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## **Attachment Styles Among Malaysian Trainee Teachers: Its Relationship with Self-Efficacy and Professionalism**

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### **ABSTRACT**

The main purpose of this research was to investigate the relationship between attachment style and self-efficacy with professionalism among trainee teachers in public teacher training institutes in Sabah, Malaysia. This quantitative survey research involved 295 trainee teachers from first year to the final year (161 from UMS and 134 from IPG) using purposive, cluster and simple random samplings. This research used four types of Attachment Style developed by Bartholomew and Horowitz (1991), and Teacher's Efficacy instrument from Conceptual Classroom Management by Friedman & Kass (2002) as the main platform for the research framework. Data was analysed using SPSS Version 21. Descriptive and inferential statistics were used to interpret and report the data. The main finding demonstrated significant correlation of independent variables which are attachment styles (except Dismissing style) and self-efficacy with the dependent variable which is professionalism. The Pearson Correlation analysis showed that efficacy had stronger correlation with professionalism compared to attachments styles ( $r= 0.551$ ,  $p = 0.001$ ). The independent samples t-test indicated that there was no significant difference between mean score of the dependent variable in relation of gender. The findings also showed there was no significant difference between mean score of dependent variable in relation of institutes (UMS & IPG). Finally, it is hoped that his research will be able to contribute valuable input for the enhancement of the national educational system.

*Keywords:* Attachment, efficacy, professionalism, trainee teacher

### **1. Introduction**

Nowadays, we cannot deny the fact that the responsibility and the role of educators are more challenging, especially with the rapid development of ICT which requires teachers and educators to further striving to produce students who are knowledgeable, honorable, resilient and not only able to compete at national level but globally as well. Current development and changes in education also demand the teachers to be balanced physically, mentally, emotionally, spiritually and intellectually, in line with all the current changes and development. Therefore, it is clear that the role of teachers is very important and critical in fulfilling the expectations of our country towards the implementation of a better educational system in the 21st century. Thus, teachers and educators need to equip themselves with all qualities required so that the nation could bring the level of education to greater height and able to build and develop a high quality people who are skilled, educated, knowledgeable and able to defend the country's sovereignty, and strengthen the life principles base on existing strengths.

Therefore, a professional teacher who practices according to National Educational Philosophy and Teacher Educational Philosophy should not always be merely directed, advised, guided and assisted in carrying out the tasks in the school. A teacher should perform his role systematically, independently, enthusiastically and able to make accurate decision in the learning and teaching process that took place inside a classroom. Lately, there is perception that teachers are demotivated, always depressed and related to negatives values and attitudes and this problems keep increasing among teachers (Mohd Yusof, 2002). This scenario became serious when teachers who work less than 10 years already felt bored and wanted to resign from teaching (Chester, 1997; Keller, 2000; Sandham, 2001). When having such feeling, it triggered the teachers to misuse the time allocated for teaching by committing themselves with personal matters rather than carrying their duties and that tarnished the image of teaching profession in Malaysia (Mohd Yusof, 2002; BPG, 1998; BPPDP, 1998).

## 2. Problem Statement

Lately, there were negative perceptions among Malaysia people that perceived teaching profession as an easy profession and does not required special professional knowledge, unlike other disciplines like engineers and doctors. There were also few opinions stated that the task of teaching in schools can be performed by any person who possessed any bachelor degree. Infact, this is no longer a new phenomenon in Malaysia where there are few secondary schools who offers temporary replacement or contract teachers, offered to graduate teachers who specialized in different discipline other than education to fill the temporary vacancy due to maternity leaves taken by few teachers. This negative view on teaching profession is further supported with the professional courses or training that offered to teachers which does not required specific evaluation and could be completed in short period of time. This dilemma in long run will lead to the issues of teacher's commitment and satisfaction.

Basically, teachers who have high level of working satisfaction in performing their task are able to contribute to the educational system. They are very consistent towards improving the quality of workplace, building excellent working culture, improving productivity and performance (Diaz-Maggioli, 2004; Easton, 2008). According to Barchrach and Conley (1989), teachers who have huge passion towards their profession will obtain a high-level of working satisfaction. The work ethics of school administrators and colleagues also play an important role in providing a better workplace environment which enable teachers to improve their professionalism. But, there is a basis on few opinions which stated that teaching profession is declining. Studies shows that teaching profession is always treated as a last and less favorable option for their career, a part-time job and early retirement option (Rahman & Asmawati, 2002; Mohd Yusof, 2002). In addition, less opportunity and chances for self-improvement also contributed to the declining of teachers professionalism. Thus, self satisfaction level among teachers had decreased especially with the increasing workload in workplace and weaknesses in teachers performance evaluation system carried out by school administrators as well as psychological burden that occured among teachers (Abdul Rahim, 2000).

The declining in professionalism among these teachers has an indirect effect to future teachers. This can be observed where colleagues' influences, school organization and students have a significant impact on trainee teachers when they start to do their training at school. The effect of the declining of teacher's quality will caused trainee teacher's self efficacy to be affected by negative aspects which also present among existing teachers. On the other hand, there is also situation where trainee teachers receive positive impact when performing their training at the first stage, but the number is a small comparing the quantity to those who receives negative impact and who are typically burdened by unrelated workload and responsibility to maintain good relationship with colleagues. There are some trainee teachers also stated that they are often assigned with additional workload which led them to have negative perception towards teaching profession. In relation, this situation is in line with the objective of this research where it is design to identify the effect of attachment styles and how it mediates the relationship between self efficacy and professionalism among trainee teachers.

## 3. Objectives

The objectives of this study are as follows:

- a. To identify attachment styles, self-efficacy and professionalism among trainee teachers.
- b. To identify the differences of professionalism among trainee teachers based on gender, institute, and attachment styles.
- c. To determine the relationship between attachment styles and self-efficacy with professionalism among trainee teachers.

## 4. Hypotheses

This study aims to test the following hypotheses:

- H<sub>0</sub><sup>1</sup> There is no significant difference in mean score of professionalism based on gender as a whole.**  
**H<sub>0</sub><sup>2</sup> There is no significant difference in mean score of professionalism between Public Institute of Higher Learning (IPTA) and Teachers Education Institute (IPG).**

- H<sub>0</sub><sup>3</sup> There is no significant difference in mean score of professionalism based on attachment styles as a whole.**
- H<sub>0</sub><sup>4</sup> There is no significant relationship between attachment styles and efficacy with professionalism as a whole.**

## 5. Literature Review

### 5.1 Attachment Style

According to attachment theory, the inner model is a key component of personality, where it provides a platform to connect and continuation between thoughts, feelings and behavior of the past and the future. Many studies have shown evidence relating to attachment continuation in human life (Cox *et al.*, 1992; Howes *et al.*, 1994; Steele *et al.*, 1996). Thus, it is clear that the process of life during childhood, especially the moments with parents will influence the attachment style of an individual.

However, the socialization process that an individual undergone during the growing period can influence and change the attachment styles and the type of personality of the particular individual. Socialization process resulting from communication with teachers and interaction with peers is a major factor that can change the way of thinking, emotion, and students' attachment style. Although the change is not necessarily easy and time consuming, but that is the duties and responsibilities that must be performed by teachers. The role of a teacher is to nurture positive values in students and eventually will be able to shape the character and positive personality of a student, which eventually will be able to change their attachment style to a more positive way.

In a related study, Bartholomew (1990) introduced a new model for attachment in which he has suggested two types of internal models known as 'model of self' and the 'model of others'. Both can be classified as positive (able to love and giving attention to others and viewing himself as valueble; able to trust others, always present and pay attention) or negative (treating himself as worthless to love; assuming others as not caring, and avoiding tendency). From the concept, he had categorized four types of attachment, 'Secure', 'Dismissing', 'Preoccupied' and 'Fearful'. These four types can be distinguished from one another by the unique internal models of self and others that make up the characteristics of behavior and emotion.

'Secure' attachment extends to positive aspects towards oneself and towards others. Griffin and Bartholomew (1994) describes the term secure as a convenient form of intimate relationship and self-worthwhile feeling. This attachment style will lead an individual to be more positive, higher confidence level and has no issue of trust and reliance to others. Individuals who have this type of attachment will be comfortable either with or without a group of people. These people are not too dependent on others to feel appreciated but at the same time they also not avoiding from intimate relationships.

'Preoccupied' attachment style includes the negative aspect of oneself but a positive attitude towards others. Individuals of this type will need large amount of attention emotionally and will look for self-affirmation when establishing a relationship. When their needs are not met, they will become depressed. Consequently lead a person to feel unworthy and unlovable, even though other people do not feel that way. In fact this type of people desires an intimate relationship to get acknowledgement. Resulting in heavy reliance, it is probable to be trapped in the relationship.

'Fearful' attachment style refers for the negative aspects towards oneself and others that is the inability to trust others and trying to avoid relationship with the fear of frustration. Nevertheless, these individuals seek reassurance/confidence and self-esteem (validation of self worth) by others. 'Fearful' attachment does have similarity to 'preoccupied' attachment styles. The only difference is that individual who has a 'fearful' attachment has the tendency to abstain from close and intimate relationship due to resistant character and inability to trust others.

In the other hand, the 'Dismissing' attachment style refers for the positive aspects towards oneself and negative aspects towards others. According to Bartholomew and Horowitz (1991), a 'dismissing' individual usually does not rely on others and emphasizing self-reliance and taking lightly the importance of close relationship. They believe in this way they will be able to maintain the feeling that they have high level of self-esteem. In this situation, this attachment styles make those individuals to have positive thoughts about themselves but not to others. In fact, they do not favour intimate relationship. It is their way of preventing (self-protective) from frustration and disappointment.

A study conducted by Bartholomew and Horowitz (1991) also confirmed the hypothesis that stated that the two attachment styles, the positive and negative view of oneself, has significant difference from the aspect of confidence level and ability to socialize. Findings from these studies support the theory of Bowlby (1973) which stated that there are four types of attachment styles. However, the most significant finding is clearly contrary to what Bowlby (1973) stated that the model of self and others are interrelated and of the same form. This is because one of Bartholomew (1990) study found that 'preoccupied' and 'dismissing' attachment have a contradictory concept of model of self and others. Figure 1 shows the four types or categories of attachment proposed by Bartholomew (1990).

		Model of Self	
		Positive	Negative
Model of Other	Positive	Secure	Preoccupied
	Negative	Dismissing	Fearful

**Figure 1: Type of Attachment Styles by Bartholomew**

Source: Bartholomew, K. 1990 . Avoidance of intimacy : An Perspective. *Journal of Social and Personal relationships*. 7: 147-178.

## 5.2 Self-Efficacy

Study on teachers' efficacy is very important in order to reveal information towards the development of the readiness, reliability and high competency among teachers. Gibson and Dembo (1984) defined teachers' efficacy as a construct that refers to two elements which are self-efficacy and teaching efficacy. Theory and concept of self-efficacy was introduced by Bandura in 1977. According to Bandura (1977, 1982, 1983, 1986 & 1993) self-efficacy is a person's belief in his ability to manage and implement actions to achieve a specific goal. Self-efficacy was found to be associated with persistence and attainment in education (Bandura, 1986; Zimmerman, 1989). Wood and Locke (1987) define self-efficacy as an individual's expectations of her ability to perform a set of specific actions in specific situations.

Wood and Bandura (1989) stated that self-efficacy refers to the belief in an efficiency that can mobilize motivation, cognitive and direction of an action as specified. Subsequently, Scribner (1998) expanded the concept of efficacy by Wood and Bandura's to the role of teacher in a classroom. According to Scribner, mastering efficacy will increase the teacher's belief in adapting and implementing new teaching strategies that are able to enhance self-confidence and classroom control skills which could produce impact on students learning. Scribner view is consistent with the opinion of Bandura's (1986) which urged that the conviction level of teachers will improve their skills and their ability to manage and take appropriate action in the teaching process in the classroom. To help better understanding of the concept of self-efficacy, Bandura (1986) defines it as;

*"...people's judgement of their ability to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with the judgements of what can do with whatever skills one possesses."*

(Bandura, 1986: 391)

Whatever the definitions and concepts presented by those scholars, majority agreed that the theoretical framework of efficacy that is the generalization of the behavior of an individual is based on two factors, namely

(i) beliefs towards an action and the output of it and (ii) a personal belief in the ability to solve a specific task. Efficacy was also operated as teacher's belief in adapting or implementing their teaching strategies that can improve their confidence in their ability and class control skills until it produce an impact on students learning (Gibson & Dembo, 1984; Tschannen Moran, Woolfolk Hoy & Hoy, 1998; Delingger, 2001).

### 5.3 Professionalism

There are many literature reviews and discussions for the concept of professionalism in teaching. However, these reviews highlights the variations or differences of opinion, the concept of professionalism in teaching (Hargreaves & Fullan, 1992 & 1998; Lieberman, 1992; Sergiovanni, 1992 & 1994; Shacklock, 1994; Darling-Hammond, 1995; Guskey & Huberman, 1995, Beck & Murphy, 1996; McLaughlin & Oberman, 1996; Day, 1999; Elliott, 2000). For example, Beck and Murphy (1996) were focusing on the aspect of commitment, satisfaction and efficacy as core of the professionalism. Eraut (1994), Hargreaves and Fullan (1998) was highlight expertise, knowledge and teachers's skill and the implementation of code of ethics as a measure of teachers' professionalism. Hargreaves and Fullan (1998) expanded the concept of professionalism by outlining the policy issues between school and stakeholders. According to set direction, total involvement in the process of curriculum and its assessment, collaboration with colleagues, sharing power with students and stakeholders, careness towards student, lifelong learning, issues of autonomy and professional judgement are among the important criteria in the development and transformation of professionalism.

The concept of teaching professionalism by Sergiovanni (1992) was based on two main points, namely teachers' competency and professional virtue. Kelly (1998) refers to this concept as a question about academic qualifications and competent skills that enabling one to successfully perform task or responsibilities in the field of education. Thus, professionalism should based on the element of quality of a teacher which enable him to act based on education organization code of ethics (Sergiovanni, 1992). In relation to the character of teachers' competency expressed by Kelly, Scott (2002) asserts that professionalism should be developed through competency mastery, mastering competency that is needed when taking a certain responsibility. The said competency are the basic aspect in education, such as curriculum, teaching and learning management and approach, education of social relation values.

Hargreaves (1994 & 1997) placed current teacher's professionalism along with demand and total involvement in the formation of relationship between teachers and students, colleagues, parents and society in a specific code of ethics of the profession. This rejects the statement that describe professionalism is based on autonomy and authority which is more traditional and is based on individual competency and qualification as highlighted by Kelly. Hargreaves view the teaching profession code of ethics is in line with the requirements of teaching profession code of ethics in our country.

Professionalism among teachers according to Nik Aziz (1998) was based on their participation during their training in Teachers Institute or universities. Abdul Rahim (2000) in his study stated that knowledge and skill obtained through training is a very important element in determining the professionalism among educators in schools. Continuous expertise will become a significant criterion in the development of a professional teachers. In his research, he states that an educator must also have additional features or a complement before he can be called experts apart from mastering skills, expertise or great knowledge that is useful for the progress of the society. Through the unification of these professional characteristics, the teacher will be able to play his role as an agent of progress for society in a more effective way in line with National Education Philosophy (NEP).

## 6. Methodology

This study applied quantitative approach with non-experimental design by using survey. Samples were 295 trainee teachers from two public teachers training institutes which are UMS and IPG, who were chosen using purposive, cluster and simple random sampling. The instruments used in this study were adapted from previous researches which are Attachment Style developed by Bartholomew and Horowitz (1991), and Teacher's Efficacy instrument from Conceptual Classroom Management by Friedman & Kass (2002). To check the validity and reliability, exploratory factor analysis showed that all items for all the variables carried at least minimum factor loadings (>.40) for each construct. In addition, Cronbach alpha were also adequate for all the

instruments. ( $>.70$ ). Two statistical procedures were utilized to interpret the data, which are descriptive and inferential analysis (independent samples t-test, Oneway ANOVA and Pearson Correlation).

## 7. Findings

**Table 1 : Comparison of Mean Score based on Institution**

Variable / Institute	UMS	IPG
Self-Efficacy	3.52	3.61
Professionalism	3.94	4.05

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shows the comparison of mean score for each education institution based on answered questionnaire.

**Table 2 : Comparison of Frequency for Attachment Style based on Institution**

Attachment Style / Institute	UMS	IPG
Secure	42 (26.1%)	40 (29.9%)
Fearful	30 (18.6%)	19 (14.2%)
Preoccupied	58 (36.0%)	44 (32.8%)
Dismissing	31 (19.3%)	31 (23.1%)

Table 2 shows the comparison of frequency between attachment styles for each institution based on questionnaires answered by both groups of respondents. Overall, both groups of respondents are likely to have preoccupied attachment style.

### **$H_0^1$ : There is no significant difference in mean score of professionalism based on gender**

The first null hypothesis ( $H_0^1$ ) stated that there is no significant differences in mean scores of professionalism based on gender as a whole. To test this null hypothesis ( $H_0^1$ ), the analysis of professionalism based on gender was analyzed using independent t-test. Table 3 shows the difference between the mean scores obtained.

**Table 3 : Independent t-test Analysis for Professionalism based on Gender (N=295)**

Gender	n	Mean	SP	Sig. (2-tailed)
Male	92	3.90	0.47	0.023
Female	203	4.03	0.44	

From Table 3, mean score for male group is 3.90. While the standard deviation for this group is 0.47. Mean while, the mean score obtained for female group is 4.03 while the standard deviation is 0.44. Based on the analysis of data from Table 4.20, significant value obtained is 0.023, which is smaller than the significance level of  $p \leq 0.05$ , and therefore, the first null hypothesis ( $H_0^1$ ) is successfully rejected. This shows that there is a significant differences in mean scores of professionalism based on gender.

### **$H_0^2$ : There is no significant difference in mean score of professionalism between Public Institute of Higher Learning (UMS) and Teachers Education Institute (IPG)**

The second null hypothesis ( $H_0^2$ ) in this study stated that there is no significant difference in mean scores of professionalism between Public Institute of Higher Learning (UMS) and Teachers Education Institute (IPG). To test this null hypothesis ( $H_0^2$ ), independent t-test was used, where we could refer to Table 4 below the difference in mean scores of professionalism between Public Institute of Higher Learning (UMS) and Teachers Education Institutes (IPG).

Table 4

*Independent T-test Analysis for Professionalism between UMS and IPG (N=295)*

Institution	n	Mean	SP	Sig. (2-tailed)
UMS	161	3.94	0.46	0.343
IPG	134	4.05	0.44	

From Table 4, the mean score of professionalism for UMS is 3.94 with a standard deviation of 0.46. For IPG, the mean score obtained is 4.05 with a standard deviation of 0.44. Based on the analysis of the data from Table 4.21, the significance value obtained is 0.343, which is significantly greater than the level of  $p \leq 0.05$ . Therefore, the second null hypothesis ( $H_0^2$ ) is failed to be rejected and it shows that there is no significant difference in mean scores of professionalism between UMS and IPG.

**$H_0^3$ : There is no significant difference in mean score of professionalism based on attachment styles.**

One-way ANOVA analysis was used to analyse the third null hypothesis ( $H_0^3$ ) in which the researchers stated that there is no significant difference in mean scores of professionalism based on attachment styles. Based on the analysis, the null hypothesis is failed to be rejected because the results of the analysis showed that there is no significant difference in mean scores based on attachment styles. Table 5 shows analysis of difference in mean scores of professionalism based on attachment styles.

Table 5

*One-way ANOVA Analysis for Professionalism based on Attachment Styles (N= 295)*

Attachment Style	N	Mean	SD	F	Sig. (2-tailed)
Secure	82	3.99	.410	.161	.922
Fearful	49	4.02	.451		
Preoccupied	102	3.98	.486		
Dismissing	62	3.97	.453		

From the above table, the mean score for all the attachments styles are almost equal to each other (3.97 - 4.02), which showed not much differences. In addition, the significance value obtained is 0.922, which is significantly greater than the level of  $p \leq 0.05$ . Therefore, the third null hypothesis ( $H_0^3$ ) is failed to be rejected and it shows that there is no significant difference in mean scores of professionalism based on attachment styles.

**$H_0^4$ : There is no significant relationship between attachment styles (secure, preoccupied, fearful, dismissing), and efficacy with professionalism as a whole**

To look at the relationship between attachment styles, efficacy and professionalism, researchers used correlation analysis to determine the relationship between these variables. Table 6 shows the correlation analysis between attachment styles and efficacy with professionalism as a whole.

Table 6: *Correlation Analysis For The Relationship Between Attachment Styles (Secure, Fearful, Preoccupied, Dismissing) and Efficacy with Professionalism*

Attachment Styles		Efficacy	Professionalism
Efficacy	Pearson Correlation	1	.551**
	Sig.		.000
	N	295	295
Secure	Pearson Correlation	.423**	.332**
	Sig. (2-tailed)	.000	.000
	N	295	295
Fearful	Pearson Correlation	.247**	.191**
	Sig. (2-tailed)	.000	.001
	N	295	295
Preoccupied	Pearson Correlation	.263**	.312**
	Sig. (2-tailed)	.000	.000
	N	295	295
Dismissing	Pearson Correlation	.206**	.099
	Sig. (2-tailed)	.000	.089
	N	295	295

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the analysis presented in Table 6, it is found that, attachment styles (secure, fearful, and preoccupied) and efficacy have positive relationship with professionalism. Infact, the significant values are less than  $p \leq 0.05$  except for significant values of Dismissing with professionalism which is greater than the significant level, with 0.089 respectively. It is also found that the magnitude of correlation coefficient for each attachment styles averagely show a weak and moderate relationship where correlation coefficient values ranging from 0.00 to 0.50. Therefore, the fourth null hypothesis ( $H_0^4$ ) is successfully rejected.

## 8. Discussion

Generally, this study found that most respondents tend to have Preoccupied and Secure attachment styles followed by Dismissing and Fearful. The same result was obtained from respondents for both institutes. This research finding contradicted with the findings from previous studies in which, these studies found that most respondents tend to have Secure attachment styles followed by Dismissing, Fearful and Preoccupied attachment styles (Feeney & Noller, 1990; Barthomolomew & Horowitz, 1991; Brennan & Shaver, 1993; Muhamad Suhaimi, 2011). Based on the study finding by Feeney & Noller (1990), they found that most respondents tend to have attachment styles of Secure and the rest are either anxious-avoidant or anxious-ambivalent. Result from study by Feeney & Noller (1990) also supported by study conducted by Hazan and Shaver (1987) conducted in Australia, in which the result was almost the same. This is because based on previous studies, it was found that most individuals tend to have attachment styles of type "Secure" in which they are an individual with a positive attitude towards self and always be open to others (Muhamad Suhaimi Taat, 2011). This study is consistent with the goal to establish teachers' skills in which a teacher must have a positive attitude towards himself in order to gain more confidence towards his profession as well as always open in adapting towards their environment where it also required them to always communicate with other individuals around them.

Based on data analysis, it appears that both institutes do not have significant differences in influencing attachment styles, efficacy and professionalism among trainee teachers. This indicates that, type of institutions does not have direct influence in determining the type of attachment styles that possessed by trainee teachers. The finding of this study also contradicted from the findings of previous studies where it was found that most of trainee teachers whether in IPTA or IPG are likely to have Secure attachment style. This contradiction may be caused by various factors that have influence on respondents, one of it might be that the majority of respondents participated in this study were among first and second year students who just began their studies at Teachers Training Institutes either at IPTA or IPG. Due to this, they were not really exposed to the actual culture



or climate of teaching profession. Lack of exposure among these trainee teachers also means that they are still in the transition zone to adapt themselves to the learning environment, and perhaps some of them were separated from their family for the first time in their life. Infact, lack of advice or encouragement and protection from their family might formed a sense of doubt or hesitation in interpreting acceptance of others as well as to their environment. In this situation they were actually confident that people especially their friends around them were good in every aspect, but they were still skeptical towards acceptance of students towards them. This statement is further strengthened by a study conducted by Ted Fleming (2008), which stated that a new group of students who join with a new environment will be introduced to a new or unfamiliar situation of adult learning in which when students be introduced with the course or program for the first time, they will usually have a low level of confidence. According to Muhamad Suhaimi Taat (2011), 'Preoccupied' attachment styles accounted for negative aspects of the self but positive attitude towards others. Individuals of this type usually need attention emotionally and will seek to find self-affirmation when establishing a relationship. This statement proves that, an individual needs a period of time to develop his or her confidence for a better interaction towards others.

According to Kennedy and Kennedy (2004), students with Preoccupied attachment styles were seen unable to interact positively with other and less adaptability to new environment and tend to be passive. However, these students does not avoid to form a relationship with environment due to similarity of "Preoccupied" attachment style with "Secure" attachment styles in which they still have the ability to form a good relationship with other individuals in their environment. Secure attachment style includes the positive aspects of self and others where Griffin and Bartholomew (1994) explained that the term Secure is a form of intimate relationship and invaluable feeling towards self. This definition might also be a reason on why the finding in this study contradicts with previous studies findings. This condition is also driven by factors such as when this study was conducted, selected group of respondents were among individuals who are still in a process to form their interaction among each other which causing this study to not able to state these trainee teachers' ability as a whole due to short period of time to adapt to their environment before participating in this study and influence the finding of this study as a whole.

## 9. Conclusion

To conclude, this research found that most of independent variables involved in this study indicated some differences and relationships with professionalism among the students (trainee teachers) in UMS and IPG. Correlation analysis results showed that positive attachment styles and self-efficacy moderately and positively correlated with trainee teacher self-efficacy and professionalism. Findings of this study also showed that there is no significant difference of professionalism based on attachment styles and training institutes. However, there is significant difference of professionalism based on gender which shows that female trainee teachers scored higher mean value compared to male trainee teachers. Therefore, this research emphasis that, in order to produce a high level of professionalism, Secure and Preoccupied attachment styles are needed to form better teachers' efficacy and subsequently will increase the level of professionalism.

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