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Teacher`s Self Efficacy (TSE) and Teaching Competency (TC) of Malaysian Secondary School Teachers in Drug Education

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This study aimed to determine the relationship between Teacher Self-Efficacy (TSE) and Teaching Competency (TC) of classroom teachers in drug education in Malaysian secondary schools. This study was a descriptive quantitative survey. The study's respondents consisted of 491 secondary school teachers selected via stratified random sampling from six states in Malaysia such as Kelantan, Kedah, Selangor, Kuala Lumpur, Sabah and Johor. The instruments of TSE and TC were developed by the researchers and piloted. The data were collected by a hybrid method using online and offline questionnaires. The study used SPSS 25 for statistical measures such as Cronbach's alpha, means, percentage, and standard deviation to analyse the data. The study revealed that the relationship between TSE and TC in drug education was strong and positively correlated (p= 0.00 and Pearson Correlation value = 0.636**). It can be concluded that teachers' self-efficacy and teaching competency of classroom teachers in drug education had a significant relationship.

Keywords: classroom teachers, drug abuse prevention, drug topic, self-efficacy, teaching competency, teaching-learning

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INTRODUCTION

Youth involvement in drug abuse is more worrying today (United Nation Office in Drugs and Crime, 2023). In Malaysia, almost every year, the government allocates over half a billion Malaysian Ringgit to deal with drug offenders, such as by arresting and housing addicts in state-run rehabilitation centers throughout the country (Ismail et al., 2022). Delayed interventions to curb drug and substance abuse would have detrimental effects on the country's public health system, causing political insecurity and economic and societal collapse. The government also provides a huge budget to the National Anti-Drug Agency and educational institutions to carry out drug prevention programs for students in primary and secondary schools.

Teachers play a significant role in drug abuse prevention because they have multiple curricula and co-curricular interactions with students (Walid, 2021). They also provide learning media to deliver drug prevention programs. Teachers deliver drug prevention programs in schools to improve students` awareness and commitment to avoiding drugs. Regarding co-curricular activities, the Malaysian government has designed and implemented the SHIELD program as a drug prevention activity (Jusoh et al., 2022). The programs offer positive activities to students to build their resilience and assertiveness in drug abuse prevention.

The drug prevention program is implemented in the classroom by integrating learning material with drug topics. It is well-known as drug education. It is part of comprehensive drug eradication efforts by the secondary school to bring up drug topics in classroom discussions. Teachers deliver drug topics in their teaching-learning situations to encourage constructive discussion among students about the dangers of drug abuse in their lives. Pereira and Sanchez (2020) conducted a study to examine the primary attributes of school-based drug prevention programs in Brazil and assess how these interventions align with the prevention principles advocated by the National Institute on Drug Abuse (NIDA). Their findings revealed that the programs examined tended to have sporadic implementation, with an average duration of one semester. Furthermore, these programs encompassed various models and were primarily designed to cater to the needs of students. The Military Police emerged as the most prominent organization in implementing various programs. Research findings indicate that public schools exhibit a 14% higher likelihood of implementing a more significant number of good practice principles than public schools. In addition, it was observed that programs administered by school personnel, health institutions, or educational departments exhibited a higher propensity to incorporate a more significant number of prevention principles. The findings of their study indicate that, on the whole, school-based drug prevention programs do not adhere to the prevention principles outlined by the National Institute on Drug Abuse (NIDA). However, there is still no complete guideline for subject teachers to implement this policy in teaching and learning. In this situation, the initiatives and abilities of classroom teachers in integrating drug topics into teaching and learning are essential to achieving the government's goals.

Teachers Self-Efficacy (TSE) was initiated from Bandura's theory which refers to a teacher's belief based on the individual teacher's capabilities (Cansiz & Cansiz, 2019;

Lazarides & Warner, 2020). Teachers` self-efficacy in drug education is crucial to determine teachers' beliefs about their performance in delivering materials related to drug topics and intervention. The study conducted by Hwan (2021) demonstrated substantial mediating effects of self-efficacy beliefs in the association between Professional Development and the implementation of student-centered instruction. Nevertheless, the influence of classroom stress as a mediator was statistically insignificant. Furthermore, the researcher discovered notable positive direct impacts of Professional Development and self-efficacy on implementing student-centered instruction. Teachers with high self-efficacy will have the confidence to teach and good skills in classroom management (Jusoh et al., 2022; Rahman et al., 2022). They have high expectations and capabilities to build students` belief to discuss drug abuse in learning topics. Teachers expect their students to remove substance use are not because they afraid of punishment but more prefer their knowledge and self-awareness to the danger of drug abuse.

Shulman introduced Pedagogical Content Knowledge (PCK) to be mastered by teachers in the teaching-learning situation, which requires teachers to balance their instructional strategies and knowledge of the learning topics (Ismail & Jarrah, 2019). Classroom teachers must enhance their teaching competency in drug education to create effective teaching and deliver learning materials. According to Situmorang et al. (2022), the developed teaching materials have demonstrated significant efficacy in promoting active learning among teachers, ultimately leading to enhanced knowledge acquisition and skill development in their professional capacities. Competences in drug education relate to teachers' abilities to manage their classes to discuss drug topics. Teachers can encourage their students to avoid the drug daily with their pedagogical knowledge.

In this situation, teachers are required to master integrating drug topics in classroom situations based on their pedagogical skills, such as teaching planning, curriculum application, pedagogical knowledge, using technology, classroom environment, social competency, student engagement, instructional strategies, and classroom management. Therefore, the study aims to determine the relationship between TSE and TC among secondary school teachers in Malaysia in drug education.

Teachers' Self-Efficacy (TSE)

The concept of teacher efficacy, operationalized and evaluated by scholars affiliated with the Rand Corporation in the 1970s, pertains to teachers' perceptions regarding their capacity to influence the academic outcomes of their students (Griffin, 2019). The phrase "teacher self-efficacy" has been frequently employed in research. However, it has not been deemed reliable for evaluating teacher self-efficacy convictions. The concept of teacher efficacy pertains to educators' ability to influence their students' academic performance positively (Alkathiri, 2020; Setyaningsih & Sunaryo, 2021). Conversely, self-efficacy beliefs refer to an individual's confidence in their ability to execute particular teaching tasks within their present teaching context effectively. Bandura's (1977) conceptual framework differentiates efficacy and outcome expectations, centring on individuals' beliefs regarding the feasibility of executing behaviours and their potential consequences. Efficacy expectations refer to an

individual's belief in their ability to perform the necessary behaviours to achieve a desired outcome effectively (Alnoor et al., 2020; Hafnidar et al., 2021). On the other hand, outcome expectations are dependent on the anticipated results of the behaviours being performed.

Self-efficacy beliefs are context-dependent, and their ability to forecast behaviour is influenced by the degree to which the outcomes are determined by external factors or personal ability (Rivers, 2021). Although teacher efficacy beliefs may not directly predict behaviours, they are a significant predictor of the outcomes individuals anticipate (Talsma et al., 2021). Self-efficacy beliefs are contingent upon the task and situation at hand, and their potency, scope, and universality are subject to fluctuation based on the perceived complexity or difficulty of the task (Hendry, 2021; Lauermann & ten Hagen, 2021).

Teaching Competency (TC)

The primary objective of education is to cater to the requirements of both individuals and society. In this regard, the teacher training subsystem is pivotal in overseeing the educational system. Educators' competencies encompass many dimensions, such as planning, implementation, assessment, and adherence to standards (Yen & Gamble, 2021; Husin et al., 2023). The domain of environmental concerns has emerged as a novel area of expertise for educators, given its interconnectedness with routine existence and fundamental human requisites. Enhancing teachers' professional competencies ought to encompass curriculum competencies that are indispensable for the design, development, and execution of curricula (Clear et al., 2020; Zainil et al., 2023). Given their distinct roles in curriculum studies, collaborative engagement between curriculum theorists and teachers is essential to curriculum development.

Enhancing teaching competency is contingent upon advancements in other disciplines and societal shifts, necessitating educators to remain abreast of these developments to enhance their occupational proficiency (Tri, 2021). Sustained inquiry and examination of educator competencies are necessary for the globalization of curriculum concepts and curriculum studies (Goodwin, 2020). The competencies of educators play a pivotal role in the successful implementation of contemporary curricula and the preparation of upcoming generations (Allmnakrah & Evers, 2020). The competencies of educators must be consistently evaluated and revised to align with the evolving landscape of the educational system.

The Relationship between TSE and TC

This current study examined the data on the teachers' self-efficacy beliefs and their competency. Woodcock et al. (2023) indicate that teachers who endorse the concept of inclusive education as a viable approach to instructing all pupils have reported greater levels of teacher self-efficacy than their counterparts who do not share this belief. Teacher self-efficacy beliefs on student engagement, teaching strategies, and classroom management are elevated (Mireles-Rios et al., 2019). Sekreter (2019) indicates that individuals pursuing a career in teaching possess adequate skills for establishing a conducive learning environment but exhibit a relative deficiency in managing classroom

discipline. There is a moderate and positive correlation between the level of competency and the self-efficacy beliefs of teachers (Tekin, 2023). This aligns with Elmeanawy and Elhashmi (2022), who found a positive correlation between enhancing teachers' competencies, particularly field competency, and increasing teacher self-efficacy beliefs. Research has revealed a significant correlation between primary school educators' self-efficacy scores and professional competency scores. According to Akdoğan (2021), there were no statistically significant differences observed among school principals based on their gender. Likewise, there were no statistically significant variations observed among primary school educators in relation to their age groups and areas of specialisation. A notable disparity was observed in the working experiences of primary school teachers, specifically in relation to their self-efficacy perceptions. Primary school teachers with 6-10 years of experience exhibited a lower self-efficacy perception compared to those with 11-15 years of experience. Therefore, it can be argued that the perception of self-efficacy increases as teachers gain more experience over time.

Yao et al. (2022) provided empirical evidence supporting the notion that self-efficacy is a mediator in the association between professional identity and competence, albeit to a certain degree. Educators and clinical tutors within educational institutions must prioritise cultivating students' professional identity and self-efficacy to enhance their overall competence. In conclusion, prior studies have shown a relationship between teacher self-efficacy beliefs and teaching competencies.

METHOD

The methodology used in this study was a descriptive-correlational quantitative survey to determine the relationship between teacher`s self-efficacy and teaching competency in drug education. A total of 491 participants from secondary school teachers in six states—Kelantan, Kedah, Selangor, Kuala Lumpur, Sabah and Johor—were involved in this study. They were selected by stratified random sampling. The data for this study were collected through an online and offline survey in 2021. The survey questionnaire technique was chosen for its advantages, such as being time-efficient and flexible, interactivity without interviewer bias, personalized messages and questions, cost-effectiveness, targeted sample selection, and desensitizing sensitive subjects with fewer processing errors (Pandey & Pandey, 2021). The TSE questionnaire had three constructs: students` engagement, instructional strategies and classroom management which consisted of 24 items. Furthermore, the TC questionnaire had six constructs: teaching planning, curriculum application, pedagogical knowledge, using technology, classroom environment and social competency with 20 items. The instruments of this study had been piloted to determine the Cronbach's alpha value, and it was found that the instruments were valid and reliable to use in the actual study.

Table 1
Reliability and quantity of items in every construct

No.	Construct	Number of Items	Cronbach's Alpha
1	Student engagement	8	0.927
2	Instructional strategies	8	0.948
3	Classroom management	8	0.951
4	Teaching planning	3	0.913
5	Curriculum application	3	0.909
6	Pedagogical knowledge	3	0.865
7	Using technology	4	0.840
8	Classroom environment	3	0.884
9	Social competency	4	0.837

Table 1 shows the pilot test Cronbach's alpha value of each construct of a teacher's self-efficacy and teaching competency in the questionnaires. The pilot test of Cronbach's alpha of teachers' self-efficacy in drug education consisted of student engagement = 0.927, instructional strategies = 0.948, and classroom management = 0.951. Furthermore, the values of Cronbach's alpha for teaching competency were: teaching planning = 0.913; curriculum application = 0.909, pedagogical knowledge = 0.865; using technology = 0.840, classroom environment = 0.884 and social competency of teachers = 0.837. Each construct had high reliability, meaning each variable had good items and could be used in an actual study.

FINDINGS

As stated early, the respondents of the study are secondary school teachers who integrated drug topics into their teaching subjects in a classroom situation. The results of the demographic profiles of respondents, the means of TSE and TC, the standard deviation, and the relationship between TSE and TC were presented in this section.

Table 2
Demographic profile of respondents

Demographic	Respondent	Frequency	Percentage (%)
Gender	Male	146	29.7
	Female	345	70.3
	Total	491	100.0
Age	25 and younger	6	1.22
	26 – 35	78	15.89
	36 – 45	190	38.69
	46 – 55	175	35.65
	56 and over	42	85.55
	Total	491	100.0
School Area	Kelantan	204	41.5
	Kedah	30	6.1
	Selangor	43	8.8
	Kuala Lumpur	41	8.4
	Sabah	60	12.2
	Johor	113	23.0
	Total	491	100.0
Monthly Income	RM 2001 - RM 3000	36	7.3
	RM 3001 - RM 4000	35	7.1
	RM 4001 - RM 5000	73	14.9
	More than RM 5000	347	70.7
	Total	491	100.0
Highest Level of Education	Certificate (SPM)	2	0.4
	Diploma	20	4.1
	Bachelor	422	85.9
	Master	46	9.4
	PhD	1	0.2
	Total	491	100.0
Years of Teaching Experience	0 – 10	85	17.32
	11 – 20	210	42.77
	21 – 30	170	34.62
	More than 30	26	5.29
	Total	491	100.0

Table 2 describes the demographic profiles of the study's 491 secondary school teachers. There were 345 (70.3%) female teachers and 146 (29.7%) male teachers involved as participants in current study. In terms of age, 190 (38.69%) teachers ranged in age from 36 to 45 years old; there were 175 (35.65%) teachers between 46 and 55 years old; 78 (15.89%) teachers between 26 and 35 years old; 42 (85.55%) teachers 56 years old and over, and the remaining 6 (1.22%) teachers 25 years old and younger. Several secondary schools in six states of Malaysia were involved in this study. There were 204 (41.5%) teachers from Kelantan, 113 (23%) teachers from Johor, 60 (12.2%) teachers from Sabah, 43 (8.8%) teachers from Selangor, 41 (8.4%) teachers from Kuala Lumpur, and the remaining 30 (6.1%) teachers from Kedah. The monthly incomes of participants were also shown in this study. There was a high number of teachers, with

347 (70.7%) having a monthly salary of more than RM 5,000; 73 (14.9%) teachers having an income of RM 4001–RM 5000; 36 (7.3%) teachers with RM 2001–RM 3000 a month; and 35 (7.1%) teachers with RM 3001–RM 4000 for their monthly salary. Participants of this study consisted of various levels of the highest education. There were 422 (85.9%) teachers with bachelor's degrees, 46 (9.4%) teachers graduating from a diploma program, 2 (0.4%) teachers with a certificate, and there were 1 (0.2%) teacher obtaining a PhD degree. In terms of years of teaching experience, there were 210 (42.77%) teachers having 11-20 years in duty, there were 170 (34.62%) teachers with 21-30 years, there were 85 (17.32%) teachers with ten years and less than that on teaching experience, and there were 26 (5.29%) teachers having experience more than 30 years.

Table 3
Teacher`s self-efficacy (TSE) and teaching competency (TC) in drug education

Variable	Mean	Standard Deviation (SD)
Student engagement	3.77	.673
Instructional strategies	3.86	.631
Classroom management	3.93	.638
Teaching planning	3.58	.856
Curriculum application	3.62	.831
Pedagogical knowledge	3.55	.808
Using technology	3.82	.667
Classroom environment	3.60	.803
Social competency	3.56	.798

Table 3 shows the mean and standard deviation for each construct of TSE and TC in drug education. The highest mean for teacher`s self-efficacy in drug education was classroom management at 3.93 (SD = .638), followed by instructional strategies at 3.86 (SD = .673), and efficacy in student engagement was at 3.77 (SD = .673). Furthermore, the highest mean score for the teaching competency of teachers was using technology at 3.82 (SD = .667), followed by curriculum application at 3.62 (SD = .831), classroom environment at 3.60 (SD = .803), teaching planning at 3.58 (SD = .856), social competency at 3.56 (SD =.798), and pedagogical knowledge at 3.55 (SD = .808).

Table 4
Determines TSE level (student engagement, instructional strategies, and classroom management) and TC level (teaching planning, curriculum application, pedagogical knowledge, using technology, classroom environment and social competency)

Mean scale	Mean level	Mean student engagement	Mean instructional strategies	Mean classroom management	Mean teaching planning	Mean curriculum application	Mean pedagogical knowledge	Mean using technology	Mean classroom environment	Mean social competency
1.00-2.33	Low									
2.34-3.67	Moderate				3.58	3.62	3.55		3.60	3.56
3.68-5.0	High	3.77	3.86	3.93				3.82		

Table 4 shows the mean constructs for TSE and TC of secondary school classroom teachers in drug education, categorized as low, moderate, and high. The overall mean value for each construct is higher than the mean value of 2.33, which means that there was no item in the low-level mean position. Table 4 shows four constructs achieving high levels: classroom management, instructional strategies, technology use, and student engagement. Furthermore, five constructs had moderate proficiency levels: curriculum application, classroom management, teaching planning, social competency, and pedagogical knowledge.

Table 5.1
Mean and standard deviation for student engagement

Items	Mean	Standard deviation (SD)
Approach students	3.54	.734
Encourage students	3.76	.639
Motivate students	3.83	.663
Help students being confident	3.88	.632
Develop positive behavior	3.84	.646
Improve student`s creativity	3.84	.644
Increase student`s understanding	3.85	.658
Positive collaboration	3.62	.767
Total-Student Engagement	3.77	.673

Table 5.2
Mean and standard deviation for instructional strategies

Items	Mean	Standard deviation (SD)
Answer question	3.80	.654
Measure student`s achievement	3.93	.609
Create question	3.90	.604
Adapt the lesson plan	3.86	.582
Various assessment strategies	3.87	.657
Give explanation	3.88	.666
Implement alternative strategies	3.79	.652
Give challenges to students	3.83	.620
Total-Instructional Strategies	3.86	.631

Table 5.3
Mean and standard deviation for classroom management

Items	Mean	Standard deviation (SD)
Control disruptive behavior	3.94	.625
Prevent drug abuse	3.88	.635
Implement teaching strategies	3.88	.643
Strengthening the rules	3.95	.637
Calm down students	3.99	.645
Improve classroom learning	3.94	.636
Manage students	3.89	.646
Overcome student`s problem	3.96	.638
Total-Classroom Management	3.93	.638

Table 5.1, table 5.2, and table 5.3 show the mean score and standard deviation for each construct in TSE based on the item questions. The classroom management gained the highest total mean score among the other constructs with 3.93 (SD = .638), followed by the construct of instructional strategies with a total mean score of 3.86 (SD = .631) and student engagement with 3.77 (SD = .673). The highest mean item from 3 three constructs was "I believe that I am able to calm down the students who were making noise in my class," with a mean score of 3.99 (SD = .645). However, the lowest item question was "I believe that I am able to approach students who face learning difficulties," with 3.54 (SD = .734).

Table 6.1
Mean and standard deviation for teaching planning

Items	Mean	Standard deviation (SD)
Plan classroom activities	3.55	.835
Improve students` knowledge	3.50	.893
Improve students` awareness	3.68	.840
Total-Teaching Planning	3.58	.856

Table 6.2
Mean and standard deviation for curriculum application

Items	Mean	Standard deviation (SD)
Integrate drug prevention	3.68	.817
Combine learning topics	3.65	.825
Expand students` experience	3.54	.852
Total-Curriculum Application	3.62	.831

Table 6.3
Mean and standard deviation for pedagogical knowledge

Items	Mean	Standard deviation (SD)
Have knowledge	3.49	.842
Understand the methodology	3.49	.820
Have assessment skills	3.67	.762
Total- Pedagogical Knowledge	3.55	.808

Table 6.4
Mean and standard deviation for using technology

Items	Mean	Standard deviation (SD)
Know the important of technology	3.91	.709
Use technology in teaching	4.02	.358
Use technology in drug prevention	3.85	.737
Have skills in using technology	3.49	.864
Total- Using Technology	3.82	.667

Table 6.5
Mean and standard deviation for classroom environment

Items	Mean	Standard deviation (SD)
Make changes in classroom	3.48	.822
Promote drug prevention	3.59	.807
Create positive discussion	3.72	.780
Total- Classroom Environment	3.60	.803

Table 6.6
Mean and standard deviation for social competency

Items	Mean	Standard deviation (SD)
Do consultation	3.39	.821
Build close relationship	3.24	.876
Know environment and community	3.79	.743
Seeking supports	3.81	.751
Total- Social Competency	3.56	.798

Table 6.1, table 6.2, table 6.3, table 6.4, table 6.5, and table 6.6 show the mean score and standard deviation for each construct in TC based on the item. The competency of teachers in using technology had the highest total mean for its construct with 3.82 (SD = .667), followed by construct curriculum application with 3.62 (SD = .831), the classroom environment was 3.60 (SD = .803), teaching planning was 3.58 (SD = .856), social competency was 3.56 (SD = .798), and pedagogical knowledge was 3.55 (SD = .808). The highest mean item from the six constructs was "I know that the use of technology in drug education can create effective learning," with a mean score of 3.91 (SD = .709). Meanwhile, the lowest mean score was "I build a close relationship with parents for drug prevention education in school," with 3.24 (SD = .876).

Table 7
Correlation between TSE and TC in drug education

		TSE	TC
TSE	Pearson Correlation	1	.636**
	Sig. (2-tailed)		.000
	N	491	491
TC	Pearson Correlation	.636**	1
	Sig. (2-tailed)	.000	
	N	491	491

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

Table 7 shows the Pearson Correlation between TSE and TC of classroom teachers in secondary school in drug education. Based on the data analysis, there was a significant relationship between TSE and TC with $p<0.01$ ($p = 0.00$), and the Pearson Correlation value was 0.636** (strong correlation). The two variables had a positive correlation. The relationship for each construct can be seen in table 8.

Table 8
Pearson correlation between TSE and TC of classroom teachers in drug education

Variables/ Construct	TC	Teaching planning	Curriculum application	Pedagogical knowledge	Using technology	Classroom environment	Social competency
TSE	0.636**	0.446**	0.478**	0.530**	0.605**	0.582**	0.622**
Student engagement	0.636**	0.465**	0.472**	0.516**	0.591**	0.570**	0.649**
Instructional strategies	0.595**	0.420**	0.447**	0.507**	0.565**	0.542**	0.573**
Classroom management	0.553**	0.369**	0.419**	0.461**	0.547**	0.521**	0.521**

N=491; **p<0.01

Table 8 shows the relationship between teachers' self-efficacy and teaching competency in drug education. In addition, table 8 also shows a relationship between TSE constructs (student engagement, instructional strategies, and classroom management) and TC (teaching planning, curriculum application, pedagogical knowledge, using technology, classroom environment, and social competency) of classroom teachers. The result showed a positive relationship between TSE and TC (0.636**, $p < 0.01$).

DISCUSSION

The current study was conducted in selected hot spots in six Malaysian state secondary schools. It involved nationwide respondents from the Malaysian peninsula and Borneo. The study aimed to investigate the relationship between TSE and TC among secondary school teachers in drug education. Analysis of the data showed the demographic profiles of respondents, who come from various social backgrounds. The study also showed the average and standard deviation of TSE and TC constructs in drug education. The study indicated a strong relationship between TSE and TC among classroom teachers in drug education. This study is in line with Bhullar (2019); he found that there is a noticeable difference between the levels of teaching competency and self-efficacy among teachers in public and private schools. Evidence also indicates a significant and positive correlation between the teaching competency and self-efficacy of secondary school teachers. Moreover, in a study conducted by Rahim (2022), it was discovered that self-efficacy plays a moderating role in the relationship between online teaching skills and student involvement. Thus, it is relevant to the finding in this study which the self-efficacy of teachers correlates with their competency in teaching and learning in the classroom.

The study's finding indicated that the highest mean in TSE was classroom management while TC was using technology (Alnoor et al., 2020; Clear et al. 2020; Şen & Yildiz Durak, 2022; Walid et al., 2021). Classroom management is essential in determining teachers' efficacy in integrating learning materials with drug topics (Mireles-Rios et al., 2019). The competency of classroom teachers in using technology helps them find learning resources related to drug abuse (Krasniqi & Ismajli, 2022; Lauermann & ten Hagen, 2021). According to Alkhayat et al. (2020), Kuwaiti preservice early childhood educators exhibited a high level of interest in utilizing Web 2.0 technologies within the kindergarten context. However, they demonstrated a lack of confidence in their ability to effectively integrate these technologies into educational settings (Lauermann & ten Hagen). The individuals possessed a rudimentary understanding of certain applications and expressed uncertainty regarding the necessity of further instruction.

Furthermore, the highest mean of student engagement is "I believe I can help my students by being confident about staying away from drugs". This item shows how teachers have high self-efficacy to protect their students in drug education not being involved with drug abuse by encouraging their confidence level. The highest score for instructional strategies is "I believe that I can measure to what extent the students understand what I have taught." It means that teachers do the objective evaluation in the learning process, and they know about the level of students` understanding of drug topics in a classroom situation. In construct classroom management, the highest mean

score is "I believe that I can calm down the students who were making noise in my class". A crucial point in self-efficacy is that teachers can keep their classes from disruptive behavior. According to Krasniqi and Ismajli (2022), engaging in effective communication with teachers and offering constructive feedback can support teachers, enabling them to enhance their self-efficacy. This, in turn, facilitates their ability to make informed decisions that align with the unique requirements of their classrooms.

Regarding teaching competency, the highest mean score of teaching planning is "I plan activities in my classroom to improve students' awareness of the dangers of drugs". This item shows that teachers can set up teaching planning by involving students in drug education (Aspelin & Jonsson, 2019; Ismail et al., 2022; Walid et al., 2021). The highest mean of curriculum application is "I integrate drug prevention education into my teaching". It means that teachers have competency in the curriculum to integrate their learning material with drug topics (Lauermann & ten Hagen, 2021; Situmorang et al., 2022; Sulaiman & Ismail, 2020; Yao et al., 2021). The highest mean score of pedagogical knowledge of teachers is "I have assessment skills to evaluate students` performance in my classes," which means that teachers have the competency to measure students` ability in drug education (Talsma et al., 2021). According to König et al.'s (2020) findings, there is a significant correlation between situation-specific pedagogical adaptivity in written lesson plans and declarative general pedagogical knowledge of adaptivity as measured by a standardised test. Moreover, this skill impacts the self-reported instructional practice of teaching that particular lesson among preservice teachers. The highest mean score for using technology is "I can use technology in teaching-learning activities related to drug abuse prevention". It indicates that teachers are competent in using technology to teach drug topics to students (Alkhayat et al., 2020; Alnoor et al., 2020; Clear et al., 2020). The highest score for a classroom environment in drug education is "I do discussions with my students about the dangers of drugs for their lives in the classroom". It means that teachers have the competency to open discussions with students related to the danger of drug abuse in the teaching-learning situation (Dörnyei & Muir, 2019). According to Elmeanawy and Elhashmi (2022), it is advisable to provide comprehensive training to teachers so they possess the necessary skills and knowledge to effectively incorporate their knowledge into the topic of drug abuse.

Other than that, according to a study by Ismail et al. (2022), 5.5% of 11,129,316 people aged 15 to 40 who had used drugs at some point had a history of drug abuse. It is relevant to the finding in this study, where it was found that the highest mean social competency score is "I understand that I need support from the community to prevent drug abuse among students." It reflects that classroom teachers must be competent in supporting drug abusers. Moreover, to deliver drug abuse prevalence topics in the classroom, the school community—including the headmaster, other teachers, and school staff—must also support this (Rusilowati & Wahyudi, 2020; Walid et al., 2021).

CONCLUSION

The study shows that TSE and TC have a positive relationship in drug education. The value of the Pearson correlation indicates significance. It can be concluded that teachers'

beliefs positively correlate with their competencies in drug education. TSE and TC in drug education were at high levels and had a solid and positive relationship. This result is astonishing because Malaysia still has no complete guidelines for classroom teachers to integrate drug education into the curriculum. Teachers used their initiatives to find the learning media to support their classes. They also worked well with other teachers to set up drug topics in teaching-learning situations.

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