

Secondary School Teachers' Effective Teaching Practice

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Abstract

Teaching practice as a vital process where learning takes place. This study aimed to examine the effective teaching practice of Malaysia secondary school teachers and how these practices differed among teaching experience groups. There were 322 secondary school teachers from Johor state, Malaysia involved in this study. Descriptive statistic and multivariate analysis of variance (MANOVA) were applied to analyse the finding. The results indicated that sampled teachers have higher scores in practising effective teacher attributes, following by teaching planning, classroom management, teaching strategy and lastly was professional responsibility. Besides, significant difference were found between teachers less than three years teaching experience with 3-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years across five subspects of effective teaching practice.

Keywords: Effective teaching practice, Teaching experience, Secondary school teacher.

1. Introduction

Teaching always been regarded as an easy task but in fact it is complex. However, a teacher is able to contribute in shaping the future of a particular student through his/ her teaching. According Varshney(2014), teacher can helps the child in bringing out their hidden capabilities and change the fate of the nation. Meanwhile, effective teaching practice is meaningful to a teacher as well as the educational world. Effective teaching is a battle process which not only limited to deliver knowledge, skill and value for student, it also can touch the heart and soul of a student lives. Previous research has been shown that the effective teacher has an effect on student success and achievement (Marzano, Pickering and Pollock, 2001). In teaching, teachers should not only know a specific skill, instead they should practise it in the classroom. This is called as 'knowing in action' (Fetherston, 2007). A teacher needs an ongoing development in order to fulfil or crafting the art of teaching which is complex nowadays. An effective teacher in teaching will always 'learn to teach' for upgrading the art of teaching. This spirit should always nourish in the heart of a teacher to improve teaching to the utmost potential.

Although there are many factors which can affect the teacher effective teaching in school, however Linda Darling Hammond (2000) study which involved 50 states in United States found that what the student gain was depends on the teachers in the school. Once again, this highlight the fact that an effective teacher indeed has a firm affect in learning and teaching. Teacher is an important input in the process of teaching for the sake of effective teaching outcomes. This perspective is so important to survey and gain meaningful findings in maturing and upgrading teacher's effective teaching.

2. Effective Teaching Practice

A teacher's teaching life is very meaningful and challenging especially when he/she practising effective teaching throughout career. In this study, the combination of model Charlotte Danielson (2007) and James H Stronge (2007) have been used. There have five subspects in teacher effective teaching which consist of teaching planning, class management, teaching strategy, teacher attribute and professional responsibility. Teaching planning defines how a teacher designing teaching. According to Danielson (2007), planning is considered as a backstage task which organising teaching in a classroom. This effort needs high level of subject content knowledge in designing a suitable teaching for different types of students in their learning (pg 43). Classroom management also plays an important role in effective teaching. "*Teachers are authority figures and need to require students to follow certain rules and procedures. However, these are means for organizing the classroom to support teaching and learning, not ends in themselves. Classroom management should help students gain capacity for self-regulation*" (Good and Brophy, 2008). Meanwhile, Stronge (2007) also mention majority of the effective teaching teacher admit that they emphasis on classroom rules when start schooling in order to create a systematic class procedure which can follow by the students.

For teaching strategy, teacher must provide a clear explanation to the student as a guide to change something complex to something which is clear in a student's live (Danielson, 2007). It means without an effective delivering from a teacher, students may encounter deadlock in advancing themselves socially as well as academically (Shukla-Metha and Albin, 2003). Besides, the aspect of a teacher's attribute can contribute to teacher happiness in a classroom. Therefore, it can affects the classroom atmosphere become more harmonious and give implication for learning and teaching take place indirectly. This is supported by Noddings (2005) who pointed out that teacher's happiness can affects the classroom climate. Teacher's happiness has much depends on a teacher's attribute which acts as a locomotive to interact with their students. Professional responsibility sub

aspect defines that effective teaching not only involve teacher but also communication between teacher and the student's family as well as between teacher's professional community in order to upgrade their professionalism. This is consistent with Haynie (2006) findings which stated that an non-effective teacher who always plans alone compared to effective biology teacher always planning their lesson through collaboration with their peers and involved in professional community activity.

This article is focusing on teaching experience serves as a factor which affects teacher effective teaching practice in school. Darling Hammond (2000) agree with the majority expert opinions which support that teacher teaching experience has significant influence in the teaching effectiveness. Nye (2004) study whereby stated teachers with more than three years teaching experience were more effective than those less than three years service In addition, Magdeline (2012) study in Malaysia also support that an experience teacher is able to modify the content for easy understanding of the students compared to those who are inexperienced. This action enable teacher to teach effectively and clearly.

3. Research Purpose

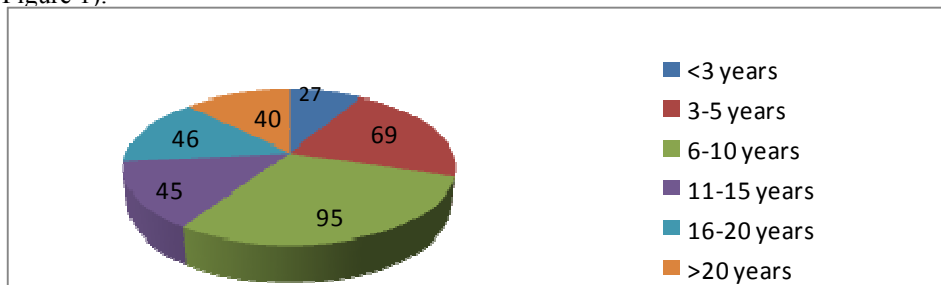
The purpose of this quantitative research was to identify a state of Malaysia secondary school teachers' effective teaching practice and determine how these practices differed among different teaching experiences groups. Hence, the following research objectives guided the present study.

- i) Hows the secondary school teachers' effective teaching practice?
- ii) Is there a significant mean difference of secondary school teachers' effective teaching practices across teaching experiences year groups?

4. Methodology

4.1 Respondent sample

A total of 322 secondary school teachers from a state of Malaysia (Johor) involved in this study. All these teachers were formed by different unique races in Malaysia, that's Malay(206 teachers) as majority, Chinese (77 teachers), Indian(35 teachers) and others races like *Bidayuh* and *Iban* (4 teachers). Twenty seven teachers have less than 3 years experiences. 3-5 years teaching experiences group has 69 teachers, while 6-10 years group has 95 teachers as highest component. Besides that, 11-15 years and 16-20 years teaching experiences groups were consisted by 45 and 46 teachers. There were 40 teachers who have more than 20 years teaching experiences in this study (Figure 1).



4.2 Research Instrument

The instrument used in this study was a set of questionnaire which combined Charlotte Danielson (2007) and James H Stronge (2007) models. It contained 64 items by using 6 point likert type scale. It was formed by five subspects that's teaching planning(16 items), classroom management(10 items), teaching strategy(16 items), teacher attribute(10 items) and professional responsibility(12 items).

4.3 Validity and Reliability

The 64 items in this instrument has been reviewed by experts in this field to ensure the content validity and relevance of the items to be answered by the secondary school teachers. Enhancement has been done based on the constructive opinions from experts. According Parmjit Singh et al (2010), the validity of an instrument is important and can be gained from the experts of that field. On the other hand, Rasch measurement model was used to analyse the construct validity for this study. Azrilah (2010) stated an instrument with unidimensionality 40% as minimum cutting point, if more than 60% can consider as an excellent instrument. Meanwhile unexplained variances in the 1st contrast should be less than 15%. The instrument in this study fulfilled all the setting criteria. The value of unidimensionality for overall effective teaching practice was 57.60%, which consist of five subspect that's teaching planning (59.50%), classroom management(65.70%),teaching strategy(58.70%), teacher attribute(63.50%) and professional responsibility (68.20%). As for the overall unexplained variances in the 1st contrast for effective teaching practice was 3.6%, while teaching planning sub aspect was 5.1%, classroom management 7.3%, teaching strategy 4.9%, teacher attribute 6.4% and professional responsibility 5.9%. Therefore, this questionnaire was heading unidimension way and exactly measured the dimension which wants to be measured. Besides that, the alpha Cronbach coefficients also showed a high reliability index for the

effective teaching practice test. The overall alpha Cronbach coefficient was 0.98 which consisted of teaching planning(0.95), classroom management(0.94), teaching strategy(0.95), teacher attribute(0.93) and professional responsibility (0.93). Hence, it can be concluded that the questionnaire was validated and reliable to be used in this study.

5. Results

To answer the first research question, descriptive statistic analysis was used to report the results. There were 322 secondary school teachers involved in this study. 102(31.7%) were male teachers and 220 (68.3%)were female teachers. Malaysia is a pretty country with unique society which is combined by different races. Therefore there were 206 Malay teachers , 77 Chinese teachers, 35 Indian teachers and 4 others *Bidayuh* and *Iban* teachers as sample in this study. Among 322 teachers, 289 were bachelor degree holder while 28 were master degree holder teacher and only 5 teachers as diploma holder.

Mean scores for each subspect in effective teaching practice (teaching planning, classroom management, teaching strategy, teacher attribute and professional responsibility) were calculated. Mean scores on teaching planning, classroom management, teaching strategy, teacher attribute and professional responsibility of secondary school teachers for the overall and each teaching experience groups were indicated in Table 1.

Table 1: Mean scores of each subspects effective teaching practice for each and overall teaching experience groups

Teaching experience groups	Teaching planning	Classroom management	Teaching strategy	Teacher attribute	Professional responsibility	Mean subspects
< 3 years	3.90	3.41	3.62	3.71	3.49	3.62
3-5 years	4.27	4.06	4.05	4.32	3.96	4.13
6-10 years	4.60	4.57	4.43	4.68	4.36	4.53
11-15 years	4.86	4.71	4.64	4.84	4.53	4.71
16-20 years	5.22	5.03	4.97	5.19	4.86	5.06
> 20 years	4.97	5.19	4.98	5.16	4.89	5.05
Overall	4.64	4.53	4.46	4.68	4.36	4.53

* Maximum scores for each effective teaching factor was 6.

Based on Table 1, it is clear to show that the overall Johor state secondary school teachers in Malaysia has highest scores in practicing effective teacher attribute(4.68), following by teaching planning(4.64), classroom management(4.53) ,teaching strategy(4.46) and lastly was professional responsibility(4.36). In addition, all five subspects of effective teaching practice among the secondary school teachers seems to increase from less than three years teaching experience to more than 20 years teaching experience respectively . However, there were bit slightly decrease in teaching planning and teacher attribute subspects among teachers more than 20 years teaching experience.

As for answering the second research question, a multivariate analysis of variance (MANOVA) was conducted to evaluate the effects of teaching experience years on effective teaching practice. MANOVA as the extension from ANOVA and includes more than one dependent variable (Chua, 2009). It examines whether the means on dependent variable differ across independent variable(s). Thus, in this current study five subspects that teaching planning, classroom management, teaching strategy, teacher attribute and professional responsibility were treated as dependent variables whereas the independent variable (teaching experience group) had six categories. The six categories consisted of less than 3 years, 3-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years teaching experience.

The MANOVA analysis showed that teaching experience had a significant effect on secondary school teachers' effective teaching practice (Pillai= 0.00, $F(10,632)=0.55$, $p<.05$). Due to significant MANOVA, the next step was to reveal the effect of teaching experience on effective teaching practice. Therefore, a follow up test with analysis of variance (ANOVA) towards each of the five dependent variables which as shown in Table 2 was needed

Table 2 : ANOVA follow up test of each dependent variables.

	df	Sum of square	Mean of square	F	Significant
Teaching planning					
Between groups	5	46.094	9.219	40.367	.000*
Within groups	316	72.165	0.228		
Total	321	118.259			
Classroom management					
Between groups	5	79.063	15.813	40.543	.000*
Within groups	316	123.247	0.39		
Total	321	202.310			
Teaching strategy					
Between groups	5	55.107	11.021	41.746	.000*
Within groups	316	83.428	0.264		
Total	321	138.535			
Teacher attribute					
Between groups	5	57.388	11.478	32.396	.000*
Within groups	316	111.954	0.354		
Total	321	169.342			
Professional responsibility					
Between groups	5	55.828	11.166		
Within groups	316	90.889	0.288	38.820	.000*
Total	321	146.717			

* Significant at $p < .01$ level

In order to protect against Type I error, ANOVA follow up test was conducted by using Bonferroni procedure and test each ANOVA at the .01 level (.05 divided by 5, that's the number of dependent variables). The result of finding demonstrate that teaching experience had significant effects towards all the five subspects of effective teaching, For teaching planning $\{F(5,316)=40.367, p=.000\}$, classroom management $\{F(5,316)=40.543, p=.000\}$, teaching strategy $\{F(5,316)=41.746, p=.000\}$, teacher attribute $\{F(5,316)=32.396, p=.000\}$ and professional responsibility $\{F(5,316)=38.820, p=.000\}$.

Due to significant effects of teaching experience on effective teaching practice, so the final step was to run the post hoc pairwise comparison at level .00167 (.01 divided by 6 groups) to determine the significant difference between teaching experience groups. Table 3 and Table 4 revealed in subspects of teaching planning, teaching strategy and professional responsibility, significant difference were found between teachers less than three years with 6-10 years, 11-15 years, 16-20 years and more than 20 years teaching experience. This implies that teachers with teaching experience 6-10 years, 11-15 years, 16-20 years and more than 20 years were more effective than teachers less than 3 years teaching experience in teaching planning, teaching strategy and professional responsibility. On the other hand, subspect of classroom management and teacher attribute also demonstrate significant difference between 3-5 years , 6-10 years, 11-15 years, 16-20 years and more than 20 years with less than 3 years teaching experience teachers. This shown that teachers with teaching experience 3-5 years , 6-10 years, 11-15 years, 16-20 years and more than 20 years were more effective than teachers less than 3 years teaching experience in subspects of classroom management and teacher attribute.

Besides that, the finding also indicate significant difference across all five subspects between teachers who have 3-5 years teaching experience with 6-10 years, 11-15 years, 16-20 years and more than 20 years teaching experience. This implies that teachers with teaching experience 6-10 years, 11-15 years, 16-20 years and more than 20 years were also more effective than teachers who have 3-5 years teaching experience in all five subspects of effective teaching.

Results also show significant difference between teachers who have 6-10 years teaching experience with 16-20 years and more than 20 years teaching experience across all five subspects of effective teaching too. This means that teachers with teaching experience 16-20 years and more than 20 years were more effective than teachers who have 6-10 years teaching experience in all five subspects of effective teaching. Nevertheless, the most interesting point is 11-15 years of teaching experience teachers did not show significant difference . It can be an important turning point period of teaching life in this context.

Table 3: Difference between teaching experience groups in teaching planning, teaching strategy and professional responsibility

Teaching experience groups	< 3 years	3-5 years	6-10 years	11-15 years	16-20 years	> 20 years
< 3 years			*	*	*	*
3-5 years			*	*	*	*
6-10 years					*	*
11-15 years						
16-20 years						
> 20 years						

* Significant at $p < .00167$ level

Table 4: Difference between teaching experience groups in classroom management and teacher attribute

Teaching experience groups	< 3 years	3-5 years	6-10 years	11-15 years	16-20 years	> 20 years
< 3 years		*	*	*	*	*
3-5 years			*	*	*	*
6-10 years					*	*
11-15 years						
16-20 years						
> 20 years						

* Significant at $p < .00167$ level

6. Discussion

This study explored secondary school teachers' effective teaching practice in Johor state, Malaysia and how these practice differed among different teaching experience groups. The findings show that sampled secondary school teachers' had practised more effectively in teacher attribute, teaching planning, classroom management and teaching strategy compare with professional responsibility. Nevertheless, this finding finds signs of gap in effective teaching practice by presenting a more comprehensive perspective. The study is supported by Thuwayba (2012) which stated that professional responsibility as an important factor which leads to effective teaching. Besides, Danielson (2007) also emphasized the professional responsibility as basic qualification which could assist teachers to complete teaching tasks effectively. However, the Malaysia secondary school teachers still need to put on some efforts for this perspective compare with others effective teaching subaspects. All five subaspects of effective teaching practice among the secondary school teachers seems to increase from less than three years teaching experience to more than 20 years teaching experience respectively. However, there were bit slightly decrease in teaching planning and teacher attribute subaspects among teachers more than 20 years teaching experience. This maybe due to excitement level in teaching has been stunt (they had exposed to too many students) and less focus of this veteran group teacher towards routine planning and their attribute.

On the others hand, MANOVA results indicate that significant difference were found between teachers less than three years with 6-10 years, 11-15 years, 16-20 years and more than 20 years teaching experience in subaspects of teaching planning, teaching strategy and professional responsibility. While subaspect of classroom management and teacher attribute demonstrate significant difference between 3-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years with less than 3 years teaching experience teachers. The finding is similar with Nye (2004) study whereby teachers with more than three years teaching experience were more effective than those less than three years service. Darling Hammond (2000) also summarise many research found that more than three years teaching experience teachers were more effective compare with less than three years experience teachers. This is due to new teacher needs some years of experience to polish and strengthen their teaching practice. Nevertheless, there were no significant difference across 5 subaspects between 11-15 years, 16-20 years and more than 20 years teaching experience teachers in this study. Meanwhile 3-5 years and 6-10 years teaching experience show some significant difference in this study. It revealed that more than 10 years teaching experience can be considered as effective in between of them. After 10 years service is a very important turning point period. Some teachers might be burn out or in 'comfort zone' after 10 years teaching. Some might be carry on with their efforts to become more effective. This is almost consistent with Darling Hammond (2000) study situation which stated that teachers needs 5-8 years to become experienced teachers. However after 5 years teaching, teachers will be 'level off', that these teachers will start to less contribute or totally no input contributes to their teaching. In this Malaysia context study, teaching experience play an important role in assisting teacher to practise effective teaching. Teachers' teaching experience can influence and contribute a lot in the education world.

7. Conclusion

As parts of ongoing research in effective teaching practice, this article intended to explore secondary school teachers practice and how these practices differed among teaching experience groups. These finding have implications for secondary school teachers to reflects their effective teaching practice and enlighten either teachers or administrator for mapping out constructive strategy to increase teaching effectiveness. Experience teachers can contribute lots of their sharing in teaching planning, classroom management, teaching strategy, teacher attribute and professional responsibility with others less experience teachers or peers. Teaching experience as a valuable variable to contribute in effective teaching. It is important for teachers to always reflects own teaching effectiveness parallel with the increasing in teaching experience years.

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