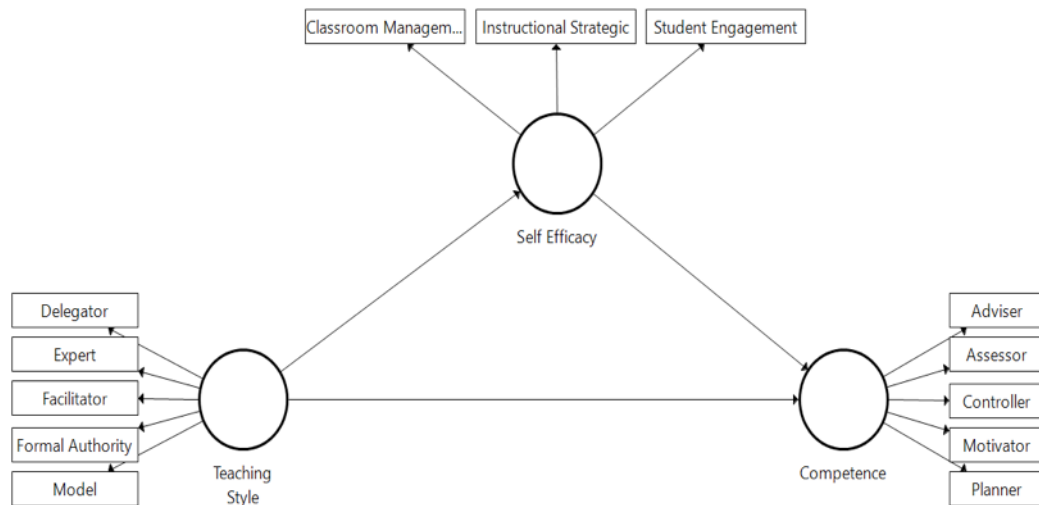


FIGURE 2. Second Stage Measurement Model

RESULTS

RELIABILITY AND CONVERGENT VALIDITY FOR FIRST AND SECOND STAGE MEASUREMENT MODEL

This section represents the measurement model analysis. Reliability, convergent validity and discriminant validity are evaluated in the measurement model. The threshold value for reliability for Cronbach's alpha (CA) and composite reliability (CR) is 0.7 (Fornell & Larcker 1981; Nunnally & Bernstein 1994). The measure of the average variance extracted (AVE) from each construct is captured by PLS to examine the convergent validity. This indicates the construct's variance explained by

all its indicators together. The convergent validity is established when the measure is more than 0.5 (i.e., 50 % of the variance explained) (Fornell & Larcker 1981). An AVE of 0.5 signifies that 50% of the construct's variation is explained through its measurement block which consists of all indicators. In this study were found that all constructs for the AVE values is higher than 0.5. Hence, the study confirmed the convergent validity of the constructs. The reliability and convergent validity in the first and second order level is indicated by the values of the constructs' CA, CR, and AVE. Table 1 shows that the values of CA and CR are above 0.7 and the AVE value is above 0.5 which is the minimum suggested in the literature.

TABLE 1. Reliability and Convergent Measures (First and Second Stage Measurement)

Construct	Cronbach's Alpha (CA)	Composite Reliability (CR)	Average Variance Extracted (AVE)
<i>First Stage</i>			
Motivator	0.815	0.872	0.577
Planner	0.767	0.895	0.811
Adviser	0.705	0.819	0.532
Assessor	0.820	0.875	0.583
Controller	0.844	0.882	0.517
Delegator	0.887	0.910	0.561
Expert	0.884	0.910	0.594

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Facilitator	0.886	0.910	0.561
Formal Authority	0.882	0.908	0.587
Model	0.877	0.907	0.620
Classroom Management	0.911	0.933	0.737
Instructional Strategic	0.922	0.941	0.762
Student Engagement	0.912	0.934	0.740
<i>Second Stage</i>			
Self-Efficacy	0.930	0.955	0.877
Teaching Style	0.917	0.938	0.752
Competency	0.915	0.936	0.745

DISCRIMINANT VALIDITY AT FIRST STAGE

In the model, the discriminant validity utilized is formed by examining whether the square root of the AVE of a construct is greater than the inter-construct correlation between the construct concerned and

other constructs (Fornell & Larcker 1981). Based on Table 2, the discriminant validity is measured at both construct-level and indicator-level for the measurement model. The discriminant validity is presented first in the first order level and followed the second order level model analysis (Table 3).

TABLE 2. Discriminant Validity First Stage

	Adviser	Assessor	Classroom Management	Controller	Delegator	Expert	Facilitator	Formal Authority	Instructional Strategic	Model	Motivator	Planner	Student Engagement
Adviser	0.729												
Assessor	0.737	0.764											
Classroom Management	0.226	0.225	0.859										
Controller	0.695	0.702	0.304	0.719									
Delegator	0.102	0.137	0.566	0.105	0.749								
Expert	0.077	0.099	0.476	0.102	0.589	0.770							
Facilitator	0.126	0.135	0.584	0.161	0.748	0.573	0.749						
Formal Authority	0.129	0.156	0.493	0.132	0.673	0.723	0.677	0.766					
Instructional Strategic	0.204	0.222	0.835	0.256	0.582	0.423	0.585	0.462	0.873				
Model	0.156	0.150	0.585	0.151	0.747	0.634	0.756	0.713	0.575	0.788			
Motivator	0.638	0.753	0.275	0.684	0.136	0.111	0.167	0.169	0.279	0.162	0.759		
Planner	0.646	0.626	0.198	0.648	0.118	0.060	0.159	0.108	0.251	0.140	0.608	0.900	
Student Engagement	0.187	0.206	0.785	0.233	0.633	0.549	0.576	0.519	0.828	0.605	0.244	0.162	0.860

DISCRIMINANT VALIDITY AT SECOND STAGE

TABLE 3. Discriminant Validity Second Stage

	Self-Efficacy	Teaching Style	Competency
Self-Efficacy	0.937		
Teaching Style	0.679	0.867	
Competency	0.301	0.183	0.863

STRUCTURAL MODEL ASSESSMENT

The estimation models result shows in Table 4. It is including for all hypotheses result the significance based on two-tailed test and the standardised path coefficients. Based on Peng and Lai's (2012) directions, the test for the quality and robustness of the estimated structural model. The bootstrap procedure was applied in the structural model using with 5000

rounds of resampling as well as the magnitude and significance of the structural paths are consistent as shown in Figure 3. The result shows that there is a relationship between teaching style and self-efficacy

and also between self-efficacy towards competency. However, there is no relationship between teaching style towards competency.

TABLE 4. PLS Results

	Beta	Standard Deviation	T Statistics	P Values	Result
Teaching Style \square Competency	0.039	0.094	0.414	0.68	Not Supported
Teaching Style \square Self Efficacy	0.679	0.043	15.719	0.00	Supported
Self-Efficacy \square Competency	0.327	0.091	3.595	0.00	Supported

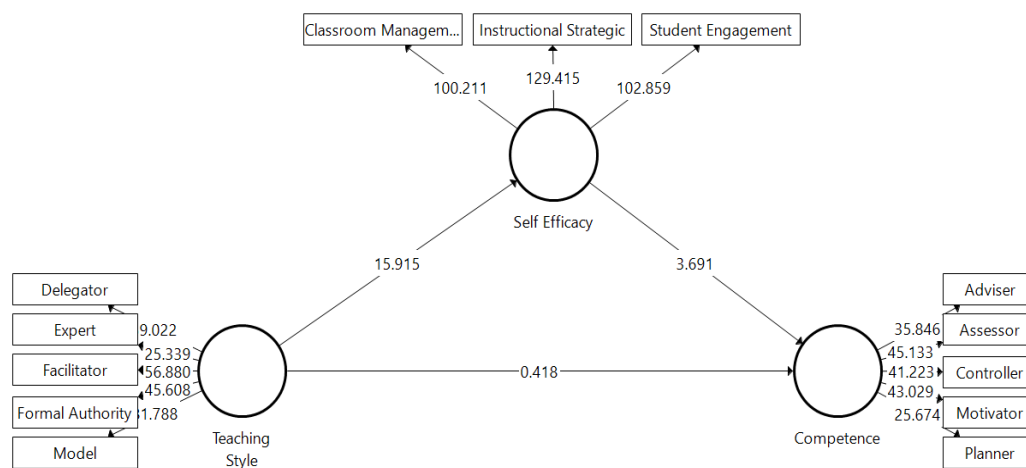


FIGURE 3. Bootstrap Results

In Table 5, the predictive relevance in the model was used by Stone–Geisser’s Q^2 (Hair et al. 2017). This is considered an accepted predictive relevance as Q^2 is 0 for endogenous constructs. Based on Hair et al. (2016), the effect size of q^2 (q^2) value are measured as 0.02 (small), 0.15 (medium), and 0.35 (large) of the predictive relevance. The relative effect sizes (f^2) of the exogenous constructs are calculated with f^2 values divided into categories in three which are small (0.02), medium (0.15), and large (0.35) (Hair et al. 2016). The competency f^2 value is a relatively small effect size while the self-efficacy f^2 value has a large effect size. The coefficient of determination (R^2) is then assessed. This is to measure the correlation squared value between

the predicted and dependent constructs (Field 2013). The combination of independent constructs affects the dependent construct which is reflected by R^2 (Pallant 2010). R^2 values are categorised as strong (0.75), moderate (0.50), or weak (0.25) for dependent constructs (Hair et al. 2016). To test the overall quality of the research model, the goodness of fit (GoF) is computed which involves the PLS-SEM model, and the Standardised Root Mean Square Residual (SRMR) index (Henseler et al. 2016; Hair et al. 2017). The goodness of fit of the SRMR should be lower than 0.08 (Henseler et al. 2016). In this study, the value of the SRMR is 0.046 which indicate that the model is a good fit.

TABLE 5. R^2 , Q^2 and f^2

	R^2	Q^2	f^2
Exogenous			
Competency	0.09 (weak)	0.06 (small)	0.06 (small)
Self-Efficacy	0.46 (moderate)	0.39 (large)	0.86 (large)
Endogenous			
Teaching Style		0.00	

MEDIATION ANALYSIS

The findings established that there is a significant indirect effect of self-efficacy on the relationship

between teaching style and competency ($\beta = 0.222$, $p < 0.05$). The results confirmed that self-efficacy is the full mediator of the relationship between teaching style and competency.

TABLE 6. Mediation Effect Result

Path	Hypothesis	Indirect Effects			Results
		Beta	Standard Deviation	t-Value	
TS \square CP mediated by SE	H4	0.222	0.063	3.538*	Supported

Notes: * $p < 0.05$; TS = teaching style, CP = competence, SE = self-efficacy

DISCUSSION

Based on the findings, teaching style has a positive effect on teacher's self-efficacy. This is in line with Tindall et al. (2015) who concluded that a positive teaching style will enhance teacher's self-efficacy (Ghorbanzadeh 2022). In the study, teachers who received training for teaching special needs students had increased their confidence in self-efficacy. The study emphasised the importance of programmes and training required by teachers before they started teaching special needs students. This is to prepare them with the appropriate teaching styles or suitable methods to be applied among special needs students. Marder and deBettencourt (2015) asserted that the style of teaching has a significant relationship with the teacher's self-efficacy. In fact, the elements from training are the factors that enhance self-efficacy in terms of teaching strategies and student engagement. Furthermore, teaching style plays an important role in creating a positive impact on teachers' self-efficacy (Randolph et al. 2019). They create a positive impact on self-efficacy when the teachers deliver their lesson to the students with special needs. Teacher's positive self-efficacy also enhances student engagement and the presentation of lessons in the teaching and learning process (Setyosari, Kuswandi & Widiati 2022).

Thus, the findings of this study proved the importance of teaching styles for teachers in conducting their tasks. Special education teachers, specifically those who teach in vocational special education secondary schools are required to practice their own teaching style in the teaching and learning process. The style exists from the teacher's inner self but when presented, it becomes a strategy or a teaching method. Teaching styles can cause students to love their teachers and learning because they cater to each student with different styles of learning. Grasha (1996) emphasised the

aspect of teacher's teaching style as it can create a fun learning environment. This is because of every teaching style is different. When one style becomes a student's favourite, the teacher can strive to become the student's favourite teacher through that teaching style. This can help build a good relationship between students and teachers, and the knowledge delivered by the teachers can be fully appreciated by the students.

Based on Tschannen-Moran and Hoy (2001) model, the findings determined that one of the key elements in improving teacher's self-efficacy is the diversity of teaching styles and strategies. By implementing effective teaching styles, teachers can indirectly control the behaviour of students and manage the classroom well (Firdaus & Nurdyansyah 2022). The expectations and beliefs placed on students can only be achieved when the teacher is wise in using a variety of teaching style (Rubashini, Norshidah & Aliza 2020). Behaviour is the main aspect in producing teacher's self-efficacy (Bandura 1986). This means that when a teacher adopts a teaching style which is considered as one of the most important aspects of behaviour, the teacher's self-efficacy increases and thus, will develop a visionary and competent teacher.

Besides that, it was found that self-efficacy has a positive impact in enhancing teacher's competency. A study by Miller, Ramirez and Murdock (2017) found that self-efficacy is a factor that affects teacher competency. The study found that the dimensions of student engagement and classroom management led to the enhancement of teacher competency which in turn, lead to effective teaching and learning. Zhang et al. (2018) emphasised that competent teachers will consider the best way or method to teach students with special needs based on their abilities. When teachers are aware of these elements, they will improve their teaching skills and competency. Teachers who are committed to a variety of teaching

methods and can apply them in their teaching will enhance their self-efficacy (Bialka, Hansen & Wong 2019). This will also produce teachers who are more prepared in many aspects.

The findings proved that teachers could teach students with special needs by implementing a variety of methods, strategies, and knowledge. Although the self-efficacy model emphasised the dimensions of student engagement, classroom management, and teaching strategies as factors that guide and contribute to a positive self-efficacy, the teacher as a positive factor itself can increase their own self-efficacy and competency (Tschannen-Moran & Hoy 2001). This study demonstrated that special education teachers who teach in vocational special education secondary schools have positive self-efficacy when teaching special needs students. Bandura's Social Cognitive Theory (1986) also emphasised that personal elements are very important in producing an individual who has confidence in their own ability. This is portrayed by the vocational teachers who teach according to the needs and type of disability of their students. The theory concluded that the factors which enhanced one's self-efficacy will lead to a positive capacity and they will be more motivated if they have sufficient competency (Sameer & Adelina 2020).

The findings indicate that self-efficacy was a factor that helped increase the competency of teachers through teaching style. In other words, self-efficacy is a factor that helps improve teaching style which then increases teacher's competency. The findings also indicate that teaching style had a significant relationship with self-efficacy before directing towards competency. This is similar to Marder and deBettencourt (2015) and Tindall et al. (2015) who found that teaching style was able to improve the competency of teachers in teaching more effectively. Likewise, when self-efficacy is mediated between teaching style and competency, it was found to have a positive impact on competency. This was also similar to Lamont et al. (2018) and Randolph et al. (2019) who found that self-efficacy is mediated between teaching style and teacher's competency.

Following the SKPMg2 Model (KPM 2017), the study found that professionalism, knowledge, understanding, and skills are one of the key elements in enhancing teacher's competency. With these elements, teachers can become good planners, controllers, mentors, assessors, and motivators as well as help them perform their tasks and teach

effectively. The findings also follow the Iceberg Model (Spencer & Spencer 1993) in the sense that one of the elements required to be a competent teacher is a positive personal feature. This personal feature is the internal factor of the teacher which is self-efficacy. When the teacher's self-efficacy is high, they will also exhibit high levels of competency.

According to Bandura (1986), there is a relationship between personal feature and behaviour. The combination of the behavioural element of teaching style and personal feature of self-efficacy will affect one's ability in this case, competency. Following the Iceberg Model (Spencer & Spencer 1993), knowledge, skills, and personal characteristics are essential elements in producing a positive effect on one's competency. The self-efficacy factor is a high belief in the capacity to utilise the main elements adopted by teachers (Sawyer et al. 2022). Teachers with high self-efficacy can adopt various teaching styles such as expert, formal authority, model, facilitator, and delegator before applying them into the competency factor. They can also become competent with the presence of self-efficacy factors as a mediator.

The self-efficacy model by Tschannen-Moran and Hoy (2001) noted that elements involving teacher's assignments in managing classrooms, applying various teaching strategies, and active student participation are the basis for the development of teacher's self-efficacy. It was proven that factors in teaching style exist through attitude and are presented through behaviour (Nur Fatahiyah & Siti Nur Diyana 2020). This is difficult to practice if the teacher lacks self-confidence. The foundation of trust that exists through self-efficacy is needed for the elements emphasised in the self-efficacy model to be implemented with confidence before becoming a competent teacher. When teachers are confident in teaching using a variety of teaching styles, their self-efficacy factors will play their role in shaping a positive attitude. Thus, self-efficacy is a factor that helps teachers become more confident in conducting their daily tasks and improve their teaching.

Based on the findings from the study also found that teaching style did not have an impact on teacher competency. The findings of this study are not in line with the findings of Zhu et al. (2013) that found that teaching style has a significant effect on the enhancement of teacher's competency. The study integrated a variety of teaching styles such as innovative, evaluative, and creative teaching which enhances teacher competency and enables

the development of an active teaching and learning process. Similarly, Mason-Williams and Gagnon (2017) noted that there is a positive relationship between teaching style and competency. Teachers who present the content of their lesson using the appropriate teaching styles for students with special needs made a positive impact in their teaching. Ghazarian and Youhne (2015) discovered that expert, formal authority, and model teaching styles are the most widely used by teachers which had improved students' achievement. Thus, according to previous studies presented, teaching style is one aspect that will lead to the increase of teacher's competency.

However, the findings in this study were in contrast with the previous studies. The findings of this study are similar to Ghanizadeh and Jahedizadeh (2016) who found that the variety of teaching styles were not related in the enhancement of the teacher's competency. The findings concluded that the model, facilitator, and delegator teaching styles had a negative effect on teacher's achievement and competency. SÜRAL (2019) emphasised that it is difficult for teachers to diversify their teaching styles due to having their own traditional style. It was found that teachers were unable to adapt to new styles and were still loyal to their traditional teaching style which resulted in having no effects on teacher's competency. The findings of this study were also supported by Mubashira, Mumtaz and Aroona (2017) who deduced that teaching style did not affect teacher's competency. It was concluded that teaching styles do not necessarily affect teacher competency as the focus of the teacher is student achievement rather than their competency in applying quality education.

To conclude, although teachers may use a variety of teaching styles in their teaching, the main objective of the teacher is to make their students understand and can follow the teaching process. This is because special education teachers who teach in vocational special education secondary schools paid less emphasis on other aspects compared to teaching style. Teachers only focus on teaching styles that are in line with their students' abilities and needs and does not emphasize on a specific teaching style. In other words, although teachers are familiar with teaching styles such as expert, formal authority, model, facilitator, and delegator, they rarely practiced them in their lesson. Although teaching styles have equipped teachers with the necessary skills, there are also other factors that can increase their competency. A few examples include

courses, workshops, and school's annual programs. This shows that teachers do not only depend on teaching styles as they are always ready to teach in any related field.

Bandura's Social Cognitive Theory (1986) pointed out that personal behaviour and characteristics help produce individuals with high ability to perform assigned tasks. The findings of this study indicated that teaching styles were acquired through internal factors such as behavior and were presented externally through teaching strategies. However, this study also found that teaching style did not have a significant effect on teacher competency. This is because the teachers have high self-confidence and the ability to apply effective teaching strategies without relying on their teaching style. Based on their teaching experience, teachers can develop the nature of their abilities and can become competent with positive personal values; this is the basis of Bandura's Social Cognitive Theory. In the Iceberg Model (Spencer & Spencer 1993), it is difficult to evaluate and observe competent individuals whose personal characteristics and values are at the bottom of the model. These values are what made special education teachers became confident in their competency even if they do not emphasize on specific teaching styles.

CONCLUSION

The results of this study found that teachers who are knowledgeable adopting a unique and interesting teaching style and highly self-efficacy are finally able to produce teachers who are competent in various aspects such as teaching and learning, educational quality and students' performance development. This also emphasizes the importance of all the elements found in the theory and each model has a great impact in the field of special education and also in improving the quality of the education profession. The findings of the study also found that self-efficacy helps to increase teachers' confidence in their teaching style and be able to create good competency characteristics in teachers. Thus, through these findings, the factors that lead to teacher excellence can be highlighted, namely self-efficacy.

Hence, teacher's attitude and responsibilities are important aspects in acquiring knowledge from the factors and applying them in teaching. Teachers should plan and diversify their teaching style to suit according to their students' capabilities.

Furthermore, teaching methods should be planned to determine their suitability. The teacher should provide a fulfilling learning experience, which can excel in themselves. For future studies, there are also factors other than teaching style and self-efficacy that can be considered to observe their effectiveness in improving teachers' competency. A sample of study samples can be included among teachers who teach in a special education secondary school with an integration program.

As a conclusion, based on the findings, a framework of the competency for special education teachers who teach in vocational special education secondary school was proposed (Figure 3). The framework and the results from the study can be used as a guideline and reference by Education Ministry as well as the school administrators and special education teachers to enhance the competency and their teaching profession.

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