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## **THE RELATIONSHIP BETWEEN TEACHERS' SENSE OF EFFICACY AND THEIR PERCEPTION, KNOWLEDGE AND IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION**

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### **Abstract**

Efficacy impacts behaviour while knowledge and perception could influence efficacy beliefs. Similarly, teachers' sense of efficacy, their perception and knowledge of differentiated instruction (DI) collectively may affect teachers' implementation of the strategy. The purpose of this correlational study is to examine the relationship between teachers' sense of efficacy, their knowledge, and perception of DI and implementation of the strategy. The study employs a tool composed of validated items and constructs from previous studies to collect data from a sample of 101 elementary teachers in a single atoll of Maldives. Data was analysed using SPSS version 21.0 to investigate for assumed nonparametric correlations between the variables. Results of the correlation analysis indicate that there is a significant positive correlation between teachers' perception and knowledge of DI,  $r(67) = .325, p < .05$ . A significant strong positive correlation is also identified between teachers' knowledge of DI and implementation of the strategy,  $r(68) = .609, p < .01$ . Significant correlations are also found between teachers' sense of efficacy and implementation of DI,  $r(79) = .371, p < .01$  and between teachers' knowledge of DI and their sense of teacher efficacy,  $r(65) = .280, p < .05$ . The findings have several implications for practice and research on DI which are discussed in the paper.

**Keywords:** Differentiated Instruction (DI), Implementation, Knowledge, Perception, Teacher Efficacy.

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