Teachers' Perceptions of Teacher Certification Program (TCP) In Indonesia

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Abstract: *This research analyzes teachers' perception towards the implementation of Teacher Certification Program (TCP) that is almost over in Indonesia. Next to that, the differences in teachers' perception between certified and uncertified teachers, and the relationship between teacher characteristics and teachers' perception of the TCP and improvement of teacher quality were also discussed to find what factors that can explain teachers' perception of the TCP and improvement of teacher quality. To obtain such objectives, a comparative correlation survey research was established. Of 99 randomly selected sample of senior high school teachers in Banjarmasin municipality of South Kalimantan Province of Indonesia were included in the study. The data was gathered by using a close ended questionnaire with 4 subscales. The descriptive analysis of teachers' perception of total-TCP- and TCP-subscales showed that teachers have a positive perception of the implementation of TCP. Next, the independent sample t-test and Man Whitney test showed that no significant differences in teachers perception between certified and uncertified teachers as well as between teachers with the different characteristics. However, by using ANOVA and Kruskal Wallis the differences in teachers perception of the TCP and the improvement of teacher quality existed. Male teachers have more knowledge about TCP than female teachers, and teachers who are older than 50 and have teaching experience more than 25 years have more positive perception of the TCP and improvement of teacher quality. Multiple regression analyses revealed that all TCP-subscales accounted for 100% of the variance in total-TCP-perception. Further, stepwise multiple regressions showed that teaching experience was the only significant predictor of teachers' perception regarding the TCP and improvement of teacher quality. It was also found that TCP & teaching activities as well as teaching experience are the strongest predictors of the variance in teachers' perception of the TCP and improvement of teacher quality.*

Keywords: *teachers' perception, teacher certification, teacher quality.*

I. Background

It cannot be denied that education in Indonesia is still far behind compared to other countries. The Quality Improvement of Teacher and Staffs (MoNE, 2007) reported that viewed from teacher's perspective, this circumstance is caused by a lot of factors such as; many teachers have no required qualification and competencies, a part of teachers tend to satisfy easily with the condition and the ability they get, the efforts of teachers to increase their competencies are very limited. Besides, outside of classrooms teachers spend a lot of time for nonacademic activities, and contact among teachers is quite limited, however, even if it exists, it is often just for nonacademic affairs. In many schools, teachers seldom get feedback on what they have done, from students, colleagues, as well as principals, and many teachers do not give any serious attention to student abilities, on other words they do not educate students maximally (MoNE, 2007)

These problems have encouraged the government to make some improvements in education. Since 2007, the Ministry of Education in Indonesia have established teacher certification program (TCP) based on the government policy No. 19/2005. This program have been implemented to guarantee the quality of teachers in Indonesia (MoNE, 2007). National Education Ministry cooperates with higher education as an assessor body of this program. Based upon the government regulation established on 2005, the TCP should be implemented since 2006. After trying out on 2006, it was decided that the TCP started to be applied on 2007.

The purpose of the Indonesian TCP program was to determine the teacher's capability to teach, to increase teacher's professionalisms, and to improve the process and product of education. At the beginning, it was conducted through a written and a performance test. In 2006, the TCP had been tried out by means of a written test, yet because many teachers could not pass this test, it was not continued. However, in actual practice, the TCP program use portfolio and professional teacher education and training to assess and improve teacher quality (MoNE, 2008).

The implementation of teacher certification was regulated in the law of Teachers-Lecturers Number 14/2005. This law was created to place teachers and lecturers in a professional positions. This teachers and lecturers law stated that a professional teacher must have a qualification of bachelor degree. Therefore, although it requires a tight requirement, on the other side, it provides an adequate reward as well. It is expected that

with the meeting of professional requirements, the rights & liabilities of teachers-lecturers will also become more clear. Basically, the improvement teacher professionalism is the main purpose of teachers-lecturers Law. With the implementation of the law teachers are expected to get life warranty, reward, protection, professional development and career.

Based on these observations, it is of interest to acquire knowledge about the teacher's perception of the TCP program and implementation in Indonesia. Do different groups of teachers (certified and uncertified) believe, or consider this program useful for them in more ways than only for getting a higher salary? And do they expect TCP to improve the quality of teachers and education? Nowadays, after having been implemented for 10 years, the question that emerged is "Can TCP improve teacher quality?"

II. Research Methodology

This study was conducted to determine teachers' perception of teacher certification program (TCP) in Indonesia. Sample of senior high school teachers from 24 schools, of those who have followed TCP and those who have not followed TCP were included in this study. For that reason, teachers were classified into three groups, a group of teachers who did not follow TCP, a group of teachers who follow TCP and pass on the final assessment, and a group of teachers who fail on the final assessment but then pass on the remedial program.

At the beginning, the sample consists of 120 teachers (40 teachers from each group) were randomly selected using proportional random sampling. This method was chosen in order to include a proportional number of participants from each group. The questionnaires were distributed to 120 teachers in 24 schools. From those, 11 were public and 13 were private. A total of 99 teachers responded to the questionnaires, consisting of 33 teachers who did not follow TCP, 38 teachers who follow TCP and pass on the final assessment, and 28 teachers who fail on the final assessment but then pass on the remedial program. Of these 57 (57.6%) were females and 42 (42.4%) were males. The mean age of the population was 45.31 ; standard deviation 8.078 and ranging from 27 to 60. Only few of senior high school teachers failed on the final assessment, thus the number of sample in this group was less then the others.

Modeling TCP Sample
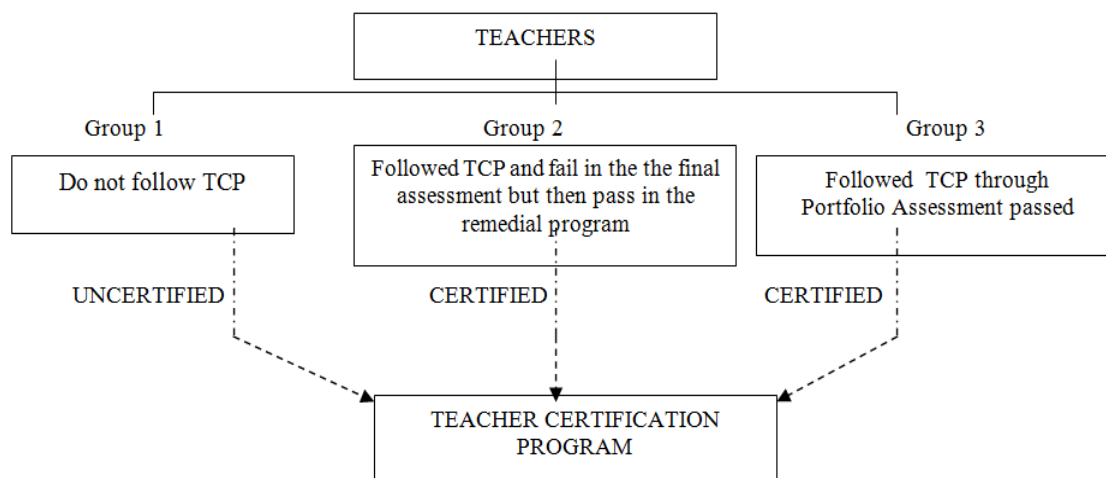
As the independent variables were TCP routes, age, gender, education, years of experience and training experience. While teacher's perception on the TCP and on the TCP and training/education were the dependent variables that will be measured in this study. Table 1 shows the independent variables used:

Table 1. Summary of Independent variables and the number of respondents

Variables	Groups/the number of respondents					
	I	∑	II	∑	III	▯
TCP routes	Did not follow TCP	33	Pass on final assessment	38	Pass on remedial program	28
Age	Below forty	26	Between forty and fifty	36	Above fifty	37
Education	Below bachelor	11	Bachelor	84	Master degree	4
Years of Experience	Below fifteen	31	Between fifteen and twenty five	41	Above twenty five	27
Training experience	Have no training experience	39	One short/long training experience	37	More than one short/long training experience	23
Gender	Female	57	Male	42	-------------	----

To collect the data, a close-ended questionnaire with Likert scale was used. Respondents can choose 5 options related to their perceptions and attitudes toward the TCP. The minimum possible average score in this scale was 1 and the maximum was 5. Highest average score in the inventory shows that the individual subject has a positive perception on the TCP.

The questionnaire contains three sections: (1) "information about yourself"; (2) Question which are divided into four parts linked to the implementation of the Teacher Certification Program, namely TCP & Law, TCP & Teaching, TCP and Educational Training, and TCP & Teacher Quality. Respondents were asked to respond using a 5-point Likert-type scale; (3) Respondents suggestion for improvements (to the implementation) of TCP.

Reliability for the questionnaire was conducted by using Cronbach Alpha. After being used in this study the Cronbach's alpha was calculated, and it yielded an alpha coefficient of 0.92 with the inclusion of all items. It means that this questionnaire is reliable and it is safe to use because there is a consistency in responses among items in the questionnaire.

The data obtained from the questionnaires were analyzed using SPSS. The descriptive statistics of all variables were computed to have a general picture of the variables and to determine the representative of the sample.

III. Result

The general information about teachers' background according to gender, age, education, years of experience, training experience, will be presented by the Table 2.

Table 2. Background Characteristics of Respondents

Background Variables	M	SD	Groups	Percentages
Gender	1.42	0.497	Female	57.6
			Male	42.4
Age	45.31	8.078	< 40	26.2
			40 – 50	36.4
			> 50	37.4
Education	1.93	0.385	< Bachelor	11.1
			Bachelor	84.8
			Master degree	4.0
Years of Experience	19.66	8.158	< 15	31.3
			15 – 25	41.4
			>25	27.3
Training experience	2.33	1.332	Have no training experience	39.4
			One short/long training	37.4
			More than one short/long training	23.2

From the Table 2 it can be seen that there were more female respondents (57.6%) than male (42.4%). Most of the respondents (73.8%) were aged above forty and 84.8% of them had a bachelor degree. Of the teachers, 41.4% of them had fifteen to twenty five –years of working experience. Those number represents the real condition of TCP's teachers in Indonesia, because TCP were particularly established for those who have long working experiences. Finally, most of the respondents (39.4%) have no training experience and 37.4% only one training.

Teachers' Perception of TCP

The first research question is to measure teachers' perception on the implementation of the TCP established in Indonesia. In order to answer this question a questionnaire consisted of five subscales is used. This section starts with a description of the content of each subscale of TCP and will end with an overall assessment of the scales. Overall, the assessment of teachers' perception on the TCP illustrated in the Table 3. below (N=99).

Table 3. Overall Descriptive Statistics of Teachers' Perception (range 1-5)

Variables	N	Range	Mean	Std. Deviaton	Reliability Cronbach Alfa
TCP&Law	99	1 – 5	4.104	0.436	0.78
TCP&Teaching	99	1 – 5	4.158	0.488	0.77
TCP&EducTraining	99	1 – 5	3.972	0.624	0.76
TCP&TeacherQuality	99	1 – 5	4.107	0.510	0.89
Total Perception	99	1 – 5	4.032	0.360	0.92

It can be seen from Table 3 that overall the mean scores of each subscale as well as total questionnaire are relatively high. Most of the mean scores of subscales are centered around the score 4 (from a range of 1 – 5) which means that teachers have a positive perception of TCP characteristics (subscales). Indeed, the mean

score of the questionnaire totally was 4.03 with 0.36 standard deviation. It means that overall teachers have positive perception of the TCP. The highest score is for the TCP and teaching scale indicating that the respondents are most positive about the influence of TCP on what teachers do before and during learning process, and the influence of TCP to motivate doing these activities better.

Differences Teachers' Perception between TCP-Groups

The second research question is to compare teachers' perception on the TCP between those who did not follow TCP yet and those that did. The null hypothesis of the study is there is no difference in perception on the TCP among teachers who did not follow TCP, those who failed on TCP as well as those who passed on TCP and had to follow a training program (p<0.05). To answer this question several statistic analyses was conducted by SPSS.The 'Kolmogorov-Smirnov' test is conducted to discover if the distributions fulfilled the standards of the normal distribution. The result of the normality test using Kolmogorov presented in the Table 4. below.

Table 4. Test of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
TCP&Law	.105	99	.009	.909	99	.000
TCP&Teaching	.113	99	.003	.949	99	.001
TCP&EducTraining	.164	99	.000	.941	99	.000
TCP&TeacherQuality	.112	99	.004	.964	99	.008
TCPPerception	.055	99	.200(*)	.988	99	.540

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

From the data, it appeared that the means of teachers' perception in each subscale did not meet with the standards of the normal distribution. While the data of TCP-total perception met the standard of normal distribution. Therefore, the Kruskal Wallis test was used to test for significant differences in means of teachers' perception in each subscales. While for the TCP-total perception, a one way ANOVA statistical analyses was used.. Table 5 indicates the result of both Kruskal Wallis and ANOVA analyses for differences in perception of all subscales by the three groups of teachers.

Table 5 Statistic Analyses for differences in Teacher Perception by Three Groups of Teachers

Variables	Have not followed TCP		Pass on Final assessment		Fail on Final Assessment		F	Chi Square	Sig
	MR	SD	MR	SD	MR	SD			
Teachers Perception on TCP and Law	44.94	--	55.83	--	48.05	--	--	2.74	0.26[a]
Teachers Perception on TCP and Teaching Activities	46.26	--	51.04	--	53.00	--	--	0.92	0.63[a]
Teachers Perception on TCP and Training/ Education	48.09	--	51.67	--	49.98	--	--	0.29	0.87[a]
Teachers Perception on TCP and Teacher Quality	41.68	--	57.78	--	49.25	--	--	5.62	0.06[a]
Teacher Perception on the TCP (totally)	3.95	0.35	4.12	0.34	4.01	0.38	2.23	--	0.11[b]
N	33		38		28				

Note: a Kruskal Wallis test
    b ANOVA test

Statistical analyses result in Table 5 revealed that in general for the TCP total scale, there are no significant differences in teachers' perception on the TCP. Similarly, no significant differences were found for the five scales among subjects who did not follow TCP, follow TCP and pass on the final assessment, and fail on the final assessment. Based on the result above, the null hypothesis is rejected. In other words it can be said that there is no dissimilarities of teachers' perception on TCP among teachers who did not follow TCP, passed on the final assessment and failed on the final assessment. Nevertheless, the group of teachers who pass on the final assessment have the highest scores for the four subscales, except perception of TCP & Teaching Activities. Besides comparing teachers' perception based on the three groups, the comparison of differences in teachers' perception also conducted based on teachers' characteristics, such as gender, age, education, years of experience, and training experience . The results will be presented in the several tables below.

Differences by Gender

Table 6 Statistical Analyses for differences in Teacher Perception by Gender

Variables	Female		Male		T	Z	Sig
	M	SD	M	SD			
Teachers Perception on TCP and Law	44.64	--	57.27	--	--	-2.17	0.03[a]*
Teachers Perception on TCP and Teaching Activities	49.04	--	51.30	--	--	-0.39	0.70[a]
Teachers Perception on TCP and Training/ Education	49.50	--	50.68	--	--	-0.21	0.83[a]
Teachers Perception on TCP and Teacher Quality	47.66	--	53.18	--	--	-0.95	0.34[a]
Teacher Perception on the TCP (totally)	3.99	0.34	4.09	0.38	-1.23	--	0.22[b]
N	57		42				

*significant at the 0.05 level (P<0.05)
[a] Mann Whitney test
[b]independent t-test

Overall, no gender difference is observed in teacher perception. It means that teachers' perception of TCP is not affected by gender. Female and male teachers have the same perception of TCP. From five subscales, the difference is only found in the TCP and Law, it indicates there is a difference perception of TCP and Law between female and male teachers with a more positive perception of male teachers on TCP-Law (and knowledge).

Differences by Age

Table 7. Statistical Analyses for differences in Teacher Perception by Age

Variables	< 40		40- 50		>50		F	Chi Square	Sig
	M	SD	M	SD	M	SD			
Teachers Perception on TCP and Law	41.27	--	52.29	--	53.91	--	--	3.34	0.19[a]
Teachers Perception on TCP and Teaching Activities	48.04	--	54.26	--	47.23	--	--	1.27	0.53[a]
Teachers Perception on TCP and Training/ Education	51.31	--	50.93	--	48.18	--	--	0.25	0.88[a]
Teachers Perception on TCP and Teacher Quality	37.96	--	50.40	--	58.07	--	--	7.55	0.02[a]*
Total Teacher Perception on the TCP	3.90	0.39	4.10	0.36	4.06	0.32	2.57	--	0.08[b]
N	26		36		37				

*significant at the 0.05 level (P<0.05)
a Kruskal Wallis test
b ANOVA test

Table 7. exhibits that from five subscales there is only one subscale which significantly differs for the three age groups of teachers. TCP and teacher quality (p=0.02) is the only subscale which is differently perceived. It indicates that teacher perception on teacher quality is different based on their age. From the table presented it can be seen that the mean rank of teachers' perception on teacher quality is the highest (MR=58.07). The score is belonged to those who aged above 50. It means that teachers who are older than 50 have a more positive perception on the relationship between TCP and teacher quality. In general, even though there is no significant difference in TCP-total perception based on the age (p=0.082), the highest mean belongs to teachers aged between 40 and 50 (M=4.1).

Differences by Education

Table 8. Statistical Analyses for differences in Teacher Perception by Teachers'Education

Variables	Below bachelor		Bachelor		Above Bachelor		F	Chi square	Sig
	M	SD	M	SD	M	SD			
Teachers Perception on TCP and Law	36.77	--	51.87	--	47.13	--	--	2.75	0.25[a]
Teachers Perception on TCP and Teaching Activities	47.27	--	49.27	--	72.75	--	--	2.68	0.26[a]
Teachers Perception on TCP and Training/ Education	43.64	--	50.06	--	66.25	--	--	1.90	0.39[a]
Teachers Perception on TCP and Teacher Quality	55.32	--	49.29	--	50.25	--	--	0.43	0.81[a]
Teacher Perception on the TCP (totally)	4.00	0.31	4.01	0.37	4.27	0.23	0.962	--	0.386[b]
N	11		84		4				

a Kruskal Wallis test; b ANOVA test

As shown in Table 8, no significant differences are detected in TCP-total teachers' perception as well as in each subscale among teachers based on the degree of educational background.   It shows that teachers have the same perception on TCP as well as in each subscale. Based on this finding it can be said that teachers' perception of TCP is not affected by the degree of education.

Differences by Years of Experience

Table 9. Statistical Analyses for differences in Teacher Perception by Years ofExperiences

Variables	< 15		15 – 25		> 25		F	Chi square	Sig
	M	SD	M	SD	M	SD			
Teachers Perception on TCP and Law	43.68	--	49.73	--	57.67	--	--	3.45	0.18[a]
Teachers Perception on TCP and Teaching Activities	48.74	--	53.54	--	46.07	--	--	1.19	0.55[a]
Teachers Perception on TCP and Training/ Education	51.73	--	40.57	--	50.50	--	--	0.26	0.88[a]
Teachers Perception on TCP and Teacher Quality	39.52	--	49.50	--	62.80	--	--	9.58	0.01[a]*
Total Perception on the TCP	3.93	0.40	4.07	0.35	4.09	0.31	1.92	--	0.15[b]
N	31		41		27				

*significant at the 0.05 level (P<0.05)
> a Kruskal Wallis test;
> b ANOVA test

From Table 9 it can be seen that among others the significant difference is only found in one subscale, teachers perception on TCP and teacher quality (p=0.01). The group of teachers who works more than 25 years has the highest mean (MR=62.80). It means that, this group has a more positive perception on the TCP and teacher quality. In other words, the more experienced teachers, the more strongly believe that TCP can improve teacher quality.

Overall, there is no significant difference in total teachers' perception. It indicates that in general, years of experience has no strong effect to teachers' perception of TCP. Teachers from the different level of working experience have the same perception on the TCP.

Differences by training experience

The statistical analysis for differences in Teacher Perception illustrated in the Table 10 below.

Table 10.   Statistical Analyses for differences in Teacher Perception by training experience

Variables	No training		One short/long training		More than one short/long training		F	Chi square	Sig
	M	SD	M	SD	M	SD			
Teachers Perception on TCP and Law	51.87	--	47.24	--	51.26	--	--	0.56	0.76
Teachers Perception on TCP and Teaching Activities	54.14	--	43.69	--	53.13	--	--	2.89	0.24
Teachers Perception on TCP and Training/ Education	48.63	--	46.31	--	58.26	--	--	2.71	0.26
Teachers Perception on TCP and Teacher Quality	57.87	--	44.82	--	44.98	--	--	4.87	0.09
Teacher Perception on the TCP (totally)	4.09	0.28	3.93	0.41	4.10	0.37	2.342	--	0.102
N	39		37		23				

*significant at the 0.05 level (P<0.05)
> a Kruskal Wallis test;
> b ANOVA test

Table 10 revealed that there are no significant difference detected in teachers' perception of TCP among teachers who have no training experience, have one short/long training experience and more than one short/long training experience.   It indicates that teachers' perception of TCP is not affected by the training experience they have had.

IV. Discussions

Analysis showed that most items in the questionnaire positively responded by the respondents (M=4.10, range1-5). In case of TCP & Law, the respondents strongly believed that teacher competences are most important, yet some considered that TCP is not the only way to enhance the quality of teachers.This is consistence with what was stated by Spector & de la Teja (2001), competences that enable person to effectively perform the activities that meets the standards expected in a particular profession are most important in someone's career. It refers to a state of being well qualified to perform an activity, task, or job function involving a related set of knowledge, skills, and attitudes. There are different ways to validate a person that has good teaching competences, one of the ways is through a certification process (Spector & de la Teja, 2001; Daring-Hammond & Youngs, 2002).Teaching licensure got from teacher certification program has some predictive power, (Shuls and Trivitt, 2015a) because it can be a proof of teacher competences.

The subscale regarding TCP & teaching activities is the most positive perceived scale (M=4.16). The items of this subscale refers to the making of lesson plan which is required in the assessment in TCP, including what teachers do during learning process and to what extent TCP motivates them doing these activities better. The same as the first subscale, teachers gave positive answers to this subscale. In the making of lesson plan most respondents usually consider the suitability between the methods and the goals. Yet, making a lesson plan was not always be done by the respondents. The important question, 'Does the TCP motivate you to use the three stages (pre-learning activities, during learning activities and post-learning activities)?' has the mean score 4.17, which means that TCP motivates teachers to always doing this activity. These results consistence with the findings of the previous researches conducted by Aguerrebere et al (2008); Cosky & Place (2008); who did 2-year qualitative research on five elementary teachers in the National Board for Professional Teaching Standards Certification process found that the process of teacher certification positively affects teaching practice in the classroom. Petty, Good & Handler (2016) also reported that the certification process positively influenced student learning. The research found that not only student learning, but also academic achievement, teaching, as well as evaluation and assessment strategies were influenced positively by the certification process.

Furthermore, TCP & training/education was the scale with the mean scores higher than 3.5, which means teachers have positive perception on it. Minimum score for most items was 1 (3 of 4 items), which indicates that for some items disagreement existed. The highest scoring items "Teachers who do not pass the certification have to follow a training program to obtain the certificate" was positively perceived by 92% respondents. This means that most respondents agree with the implementation of training program for those who did not pass on portfolio assessment, although, according to research conducted by Constantine, et al (2009) there is no evidence that greater levels of teachertraining coursework were associated with the effectiveness of alternative certification teachers in the classroom. Also, there is no evidence that the content of coursework is correlated with teacher effectiveness. However, Harris & Sass (2007) who did research about the effect of teacher training on teacher quality and student achievement suggested that from several forms of teacher training, only content-focused teacher professional development will influence teacher productivity. In other words, teacher training that will influence teacher quality is content-oriented training program.

The last subscale, TCP & teacher quality subscale was positively perceived with the mean score 4.11. The item "Teacher certification motivates me to do other educational activities outside teaching actively" was the lowest scoring items (M=3.83) which responded positively by 74% respondents (see appendix) and the item "The implementation of TCP will increase teachers' wealth" was the highest scoring item (M=4.51) that perceived positively by 95% respondents. It means that only few of teachers do not motivated doing other educational activities by TCP. However, they strongly believe that TCP will increase teachers wealthy. It seems that mostly teachers believe that TCP can improve teacher quality. Similarly, lots of studies (Shuls, & Trivitt, 2015a; Petty, Good & Handler, 2016) provide evidences that the positive relationship between teacher certification and teacher quality exist. Raising salary, as a consequence, is a direct effect when a certified teacher obtained that credential.

It is obviously discovered in this research that there is no significant differences in teachers' perception of the TCP among teachers who follow and did not follow TCP. Likewise, no significant differences were found for the five subscales. The group of teachers who pass on portfolio have the highest scores for the four subscales, except perception of TCP & Teaching Activities. Similarly, of the five teacher characteristics, no significant differences of TCP-total perception were found. It indicates that teachers' perception of total-TCP was not influenced by some teacher characteristics such as gender, age, educational background, years of experience as well as teaching experience. The differences are exist in TCP & Law subscale and TCP & teacher quality. Male teachers have more positive perception than female, also the group of teachers who aged more than 50 and have training experience more than 25 years have more positive perception on TCP and teacher quality than the others.

These findings show that teachers who either follow or have not followed TCP have the same perception on TCP implementation. It indicates that following TCP does not influence teacher' perception of

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TCP. Both teachers who follow and have not followed TCP have the same, positive, perception. They agree with the implementation of TCP, as they believe that TCP will give the positive impact to teacher productivity in the classroom. It is consistence with lots of studies which found that certification gave the positive impact to teaching effectiveness showed by student achievement gains (Darling Hammonds, 2005; Petty, Good & Handler, 2016).

An interesting fact founded by Goldhaber & Anthony (2005) could be the best explanation why teachers, either follow or have not followed TCP, have the same expectation to the TCP. Goldhaber & Anthony (2005) mention that teacher certification may serve as a signal of effectiveness that is used to identify skilled teachers for leadership roles or critical teaching positions. The acknowledgment, and often rewards, that accompany the TCP credential may also encourage teachers, either follow or have not followed TCP, to be more productive. It is also the reason why teacher characteristics do not influence teacher perception on TCP.

The difference of TCP & Law perception founded between male and female teachers was caused by the difference perception of teaching as a profession as reported by Hakki (2009),as well as the difference perception of learning need found by Mahdavy (2013); and Rezaie &Sayadian (2015). Hakki (2009); Mahdavy (2013); Rezaie & Sayadian (2015) found that there was a significant different between male and female teacher perception of teacher profession and learning need. Male teachers more extrinsically orientated than female, that seemed to directly influence their commitment to be a teacher. Hence, male teachers are more attracted to an extrinsic factor such as knowledge of TCP than female.

This research found that there is a positive significant correlation between all TCP-subscales; and with the TCP-total perception. It is also discovered that there is a positive significant correlation between some specific teacher characteristics such as age, as well as teaching experience and teacher perception of TCP & teacher quality. It can be assumed that TCP motivates teachers to improve teacher quality, particularly correlated with age and teaching experience. These findings indicate that teachers' perception in each subscale is, on one side, related to each other, and on the other side, related to the TCP-total perception as well.

V. Conclusion

From the results and the discussion above it can be concluded that (1) teachers have positive perception of the TCP. The most positive perception is on the relationship between TCP and TA. (2) Teachers' perception of TCP was not influenced by the TCP-route and teacher characteristics. Teachers who did not follow TCP, failed and passed on TCP assessment have the same perception. Yet, teachers' perception on some specific subscale such as TCP & Law, TCP & TQ, were influenced by teacher characteristics such as gender, age, and teaching experience. (3) TCP also motivates teacher to improve teacher quality. All subscales of TCP-perception contribute significantly in predicting teachers' perception of total-TCP. TCP & TE and TCP & TQ are the most important positive predictors. Teaching experience is the most effective single predictor of teachers' perception of TCP & TQ.TCP & portfolio together with teaching experience are the most effective predictors of teachers' perception of TCP & TQ.

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