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A special issue devoted to
Bridging Research and Practice towards 21st Century Teaching and Learning

Guest Editors: Ahmad Fauzi Mohd Ayub, Ismi Arif Ismail
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Aims and Scope

The special issue for the Universal Journal of Educational Research (Vol. 8 No. 3C, 2020) is devoted to the theme “Bridging Research and Practice towards 21st Century Teaching and Learning.” The articles for this special issue were compiled from intense and rigorous scholarly works from the academics and postgraduate students at the Faculty of Educational Studies from the fields of Curriculum and Instruction; Educational Administration; Educational Psychology; Educational Technology or Instructional Technology and Innovation; Guidance and Counselling; Physical Education and Sports Science; Teaching of English as a Second Language; Teaching of Malay Language; and Technical and Vocational Education.

The theme for this special issue, “Bridging Research and Practice towards 21st Century Teaching and Learning,” is developed due to the many important arising issues in the current field of education and educational research, particularly due to the focus on Industrial Revolution 4.0 and its importance in developing able teachers and learners in meeting the challenges in many areas of education, including communication and literacy skills, leadership skills, inclusive education, lifelong learning, and also the focus on Technical and Vocational Education and Training (TVET) and Science, Technology, Engineering and Mathematics Education (STEM). As such, the scholarly works in this special issue focused on a number of important arising topics in discussing the issues and possible solutions in the field of education, such as: 21st century learning; alternative assessment; creativity and innovation in education; digital technology in education; educational leadership and administration; higher order thinking skills in education; school culture; science, technology, engineering and mathematics education (STEM); and technical and vocational education training (TVET).

There are over 20 papers carefully selected scholarly works that focus on the themes mentioned above. These papers also signify the scope of education and educational research from issues related to curriculum, instruction, policy, ethics, administration, and human resource development, both at the national and international levels.

Editorial Statement

The editors of the special issue for the Universal Journal of Educational Research (Vol. 8 No. 3C, 2020) under the theme “Bridging Research and Practice towards 21st Century Teaching and Learning” hereby state that the papers that are published in this special issue had undergone rigorous blinded review process. All of the papers published had undergone stringent and rigorous peer review process involving a series of reviews by internal and external reviewers. All of the papers have also gone under originality checking and plagiarism prevention check (i.e., through the use of Turnitin online service). Papers that were found to have more than 30% similarity index were not included in this special issue as to ensure the academic integrity of the journal. The editors are also NOT responsible for the any research misconducts that might have been conducted (i.e., plagiarism, manipulation of data, fabrication of data, republication, etc.) in these papers.

The editors would like to thank the contributors as well as the reviewers for their commitment and patience which had made the publication of this special issue possible. We hope that the articles published will assist researchers in expanding their knowledge on various issues related to education and educational research and continue to support the Faculty of Educational Studies, Universiti Putra Malaysia (UPM) in publishing articles of high quality and standard. We would also like to thank Universal Journal of Educational Research’s Editor-in-chief and the Chief Executive Editor, and their dedicated publication team, for their tremendous efforts, leadership, courage and dedication to improve the quality of the articles published in this issue.
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The Use of Oral Questioning in Inculcating Values in Mathematics for Primary School Students

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Abstract It is very important to inculcate values in the teaching of mathematics, and one of the ways to inculcate values is through oral questioning. Thus, this study was conducted to explore mathematics teachers’ awareness in inculcating values through oral questioning activities. The study also seeks to determine the types of oral questions related to values that are implemented by the teachers in the teaching of mathematics. This case study involved six mathematics teachers from six primary schools in a district in Malaysia, who were selected using purposive sampling method. The data collection comprised of non-participant observations, semi-structured interviews and field notes. A continuous comparative method was performed by the researchers using Atlas.ti 8 software to obtain themes and sub-themes. The study found that the mathematics teachers were aware of the importance of inculcating values in the oral questioning process. In addition, there were three types of value-related oral questions posed by teachers as a way to inculcate values in students, namely oral questions related to pure values, oral questions related to values in daily life, and oral questions related to intrinsic mathematical values. Therefore, mathematics teachers should maximize the use of oral questions as a way to inculcate the values of mathematics so that students can appreciate mathematics more meaningfully while at the same time fostering their love towards mathematics.

Keywords Values of Mathematics, Oral Questioning, Mathematics Teacher

1. Introduction

Oral questioning that are carried out in mathematics teaching actually plays one of the major roles in developing various mathematical skills as well as helping to expand students’ thinking to a higher level \cite{1}. \textsuperscript{2} posited that element of values should be inculcated either directly or indirectly in the mathematics teaching process and making oral questioning as an important process to generate students' understanding of the values of mathematics, in line with the specifications established in the National Mathematics Curriculum Framework.

Inculcation of values is one of the most important things in mathematics teaching \cite{3}. Values are also seen as supplementary to the mathematics teaching process. The education system in Malaysia included inculcation of values as one of the objectives in mathematics teaching, meant to produce individuals who are holistic and to facilitate the development of mathematical mindset among the students \cite{2}. With mathematical mindset, students would be more capable in doing mathematics and understanding mathematical ideas, as well as applying mathematical knowledge and skills in daily life, based on mathematical attitudes and values \cite{4}. Thus, teachers should be able to inculcate values in the teaching of mathematics, either directly or indirectly, and in line with universal values. This can be accomplished through the various learning experiences provided by teachers in the teaching of mathematics \cite{5}.

Students often consider mathematics as a difficult and boring subject compared to other subjects and this indirectly creates mathematics phobia among students \cite{6}. This problem is a serious issue that needs to be addressed in order to avoid further decline in Malaysian students' performance in the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) mathematics assessments \cite{7}. \textsuperscript{8} explained that the problem actually stemmed from how students perceive and appreciate mathematics as they do not see how mathematics is related to their daily lives. For them, mathematics is just about
memorization of formulas and knowing procedures in solving mathematical problems [9], and thus students are not able to see the various values that exist in mathematics [10]. Therefore, the elements of values should be fostered in the process of mathematics teaching to make students aware of the beauty of mathematics, to develop an understanding of the importance of mathematics in life, as well as to foster stronger students’ personal values [11]. Thus, mathematics teaching should not only emphasize on the cognitive aspect, but also emphasize on the affective aspects, namely attitude and values [12]. Mathematics teaching that only emphasizes on cognitive development, without including the effective elements, will produce students who acquire the mathematic knowledge, but cannot transfer the values to their daily lives. This needs to be given serious attention so that development of students are holistic, balanced, and shaped by values, hence preparing young generation with good manners and personalities.

In the context of this study, the values of mathematics adopted the definition given by [8] in which the values of mathematics are supported by the mathematical knowledge itself as well as the culture of the society in which mathematics is taught and developed. The values generated from mathematics are referred to the nature (tabii) and the school of thoughts that support mathematical knowledge, while the cultural aspects are viewed in terms of the pure values held by the people of this country. Additionally, past studies have shown that there were several types of values that had been applied by mathematics teachers in their teaching. [13] stated that there were two types of values inculcated by teachers in the teaching of mathematics, namely general educational values and mathematics educational values. Educational values are the quality that teachers, school, society or culture wish to inculcate in students in the classroom to prepare them to become individuals and members of society, such as the value of courage. Whereas mathematics educational values are the quality that is instilled through the practices and norms in mathematics teaching as organized by teachers, mathematics books or the school. For example, asking students to memorize mathematical formulas is a mathematics value (i.e., instrumental value). Apart from that, Ali et al. (2005) classified three types of values, namely intrinsic mathematical values, pure values and useful values in life. The intrinsic values referred to by the respondents were found to resemble the nature of mathematical knowledge, such as thinking divergently, systematically, meticulously, with discipline and so on. While useful values in everyday life and mathematical values are seen as useful values or having a pragmatic element to meet the needs in life.

In addition, [2] emphasized four types of values that teachers need to inculcate in the teaching of mathematics, namely personal values, interaction values, procedural values and intrinsic values. Personal values refer to the values related to the formation of personality and character of an individual such as being honest, perseveres, creative, confident, meticulous, a good time manager, self-reliant, trustworthy, efficient, responsible, patient and dedicated. Interaction values are closely related to the formation of good behavior in the classroom context. These values refer to values emphasized in the interactions during mathematical activities such as teamwork, discussion and sharing of ideas, tolerance, fairness, openness, respect and responsibility. Procedural values relate to the specific activities in mathematics such as reasoning, representation, problem solving, communicating, relating and using technology, while intrinsic values relate to the formation of mathematical content and its disciplines such as epistemological values, culturalization values and historical values.

It is found that most of past studies have emphasized on the role of oral questioning in improving students’ cognitive skills in mathematics. However, there are also past studies regarding oral questioning that have not only emphasized on cognitive development but also examined the importance of oral questions in the affective aspect, which were the values that should be acquired in the oral questions given, in line with the educational goal itself, which was the inculcation of good values to students [14]. In term of oral questioning, [15] categorized it into three types based on three main contexts, namely conceptual, empirical and value. Oral questions in the conceptual context are used by teachers to aid students’ understanding of the topic being learned, while empirical oral questions are oral questions used to obtain information from students when carrying out an experiment or activity. Oral questions emphasize on the important values that should be given attention by students as the results of their learning.

The urge to improve student achievement in the subject of mathematics, especially in the TIMSS and PISA global assessments, has initiated more studies that focus on oral questioning in the cognitive aspect, and less on the aspect of oral questioning in developing students’ mathematical values [16]. In the same light, [5] also stated that development of values in teaching of mathematics had not been given much attention as the focus is more on the cognitive aspect. Furthermore, as highlighted by [17], students only studied mathematics for the purpose of passing and achieving excellent results in examinations. Thus, little is known on whether teachers are inculcating values in the oral questioning conducted in the teaching of mathematics. Studies on mathematical values in the teaching of mathematics in Malaysia are still new and not comprehensive [8].

[18] found that the teaching of mathematics emphasized greatly on the procedural aspect which resulted in mathematics teaching activities to be more focused on procedural questions and less on inculcation of values. This also happened because mathematics teachers were found to have not understood the meaning of mathematical values, furthermore, values were considered less important than the mastery of mathematical concepts and skills [8]. The
teachers' lack of knowledge on mathematical values makes it difficult for them to inculcate values in the oral questioning process. Therefore, it is very important for teachers to understand the true meaning of mathematical values so that they are internalized by the students [5]. Past studies that were conducted on mathematical values had not focused on the inculcation of values through oral questioning in mathematics teaching, instead the focus was more on teachers' understanding and belief in the inculcation of mathematical values in the classroom [4] as well as on the content of values contained in the textbooks [4], [5]. Studies on values have long been carried out, but it is still a relatively new study in the field of mathematics education. One area of study that has not been fully focused on by previous researchers, thus creating a knowledge gap, is on the inculcation of values through the process of oral questioning in mathematics teaching, particularly on the types of mathematical values that teachers inculcate in the teaching of mathematics in primary schools. Therefore, this study was conducted to identify the forms of mathematical values implemented by teachers during the questioning process in mathematics teaching.

2. Methodology

This qualitative study had adopted the case study method. Six primary school mathematics teachers from six different schools in a district in Malaysia were selected as participants of the study using purposive sampling method. Data was collected using partial structural observation, semi-structured interview, and field notes. The use of various data collection techniques help researchers to triangulate the data at the data analysis level while also reinforcing the results obtained [19].

In this study, data was analyzed using the constant comparative analysis which involved combining data collection with analysis to identify patterns and themes that emerged from the primary data collected [20]. The initial analysis of the data began as soon as the field work begins, thus, the processes of data analysis and data collection were done simultaneously and was an ongoing process. The data collected in this study was analyzed using Atlas.ti 8 software to determine themes and sub-themes.

[21] stated that the validity and reliability of a study refers to the extent to which the study's findings can accurately and consistently represent the phenomenon under study. Therefore, in this study, the researcher used several methods to enhance the validity and reliability of the study using triangulation method, member checking and peer review.

3. Findings

The study found that mathematics teachers were aware of the importance of incorporating values in mathematics teaching and were asked three types of verbal questions related to the application of values in mathematics teaching. Each of the explanations discussed in the findings is supported by excerpts from the teacher's observations as well as excerpts from the interviews conducted. Examples of labels for observations are [Azah,P3/12452-12723] where ‘Azah’ (study participant's name), ‘P3’ (third observation for Teacher Azah) and ‘12452-12723’ (sentence position in the observation document analyzed). For interview transcripts, the researcher used the label ‘SRI’ or ‘II’ where ‘SRI’ refers to the stimulated recall interview while ‘II’ refers to the initial interview. For example, the label [Roza, SRI3/4751-5047] refers to ‘Roza’ (study participant's name), ‘SRI3’ (third stimulated recall interview), and ‘4751-5047’ refers to the sentence position in the interview transcript document. Besides, for the data involving field notes, researchers use 'NL' labels such as [Ada, NL/17082018] where ‘Ada’ (study participant's name), NL (field note) and '17082018' refer to field note date as August 17, 2018.

3.1. Awareness on Importance of Inculcating Mathematical Values in the Teaching of Mathematics

The results showed that the mathematics teachers in this study were aware of the importance of inculcating values in the mathematics teaching through the oral questioning process. This was mentioned by Teacher Roza as described in the excerpt below:

“I not only want to teach students about the content of mathematics, but when we ask students, I will also include elements of value to shape students' personalities and attitudes...”

[Roza,SRI2/ 37491-39011]

This was also further explained by Teacher Roza and Teacher Ada in the following interview excerpts:

“Teachers should not overlook the value, moral and affective aspects as these are the key factors in shaping students' attitudes and thinking. Teachers not only teach about the knowledge contained in the textbook, but also inculcate values and moral to ensure better student outcomes.”

[Roza,SRI3/4751-5047]

“My opinion regarding the inculcation of mathematical content to students, there is one thing that needs to be emphasized on by teachers to the students, which is the values. It is even mentioned in the DSKP (referring to Curriculum and Assessment Standard Document) about the values that teachers need to inculcate during the teaching process. So I think teachers need to incorporate the elements of values and moral so that
the students will be taught with the good things that can help them to think maturely.”

[Ada, SRI3/2291-2750]

Teacher Roza added that the aspect of value was important for teachers to implement in the teaching of mathematics to ensure better student outcomes. Teacher Ada also expressed agreement on the importance of incorporating values in the teaching of mathematics so that students could be taught about the good things that could lead students to think more maturely.

3.2. Types of Oral Questions Regarding Values

It was found that the teachers were implementing three types of questions related to the inculcation of values in their mathematics teaching.

3.2.1. Questions Regarding Pure Values

Questions regarding pure values are associated with the inculcation of values. Personal values refer to values that relate to the formation of character and personality of an individual, such as being honest, competent, creative, confident, meticulous, a good time manager, self-reliant, trustworthy, efficient, responsible, patient and dedicated. In this context, the inculcation of pure values refers to the formation of individual values of students, including a variety of positive living norms [2]. However, the relevance of pure values to be inculcated may also be dependent on the topics. This is shown in the excerpt below:

“We usually apply value in a variety of math topics and most famous is in the topic of ‘money’. In this stage two, there are already a lot of skills regarding money. There are GST, invoices and many more. So, these are the points in which the values of honesty are inculcated.”

[Raha,II/11266-11499]

Based on the above excerpt, Teacher Raha gave an example of the topic of ‘Money’ within the Year 5 Primary Mathematics syllabus, which require variety of skills that students need to apply. Therefore, she tried inculcating the value of honesty as the pure value that every individual should have, especially when it comes to managing money.

In addition, there are also situations where oral questions are being asked to students, meant as a way of inculcating pure values in an indirect way. For example, when teachers ask questions, it indirectly train students to be courageous and confident especially in cases when the students have difficulty answering the questions asked. This is shown in the lesson excerpt below:

“Yes. Are there any other operations? Read it again silently. Are there any other operations? No? If you think there are, just say them right away. You have to be confident with yourself. Can you be confident? ”

[Azah,P3/2197-2263]

Based on the above excerpt, Teacher Azah tried to instill the values of confidence and courage in the students to try to respond to the questions asked. Thus, this can indirectly instill reflective values in the students where students will always ask themselves back whether the answer given is accurate or not. Only then can the students confidently and courageously try to answer the questions posed by the teacher. Teacher Azah also added that the answer did not necessarily have to be the correct answer, but more importantly is the courage to try to answer the questions. This is explained by Teacher Azah in the following interview excerpt:

“Yes. The answer may not be correct. One of the most important things is students try to answer. Otherwise, the mathematics teaching process will be passive and boring.”

[Azah,SRI2/14212-14600]

In addition, teachers also instill the values of courage and volunteerism during the process of oral questioning in the mathematics teaching. Questions such as, “Haa…who can show me the way to get the answer?” [Roza,P4/2803-2852] and “Who can tell me the measurement that is missing?” [Nadia,P1/4488-4543] instill the values of volunteerism and being courageous.

Besides that, pure values are also instilled through oral questions where the teacher expect the students to help their friends to answer the questions or to correct the mistakes made. This is shown in the excerpt below:

“Okay, can you help your friend figure out their mistakes? Point out what is wrong. Please help guide your friend”.

[Ana,II/23488-23597]

3.2.2. Questions Regarding Values in Life

Values in life refer to the cultivation of awareness among students that the subject of mathematics does not only deal with numbers or mathematics procedures in solving problems, but mathematics is also strongly related with real life. In this context, oral questions regarding life values will promote students’ understanding of the inculcation of mathematics in their daily lives. This is raised by Teachers Ana and Ada as shown in the following excerpts:

“As for the questions, for instance, if we are teaching on the topic of money, we relate the money topic to the students' daily lives. "Okay, how much money do you bring today?”, for example. “Okay. What can you buy with this amount of money, for example, two and a half ringgits? What can you buy with this amount of money at the canteen? Is there any balance?”. That is one of the most common questions that I usually ask the students. If it is not enough, I will ask “Why is it not enough? How much is not enough? If there is a balance, what are you going to spend it on, what is the money for,
is it for savings, shopping, buying toys or whatsoever, right?”. Haa, and then we tell them about the benefits of saving up and what not, and we will include it in that.”

[Ana,II/5651-5745]

“That is called a parallel line... What do you think the use of this parallel line in your life?”

[Ada,P4/15576-15631]

Based on the examples of the excerpts above, Teacher Ana and Teacher Ada have tried to inculcate values where mathematics has useful values to meet the different needs in the student's life journey. In this context, Teacher Ana incorporated the value of saving up and the value of how money is spent in the daily life. Whereas Teacher Ada asked the questions regarding how parallel lines can be applied to their daily lives and indirectly opened up students' mind about the broader scope and purpose of learning mathematics. This was explained by Teacher Ada “So that the students can relate the things that we have learned today with their daily life...” [Ada, SRI2/18677-18818]. This is also supported by findings from field notes which also suggest that Teacher Ada often ask questions to relate students' understanding to various applications in everyday life. [Ada, NL/17082018].

It is further strengthened by Teacher Raha who mentioned that the inculcation of values in life through the process of oral questioning is important to be implemented as an element that cut across the curriculum, as emphasized by the Ministry of Education Malaysia. This is shown in the following excerpt:

“By linking them to the daily life, mathematics teachers are actually implementing the Cross-Curriculum Element (EMK) in their teaching process. This is important so that students will know that mathematics is used in many fields such as aerospace, medical and even history. Otherwise, students would have narrow-minded thinking and might lose their interest in the mathematics subject.”

[Raha, SRI2/13312-13664]

3.2.3. Questions Regarding Intrinsic Mathematical Values

The findings also show that mathematics teachers ask oral questions regarding intrinsic mathematical values in the mathematics teaching process. Intrinsic values refer to the natural values that exist in mathematics learning such as thinking divergently, following procedures and being systematic, making connections and representations, meticulous and so on [8]. For example, the teacher asked the students on the first step that they need to take to solve a mathematical problem. In this situation, the teacher indirectly emphasizes on the intrinsic mathematical value with regard to the procedure and to be systematic in solving a mathematical problem. This is shown in the excerpt below:

“Be patient... What is the first step? Now we want to get the answer in meter first. So what do we do?”

[Ana,P1/16131-16265]

Based on the above excerpt, through an oral question, Teacher Ana attempted to inculcate to the students, the importance of systematically following a certain algorithm to solve a mathematical problem. This was also supported by findings from field notes that also found that most of the oral questions posed by Teacher Ana were directed to oral questions in the form of mathematical solving procedures [Ana,NL/08082018]. Therefore, the intrinsic value of following a procedure and being systematic can be indirectly inculcated to students. This argument is further supported by Teacher Azah's as shown in the following excerpt:

“Any calculation steps have to be in a sequence. It has to start with the first, second and third step. Only then will you get the right answer. If the first that needs to be done is not known, only the second one, how is it possible to get an orderly answer. It has to start with the first calculation and then followed by the second calculation. It has to be systematic.”

[Azah, SRI2/1324-1635]

In addition, there are also situations where the aspect of thinking divergently is inculcated in mathematics teaching. In doing so, the teacher asks students oral questions to find alternative solutions to a given mathematical problem. This indirectly stimulates students' thinking and builds the value of inquiry and exploration among the students. For example, the question asked by Teacher Raha in the following excerpt:

“Oh, is there any other way besides that?”

[Raha, P3/13900-13964]

The teacher was also explaining that students are given the opportunity to come up with a variety of creative solutions to a given mathematical problem, intended to prevent students from feeling overwhelmed by focusing too much on only one solution method. This argument is strengthened by the following excerpt of Teacher Azah:

“So, students have the option of using whatever they can. Let's not stick to one because there may be students who are visual, they are not that good in division so they can use the box technique.”

[Azah,SR12/7610-7815]

4. Discussion and Conclusion

The results of the study showed that the mathematics teachers were aware of the importance of inculcating values in mathematics teaching. The teachers were able to
state explicitly the importance of inculcating values in mathematics teaching. In the context of this study, the teachers also understood that mathematical values could also be instilled through oral questioning activities where the activities not only play a role in the students' cognitive development but were also used to instill values. It also illustrates that the provisions of the National Mathematics Curriculum Framework are being implemented by the mathematics teachers where the value element and the cross-curricular element are implemented in their mathematics teaching [2, 27]. However, it was found that the mathematics teachers still have a narrow perception of the true definitions in mathematics. This is because the results of the interviews show that teachers talk only about aspects of pure values and do not touch on other aspects of values despite the fact that teachers are implementing broader aspects of their teaching without realizing it and this is consistent with the findings of [8] which also highlighted that teachers perceived mathematical values merely as pure values. This may indirectly limit the scope of oral questions that incorporate values if they were to be implemented in classroom teaching.

The findings also indicated that the primary school mathematics teachers had implemented three types of oral questions related to mathematical values, namely, questions regarding pure values, life values and intrinsic mathematical values. Thus, the conclusion made by [12, 29] on enhancement of understanding and development of students' level of thinking should be considered in a broader context where it should not only emphasize on development of the students' cognitive level of thinking, but also emphasizing on the aspect if value. Therefore, the results of this study highlighted the importance of inculcating the love for mathematics subject in students as well as overcoming mathematics phobia, especially among primary school students.

The oral questions posed by incorporating all elements of values can help develop students who are more creative and innovative as they will have better appreciation of mathematics which is part of the outcome of the inculcation of mathematical values. Therefore, through the implementation of oral questions which incorporate values in mathematics teaching, teachers do not only teach the contents of the textbook, but they also get the opportunity to educate students, either directly or indirectly, through the questions that incorporate values [13, 26].

The findings showed that oral questions that embed pure values were posed by the teachers in their teaching. Inculcation of pure values focusing on character and personality building can be inculcated consistently and continuously in mathematics teaching. This will generate students' awareness and intellectual openness in understanding mathematics based on universal pure values [22, 24]. In this context, oral questioning serves as a stimulus to encourage students to internalize pure values in themselves, but it is more effective as students' thinking is stimulated through oral questions.

The findings also showed that the teachers implemented oral questions that incorporates daily life values. As suggested by [23], students should be given the opportunity to understand values in the context of real-life. Inculcation of real-life values has helped the students to understand the usefulness of mathematics in a broader context and beyond and using it to solve various everyday problems. As indicated by [13], it was a challenge for the teachers to inculcate values through class questioning, hence most teachers prefer to use explanations to relate mathematical values with real life rather than using oral questions to stimulate students' thinking and inquiry to explore on their own. However, the use of oral questions will help students to use their existing knowledge to relate it to daily life values. This way, the inculcation of values can be implemented more effectively in the teaching process. [8] stated that the inculcation of values regarding daily life can broaden students' thinking and engage students' interest to increase their love for mathematics.

In addition, the findings showed that oral questioning was also used by the teachers to inculcate intrinsic mathematical values in the mathematics teaching. In this context, the intrinsic mathematical values fostered were the natural values available in mathematical knowledge, such as being meticulous, systematic, thinking divergently, disciplined and so on [8]. As such, these values can be used by students to enhance their learning and to apply these intrinsic mathematical values to their daily lives. This is also supported by [12] who posited that the inculcation of intrinsic mathematical values is believed to help the cognitive ability in improving mathematics achievement. However, in fostering the intrinsic mathematical values to students, teachers need to be careful so that the approach used is not too prescriptive, which may result in mathematics learning being a mere collection of facts, rules and specific skills that students need to learn. [5,25] explained that the overly passive and teacher-centered prescriptive approach would contribute to a less meaningful situation in students' mathematics learning. In inculcating the intrinsic mathematical values, oral questioning should emphasize on the building, appreciation and culturalization of mathematical knowledge to help students' understanding of mathematics. Without comprehensive appreciation, it can be difficult to understand and apply the mathematical knowledge that they have.

4. Conclusions

Oral questioning conducted during the mathematical teaching process should cover both cognitive and affective aspects, which are the values [28]. This is important as to ensure that students build appreciation of mathematical knowledge and maintain the balance between thinking and
emotional intelligence in students.

The findings of this study are not comprehensive; thus, it does not fully reflect how oral questions are used to incorporate values in mathematics teaching. It is apparent that teachers’ thinking and views about the true meaning of inculcating mathematical values are still vague. Therefore, it is important that the study of mathematical values be expanded and further explored.

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The Use of Oral Questioning in Inculcating Values in Mathematics for Primary School Students


The Relationship between Orientations, Ethnocentrism and Parental Roles in Second Language Acquisition among Form Four Students of Fully Residential Schools in Terengganu

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Abstract

Based on a report by the Performance Management and Delivery Unit (PEMANDU) of the Prime Minister’s Department in 2013, it can be known that 1191 secondary schools in Malaysia had exceeded 23% of the failure rates in SPM English. Terengganu was one of the states highlighted and the statistic acquired from the Terengganu Education Department showed that about 5000 students failed in the subject in the past five years. Subsequent to this, a quantitative research was done to test the relationship of orientations, ethnocentrism and parental roles in English language acquisition of 275 students in five fully residential schools in Terengganu. A questionnaire adapted from the AMTB, MSLQ and GENE was used where the pilot test resulted in .788 Cronbach’s Alpha. The findings conclude that the students were integratively and instrumentally orientated. Although there were positive correlations between ethnocentrism and SLA, a majority of the students managed to acquire the L2 excellently. There was a mild positive relationship between parental roles and the achievement of students in English. Total institution could best explain this result as students had limited time spent with their parents. These findings could help improve students’ achievement in English in residential schools in other problematic states by using approaches that are integratively and instrumentally orientated.

Keywords AMTB, Ethnocentrism, GENE, Instrumental Orientation, Integrative Orientation, MSLQ, Parental Roles, Total Institution

1. Introduction

It was reported that more than forty-thousand Malaysian graduates from public universities, in 2011 alone, many of whom Malays from the rural areas, could not secure jobs in the private sector due to low proficiency in English (Hamzah, 2014). In a similar note, Yuen (2015) reported in The Star online of the poor standard of English among Malaysians at work. This affects all sectors and according to the Malaysian Employers Federation (MEF), the decline of English is prevalent across job industries and not isolated in any particular sector only. Consequently, it has become increasingly difficult to hire fresh graduates as the level of proficiency does not command the confidence of the employers to employ them and 200,000 unemployed graduates are out of work due to the problem.

In the National Education Blueprint (NEB) for 2013 to 2015, the second shift has clearly emphasised on ensuring every child is proficient in Bahasa Melayu and English Language by 2015 or in other words, to be bilingual. This shift is triggered from the worrying achievement of students mainly in the 2011 SPM Examination where only 28% of students achieved a minimum credit in SPM English paper against the Cambridge 1119 standard and undoubtedly, signifies the much lower than expected students’ operational proficiency in English.

The vision of the blueprint is to ensure that by the end of Form Five, 70% will score a minimum of credit in SPM against Cambridge 1119 standards. However, the National Cumulative Grade Point Average for SPM English Language paper has experienced a major drop in 2014 to 6.12 from 5.94 in 2013. This made headlines in the newspapers instantly, not just for its failure to reach the targeted point to indicate the good achievement but also
signifying bigger issues to be corrected. This is part of implementation technicalities in English Language teaching and learning processes.

Fully-residential schools in Malaysia are also affected in terms of their achievements in the English language subject. To date, there is a strong number of 69 fully-residential schools or better known as “Sekolah Berasrama Penuh” (SBP) all over Malaysia. Although all SBPs reached the target of 100% passes, they did not reach the standard target set for the subject by “Bahagian Pengurusan Sekolah Berasrama Penuh dan Sekolah Kluster” (BPSBPSK) or the Fully Residential School and Cluster School Management Division, Ministry of Education Malaysia which is 100% A. From the recent SPM results, 38.67% students achieved the highest of B+ and the lowest of E grade from 10,517 students in English. Known for its high-quality education and academically excellent enrolment, SBPs in Malaysia are also in jeopardy, in terms of the students’ proficiency and literacy.

1.1. Objectives
The general objective of the research is to clarify the problems faced by the fully-residential schools in Terengganu as to why they have failed to achieve the target of 100% A in the English. The specific objectives are to identify the orientation, ethnocentrism and parental roles of students to learn English and to investigate the relationship between orientations, ethnocentrism and parental roles of the students to learn English.

1.2. Scope and Limitations
This study focuses on the relationship of orientation, ethnocentrism and parental roles in the acquisition of second language and in this case, the English Language subject. The focus on these three variables will only be tested in their formal context of learning. Moreover, the five fully residential schools in Terengganu will be the samples but only involving Form Four students from Terengganu.

It is crucial to the study to group the respondents according to the state of origin for validity of data. The data collection will only be done through group administered questionnaires adapting the work of Gardner (1985), Pintrich et al (1997), Lee (2012), McCroskey & Neuliep (2012). The survey will only be done through the agreement by the schools’ administration. No interviews or other methods of data collection will be applied.

1.3. Assumptions
The primary assumption in this study is that there are relationships between orientation, ethnocentrism, parental roles and English language acquisition in fully-residential schools in Terengganu and these variables will affect students’ achievement in the subject.

It is also assumed that low proficiency students are present at fully residential schools in Terengganu as there is only a minimum requirement of C grade from PT3 examinations for the English language. This could be a contributing factor in their achievement in SPM too and most importantly, their overall interest in the subject.

2. Literature Review

2.1. Second Language Acquisition (SLA)
Saville-Troike (2016) defined SLA as the study of individuals and groups who are learning a language subsequent to their first one and the process of learning. However, Cook (2016) sees the process as where the L2 learners are attempting to communicate through a language that is not their own which highly depend on the social aspects of communications. Williams (2016) on the other hand, was rather technical on his understanding of SLA as he believes that acquisition of a language if done implicitly, involves the control over the learning task and input.

These definitions of SLA have given a perspective that it is a study of the what, how and why a person is able to understand and use a foreign language learned and the ideal success of language learners is to be competent and utilise the elements of target language in a communicative prospect. The what, how and why of SLA are the guides to seek the differences and substances of the language learned, the mental and cognitive process involved, the variability in learners and group related phenomena.

2.2. SLA in Terengganu
The Performance Management and Delivery Unit (PEMANDU) of the Prime Minister Office had highlighted schools in the states of Sabah, Kelantan, Terengganu and Kedah as the major contributors to the SPM English language failure rates in Malaysia (NST, 2013). It was identified that failures were particularly acute in the states mentioned and progressive actions should be taken to reduce the number of failing candidates in the states.

In relevance to the states mentioned, the Terengganu Education Department declared that 5500 or 27% of the students who sat for SPM in Terengganu failed in the English language subject based on statistics since 2010 (Bernama, 2014). Datuk A.Rahman Yahya of the State Economic Planning Unit had also stated that although Terengganu has consistently been among the top performer in national exams, the performance in English is not up to par with the national target (NST, 2015).

This is evident in the comparisons of the state and national Grade Point Average (GPA) for the English language subject (JPNT, 2015). Since 2011, the state GPA has been lower than the national GPA with the biggest gap of 0.44 point in the year 2011 and 2014.
In a similar statement, the state Education, Higher Education and Special Affairs Committee chairman, Ghazali bin Taib, saw the mastery of English among students of Terengganu, in primary and secondary schools alike, were not just weak but critical (Bernama, 2014). He explained that the acceptance of the people in Terengganu to converse in English on a daily basis is seen as rare and critical compared to other states on the West Coast, where the language is widely used in the public and social domain. The unhealthy culture of belittling others trying to use English language was seen as the barrier to succeed in the acquisition of the language especially when examination is the indicator.

In relation to the fully residential schools in Terengganu, even though with zero failures in the SPM English language paper from 2011 until 2015, there were two remote cases of E grade recorded in the year 2011 and 2014. With an average of 665 SPM candidates each year, although students achieving A grade in the subject seemed to dominate the statistics, almost 50% of them only scored a minimum credit of D grade and highest credit of B+ in SPM.

These so called ‘academically excellent’ students were offered a place in fully residential schools through a minimum B grade in their UPSR or PT3 results. Hence, it somehow raises questions on their actual language ability and what the problem seem to be that hinders their progress.

2.3. Socio-Educational Model

Triggered by the question on how some people can learn a foreign language quickly and expertly but some failed, Gardner and his colleagues (1972) centred their focus studying individual differences in foreign language skills in adolescents in a school setting. Based on a series of studies carried out for over twelve years, a sociopsychological theory of second and foreign language called the Socio-Educational Model was later developed in 1985.

The model was first proposed in 1974 and undergone revisions to stress the idea that languages involve the acquisition of skills or behaviour patterns which are a salient characteristic of another culture (Gardner, 1985). Figure 1 is a schematic representation of Gardner’s 1985 revised version of the model. It focuses on four sections mainly External Influences, Individual Differences, Language Acquisition Context and Outcomes.

This study will focus on the relationship between parental roles and ethnocentrism as external influences in the acquisition of L2 and also the relationship between individual differences aspect which is the students’ orientations in the SLA.

![Figure 1. Revised Socio-Educational Model (Gardner, 2001)](image-url)
2.4. Orientation, Ethnocentrism, Parental Roles and SLA

Ali, Wyatt and Van Laar’s (2015) study revealed that the effect of motivation is significantly greater when it is supported by integrative orientation which has a direct positive impact on English achievement. Similarly, Chiang (2018) has also proven a positive correlation between integrative orientation and English achievement in his study among Taiwanese students. This clearly supports Gardner’s theory that integrative orientation has a deeper impact on language learners to expend effort to master the target language.

On the other hand, there are also studies which resulted in more instrumentally orientated participants. On and Cheon’s (2017) research among Korean learners resulted in increased instrumental orientation compared to integrative orientation. In addition, a similar result was revealed in a study by Aladdin (2017) where participants showed higher instrumental orientation. The result indicated that learners are interested to learn L2 due to its practical reasons to pass the subject or to find a good job.

Interestingly, there were also studies that resulted in both integrative and instrumental orientation among its participants. In a study by Wahidi, Samad, Fitrinani & Samad (2018), the students have both integrative and instrumental orientation where the students agree it is important to have better understanding of the way native speakers think and the target language is the sole resource for their dream career. The result is similar to Coskun’s (2018) study on motivation of foreign language learning of 1222 students in Albania.

In regard to ethnocentrism, research on the correlation between ethnocentrism and language learning has on many occasions came up negative. Meeusen, de Vroome and Hooghe’s (2013) research findings indicated there is a negative relation between education attainments and levels of ethnocentrism, proving that the higher level of education an individual attains, the lower the level of ethnocentrism he has. Another research was carried out among 630 Japanese learners with low proficiency in English to test the validity of Gardner’s socio educational theory in a monolingual context in Japan (Lee, 2012). The results also showed negative correlations between ethnocentrism and language learning.

Nonetheless, in a study to assess the degree of students’ ethnocentrism and English as a Foreign Language interests, Su (2018) revealed that there is a significant relation between the two factors. Although the highest correlation found was between learners’ interaction engagement, ethnocentrism is related to intercultural sensitivity which affects the students’ readiness and interests in learning English.

This is similar to Lajos’ (2018) research on the consequences of multiculturalism on high school students in Serbia. With the assumption that the degree of multilingualism could be associated with the level of generalised ethnocentrism, the study resulted in the group with a higher degree of multilingualism showing a lower level of ethnocentrism. It can be concluded that openness to learning other languages and treating them as important carriers of culture can help improve an individual’s language acquisition.

The role of parents in academic achievement is undeniable in every level of education. Elementary school is where students can progress successfully and the first year is crucial for children to acquire basic reading and writing skills. Parental involvement is needed yet some parents are not knowledgeable on how to be involved and it was found that families with high socio-economic status are better at supporting students, working together and helping them at home (Cakiroglu & Kuruyer, 2012). Studies on parental involvement and influence in academic performance of their children have shown many positive correlations (Porumbu & Necsoi, 2013), as well as with the school choice for their children (McCarthy, 2016; Berti, Mameli, Molinari & Speltini, 2016).

In addition, a study done by Erikson (2018) on approximately 28000 Swedish school children to identify the association between parental education and educational attainment of their children has revealed that parental education is more highly associated with educational attainment than their earnings. This proves that having educated parents influence the education of their children too.

On the other hand, Mata, Pedro and Peixoto (2018) related through the result of their study on parental support and students’ motivational orientation, that if the children experience a positive and enjoyable emotion during interactions with their parents pertaining to learning, they will be more motivated to learn and perform in school.

3. Methods

This study applies the descriptive correlational design to test the hypotheses using a sample drawn from the population of form four students from all the five boarding schools in Terengganu. A total number of 275 students were taken as the subjects for this study stratified to students from the state of Terengganu having both Terengganu parents, studying in these schools and excluding students of other states. This is to gain control over the validity of the data concerning only the students of Terengganu without interference of other states.

For this study, a questionnaire was designed and utilised adapting orientation instruments from Gardner and Lambert (1985) and Pintrich et al (1997); ethnocentrism by McCroskey & Neuliep (2012) and the parental roles instruments are from Gardner and Lambert (1985). The first part of the questionnaire (Section A) was the demographic background to be filled by participants which
include:
1. Gender
2. PT3 English Language Exam Results
3. Students’ usage of English
4. Parents’ education level
5. Parents’ frequency of using English

The second part of the questionnaire (Section B) used a 5 Point Likert Scales response from 1 (strongly disagree) to 5 (strongly agree) where participants answered on the construct of:
1. Integrative orientation (items 6, 10, 11, 12, 14, 16, 18, 20)
2. Instrumental orientation (items 7, 8, 9, 13, 15, 17, 19, 21)
3. Ethnocentrism (items 22 until 47)
4. Parental roles (items 48 until 57)

3.1. Results

3.1.1. Orientation

Table 1. Summary of Significant Correlations between Orientations and Second Language Acquisition (SLA) According To Orientation Types

<table>
<thead>
<tr>
<th>Item no</th>
<th>Orientation type</th>
<th>Correlation coefficient</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>INTEGRATIVE</td>
<td>-.135*</td>
<td>.025</td>
</tr>
<tr>
<td>16</td>
<td>INTEGRATIVE</td>
<td>-.195**</td>
<td>.001</td>
</tr>
<tr>
<td>18</td>
<td>INTEGRATIVE</td>
<td>-.121*</td>
<td>.045</td>
</tr>
<tr>
<td>20</td>
<td>INTEGRATIVE</td>
<td>-.125*</td>
<td>.039</td>
</tr>
<tr>
<td>22</td>
<td>INTEGRATIVE</td>
<td>-.127*</td>
<td>.035</td>
</tr>
<tr>
<td>19</td>
<td>INSTRUMENTAL</td>
<td>-.123*</td>
<td>.041</td>
</tr>
</tbody>
</table>

(N=275, **Correlation is at the 0.01 level (2-tailed), *Correlation is at the 0.05 level (2-tailed)

The results reveal that there is a significant relationship between orientation and SLA, hence the hypothesis is accepted. Nevertheless, the relationship between both orientations and SLA is modest/mild based on the interpretation of correlation suggested by Dancey and Reidy (2007). Consequently, with the presence of significant correlations between integrative and instrumental orientation in SLA in this research, it is believed that the presence of both orientations is the evidence of the humans’ complexity as certain might feel both integrative and instrumental reasons apply to them or neither reasons apply (Gardner, 2010).

3.1.2. Ethnocentrism

The results reveal that there is a significant relationship between ethnocentrism and SLA, hence the hypothesis is accepted. Nevertheless, the relationship between ethnocentrism is modest/mild or considered weak based on the interpretation of correlation by Dancey and Reidy (2007). Although 7 out of 26 correlations were statistically significant and were greater or equal to rs (273) = .13, p<.05, two-tailed, they do not affect the respondents’ SLA. This is true as 199 (72.4%) respondents scored A (Excellent) grade, 58 (21.1%) respondents scored B (Good) grade and only 18 (6.5%) respondents scored C (Satisfactory) in PT3 English language exam.

Table 2. Summary of Significant Correlations between Ethnocentrism and SLA

<table>
<thead>
<tr>
<th>Item no</th>
<th>Statement</th>
<th>Correlation coefficient</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Most other cultures are backward compared to my culture</td>
<td>.167**</td>
<td>.006</td>
</tr>
<tr>
<td>27</td>
<td>I am not interested in the values and customs of other cultures</td>
<td>.145*</td>
<td>.016</td>
</tr>
<tr>
<td>29</td>
<td>Most people from other cultures just do not know what is good for them</td>
<td>.130*</td>
<td>.031</td>
</tr>
<tr>
<td>39</td>
<td>I do not cooperate with people who are different</td>
<td>.193**</td>
<td>.001</td>
</tr>
<tr>
<td>41</td>
<td>I do not trust people who are different</td>
<td>.146**</td>
<td>.015</td>
</tr>
<tr>
<td>42</td>
<td>I dislike interacting with people from different cultures</td>
<td>.151*</td>
<td>.012</td>
</tr>
<tr>
<td>46</td>
<td>It will not be very inconvenient even if they cannot speak English</td>
<td>.167**</td>
<td>.006</td>
</tr>
</tbody>
</table>

(N=275, **Correlation is at the 0.01 level (2-tailed), *Correlation is at the 0.05 level (2-tailed)

Overall, the results revealed that there is a significant relationship between parental roles and SLA, hence the hypothesis is accepted. Nevertheless, the relationship between parental roles and SLA is modest/mild or considered weak based on the interpretation table of correlation by Dancey and Reidy (2007).

3.1.3 Parental Roles

Table 3. Summary of Significant Correlations between Parental Roles and SLA

<table>
<thead>
<tr>
<th>Item no</th>
<th>Statement</th>
<th>Correlation coefficient</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>My parents have stressed the importance English will have for them when they leave school</td>
<td>.148*</td>
<td>.014</td>
</tr>
</tbody>
</table>

(N=275, **Correlation is at the 0.01 level (2-tailed), *Correlation is at the 0.05 level (2-tailed)

4. Discussions

In this research the respondents were integratively and instrumentally orientated. These students highly believed that by learning English, it will be helpful for them to communicate with more people. This is true in their context of fully residential school environment where they
participate in activities involving other cultural groups. Not only will they be able to meet foreign students but it will help them to converse with other Malaysians who speak English too in these programs.

Students in residential schools are exposed to activities that require them to converse in English, be it in academic or co-academic activities. Annual programmes like Hari Kecemerlangan Sekolah Berasrama Penuh Debates, Fully Residential Schools Symposium and Malaysia International Young Inventors Olympiad to name a few, are co-academic activities that are prestigious and requires high English fluency. This challenges the ability and desire of students in order to participate, hence, they are internally driven to learn and excel in their L2 which is English.

These national and international programmes also involve the participation of foreign students which exposed students to a variety of communities of the world. Therefore, the ability to converse in English will definitely provide an advantage to them to interact with these foreign students to share their interests to have closer liaison with another language community.

As the relationship between ethnocentrism and SLA is modest in the current research, this explains the reason why a majority of the respondents excel in their SLA where they scored A in their PT3 English language exam. A correlation coefficient done between ethnocentrism and SLA among respondents who scored B and C however resulted in negative significant relationship.

The composition of all Malays in the selected fully residential schools may have also contributed to the result. Being in the same ingroups with similar cultural traits has minimised the differences that could contribute to major clashes in identity and understanding which help the students to excel in their English. Moreover, the fact that these respondents are in a total institutionalised surrounding has somehow moulded them into a unit who understand and follow certain flow of thinking set by the administration.

Although the findings showed that a majority of the respondents have difficulties to cooperate with people who are different, it does not affect their overall performance in the language. This clearly does not support Gardner and Lambert’s belief that having a strong ethnocentricity will hinder the learner’s success in learning a L2. With integrative orientation, these respondents have outweighed their ethnocentricity which leads to their success in mastering the language.

Even if the respondents have unfavourable attitudes towards the language or specifically the values and customs of the native speaker, they could succeed in acquiring English. Moreover, although the respondents are not interested in the values and customs of other cultures, their awareness of the importance of English for their future have geared them to score well in the PT3 exam.

Based on the findings of this research, it is found that parental roles only have weak relationship in SLA. It is evident in the research that the respondents’ parents are aware of the importance of mastering English as they have stressed the idea to the respondents. The parents have played their roles consciously to encourage the respondents to learn English and to do well in it. This is because they know that English will benefit their children when they leave school. As parents are aware of this, it could be explained that the respondents’ admission to fully residential schools is also decided upon the idea that these schools could provide a conducive environment to use English.

The weak relationship between parental roles and SLA in their SLA due to total institution. Boarding school is a form of total institution and as the respondents are fully residential schools students, their day’s activities are tightly scheduled and carried out in a large batch of other students who are required to do the same thing together. Hence, parental roles are weak as these respondents spend their time mostly with friends and teachers in the schools but have limited access to their parents.

5. Conclusions

This research concluded that the respondents are both integratively and instrumentally orientated. This significantly suggests that the respondents are motivated to learn the L2 to identify with the other language and also for its pragmatic reasons. The positive significant relationship between ethnocentrism and parental roles in SLA found in this research support the concept of complex social and personal variables that can influence SLA.

Ethnocentrism represents the social-cultural milieu in which the respondents live and parental roles are related to the respondents’ personal family background. Gardner (2005) clearly explained that learners, in a form of their cultural background, beliefs on the value and need of learning the language, expectations about possible success and differences in their personal backgrounds and histories will produce linguistic and non-linguistic outcomes. In this case, the linguistic outcome is majority of the respondents were successful at their mastery of the L2 where 199 (72.4%) of them scored A which is an excellent level.

This research resulted in positive significant relationships between orientations (integrative and instrumental), ethnocentrism and parental roles in SLA where all the variables have modest correlations to SLA. However, having majority of the respondents excelled in their acquisition of the L2 can only be clarified by the context of the formal and informal learning of L2 which is in fully-residential schools. Dornyei (2005) explained that school is a specific group context with its own group norms
with its overt and covert rules and routines that may include explicit school regulations and unofficial norms of learner behaviour. Receiving formal and informal language lessons in the environment of fully-residential school possibly involves other affective variables which explain the modest correlations between all variables.

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Comparison between the Senior and Junior Academics' Perceptions on Criteria in Measuring Teaching Effectiveness

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Abstract Teaching in Malaysian universities has undergone a few transformations. In the effort of fully embracing outcome-based education, other initiatives had also been injected to further enhance teaching and learning. Hence planning teaching has become more complex and may be more challenging to both junior and senior academics. The focus of the study was to compare senior and junior academics’ perceptions on what they viewed as important criteria in measuring teaching effectiveness. The instrument used in the survey was developed based on the individual standards under each of the seven criteria of the Australian University Teaching Criteria and Standards (AUTSAC) Framework. Sixty-eight standards were identified as relevant to the Malaysian context. Multi-stage sampling procedure was utilized to identify samples among the lecturers of the Malaysian public universities. In general, the younger academics considered five of the seven criteria as important in the measurement of teaching effectiveness, whereas the senior academics only considered four as important. The findings were not surprising as the junior academics were in the early stages of their career and were more focused on developing their expertise. It is hoped that universities will recognize these criteria and standards and include them in their assessment for teaching effectiveness for yearly appraisal as well as promotion and teaching awards.

Keywords Junior Academics, Senior Academics, Indicators for Teaching Effectiveness, Teaching Criteria and Standards Framework, Higher Education

1. Introduction

The criteria used in determining academic performance in teaching are mainly decided upon by the faculty or university management team. The pressure that one must perform as an effective and superb teacher may come from both the university management and the students. Teaching in Malaysian universities has undergone several transformations. With the decision to adopt outcome-based education as a nation’s effort in 2009 and the challenges that needed to be unfolded in realizing the initiatives of the Malaysian Education Blueprint for Higher Education (MEB:HE) 2015 – 2025 [1], planning teaching has become more complex. It involves the preparation of materials, activities, tasks and planning of alternative assessments which may be new and challenging to some lecturers. Lecturers also need to adopt blended leaning strategies and focus not only on developing students’ in the cognitive, affective and psychomotor domains but also on developing their soft skills. Lecturers must also report on the extent their courses are contributing to the achievement of the programme outcomes.

Report on students’ achievement in terms of the cumulative grade point average need also reflect their acquisition of skills, deemed as important for employability, such as critical thinking and problem solving skills, team work skill, and leadership skill. Thus, effective teaching in the Malaysian higher education context include the success of the lecturer in grooming the students holistically. This implies that criteria in determining effectiveness of teaching must also be improved, in response to the changing role of the lecturer.
Most Malaysian universities rely on surveys to determine teaching effectiveness. This is also the main source for assessing teaching, as asserted by Berk [2] that survey of 40,000 department chairs in the United States indicated that 97% used “student evaluations” to assess teaching performance. Earlier, Seldin [3] had also highlighted that student ratings have been used as primary measure of teaching effectiveness for the past 30 yrs. The widespread use of student surveys is useful but insufficient to provide evidence of the effectiveness of teaching. Survey rating may be easily administered and analyzed but it needs to be complimented with other sources of data to avoid bias and to provide a more holistic assessment. Other sources of data that can be explored in evaluating teaching effectiveness include interviews, review of course materials, observation and teaching portfolio.

Numerous researches on development and identification of measures for teaching effectiveness had been conducted across many systems of higher education. In the October 2010 report [4] on perceptions on effective teaching and learning, survey respondents identified effective teaching and learning practices to enhance learning must include providing timely feedbacks to learners in improving learning, connecting learning outcomes with appropriate assessments facilitated learning, learners feeling encouraged to approach teachers who demonstrated interest in student learning, holding frequent teacher-student meetings to discuss student queries and concerns in guiding learning, organising lectures in a coherent format facilitated learning, and recognising the importance of regularly reviewing teaching to enhance learning. In Flinders University’s context, effective teaching practice refers to the strategies and techniques that create optimal learning opportunities that motivate and inspire learners to achieve the desired learning outcomes.

Catano and Harvey [5] did a study on students’ perceptions of teaching effectiveness to ensure the Evaluation of Teaching Competencies Scale (ETCS) that they developed and tested reflected students’ perspectives. Using the critical incidents job analysis, the students identified nine teaching effectiveness competencies: communication, availability, creativity, individual consideration, social awareness, feedback, professionalism, conscientiousness and problem-solving.

To spearhead teaching in an institution, there is a need to develop teaching leaders. Those who develop teaching and learning strategies, provide training on teaching, and/or lead curriculum development may be regarded as leaders in teaching. Thus, leadership in teaching may also be a criterion to be considered in measuring teaching effectiveness. Catano and Harvey [5] cited Harvey, Royal and Stout [6] who stressed that very good teachers were transformational leaders with defined characteristics such as sacrificing themselves for the advancement of their students, engaging students in and out of the classroom, developing them intellectually and internalising the values associated with the discovery of new knowledge. Catano and Harvey [5] found most of the competencies identified by students for the ETCS were components of transformational leadership. A more extensive characteristics is provided by the National Research Council [7], a synthesis based on the committee’s identification of best practices from an examination of scholarly literature, which are (i) knowledge and enthusiasm for subject matter, (ii) skill, experience, and creativity with a range of appropriate pedagogies and technologies, (iii) understanding of and skill in using appropriate testing practices, (iv) professional interactions with students within and beyond the classroom, and (v) involvement with and contributions to one’s profession in enhancing teaching and learning.

In 2015, Innovative Research Universities of Australia (IRU) and the Malaysian Research Universities Network (MRUN) collaborated on a project entitled “Criteria and Standards for Effective Teaching in Higher Education”. This project focused on improving the professionalization of teaching through establishing and implementing criteria and standards for teaching effectiveness in universities. Among the objectives were to identify a common teaching criteria and standards used in Malaysia and Australian universities; to propose a common framework to be tailored for each university; and to identify and implement one or more applications of the framework for each participating university. This project would expand and clarify the evidence used to assess and determine teaching effectiveness. This is of utmost importance because it is used in yearly assessment of lecturers, evaluation for promotion and teaching awards. It may also be used as a guide in the setting of the key performance indicator (KPI) for teaching, and above all to ensure that teaching in universities is not side-lined due to the overemphasis on research.

In this study, the emphasis is on the quality of teaching and this needs to be aligned to criteria in academic appointment and promotion. Previously, most universities relied on student evaluation surveys (SETs) to determine teaching effectiveness and its related alignment. To overcome the weaknesses of SETs, an objective regulatory and accrediting framework with criteria and standards of achievement is needed that could measure teaching effectiveness. This is even more pertinent as in the learning environment where the students and teaching staff are becoming more diverse.

In identifying a framework as a base for the study, the researchers had compared the Australian University Teaching Criteria and Standards (AUTCS) [8][9] (Figure 1) and the UK Professional Standards Framework (UKPSF) [10] (see Figure 2). Both frameworks had almost similar aims which include professional development for those in the teaching and learning field, fostering various creative and innovative teaching approaches and strategies, quality teaching, learning and assessment practices, and research and management activities. It was decided that this study adopt the AUTCS framework because of its flexibility. It
was customized to suit each institution’s values, criteria and context. Another reason for using the AUTCS framework was its ensured quality. It was designed by a project team in collaboration with the Australian academic community where the key intended outcome was to assist universities in reviewing their policy and practice around teaching quality and recognition. Besides that, the criteria selection and its indicative standards of achievement were based on extensive literature reviews on New Zealand, Australian and United States teaching criteria. In the formulation of the AUTCS framework, the developers had also referred to the UK Higher Education Authority (HEA) Professional Standards Framework [9].

**Figure 1.** Australian University Teaching Criteria and Standards (AUTCS)

The development project for AUTCS was conducted over a period of one year. There was an extension project which was a continuation of the original. Twenty-one universities were involved where the project approached the development and implementation of the teaching criteria in several ways reflecting the diversity of the institutions. The validity and reliability of AUTCS framework was assured for it underwent several drafts and were trialed in five Western Australian universities and several other selected Australian universities. Feedback and comments were received from university academics across Australia and New Zealand. The summary of the AUTCS is shown in Figure 3. Since its inception, it has received wide international recognition and it is still growing.

Finster and Milanowski [11] argued that in addition to establishing elements (referring to criteria and standards) for the teacher evaluation system, teacher perceptions of the quality of these elements are just as critical for making the performance evaluation system work. They suggested a potential theory of action, referred to as the Performance Evaluation System Theory of Action that links the performance evaluation system to improved instruction and student learning. It highlighted that teachers must generally agree that the standards are illustrative of “good” teaching practices and it is critical that teachers perceive the multiple measures as fair, valid, and reliable. Hence, it will lead to improved instruction and consequently, improved student achievement.

In defining a suitable measure for teaching effectiveness that meets the expectations and culture of the academics and the universities, it is essential to determine the perception of academics on what they viewed as important standards to be used as criteria. Since junior academics face different challenges and expectations, thus, it is important to view the perspectives of both junior and senior academics to identify criteria and standards that they perceived as important in the measurement of their teaching effectiveness. The academics need to agree on the criteria and the fairness of the measures, as highlighted by Finster and Milanowski [11]. Specifically, this paper sets to compare the senior and junior academics’ perceptions on relevant indicators for measuring effective teaching.

2. Materials and Methods

2.1. Research Design and Procedures

The study adopted the survey research design. The initial draft was developed by the Malaysian team and then a question by question analysis was conducted to ensure the survey captured the required information and can be administered in both printed and online format. The Australian team further refined the draft. The survey comprised of a demographic section containing four questions seeking information including administrative position, academic level and duration of employment in higher education. The bulk of the survey comprised items on the individual standards under each of the seven criteria in the AUTSAC Framework. Based on the framework, 68 standards were identified as relevant to the Malaysian context. In the survey, items correspond to each of the 68 standards and respondents were asked to rate how important they felt the standard was for their institution as a measure of teaching effectiveness. On these questions, they were asked to respond on a four-point scale from Not Important at All (1), Not so Important (2), Important (3), and Very Important/Essential (4). The 5-point Likert scale was changed to 4-point to avoid the tendency to choose neutral responses. The results were analysed descriptively and using the t-test. Listed below (Table 1) are the seven criteria and the number of standards for each criterion that were listed in the questionnaire.

A pilot test was conducted on 30 academic staffs in one of the universities. Cronbach’s Alpha test was conducted to determine internal consistency of the questionnaire, which was found to be .95. The questionnaire was then sent to two language experts. Table 2 shows the Cronbach Alpha reliability index for each criteria in this questionnaire, which indicates that it has good reliability. The survey in Malaysia was administered in printed form. Enumerators were appointed to help in distributing and collecting the questionnaire.
Comparison between the Senior and Junior Academics' Perceptions on Criteria in Measuring Teaching Effectiveness

Figure 2. Dimensions of the UK Professional Standards Framework (UKPSF)

Figure 3. Summary of the Development of the Australian University Teaching Criteria and Standards Framework
2.2. Population and Sampling

The population of the study were 26,802 lecturers from the Malaysian public universities [11]. The 20 public universities in Malaysia are categorized as research, focus, technical, and comprehensive university. Research universities focus on the field of research, focus and technical universities on specific areas related to their establishment, comprehensive universities on diverse range of courses and fields of study. In this study, three research universities, three technical universities, one comprehensive university, and one focus university participated. The multi-stage sampling procedure was adopted. In the first stage, the universities were selected at random based on the types of universities. Consequently, the number of samples for each university was determined by proportionate sampling which was determined based on their total number of academics according to their ranks. Selection of samples according to academic ranks was done by random sampling. In this study, associate professors and professors were categorized as senior academics while the lecturers and senior lecturers were categorized as junior academics.

The minimum sample size was determined based on Cochran’s formula [13]. According to the 2015 statistics of Malaysian Higher Education [12], there were 6,025 senior academics and 20,767 junior academics. Thus, based on the formula, only 361 respondents were needed to represent the senior academics and 384 for the junior academics. To reach that target, 1010 questionnaires were distributed, taking into account the possibility of low response rate. A total of 874 (87.53%) were received, however only 787 completed questionnaires were included in the analysis. Of those analyzed, 266 were senior academics and 521 were junior academics. Table 3 shows the number of universities selected and the number of respondents who completed the questionnaires.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of standards listed in the questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and Planning of Learning Activities</td>
<td>9</td>
</tr>
<tr>
<td>2. Teaching and Supporting Student Learning</td>
<td>11</td>
</tr>
<tr>
<td>3. Assessment and Giving Feedback to Students</td>
<td>7</td>
</tr>
<tr>
<td>4. Developing Effective Environment, Student Support and Guidance</td>
<td>8</td>
</tr>
<tr>
<td>5. Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and in Support of Learning</td>
<td>9</td>
</tr>
<tr>
<td>6. Evaluation of Practice and Continuing Professional Development</td>
<td>5</td>
</tr>
<tr>
<td>7. Professional and Personal Effectiveness</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and Planning of Learning Activities</td>
<td>.97</td>
</tr>
<tr>
<td>2. Teaching and Supporting Student Learning</td>
<td>.83</td>
</tr>
<tr>
<td>3. Assessment and Giving Feedback to Students</td>
<td>.92</td>
</tr>
<tr>
<td>4. Developing Effective Environment, Student Support and Guidance</td>
<td>.91</td>
</tr>
<tr>
<td>5. Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and in Support of Learning</td>
<td>.90</td>
</tr>
<tr>
<td>6. Evaluation of Practice and Continuing Professional Development</td>
<td>.91</td>
</tr>
<tr>
<td>7. Professional and Personal Effectiveness</td>
<td>.95</td>
</tr>
</tbody>
</table>
Table 3. Number of Universities and Respondents Based on Types of Universities

<table>
<thead>
<tr>
<th>Types of University</th>
<th>No of Unis</th>
<th>No of junior lecturers</th>
<th>No of senior lecturers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research University</td>
<td>3</td>
<td>197</td>
<td>212</td>
<td>409</td>
</tr>
<tr>
<td>Technical University</td>
<td>3</td>
<td>82</td>
<td>20</td>
<td>102</td>
</tr>
<tr>
<td>Focused University</td>
<td>1</td>
<td>33</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>Comprehensive University</td>
<td>1</td>
<td>209</td>
<td>21</td>
<td>230</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>521</strong></td>
<td><strong>266</strong></td>
<td><strong>787</strong></td>
</tr>
</tbody>
</table>

3. Results

For the descriptive analysis, the mean score for each standard was calculated and the resulted range of the mean score was from 2.86 to 3.47 (Table 4). It was found the standard considered most important by the respondents was for Criteria 2, Use of innovative teaching approaches (mean = 3.47). The standard, leadership in planning and/or development of curriculum from Criteria 1 got the lowest mean score which was 2.86.

Table 4. Perception of respondents on the importance of the evaluation criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Range of mean score</th>
<th>Mean score (overall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and planning of learning activities (9 standards)</td>
<td>2.86 - 3.22</td>
<td>2.99</td>
</tr>
<tr>
<td>2. Teaching and supporting student learning (11 standards)</td>
<td>2.91 - 3.47</td>
<td>3.29</td>
</tr>
<tr>
<td>3. Assessment and giving feedback to students (7 standards)</td>
<td>3.27 - 3.37</td>
<td>3.32</td>
</tr>
<tr>
<td>4. Developing effective environment, student support and guidance (8 standards)</td>
<td>3.24 - 3.36</td>
<td>3.33</td>
</tr>
<tr>
<td>5. Integration of scholarship of teaching and learning (SoTL), research and professional activities with teaching and in support of learning (9 standards)</td>
<td>3.20 - 3.30</td>
<td>3.27</td>
</tr>
<tr>
<td>6. Evaluation of practice and continuing professional development (5 standards)</td>
<td>3.13 - 3.19</td>
<td>3.18</td>
</tr>
<tr>
<td>7. Professional and personal effectiveness (18 standards)</td>
<td>3.21 - 3.38</td>
<td>3.29</td>
</tr>
</tbody>
</table>

The criteria considered most important for teaching effectiveness came from four of the seven criteria: Criterion 4 - Developing Effective Environments, Student Support and Guidance; Criterion 3 - Assessment and Giving Feedback to Students, Criterion 2 - Teaching and Supporting Student Learning, and Criterion 7 - Professional and Personal Effectiveness (Figure 4).

![Figure 4. Overall Mean Score of Criteria Considered Important by Respondents](image)

The 68 standards were ranked according to the mean scores for importance based on feedbacks from the respondents. In determining the degree of importance, the top 25 percent of the standards (i.e. 17 standards out of the 68 standards) were identified from the list. The standards were then traced back to the criteria they belonged to. Out of the seven criteria in the survey, in general the younger academics considered five of the seven criteria as important in the measurement of teaching effectiveness, whereas the senior academics only considered four as important (Table 5). Design and planning of learning activities were considered important by the senior academics but not by the junior ones.
Unlike their junior counterparts, the senior academics did not seem to give importance to assessment and giving feedbacks to students, the integration of scholarships of teaching and learning (SoTL), classroom research and professional activities with teaching and in support of learning.

**Table 5.** Criteria selected as important by the Groups of Young Academics and Senior Academics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Considered important by junior academics</th>
<th>Considered important by senior academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and Planning of Learning Activities</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Teaching and Supporting Student Learning</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Assessment and Giving Feedback to Students</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Developing Effective Environment, Student Support and Guidance</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Integration of SoTL, Research and Professional Activities with Teaching and in Support of Learning</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Evaluation of Practice and Continuing Professional Development</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>7. Professional and Personal Effectiveness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The biggest gap between criteria considered important by junior and senior academics is for Criteria 1, followed by Criteria 6 (Figure 5).

**Figure 5.** Mean Scores of Criteria Considered Important by Senior and Junior Academics

### 3.1. Perceptions of Academics on Standards Considered Important as Measures of Teaching Effectiveness

From Table 6, it can be seen that the academics perceived all the standards in Criteria 1 - Design and Planning of Learning Activities (mean from 3.04 to 3.22) as important measures except for standards C1S8 - Leadership in Design and Review of Curriculum and C1S9 - Leadership in Planning and/or Development of Curriculum. They were the bottom two in terms of important measures. As for the other criteria; Criteria 2 - Teaching and Supporting Student Learning (mean from 2.91 to 3.47), Criteria 3 - Assessment and Giving Feedback to Students (mean from 3.27 to 3.37), Criteria 4 - Developing Effective Environment, Student Support and Guidance (mean from 3.24 to 3.36), Criteria 5 - Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and in Support of Learning (mean from 3.24 to 3.30), Criteria 6 - Evaluation of Practice and Continuing Professional Development (mean from 3.13 to 3.19) and Criteria 7 - Professional and Personal Effectiveness (mean from 3.21 to 3.38), all the standards were considered important in measuring teaching effectiveness by both the senior and junior lecturers.
| Criteria |
|--------------------------|-----------------|----|-----|
| **Standard**              | **Mean**        | **SD** |
| **Criterion 1: Design and Planning of Learning Activities** |
| C1S1 Knowledge of the discipline area | 3.22 | 0.99 |
| C1S2 Teaching plan that aligns to teaching and learning activities and assessment | 3.12 | 0.95 |
| C1S3 Preparedness of the lecturer for face-to-face teaching | 3.11 | 0.96 |
| C1S4 Preparedness of the lecturer for online learning environments | 2.99 | 0.98 |
| C1S5 Preparation of teaching materials | 3.07 | 1.01 |
| C1S6 Involvement in curriculum design | 3.04 | 1.00 |
| C1S7 Development of teaching material using technology | 2.98 | 1.00 |
| C1S8 Leadership in design and review of curriculum | 2.87 | 0.94 |
| C1S9 Leadership in planning and/or development of curriculum | 2.86 | 0.96 |
| **Criterion 2: Teaching and Supporting Student Learning** |
| C2S1 Engaging and stimulate student participation | 3.00 | 1.01 |
| C2S2 Use of student centered approaches | 2.91 | 0.98 |
| C2S3 Knowledge and use a range of teaching activities | 3.40 | 0.62 |
| C2S4 Use of collaborative teaching approaches | 3.42 | 0.61 |
| C2S5 Use of innovative teaching approaches | 3.47 | 0.59 |
| C2S6 Effective supervision of student research activity | 3.43 | 0.60 |
| C2S7 Peer review of classroom teaching by colleague | 3.15 | 0.74 |
| C2S8 Effective supervision of student internship/practice | 3.41 | 0.61 |
| C2S9 Innovation in teaching practices and supporting student | 3.41 | 0.65 |
| C2S10 Leadership in teaching practices and supporting student | 3.34 | 0.68 |
| C2S11 Scores in student evaluation survey | 3.27 | 0.77 |
| **Criterion 3: Assessment and Giving Feedback to Students** |
| C3S1 Assess intended learning outcomes | 3.28 | 0.71 |
| C3S2 Constructive and timely feedback is provided to students | 3.31 | 0.71 |
| C3S3 The assessment requirements were clearly stated | 3.34 | 0.67 |
| C3S4 The assessment tasks were closely linked to the learning outcomes | 3.33 | 0.68 |
| C3S5 Use variety of assessment tasks | 3.30 | 0.68 |
| C3S6 Innovation in assessment tasks | 3.27 | 0.71 |
| C3S7 Assessment constructively aligned to learning outcomes | 3.37 | 0.66 |
| **Criterion 4: Developing Effective Environment, Student Support and Guidance** |
| C4S1 Availability for consultation (email, telephone etc) | 3.28 | 0.72 |
| C4S2 Creating supportive learning environment to support student diversity | 3.24 | 0.75 |
| C4S3 Initiative in supporting students learning | 3.35 | 0.67 |
| C4S4 Innovative in supporting students learning | 3.36 | 0.67 |
| C4S5 Initiative in creating engaging learning environment | 3.35 | 0.65 |
| C4S6 Innovative in creating engaging learning environment | 3.35 | 0.69 |
| C4S7 Demonstrate effective practice in developing collaborative learning | 3.29 | 0.69 |
| C4S8 Support and guidance of student with appropriate academic needs | 3.36 | 0.65 |
### Criterion 5: Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and in Support of Learning

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Score</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5S1</td>
<td>Actively engaged in teaching and learning research (scholarship of teaching and learning) in your teaching</td>
<td>3.26</td>
<td>0.66</td>
</tr>
<tr>
<td>C5S2</td>
<td>Share teaching and learning research within your discipline</td>
<td>3.30</td>
<td>0.64</td>
</tr>
<tr>
<td>C5S3</td>
<td>Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning</td>
<td>3.30</td>
<td>0.66</td>
</tr>
<tr>
<td>C5S4</td>
<td>Use of current disciplinary research in curriculum through teaching activities</td>
<td>3.26</td>
<td>0.66</td>
</tr>
<tr>
<td>C5S5</td>
<td>Develops learning activities/unit/course work that supports student engagement in research</td>
<td>3.24</td>
<td>0.67</td>
</tr>
<tr>
<td>C5S6</td>
<td>Use of authentic case studies in teaching</td>
<td>3.25</td>
<td>0.68</td>
</tr>
<tr>
<td>C5S7</td>
<td>Integration of industry experience in teaching</td>
<td>3.26</td>
<td>0.7</td>
</tr>
<tr>
<td>C5S8</td>
<td>Partnerships in teaching</td>
<td>3.20</td>
<td>0.69</td>
</tr>
<tr>
<td>C5S9</td>
<td>Effective preparation of students prior to their work-based experience</td>
<td>3.25</td>
<td>0.67</td>
</tr>
</tbody>
</table>

### Criterion 6: Evaluation of Practice and Continuing Professional Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Score</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>C6S1</td>
<td>Successful completion of Foundation of University Teaching program or equivalent</td>
<td>3.13</td>
<td>0.71</td>
</tr>
<tr>
<td>C6S2</td>
<td>Leadership in the provision of professional development of others</td>
<td>3.18</td>
<td>0.70</td>
</tr>
<tr>
<td>C6S3</td>
<td>Contribution in provision of professional development of others</td>
<td>3.19</td>
<td>0.67</td>
</tr>
<tr>
<td>C6S4</td>
<td>Self-evaluation leading to changes in teaching practice and student outcomes</td>
<td>3.19</td>
<td>0.70</td>
</tr>
<tr>
<td>C6S5</td>
<td>Participation in teaching and learning conference/forums</td>
<td>3.19</td>
<td>0.63</td>
</tr>
</tbody>
</table>

### Criterion 7: Professional and Personal Effectiveness

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Score</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>C7S1</td>
<td>Responding positively to opportunities and new teaching approaches</td>
<td>3.34</td>
<td>0.65</td>
</tr>
<tr>
<td>C7S2</td>
<td>Responding positively to institution/country’s teaching and learning transformation plan</td>
<td>3.31</td>
<td>0.72</td>
</tr>
<tr>
<td>C7S3</td>
<td>Demonstrate commitment to continuing professional development in discipline and T &amp; L</td>
<td>3.27</td>
<td>0.7</td>
</tr>
<tr>
<td>C7S4</td>
<td>Application of professional ethical practices in work (teaching context)</td>
<td>3.32</td>
<td>0.69</td>
</tr>
<tr>
<td>C7S5</td>
<td>Building relationships, being approachable and interacting constructively with others</td>
<td>3.29</td>
<td>0.66</td>
</tr>
<tr>
<td>C7S6</td>
<td>Has the ability to manage expectations</td>
<td>3.23</td>
<td>0.72</td>
</tr>
<tr>
<td>C7S7</td>
<td>Has the ability in resolving conflict</td>
<td>3.21</td>
<td>0.72</td>
</tr>
<tr>
<td>C7S8</td>
<td>Approaching teaching with enthusiasm, passion and confidence</td>
<td>3.38</td>
<td>0.65</td>
</tr>
<tr>
<td>C7S9</td>
<td>Demonstrating resilience in the face of obstacle</td>
<td>3.23</td>
<td>0.71</td>
</tr>
<tr>
<td>C7S10</td>
<td>Demonstrating perseverance in the face of obstacle</td>
<td>3.21</td>
<td>0.72</td>
</tr>
<tr>
<td>C7S11</td>
<td>Demonstrating self-reflective evaluation of practices</td>
<td>3.31</td>
<td>0.67</td>
</tr>
<tr>
<td>C7S12</td>
<td>Demonstrating self-reflective evaluation of relationship</td>
<td>3.24</td>
<td>0.69</td>
</tr>
<tr>
<td>C7S13</td>
<td>Demonstrating commitment in students and their learning</td>
<td>3.33</td>
<td>0.64</td>
</tr>
<tr>
<td>C7S14</td>
<td>Proactive in mentorship and support of students to develop personal qualities</td>
<td>3.31</td>
<td>0.63</td>
</tr>
<tr>
<td>C7S15</td>
<td>Effective in mentorship and support of students to develop personal qualities</td>
<td>3.28</td>
<td>0.67</td>
</tr>
<tr>
<td>C7S16</td>
<td>Proactive in supporting junior colleagues to develop personal qualities</td>
<td>3.27</td>
<td>0.64</td>
</tr>
<tr>
<td>C7S17</td>
<td>Effective in supporting junior colleagues to develop personal qualities</td>
<td>3.24</td>
<td>0.67</td>
</tr>
<tr>
<td>C7S18</td>
<td>Proactive in supporting peers to develop personal qualities</td>
<td>3.31</td>
<td>0.66</td>
</tr>
<tr>
<td>C7S19</td>
<td>Effective in supporting peers to develop personal qualities</td>
<td>3.29</td>
<td>0.68</td>
</tr>
</tbody>
</table>
3.2. Perception of Senior and Junior Academics on Standards that are Important as Indicators of Effective Teaching

In order to understand the differences in the perceptions of the junior and senior academics, the standards that came in as top 25% are highlighted in the table on standards considered important as measures of teaching effectiveness (See Table 7). Five standards that made to the top 25% considered as important by senior academics came from Criteria 1 (mean = 3.41 to 3.59). However, this was not true for the junior academics, who did not prioritise any of the standards within Criteria 1. The use of technology and effort to integrate on-line learning were regarded as low priority by the senior academics. However, the standard of leadership related to curriculum review and development was not given due importance by both the senior and junior academics.

Both senior and junior academics did prioritise on Criteria 2, namely innovative and collaborative teaching approaches, innovation in teaching practices and supporting student, effective supervision of student research activity and knowledge and use a range of teaching activities. However only the junior academics considered effective supervision of student internship/practice and leadership in teaching practices and supporting student as important. The Malaysian academics did not view peer review as an important standard in determining teaching effectiveness. Although scores in student evaluation survey were widely used in most Malaysian universities as indicators for teaching performance, both the senior and junior academics set low priority for this standard.

Assessment was a criterion that was given priority only by the junior academics. However, Innovation in assessment tasks and giving constructive and timely feedbacks were the two standards that were not considered. As for Criterion 4 which included effective environments, both the senior and junior academics prioritised the standards on student support and guidance, on being initiative and innovative in supporting students learning, and providing support and guidance of student with appropriate academic needs. However, the junior academics also prioritised on initiative in creating engaging learning environment whereas the senior academics focused more on being innovative in creating engaging learning environment. However, the standards on being available for consultation, creating supportive learning environment to support student diversity, and demonstrating effective practice in developing collaborative learning were not considered as priorities.

For standards in Criteria 5, the junior academics only prioritised on authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning. None of the other eight standards in this Criterion were given similar priorities. On the other hand, Criteria 5 was not a priority for the senior academics.

None of the standards in Criteria 6 were prioritised by any of the academics. For Criteria 7, the junior academics considered responding positively to opportunities and new teaching approaches as a priority. However, the senior academics placed more importance on two other standards. These were approaching teaching with enthusiasm, passion and confidence, and being proactive in supporting peers to develop personal qualities. None of them prioritised the standard on responding to the needs of the teaching and learning transformation plan or to demonstrate resilience, perseverance, self-reflection, commitment, mentorship, supporting junior colleagues and peers.
### Table 7. Top 25% Standards Selected as Important by the Junior and Senior Academics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards</th>
<th>Regarded as Important by Junior Academics</th>
<th>Standards</th>
<th>Regarded as Important by Senior Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>1. Knowledge of the discipline area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Teaching plan that aligns to teaching and learning activities and assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Preparedness of the lecturer for face-to-face teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Preparation of teaching materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Involvement in curriculum design</td>
</tr>
<tr>
<td>1</td>
<td>1. Use of innovative teaching approaches</td>
<td>3.50</td>
<td>0.58</td>
<td>1. Use of innovative teaching approaches</td>
</tr>
<tr>
<td></td>
<td>2. Use of collaborative teaching approaches</td>
<td>3.48</td>
<td>0.60</td>
<td>2. Innovation in teaching practices and supporting student</td>
</tr>
<tr>
<td></td>
<td>3. Effective supervision of student research activity</td>
<td>3.47</td>
<td>0.60</td>
<td>3. Engaging and stimulate student participation</td>
</tr>
<tr>
<td></td>
<td>4. Effective supervision of student internship/practice</td>
<td>3.45</td>
<td>0.60</td>
<td>4. Effective supervision of student research activity</td>
</tr>
<tr>
<td></td>
<td>5. Innovation in teaching practices and supporting student</td>
<td>3.43</td>
<td>0.64</td>
<td>5. Knowledge and use a range of teaching activities</td>
</tr>
<tr>
<td></td>
<td>6. Knowledge and use a range of teaching activities</td>
<td>3.42</td>
<td>0.62</td>
<td>6. Use of collaborative teaching approaches</td>
</tr>
<tr>
<td></td>
<td>7. Leadership in teaching practices and supporting student</td>
<td>3.37</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The assessment requirements were clearly stated</td>
<td>3.40</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Assessment constructively aligned to learning outcomes</td>
<td>3.39</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The assessment tasks were closely linked to the learning outcomes</td>
<td>3.36</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Use variety of assessment tasks</td>
<td>3.36</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Innovative in supporting students learning</td>
<td>3.39</td>
<td>0.64</td>
<td>1. Support and guidance of student with appropriate academic needs</td>
</tr>
<tr>
<td></td>
<td>2. Support and guidance of student with appropriate academic needs</td>
<td>3.37</td>
<td>0.63</td>
<td>2. Innovative in creating engaging learning environment</td>
</tr>
<tr>
<td></td>
<td>3. Initiative in creating engaging learning environment</td>
<td>3.37</td>
<td>0.63</td>
<td>3. Innovative in supporting students learning</td>
</tr>
<tr>
<td></td>
<td>4. Initiative in supporting students learning</td>
<td>3.36</td>
<td>0.67</td>
<td>4. Initiative in supporting students learning</td>
</tr>
<tr>
<td></td>
<td>1. Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning</td>
<td>3.36</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1. Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to teaching and learning</td>
<td>3.36</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1. Responding positively to opportunities and new teaching approaches</td>
<td>3.36</td>
<td>0.64</td>
<td>1. Approaching teaching with enthusiasm, passion and confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An independent t-test were conducted to determine if the differences between the perception of the senior and junior academics were significantly different. It was found that there was no significant difference in the overall perception of the junior academics and the senior academics on the criteria and standards with regard to teaching effectiveness. However, in testing further, significant differences was established for Criteria 1 - Design and Planning of Learning Activities, \( t(785) = 8.67, p = .000 \) as can be seen by mean of 30.22 for senior academis and 25.21 for junior academics. Significant differences were also established for Criteria 5 - Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and Support of Learning, \( t(785) = -3.09, p = .002 \) and Criteria 6 - Evaluation of Practice and Continuing Professional Development, \( t(785) = -4.31, p = .000 \).
4. Discussion

In comparing junior and senior academics, a common trend on the standards considered as priorities within Criterion 1 - Design and Planning of Learning Activities was observed, however the perception scores of the junior academics were much lower and did not make it to the top 25% of the 68 standards. Standards on leadership in designing and review of curriculum and leadership in planning and/or development of curriculum were at the bottom of the list of priorities for the junior academics. This was not surprising as they were still in the early stages of their career and more focused on developing their expertise.

For Criterion 2 - Teaching and Supporting Student Learning, the senior and junior academics had different views on the standards they considered as priorities. One exception was the standard C2S5 - Use of Innovative Teaching Approaches which was considered as the most important priority by both the senior and junior academics. The standard C2S9 – Innovation in Teaching Practices and Supporting Students was also considered very important by the senior academics, although second in priority. They also placed importance on Engaging and Stimulating Student Participation as third in priority (C2S1). On the other hand, the fourth and fifth priorities were the Standards C2S6 – Effective Supervision of Student Research Activity and C2S3 - Knowledge and Use Range of Teaching Activities. The standard C2S4 - Use of Collaborative Teaching Approaches was the bottom priority for the senior academics and Leadership in Teaching Practices and Supporting Students (C2S10) for the junior academics.

In terms of Criterion 3 - Assessment and Giving Feedback to Students, both groups agreed the standard C3S7 - Assessment Constructively Aligned to Learning Outcomes was most important in teaching effectiveness. They also agreed that the standard C3S6 - Innovation in Assessment Tasks was least important. However, they had different priorities for other standards, when one standard was important for one group but less important for the other group.

For Criterion 4 - Developing Effective Environment, Student Support and Guidance, both the senior and junior academics had almost similar perceptions except that it was different in terms of priority. One consensus that the two groups had was, the Standard C4S8 - Support and Guidance of Student with Appropriate Academic Needs which was the first priority for the senior academics but a second priority for the junior academics. On the other hand, the first priority of the junior academics was C4S4 - Innovative in Supporting Students Learning but a third priority for the senior academics. Three Standards that were considered not important in terms of priority were C4S1 - Availability for Consultation (email, telephone etc.), C4S2 - Creating Supportive Learning Environment to Support Student Diversity and C4S7 - Demonstrate Effective Practice in Developing Collaborative Learning.

For the Criterion 5 - Integration of Scholarship of Teaching and Learning (SoTL), Research and Professional Activities with Teaching and Support of Learning, the senior and junior academics did not show any agreement in terms of the level of priority for any of the standards. However, in terms of the importance of the standards, the senior academics considered the standard C5S2 - Share Teaching and Learning Research within Your Discipline as the most important, while the young academics considered it as fourth in importance. However, the junior academics did consider the standard that was most important in terms of priority was C5S3 - Authorship/Co-Authorship of Publications and a Nationally or Internationally Respected Journal Relevant to Teaching and Learning. However, both standards did include publications, though C5S3 did not specifically refer to authoring publications.

As for Criteria 6 - Evaluation of Practice and Continuing Professional Development, both the senior and junior academics did not perceive any of the standards as important priorities. With regard to Criteria 7- Professional and Personal Effectiveness, the senior academics perceived the standard C7S8 - Approaching Teaching with Enthusiasm, Passion and Confidence as the most important priority and C7S18 - Proactive in Supporting Peers to Develop Personal Qualities as their second priority. Based on teaching experiences, these perceptions were expected. They would be highly knowledgeable and very passionate about their work and at the same time approachable and with their valuable teaching experience, they would be ever willing to help.

Table 8. T-test results according to criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Academics</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior</td>
<td>266</td>
<td>30.22</td>
<td>4.50</td>
<td>8.67</td>
<td>785</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>521</td>
<td>25.21</td>
<td>8.85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Senior</td>
<td>266</td>
<td>28.75</td>
<td>4.09</td>
<td>-3.09</td>
<td>785</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>521</td>
<td>29.77</td>
<td>4.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Senior</td>
<td>266</td>
<td>15.30</td>
<td>2.78</td>
<td>-4.31</td>
<td>785</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>521</td>
<td>16.23</td>
<td>2.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and groom others especially their students in particular as well as their peers. On the other hand, the junior academics perceived the standard C7S1 - Responding Positively to Opportunities and New Teaching Approaches as their first priority in importance. The junior academicians found this standard important. Perhaps they were enthusiastic about teaching, resourceful and ever willing to learn.

The study established significant differences in the perceptions of the senior and junior academics on teaching effectiveness. Perhaps this was expected of the junior academics for they perceived that building supportive relationship with students was their immediate concern. They were focusing more on research and professional activities. The senior academics were more concerned with effective work such as designing and planning learning activities. They perceived there should be more student participation and by using student-centred approach it would result in effective student learning.

Although the senior and junior academicians differed in their perception on the priority of importance of the standards, they however perceived almost all the standards in the seven criteria as important measures for teaching effectiveness. In comparing the perceptions of the academics on the criteria and standards, they did not greatly differ except that the junior academics did not consider Criteria 1 and the standards subsumed under it as important in determining teaching effectiveness.

5. Conclusions

Most literature reviews and researches had found that student surveys in measuring teaching effectiveness were insufficient hence, the need to establish and implement criteria and standards to further improve measures for teaching effectiveness, especially in higher education. Apart from the over dependence on the results of the student surveys to illustrate teaching effectiveness of academics, most surveys are constructed according to common criteria and standards to measure all academics, may they be senior or junior academics. Based on the Performance Evaluation System Theory of Action [11], the academics would be able to use this feedback to guide and improve their practice. Since, the challenges and expectations are different for the junior and seniors, their agreement on the criteria of measurement must be taken into consideration to ensure fairness, validity and reliability of the measures [11].

In this study, seven criteria and 68 standards were ranked according to the mean scores for importance. In general, the younger academics considered five of the seven criteria as important in the measurement of teaching effectiveness, whereas the senior academics only considered four as important. Finster and Milanowski [11] argued that teacher performance evaluation system needs to be treated as coherent systems and how teachers perceive it needs to be linked with the components of the evaluation system. In this context, the evaluation criteria used for junior and senior academics need to be differentiated because the juniors are still learning on how best to teach and how teaching supports their career aspirations. The evaluation criteria and standards for teaching need to be differentiated for the purpose of yearly assessment or for promotion.

These criteria and standards were deemed reliable and valid in measuring teaching effectiveness for they were based on the senior and junior perceptions themselves on the importance of the criteria and standards, although there were differences in perceptions between the senior and junior academics with regard to teaching effectiveness. The findings showed the criteria and standards were perceived important by both groups of academicians, and hence it is hoped that universities will recognise these criteria and standards in measuring teaching effectiveness and seek to adopt them as their own. Some of the more profound standards identified in this study can be extracted and simplified to be used as survey items for student evaluation of lecturers’ teaching. The standards are also relevant in assessing promotion and teaching awards, which require compilation in the form of a portfolio.

In Malaysia as in many other countries, evaluation for promotion and teaching awards is often done using teaching portfolio. Diamond [13] also affirmed that the primary use of portfolio is for promotion and tenure. A portfolio that provides a comprehensive documentation of the academic’s accomplishment, practices, reflections, evidences of effective practices, innovative teaching and assessments require considerable amount of time for preparation. Thus, more studies should be done to develop an exhaustive criteria and standards and simpler form of documentations in providing evidences of one’s good practices in teaching especially in higher education.

REFERENCES


Narrative as An Approach in Teacher Preparation Programme

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Abstract This study explored the experience of preservice teachers in a coursework that was instructed using the Narrative Approach in University Putra Malaysia. In doing so, the study intended to examine the perceptions of the preservice teachers about learning in a Narrative Approach classroom. This study is a case study of six preservice teachers in their sixth semester of the Teacher Education Programme in UPM. The main data collection technique was semi-structured interview with the six preservice teachers and triangulation with the researcher’s class observation and semi-structured interview with the LHE 3313’s (Moral Issues and Conflicts). The data were transcribed, analysed and the emerging themes were categorised and discussed. The findings revealed that the preservice teachers generally had mixed perceptions including pleasant and unpleasant experiences towards learning using the Narrative Approach. This study has crucial implications for Moral Education instructors and curriculum developer in creating a more effective and successful teaching approach of the courses especially for preservice teachers.

Keywords Preservice Teacher, Narrative Approach, Moral Education, Moral Reasoning

1. Introduction

Intelligence plus character (including moral reasoning) is the goal of real education (Martin Luther King, 1947). In addition, moral reasoning is central for teacher’s education programme due to teachers’ duty as moral models for students as they are predicted to behave ethically in the classroom (Chang, 2006). There are also several researchers that similarly stress teachers as moral models (Abebe & Davis, 2006–2007; Cooper, 2004; Derryberry, Snyder, Wilson, & Barger, 2006). Hence, moral reasoning competence is indisputably to be one of the most crucial goals of teacher education programmes, which is not only important for preservice teachers in Moral Education teacher’s programme but also for all preservice teachers as well.

Currently, the present study is an effort to explore preservice teachers’ views and experience in learning in a Moral Education course (LHE3313 - Moral Issues and Conflicts) as a subject and it precisely examines these preservice teachers’ perceptions towards learning a coursework in an alternative approach called as Narrative Approach. This study also wants to explore on how this Narrative Approach is capable in promoting preservice teachers’ moral reasoning.

1.1. What is Narrative Approach?

Abbott (2008) differentiates narrative and story as; narrative, is the illustration of events whereas story is an event or sequence of events which also involves entities or characters. Consequently, Goodson (2010) asserts that Narrative Approach, is a facilitation of an educative journey through which learning takes place in thoughtful situation, and by engaging in meaning-making and deep dialogue and discussion. The goal of the Narrative Approach is to educate and explore through narrating, explaining and rebuilding the stories and experiences of instructors and students. In this study, the Narrative Approach was a method that taught preservice teachers by assimilating ideas through various Narrative Approach activities including drama, role-play, dialogues, storytelling, and so on to achieve educational goals such as to promote their moral reasoning skill. In other words, narrative approach is an approach to teaching and learning which is committed to the interpretation of teachers’ and students’ narratives about their experiences in education and live.
1.2. Why do this study?

Presently, Moral Education teachers in Malaysian national schools tend to implement the ordinary teaching approach rather than the components of character education and cognitive moral development in their teaching (Chang, 2010). As an example of ordinary teaching approach in Moral Education, teachers believe that they should impose strict enforcement on students to memorise the set of values in the syllabus (Tho et al 2008). They perceive this is an important act in making sure the students obtain better results in Moral Education course in Sijil Pelajaran Malaysia (SPM). To be honest, however, this approach seems inefficient in promoting students’ moral development. This is due to the fact that having a greater result does not guarantee a student to be a well-rounded morally educated person which acquires mature moral reasoning, moral feeling and moral action.

Furthermore, the received feedback from this ordinary instructional approach in teaching and learning of Moral Education subject in school has created a negative perception towards Moral Education programme in Malaysia, together with Moral Education teachers’ education programme (Nur Surayyah, 2008). People tend to claim that Moral Education is an ‘easy’ and simple course which only requires students to memorize the values and keywords. Thus, this misinterpreted perception leads to another hazard sentiment, that is, the Moral Education teachers do not acquire enough training in their teacher education programme and that is the reason why they fail in promoting students’ moral development holistically. Consequently, the aim to produce well-rounded morally educated students as Malaysian citizens will be demolished.

In order to adjust and improve the teaching and learning approaches of Moral Education, innovation in terms of teaching approach is needed in a teacher education programme. The Moral Education preservice teachers should be exposed to various teaching approaches to ensure that they have high creativity in teaching crucial course like Moral Education. One of the teaching approaches, which has been perceived as successful in facilitating preservice teachers’ moral reasoning is Narrative Approach (Tappan, 1991). As Ironside (2013) mentioned, the key elements to ensure success in a teacher education programme was by making learning as a medium for inquiry and reasoning. In this sense, Narrative Approach with its nature of creating a space for critical thinking and self-reflection are perceived as useful in boosting the moral reasoning of preservice teachers.

Research by Mathew & Lowe (2011) suggested that by implementing Narrative Approach in teachers’ education programmes, it had allowed the preservice teachers to harmoniously integrate together their mind, emotion, and spirit, as well as values, worldviews, traditions, moral, and individual experiences. Therefore, it will create well-rounded Moral Education teachers, who are not only good in subject matter, but also capable in dealing with moral issues frequently occurring in Moral Education classroom. The Narrative Approach which is different from the existing approaches in the teaching of Moral Education could be worthwhile in directing students’ attention to their moral experiences, therefore, they could promote them to have a better understanding of what is morally relevant and generate their moral reasoning skill as well (Dewey, 1934).

Apparently, there is a need to expose Moral Education preservice teachers with Narrative Approach to create a moral inquiry environment in their education programme. Moreover, the Narrative Approach will improve their moral reasoning skills by connecting the past, present, and future in the form of real moral experiences. In fact, all these criteria of Narrative Approach will help preservice teachers to make a better sense of their learning experiences (Tappan, 1989). Nevertheless, the use of Narrative Approach in a teacher education programme is a new phenomenon in Malaysia even though this method is quite prominent in other countries.

In line with the need to explore an innovative approach in Moral Education Programme in Malaysia, the focus of this study was to examine the learning experiences of Moral Education preservice teachers through Narrative Approach.

2. Methodology

2.1. Interviews

This study exploited a semi-structured interview. In this kind of interview, there were several general questions that will be outlined to be asked to the interviewees. The researcher showed openness to the interviewees’ responses. However, the researcher probed for more detailed information based on the interviewees’ responses. The interview method was used to get the stories from the students who have taken Moral Issues and Conflicts. The interviews were audio recorded using a digital audio recording device. Then, the audio recordings were transcribed. The interviews were conducted with the participants in a most comfortable and natural way. The interviews were held in the final week of the observation session.

2.2. Observation

Participant observation is an overall approach to inquiry and a data gathering method (Marshall & Rossman, 2014). In this study, the researcher made her presence and purposes known to the Moral Education preservice teachers in the class. The researcher approached and clarified the reason of her presence to the students before the class began. The researcher also informed the students that she was going to select some of them to be interviewed as participants in this study. This had helped in developing
rapport between the researcher and the students. The observation was held during the Moral Issues and Conflicts class for four times using techniques field-note taking. The purpose of using field-note taking techniques during observation was to acquire as much information as possible and complementing each data from other technique of data collection methods.

3. Findings

3.1. The Experience of Moral education Preservice Teachers in Narrative Approach

In order to explain the students’ perceptions towards learning a Moral Education course using the narrative approach, it is crucial that their learning experiences are illustrated. It is imperative to note that these students had undergone many courses in their previous semesters with different teaching approaches being used in those courses. Thus, this section will explore the students’ perceptions about their experience learning a Moral Education course using the Narrative Approach. Overall, it can be observed that the students perceived that learning Moral Education course using the narrative approach is different from using other approaches. The differences can be seen from the themes that appeared from the data resulting from the interviews as follows:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching approach</td>
<td>Lesson through sharing experiences, ideas, views</td>
</tr>
<tr>
<td></td>
<td>Student centered</td>
</tr>
<tr>
<td>Instructor’s role</td>
<td>Instructor’s ‘withitness’</td>
</tr>
<tr>
<td>Class environment</td>
<td>Interconnectedness</td>
</tr>
<tr>
<td></td>
<td>‘Safe’ class environment</td>
</tr>
</tbody>
</table>

3.1.1. Theme: Teaching Approach

3.1.1.1. Lesson through sharing experiences, ideas, views

When the preservice teachers were relating their experience to learning other courses in their previous semester, the most apparent differences among all the students’ experiences are the fact that in LHE 3313 they encountered a lot of sharing experiences, ideas, and views in the process of teaching and learning. While all of them started taking Moral Education courses since their third semester, they said that the Narrative Approach is something new and refreshing for them, with a lot of sharing and exchanged experiences, ideas, and views between students and lecturers. To verify, according to Ain, she realized that the Narrative Approach which was used in LHE 3313 is so different from other approaches that she had experienced, whereby in this course everybody must share their stories and their opinions as well [Ain/DU8]. Besides, Veen also restated, in this classroom, all students must present their moral issue’s case study, therefore all of them must have prior knowledge such as stories or experiences regarding the topic to be shared during the case study’s presentation [Veen/DU8]. Meanwhile, Azi related that the narrative approach is an approach that uses true stories or true experiences as the medium of instruction, in fact in discussing the moral issues, students must use their own stories or stories that they have heard from others in explaining their views or perspectives. In other words, they must recall their previous experiences regarding the moral topic and share them during the lesson [Azi/DU13].

3.1.1.2. Student-centered

A theme that clarifies the students’ experience regarding the teaching approach was also extracted from the interviews and observations data. All the informants acknowledged that the lessons were very much student-centered in nature, through their instructor who combined numerous learning activities during the lessons.

From the researcher observation’s session, she witnessed that there were lots of group work activities followed by oral presentations done by the students. In addition, students were required to do reflections regarding the topic by stating their stand regarding the issues by justifying their choices, and bringing up their self-experiences, and sharing it with the audience in explaining their decision/choice. Moreover, the class members were encouraged to listen carefully and give their full attention toward what was presented by their peers, at which point raised questions if any, and shared their thoughts as well. Consequently, this method is considered as a sort of a debate activity in the classroom. The students’ statements clearly elucidate this point. Veen for instance, said:

“Like group presentation so the students they will directly confront the presenter, or they can add the points for example presenters tell out their points and they can agree or disagree with their point and they can voice out their experience.” [Veen/DU30]

On the same note, Shasha and Kim described the same experiences too:

“We tell each other stories about the experiences which could be related to the lesson of the day” [Shasha/DU24]

“Students are encouraged to give opinions and ideas and all, aaa…. The lecturer gives opportunity to students to share about the topic taught at that time”. [Kim/DU28]

Students were not only given the tasks of finding information on their own and discerning the related ideas, they were also expected to discuss the ideas among
themselves. According to Inda:

“In a lecture, this narrative is storytelling. How we aaa... think about some issues... and then, it is more towards discussion... like that. That’s what I understand.” [Inda/DU48-50]

Besides, Kim stated that the lesson is more student-centered in nature as the instructor always facilitates students to be actively involved in class discussion by using probing questions. The instructor simply probed the students’ questions, then the students would have to figure out their understandings and discussed it again with others accordingly:

“...it is different from this narrative approach, aaa, when we have any question, we just raise our hands, aaa, if the Dr allows us, she will say, give your opinion, then, everyone listens, ok what do you think about the opinion given? Do you agree or not? Why?” [Kim/DU64-66]

In summary, the above shows the undeniable fact that the students perceived their experience in learning by using the narrative approach as different from their experience in learning by using other approaches.

3.1.2. Theme: Instructor’s Role

3.1.2.1. Instructor’s ‘withitness’

All the informants agreed that, the most different part in narrative approach classroom is the instructor’s role. This view was clearly specified through their responses during the interview sessions. Based on Veen’s experiences, she said that, other than the course, one of the factors that made her be keen to come to LHE 3313 class was the instructor’s role. She admitted that the way instructor conducted the lesson made her always look forwards to joining the next classes [Veen/DU12]. She mentioned that, the instructor played a crucial part in attracting student’s attention, especially by showing her ‘withitness’ which means, that the instructor was constantly mindful of all that was going on in the classroom;

“First my lecturer will listen to the presentation as well after the presentation that she’s really engages with it she really listens to that. Because later the points that she will tell abhh the small matter also sometimes as lecturers she realises. She is so concerned with what the students present and later when she tells out the point oo so for the next time we have to improve with this like that.” [Veen/DU42]

This experience was similar to Inda’s. As stated by Inda, she felt that the instructor conducted the lesson by always bearing in mind what was going on during the presentations and while the students share their stories. For her, it gives a sign that the instructor was willing to be open about herself and share her stories with the class members and the best part was, students gained a lot of understanding from instructor’s self-disclosure as she has a broad life experience.

“There’s a lot of sharing. Aaa... from the lecturer, when she shares we could relate it to our own experiences... ooo... like that... ooo... there’s connection... aaa.. so when the lecturer shares her experience, she has a lot of experience. And then she gives me the chance to think... share experience... ooo... that’s right... I can think too. My experience is actually related to that issue. Sometimes we are not able to relate the issue with our own experience but after we listen to her stories, we are able to relate them.” [Inda/DU66-70]

The data from interview with the instructor also support the fact that instructor role’s is the most crucial elements in implementing Narrative Approach. According to Dr A, based on her experiences of implementing narrative approach in Moral Education courses, the instructor must be engaged with the whole narrative of the students. She clarified that:

The lecture must be thoroughly involved, must be listening. Cannot be just talking and.. you know... not listening. You must be listening to what the student is saying. And you must, they must be appreciative. Appreciate what the students are saying. Which means, we must react, respond, like the student say, i.i..i..you know I am this kind of person, so you must have the empathy, aaa..sympathy [Dr A/DU438-444]

Based on the students’ and instructors’ responses, it can be deducted that the instructor’s role is considered as the most significant element in the narrative approach that seems to be different from other approaches. Clearly, all the informants agreed that the instructor’s withitness engaged their attention to take part in the narrative approach classroom activities.

3.1.3. Theme: Class environment

3.1.3.1. Interconnectedness

All the informants clearly mentioned that the class environment in Narrative Approach classroom is consider as ‘interconnectedness’, which means, there is dual-communication element in the whole lesson. As mentioned by Ain, everyone must take part by sharing their views and ideas, which means that, not only the instructor must take the responsibility to prepare for the lesson, yet, students also should always be prepared with their knowledge toward next issues, so that they can together contribute their views and opinions in the class’s discussion. According to Ain:

“Throughout my experience in the narrative approach, it is very good, everyone will take part in it. Then, we also know that the lecturer won’t be the only person talking, everyone will speak, everyone will get ready..meaning that every student in the class knows what is the next topic that we will learn ah.. need to have information regarding the issue or the subject matter. If not the class will become quiet. So if we are aware of the topic we can share. We can express our opinions. The Dr will give her response and whether our view is correct or not, like that.” [Ain/DU12]
However, the interview with Kim disclosed that, for him, the interconnectedness element occurs in the form of the ‘sense of belonging’ between the class members of the Narrative Approach classroom itself. He stated that, the class setting which students are required to sit is next to other in a ‘U’ shape formation, give some sort of feeling that ‘we are together’. He further elaborated:

“...aaa, an example that I see from Dr A’s class is that, aaa, during the class in front of the surau, we were asked to move forward, closer to the lecturer, so we feel very close when we were in that situation.” [Kim/DU98]

In fact, the researcher’s observation data shows similar evidence with what that have been shared by the students and the instructor, which indicated there is an element of interconnectedness in the class environment which can be seen when each of the class members showed recognition of other people’s points of view during the lesson. The students seem caring towards each other by the display of their togetherness when they set up the learning space as comfortable as they could. For instance, they arranged the chairs in ‘U’ shape to make sure everybody sat close to one another and could view the presentation clearly. Besides, from the observations, the researcher observed that all of them were always quiet and tried to minimize any disruption while their peers were presenting their cases or sharing their views and ideas.

3.1.3.2. ‘Safe’ class environment

Likewise, Kim shared the same facts with the researcher’s observation data. As indicated by Kim, the Narrative Approach he experienced gave a ‘safe’ class environment in the sense that there was conducive class setting, together with engaging teaching approach that is different from other approaches, whereby this element attracts his attention very much.

“Aaa, the class environment... Okay, pers, honestly I love the class environment which is relaxed... Aaa, which is, like the class environment just now. Ehem, the arrangement was laidback, and, her teaching method, the Dr., so far, I actually like it.” [Kim/DU70-74]

Apparantly, based on the information shared by Kim, the instructor seems ‘open’ in giving students opportunity to voice out their ideas in the narrative approach classroom, as such, this element made the lesson become more interesting.

“...I like her teaching method, I like the kind of lecturer who, as people say, is laidback, open, and gives chance and space to students to express their views, that’s why it’s good.” [Kim/DU78]

Like Kim, Inda admitted that the ‘safe’ environment for her is, a satisfaction feeling in giving views or justification in a discussion without being judged by her other friends. Besides, everybody got the same chance to elaborate their perspectives so that they could realize their thought and share it with their friends [Inda/DU98]. She further elaborated:

“…for the narrative method, the other day we…aaa.. had discussion in class. After that the Dr. asked, okay… do you agree, you agree, you agree..I think this thing gives me satisfaction to students to aaa... give their opinions two-way... meaning, okay... someone does not agree, okay... he said he doesn’t agree, why doesn’t he agree? So that person will explain and the Dr. aaa... replies.. gives response... oh, okay, why do you disagree, making assumption, assumptions like this. Is there any other person making assumptions? So, that is when the students have the chance to share how they think. And aaa... at the same time, aa... we have the opportunity to share aaa... our opinions... haa... like that”.

Eventually, what has been stressed by preservice teacher is congruent by what has been elucidated by the lecturer in the interview session. Based on the interview with Dr A, she explained that to ensure the successful implementation of the Narrative Approach in one course, the ‘openness’ element in the classroom environment is considered as a vital part. Everyone should have a sense of ‘genuineness’, which means, they are sincere to listen, play non-judgemental roles, and respect each other as well. She elaborated that:

“There must be a space...a safe...space...safe meaning open. Genuine... I think genuine is very important where everybody was just listening not criticizing. There was one in certain way where a student criticized and that created urmmm...everybody felt aaaaa...their gut when up. like they don’t want to say many things because somebody was sayingwhat they were saying was..is wrong..It must be safe for them, and everybody must be made aware of it. All the participants in the narrative...They should res...there must be a mutual respect. And mutual understanding that what is been said is within the context of their learning.. [Dr A/DU208-214]

Dr A further clarified that learning with the Narrative Approach as their teaching approach will only be taking place if both the lecturer and students are able to create the openness, the ‘safe’ space to share their views and perspectives in class activities:

“So that..that safe the environment, opens space must be there..there...must be... and that requires the facilitator or the instructor or the lecturer must also be open...Open to the ideas..hurmm...Any moment the..the..the instructor or the lecturer step in.. owhhhh..that is wrong. That will stop the narrative. Once you stop the narrative, you stop the learning. The learning will not be taking place” [Dr A/DU218-222]

Obviously, from the interviews, students specified that they love learning environment that provided opportunities to discuss in two-ways communication, in ‘lively’ environment whereby all the class members have the chance to be heard equally with mutual respect.
3.1.4. Theme: Lessons were teacher-centred

Most of the informants revealed that the method of teaching used by their instructors in other classes is different from the Narrative Approach. From the interviews it can be noted that they commented on the other classes for being mostly teacher-centred with a lot of lecture sessions. According to Shasha:

“Because in other classes we only have lectures, we only listen... listen...listen... listen and the lecturer tells us everything. And sometimes we don’t even bother. After this aaa... we only want to sit for the final exam.” [Shasha/DU96-98]

Kim indicated the same thing by claiming that there is a huge gap between the narrative and other approaches he encountered. According to him, other course works seem to be more teacher-centred in nature, and all the time instructor will be in charge of the lesson.

“Different from the approach which, emm, what people call, educational approach... traditional lesson, people say... because the teacher talks at the front, teaching... writing at the front or explaining notes. At the same time, the students, the pupils, aaa, sit and pay attention... They only ask questions if the teacher allows them...” [Kim/DU58-64]

This is reconfirmed by Azi by claiming that, the other coursework he attended was teacher-centered in nature with more focus on the content, even though they did have lot of presentation:

“Hmmmm... if aaa... the other approaches... they are focused on... hmm... facts.. the lesson itself. Or the subject itself: The content itself. Where... in the usual approach used in other typical subjects they are more towards presentation. Presentation on the content... okay. When it is finished, we get marks. The lecturer gives the marks.” [Azi/UD31-33]

Clearly, most of other coursework lessons that the preservice teachers attended, used to be a ‘one-way communication’ with the instructor taking control of the class most of the time.

3.1.5 Theme: Lack of sharing experiences, ideas, views

From the interviews, a couple of informants stated that, in terms of opportunity to share experiences, ideas or views, they prefer the Narrative Approach. According to Shasha, the other approaches she encountered seem lacking in the element of experience sharing. Even though there were group presentations, most of the students conducted it with the intention to compete with one another and to be the best group in presenting their task. Consequently, this notion will lead them to ignore other classmates’ views and beliefs. As Shasha mentioned:

“Because, even though it is narrative (approach) we can listen to other people’s views. In group (work), we compete... it’s cooperative learning, most people compete on whose idea is better and we don’t care. We only want to criticise others. In narrative (approach) there’s no wrong, no right. It’s about experience. When we use it, there is no sense of competition so much.” [Shasha/DU96-98]

On the same note, Inda too described the same experience when she said:

“Okay...aaa... actually the narrative approach is only in moral classes... if we look at the other subjects... they are more towards presentation...And in presentations, we only share what we have... like our research findings on certain matter... umm, okay, in presentation... emm... we do field research, do assignments, there’s no sharing of experience...” [Inda/DU94-98]

According to Inda, in other approach there are group work and presentations, but it seems still lacking in the sharing of experiences, ideas, views. But in the Narrative Approach class, there were lots of discussion between class members (two-way communication) and that can make students feel content with the lessons. She added that:

“But for this narrative (approach), that day we... aaa... discussed in the class. After that the Dr. asked, okay... do you agree or not, you agree, you agree... I think this approach gives students more satisfaction to, aaa... gives their opinions in two-way...” [Inda/DU98]

Briefly, from the above students’ statements, the preservice teachers perceived their experience in learning using the Narrative Approach as different from their experience using other approaches in terms of sharing experiences, ideas and views.

3.2. Preservice Teacher’s General Perceptions about Narrative Approach

To discover the students’ general views about Narrative Approach, the researcher raised up the following question: “What is Narrative Approach to you? What are your views about Narrative Approach?” The data from the interviewees’ responses revealed three main compatible themes:

Table 3. Perceptions towards narrative approach

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<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>Promote student understanding</td>
</tr>
<tr>
<td>Create student empowerment</td>
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<tr>
<td>Difficult but worth it</td>
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3.2.1. Theme: Promote student’s understanding

The students perceived the Narrative Approach as an important aspect of learning in their development as students and as future Moral Education teachers. Quoting Veen who stated, “Umm.. effectiveness why, I feel it’s good actually because umm if we compare it to other lecture because of the heaviness of the subject, also we can tell, it is actually suitable for moral subject to have the narrative approach. Because students can explain what they
know and voice out their points. This makes them understand in deep about that particular topic. The issues, the moral issues.” [Veen/UD10], and Azi who mentioned “So, if other people’s experience, which we have never gone through, we can add it up… hmm… for us to tell later or so that we can understand more deeply about the issue” [Azi/UD19]. She also mentioned that “So, for our friends whose lives are… hmm, quite difficult, their experience is more… more than us. Their experience is different than us. So this helps me a lot in… ehm… becoming a teacher aaaa… a Moral Studies teacher because our students or our target (audience) are different. So through this experience, it helps me to understand people better, how they are and how they are different. [Azi/UD25].

Their opinions clearly show the significant impact of the Narrative Approach to their deep understanding on moral issues. Veen elucidated that the Narrative Approach is effective in facilitating students’ understanding, as for her, moral courses are not an easy coursework to be understood, therefore the opportunity to express their views will make students think deeply about the topic. In other words, it gives her better insight in understanding the course content. As for Azi, she felt that sharing experiences in the Narrative Approach makes her have more understanding about moral issues. She feels that, it will improve her knowledge as a university student. Moreover, she stressed that being competent in understanding moral issues would help her in the future as Moral Education teacher as she acknowledges the differences of students.

The same is true for Inda, who admitted that the Narrative Approach is crucial in her future as a teacher in understanding the variety of moral stands of other people “after this when we become teachers, we are future teachers, when we are teachers we have to understand that every person has their own individual moral standing” [Inda/UD86]. Clearly, Inda’s perception is equivalent to Veen’s and Azi’s views towards the Narrative Approach. There are two points here. First, the students believe that the Narrative Approach as crucial in their lives because it can open up their understanding toward moral issues. Another one is, as indicated by Azi and Inda, the Narrative Approach gives a lot of possibilities for them to build up the character of Moral Education teacher in the future. Accordingly, these data supported the comments by Dr A who indicated that, there’s no doubt that the Narrative Approach means a great deal to the students in understanding what is moral and what is to be a moral person and hence behaving morally [Dr A/DU74-80].

3.2.2. Theme: Create student’s empowerment

A definition of “empowerment” as “bringing into a state of belief one’s ability to act effectively,” is offered and the critical importance of effective relationships between teachers and students is stressed. Principles of mutual respect, validation, and focus on success are seen as empowering for both students and teachers. Another theme that emerged from the interview with one of the students is that the Narrative Approach is perceived as an approach that fosters student's empowerment in terms of student's participation [Kim/UD56]. Actually, his view is parallel with the view of the instuctor’s interviewee. The instructor stated that “Aaaa…narrative brings their voice… The voice here is referred as to their views, their perspective, their situation which is not individual” [Dr A/DU90].

The perception that the Narrative Approach can develop student’s empowerment is also emphasised by Shasha who declared “Everyone has to take part. Yes… must contribute something and give response…” [Shasha/UD99-100]

3.2.3. Theme: Difficult but worthy it

From the interview’s session, most of the informants perceived that the Narrative Approach is an approach that is quite difficult to be mastered, but worth mastering according to Veen, as she could understand the course content very well from the narrative approach:

“Emmm I can understand subject very well, which means it is not just like the other subject. Emm it is not easy actually to understand, not but the way like we get more knowledge it is not that we have to what like everyone have to errmm study this back like for other not necessary to study what is coming up based on the lecture notes only” [Veen/UD26].

The perception that the Narrative Approach is difficult is also highlighted by Azi, who mentioned that the lesson will only be much easier if students make early preparation prior to the lesson:

“Aaaa.. my initial expectation was like… these moral issues, the lecturer will bring them… meaning the issues will come from her. The normal issues. Typical… that are easy to be understood. But I didn’t expect the lecturer would ask us to find the issues ourselves, to relate it to the topic given to us and… to understand what the issue we bring forward is. So it’s like… aaa.. we need to search for cases and all… Mmm… if we prepare earlier, it will be easier.” [Azi/UD153-155].

It is evident from the data analysis regarding students’ perceptions towards this approach that the Narrative Approach is an important aspect of learning for them as students and future Moral Education teachers, but at the same time they acknowledged that the approach is quite difficult, but then worth mastering.

3.3. The Benefit of Narrative Approach

Regarding the researcher’s attempt to examine the benefits of the Narrative Approach for the preservice teachers, the data analysis showed two main findings. It was discovered that the benefits of Narrative Approach on students’ development are in terms of moral reasoning and soft skills.
3.3.1. Theme: Moral Reasoning

3.3.1.1. Reflection

From the interviews, the benefits of Narrative Approach according to the preservice teachers, were in terms of reflection practice that occurred while using the approach. That perspective was voiced out by Veen who clarified:

“...for me it really gives me a lot of benefits, we will use the approach in class and do reflection. So, the reflection also will help us more to explore more. Not only with the voice that we have in our class because the session is limited 1 to 2 hours like that, so it is not enough for us to get all the knowledge and when we are having reflection session, we explore more when we search article regarding that particular topic. Ermm we get to know more regarding particular topic” [Veen/DU14]

Veen elucidated that in order to complete the reflection task, she needed to explore a lot of information regarding the moral issues, hence that practice exposed her to various facts in relations to the moral issues. In other words, the reflection task enriched student’s moral knowledge and understanding. Besides, Veen admitted that such reflection leads her to use her reasoning skills. “So, when I explore, I can get more knowledge and facts supporting and them opposing this. So, I can what… do reasoning” [Veen/DU14].

Sharing the same views with Veen, is Ain who indicated that, she made reflection by relating her friends’ experiences with her own as sometimes they are different from hers. According Ain:

“For all these moral issues, not all of them we have been through so by using the narrative approach we can listen to other people’s experiences so that we can apply their experience in our life, we can also share with other people.” [Ain/DU94].

It can therefore be claimed that, the reflection practice in the Narrative Approach benefits students in applying their reasoning skills in issues related to morality.

3.3.2. Theme: Soft skills

3.3.2.1. Self-confidence

Another benefit of the Narrative Approach according to the preservice teachers was in terms of soft skills. As mentioned by Ain, the Narrative Approach increased her confidence as well as the sense of responsibility as it requires students to take part in class discussions for each class. Ain said:

“Umm, the skill like I said, I am not an outspoken person, but when we are doing the narrative (approach) we feel more confident, we feel more responsible because we know that every week there is something that we have to convey.” [Ain/DU63]

The finding also indicates that overall, Kim too gained benefit from the Narrative Approach in terms of his confidence level, “Aaa... the skills, that is, like... like I said just now, what... brave, brave... like people say, brave to express opinions. [Kim/DU264].

It is therefore evident from the interviewees’ statements that students gained benefit through the Narrative Approach in terms of increased confidence level in expressing their opinions and sharing their experiences that are related to the moral issues being discussed.

3.3.2.2. Empathy

Another benefit of Narrative Approach is it encourages empathy. According to Azi, other than helping her so much in terms of understanding moral issues, it also often triggers the feeling of empathy towards other friends’ experiences or stories. She explained:

“Aaaa... it can benefit in terms of... aaa... as I said just now... experience... and in the experience that we share we can get like... aaa... internalize... how do I say... we get into that other person’s experience.” [Azi/DU25].

She added that, as she is a future Moral Education teacher who will teach students from various backgrounds, therefore the sense of empathy is crucial for her to understand them better. She added:

“So this helps me a lot in... emm... becoming a teacher aaa... a Moral Studies teacher because our students or our target (audience) are different. So through this experience, it helps me to understand people better, what they are and how they are different” [Azi/DU25].

Clearly, students’ perspectives revealed that the narrative approach gives much benefit for them in cultivating empathy as a preparation for them to be better Moral Education teachers.

3.4. The Preservice Teachers’ Feeling About Narrative Approach

Based on the analysis of the data on the preservice teachers’ feelings about Narrative Approach, the researcher discovered that they expressed mixed feelings. There are two key ideas that the students emphasised regarding these feelings.

3.4.1. Theme: Pleasant feeling

Initially, most of the informants revealed that they felt good about learning in the Narrative Approach class. The data disclosed that the students did feel that their Narrative Approach class was enjoyable and helpful. As mentioned by Ain, she could relate the pleasant feeling with the sense of confidence to voice out her ideas because there are no right or wrong answers. According to her:

Table 4. Perception on benefits of Narrative Approach

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<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
</tr>
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<tbody>
<tr>
<td>Moral Reasoning</td>
<td>Reflection</td>
</tr>
<tr>
<td>Soft Skill</td>
<td>Self-confidence</td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
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![Table 4](Image)
To me it is interesting because everyone likes to talk when we use the narrative approach, everyone can get involved. Not just the same people talking. Sometimes there’s someone who wants to speak but he’s afraid to speak, so when we use (the approach) sometimes I feel more confident. There’s no right or wrong.” [Ain/DU48]

On the same note, Shasha admitted that, she did enjoy the Narrative Approach class as this approach changed the way she learned, which is from individual type to easy going person in terms of group work “Mmm… I like it and I’m satisfied with it. I mean it changes the way I learn a lot” [Shasha/DU114]. The same goes for Inda who said that she really enjoyed the Narrative Approach class as it brings a lot of positive effects in her life, such as satisfaction because she was able to express her feelings and ideas [Inda/DU118-112].

Besides, Kim too confirmed that his experience in the Narrative Approach was great. Kim confessed that at the beginning, the LHE3313 course with Narrative Approach a challenge to him, but he discovered in the end that it wasn’t difficult anymore as he really enjoyed the class activities. In his experience of the Narrative Approach, there were discussion and sharing of views, he found those activities assisted him in improving his confidence to voice out ideas in front of others. He elaborated that at the beginning he felt anxious when the instructor seemed to be forcing him to give his thought about an issue. But then, he tried his best to give a try and finally discovered that practice trained him to be prepared and to never give up no matter what. Eventually, he was so comfortable and really enjoyed in the Narrative Approach class:

“At first, I felt a little awkward, it was hard... Because I’m that kind of... before, I thought that the lecturer was just forcing us to give our opinions, so I was not used to it. It was like, I wasn’t ready at that time. Before this I was like that, but now, I have to, like it or not, I have to tell myself, ready or not ready, if the lecturer says to me, “ok Kim, give us your opinion”... I would say, oh no, but it’s okay, I will give it a try. Like that. I was shy indeed but I had to set that feeling aside and I tried. Now... Now I’m more comfortable... enjoying it.” [Kim/DU466-480]

Clearly Ain, Shasha, Inda and Kim were very happy with the Narrative Approach in LHE3313 as the way the lessons were conducted to help them in building up their characters in terms of confidence to express views and ideas, and as a person on how to be flexible. Accordingly, these data were supported by Dr A, as she mentioned that narrative attracts students’ focus and it creates joy in lesson. She said that “Because they were focused. They focus on and they...they are very en...they were very enthusiastic, they were very happy” [Dr A/DU176].

3.4.2. Theme: Unpleasant feeling

Even though the students had good feeling about Narrative Approach, they also admitted that sometimes, they felt unpleasant in Narrative Approach class. As explained by Ain, an example of unpleasant feelings regarding Narrative Approach is when she had to deal with anger because of ideas’ rejection:

“For example, we have our own stand on something but then someone said something opposite, which makes you feel angry.” [Ain/DU106].

Additionally, Ain claimed that the angry feeling was associated with low self-esteem feeling as well:

“Sometimes we would feel offended when we say something, people just refute us. It feels like... was I so wrong to say what I said because when someone would speak out against us we feel, frustrated with other people’s view, opposing us... because we will still say the same thing to stand our ground.” [Ain/DU114-118]

However, from what Ain said, she tries to take it as something positive, in addition to trying to be rational by believing that individuals are diverse, and she should appreciate the differences. Eventually, by thinking that way, she could build ‘enjoyable’ feeling rather than ‘angry’ feeling in the narrative approach, as it is part of debate activities in the lessons. According to her:

“It doesn’t actually make me feel down but it makes me more rational, meaning that I’m able to think, oh, other people have different views from mine, I’m not the only one who is right. I don’t feel upset straight away. It doesn’t feel too bad... It’s like, I’m ready because I know that everyone is different, as I said, we celebrate the difference. It’s nice to hear other people with their different views. This makes us think and be more rational about certain issues.” [Ain/DU122-126]

It seems that not only Ain was feeling unpleasant in the Narrative Approach class, but also Veen found that the lessons sometimes did trigger her ego as she mentioned that she had high ‘ego’ and was easy to get angry. She described that before this, it was not easy for her to face rejection of her opinions, but after she had been through several sessions of Narrative Approach, that feeling changed. She realized that people will only get offended if they do not understand why others deny their views and opinions, but in this Narrative Approach case, she can clearly understand about the moral issue’s discussion then the debate element in the class’s activity. According to Veen:

“Ok we should not get offended when people deny our points so people like they aaarrr yes, I have this bad habit like getting angry. My interest has changed a lot like here I am getting back to the normal. And yes, I have high ego. Yeaa and this ego I realise when I enter this university before that I just can’t accept anything but maybe some personal experiences (narrative approach) make me change. Yeah like for me because I understand so I don’t get offended. If I didn’t understand one fact, then I might get offended. But here I can understand...” [Veen/DU70-74]
In addition, Kim also indicated his unpleasant feeling in Narrative Approach during the interview. Kim’s response clearly reflects this: “...not with a surprise. Eh, she didn’t ask for it but suddenly she gives questions on the spot, I wasn’t ready, like that...” [Kim/DU490-492]

Apparently, Kim responded that way because he stated that he did not know why suddenly the instructor asked him a lot of questions during the class discussion. In addition, he felt that he was not ready at all to answer the questions in front of others. He also said that the instructor should inform the students earlier regarding new technique that she wanted to implement in the class [Kim/DU484]. However, he did mention that sometimes, it is not the instructor’s fault as suddenly he realized that Dr A did explain all about the Narrative Approach that she intended to implement in that class in the beginning of semester, but he was the one who was not aware of it [Kim/DU496-500]. Due to his failure to pay full attention during the first class of LHE3313, he felt demotivated [Kim/DU502]. Kim also stressed that there was certain topic (moral issues) that for him was not so interesting. He additionally claimed that, it made him so bored and, at that time, he just wanted to sit in the class and did not want to be involved in the discussion [Kim/DU514].

4. Discussion

What are the Moral Education preservice teachers’ perception of Narrative Approach as they experience it?

The discussion will scrutinize the findings in term of the connected literature and theories. Based on the discussion of the findings in the prior section, the researcher would like to present that in this research, the perceptions of the preservice teachers towards Narrative Approach were formed by their experience in learning both the narrative and other approaches, as well as their general perspectives toward the Narrative Approach, together with their views regarding the benefits of the Narrative Approach in their moral development and their feelings toward their experience in the Narrative Approach as well.

Regarding their experiences, it can be summed up that from the existing proofs, indisputably the students perceived their experience in learning moral courses with Narrative Approach as different from their experience in learning with other approaches in certain ways.

First, in the Narrative Approach, it emphasizes learning through shared experiences, ideas, and views within the class members. Whereby in other approaches, there is lack of sharing of experiences, ideas, and views in the lesson. Second, the preservice teachers perceived that Narrative Approach lessons were more student-centered, meanwhile in other approaches, lessons seem to be more to teacher-centered in nature. It means that, in other approaches, students rely so much on their instructor in contrast with the Narrative Approach where students are the active participants in the learning process. Indeed, there is no denying that the Narrative Approach emphasises on student centered ability (Bruner, 1986) and is far more capable in enriching people’s understanding compared to other approaches.

Next, in terms of the instructor’s role, the preservice teachers perceived that learning with the Narrative Approach often associated with the element of instructor’s ‘whitness’ compared to other approaches that do not necessarily show this criterion. Kounin (1970) asserted that ‘whitness’ relates significantly with students’ participation and autonomy. In fact, Brophy and Evertson's (1976) study of teacher effectiveness is considered as one of the most important research findings that strongly support Kounin's findings regarding the ‘whitness’ factor of an instructor.

Subsequently, the researcher notices that there is a gap between the class environment in the Narrative Approach classroom compared to the class environment of other approaches. The findings showed that in narrative classroom, the classes are found as ‘interconnected’ whereas it is the opposite in other approaches. As mentioned by the informants, ‘interconnected’ means there is dual-communication component in the whole lesson in a Narrative Approach classroom. Also, there was evidence of ‘safe’ class environment element in a Narrative Approach classroom according to the preservice teachers. These findings are parallel with the constructivism theory by Vygotsky (1977) which proposes that cognitive development is subjected to the quality of interactions between individuals and the class environment. Therefore, the researcher agrees with Hensley-Pipkin (2015) that classroom environment has massive role in learners’ beliefs and practices in the teaching and learning process. In this study, it has been proven that there exists strong connection between the preservice teachers and their instructors, together with the learning environment as well. Furthermore, previous researches suggest that, a well-planned learning environment that is rich with active, social learning experiences affiliated with human knowledge acquisition holds the potential to increase the chances of engagement and achievement of the learners (Kendall, 2011; Krapp, 2005).

In addition, in terms of general perceptions of the preservice teachers regarding their experiences in the Narrative Approach, this research found that the Narrative Approach helps in enhancing preservice teachers’ understanding, together with developing learners’ empowerment by way of learners’ participation. Fortunately, this finding was congruent with the study by Mohd Yusof et al. (2011) that indicated effective learning process (including learner’s understanding) happening when both instructors and students interact and actively
participate in the learning activities. Furthermore, the finding also matches with the Inquiry Based Learning model by John Dewey (1934) that emphasizes learners’ participation in discussions or engagement in meaningful reflection to generate their understanding (Dewey, 1934). The data analysis regarding the preservice teachers’ general perceptions towards the Narrative Approach discloses that some students admitted that the Narrative Approach is a new approach which was tough for them to adapt with, nevertheless they acknowledged that this approach is worth to be learned as it brings a lot of benefits for their future as Moral Education teachers.

Next, in discussing the preservice teachers’ perspective regarding the benefits of the Narrative Approach, this study found that the benefit of the Narrative Approach to the students was in terms of promoting moral reasoning capability through reflection practice in LHE 3313 lesson. This finding is compatible with the Inquiry Based Learning Model by Dewey (1934) which asserted on the element of reflection in the learning model. Dewey (1934) stated that the reflective practice is very useful in promoting learners’ moral reasoning skill. Consequently, this study’s finding is compatible with the research by Sholikhah, Susani, Prabandari, and Rahayu (2018) that indicated that learners’ reflective ability was positively interrelated with their moral reasoning capability. On the other hand, the findings also indicated that the Narrative Approach is proven beneficial in cultivating the preservice teachers’ soft skills such as self-confidence and empathy. This seems a new finding, as from the review of literature done by the researcher, there is no previous research specifically indicating such finding before this.

Other than that, the researcher also explored the preservice teachers’ feelings about their experiences of the Narrative Approach. The findings revealed that there are two feelings that were experienced by the preservice teachers’, which are pleasant and unpleasant feelings. Regarding the pleasant feeling, three of the informants related it with the sense of confidence to voice out their ideas because there are no right or wrong answers, therefore they felt free to express their opinions without being judged by the class members. But then again, another two of the preservice teachers elucidated that the pleasant feeling was related to the satisfactory feeling since they could express their thoughts and ideas in the class activities or in other words, they felt content in the Narrative Approach classroom.

Nevertheless, in terms of unpleasant feeling, Ain and Veen explained that their unpleasant feeling was as a result of feeling rejected when their opinions were opposed by other colleagues, though, they admitted that the feeling was just temporary, and they managed to control it by realising that it is just a part of socialization process. Eventually, according Kim, his unpleasant feeling was due to the lack of preparation for the topics to be discussed on that day, but he realized that was due to his own mistake for being ignorant when the instructor gave the tasks’ instructions in the previous class. Accordingly, this finding is compatible with the constructivist learning theory, which asserted that human beings learn more when they are actively engaged in the learning process as they build knowledge through investigation and their own discovery (Piaget, 1954), which means that, the class activities guide the preservice teachers to experience the learning process by filling their needs and interests together with encouraging social interaction. In other words, learning activities is purposely to inspire students’ interests (feeling) and motivate their problem-solving skill (Rushton & Larkin, 2001).

5. Conclusions

The preservice teachers had a completely different learning experience before they experience the Narrative Approach and while they are experiencing other approaches during their studies in UPM. There were two prominent features of how they perceived learning in approaches other than the Narrative Approach, first, lessons were teacher-centered, second, the lack sharing experiences, ideas and views. In contrast, the preservice teachers were exposed to a wholly new experience when they experienced the Narrative Approach. The teaching approach was different, whereby lessons through shared experiences, ideas, views became the main method of instruction and unexpectedly the preservice teachers appreciated that teaching and learning process as it was more student-centered. In terms of the instructor’s role, it was also different – as they could sense the instructor’s ‘withitness’ as the class took its course.

There was also a shift in the class environment whereby it had a ‘safe’ feeling and interconnectedness in the learning atmosphere. These differences actually shaped the students’ views towards learning in the Narrative Approach classroom. Additionally, the preservice teachers’ views learning in the Narrative Approach as beneficial in their lives as students and for their future career as Moral Education teachers. They strongly believe that the Narrative Approach experiences could promote their understanding deeply toward moral issues or even understand the variety of their future students’ background. Moreover, the preservice teachers perceived that the Narrative Approach they experienced gave them a sense of empowerment in terms of active participation in class activities. Last but not least, their general perception towards Narrative Approach is one approach that seems difficult to explore, to master, however it has its own strength and worth to be learnt according to the preservice teachers. However, they admitted that to be well prepared in the Narrative Approach, they must make an early preparation before the classes.

Next, in terms of the benefits of Narrative Approach on the preservice teachers’ development, this study found two
main elements; moral reasoning and soft skills. In terms of moral reasoning, the benefits could be seen through the reflection practice that let the preservice teachers explore various resources regarding particular moral topics. This will enrich student’s knowledge and understanding towards moral content specifically. As a result, that will give great benefits towards students’ moral reasoning capability as well. Secondly, in terms of soft skills. This study found that, exposure to the Narrative Approach promoted students’ confidence level as well as responsibility to take part in classes activities, to share their knowledge, experiences and views regarding moral issues being discussed. Another soft skill that was enhanced from the exposure of Narrative Approach is the empathy skill. According to the preservice teachers, the sense of empathy is crucial especially for a future teacher, in order to sense and understand the students’ needs especially when they come from various socio-economic backgrounds. Therefore, they feel that by being exposed to the Narrative Approach, it could train their feeling of empathy from the sharing of experiences activities during the case study presentation.

However, this study found that the preservice teachers’ feeling towards this Narrative Approach experiences can be considered as mixed. They admitted that they felt enjoyable and pleasant during this Narrative Approach classes, however they felt unpleasant too. In terms of pleasant feeling, they elucidated that they enjoyed it because they could freely express their opinions without being judged by others. Therefore, they felt confident to express their voices, and felt satisfied in that classes. Another theme that arose in the interviews is, one preservice teacher admitted that at the beginning he felt unpleasant when the instructor seemed as if she was forcing all the students to give their opinions, but then, he found that, this approach gave so much benefit to him, especially in terms of improving his self-confidence level, therefore he really enjoyed this Narrative Approach class. Though they were enjoying the Narrative Approach so much, however they admitted that they also experienced some unpleasant feelings during the Narrative Approach classes.

According the preservice teachers, they felt uncomfortable when facing ideas rejection during the class discussion. This is because, in the Narrative Approach classes the, the learning process is more towards discussions and debate over moral issues, therefore everybody has their right to agree or disagree with other people’s opinions. One of the preservice teachers also mentioned that her unpleasant feeling in Narrative Approach was in terms of her ‘ego’ which was challenged while her ideas were opposed by her other friends. Kim also elucidated that sometimes the unpleasant feeling arose while he felt that the instructor suddenly asked him a lot of questions during the lesson. As he perceived himself as an introvert person, he felt uncomfortable at first and felt that this approach seemed so abrupt and he was not well prepared for that. However, then he realised that the instructor had already explained about this Narrative Approach in the earlier class, but he was not initially aware about the new approach that the instructor would use in the LHE 3313 class.

REFERENCES


E-Counselling: The Intention, Motivation and Deterrent among School Counsellors

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Abstract  Internet technologies are rapidly changing our lives, so school counsellors are now facing challenges to provide innovative ways in order to support students in their preferred communication mode. This study sought to understand the perception of school counsellors towards e-counselling on (1) their intention to use e-counselling; (2) the motivators for them to offer e-counselling; and (3) the deterrent factors from offering e-counselling. 66 school counsellors completed this online survey. All had online communication experience with their students. Counsellors showed positive intention to apply e-counselling in schools only when e-counselling facilities were provided. Lack of competence in technical skill seemed to outweigh their intention to use e-counselling. Appropriate professional development, technical training and the practice-based research in school comparing effectiveness of e-counselling and face-to-face were the leading three motivators for school counsellors to use e-counselling. Fear of miscommunication due to unfamiliar online language, lack of professional development and technical skill training, lacks of technical resources were the key deterrents that deter their intention to offer to e-counselling. The major contribution from this study indicated that school counsellors were receptive to offer e-counselling in school with the conditions that they were given adequate and appropriate professional development, technical trainings and e-counselling facilities.

Keywords  Perceptions, School Counsellors, E-Counselling

1. Introduction

Internet technologies are rapidly changing our lives especially the pattern of how we communicate with one another. It has become a major part of the lives of some young people who spent a large amount of time using social media to communicate with friends and family (Mesch, 2012; Campbell & Colmar, 2014). In Malaysia, those aged below 20 years old spent 6.7 hours daily online (Malaysia Communication Multimedia Commission, 2018), which is more than one quarter of their time online chatting, gaming, shopping and sourcing for information (National Health and Morbidity Survey ‘NHMS’, 2017). With this phenomenon, school counsellors are now facing challenges to provide innovative ways in order to support students in their preferred communication mode. It is necessary for school counsellors to incorporate technology such as e-counselling into their counselling modalities so as to maximize the effectiveness of their role especially with the high penetration of Internet usage among students (Kok, 2016, Cipolletta, & Mocellin, 2017).

E-counselling is also known as online counselling, cyber-therapy, and e-therapy (Richards & Viganó, 2013), is defined as delivery of therapeutic interventions where communication between a trained professional counselor and client are through online technologies at two different locations, without meeting face-to-face. (Richard & Viganó, 2012; Zainudin & Yusop, 2018). Traditionally, counselling relationship in school is through face-to-face communications pattern (Wilczenski, & Coomey, 2006; Teh, Acosta, Hechanova, Garabiles, & Alianan Jr, 2014). With the robust of Internet, e-counselling is expected to grow.

School counsellors were receptive towards e-counselling as an additional method of counselling (Glasheen et al., 2013; Kok, 2015; Teh et al., 2014), especially when their time in schools was stretched and the demand for counselling from students was increasing (Kit, Teo, Tan & Park, 2017; Teh et al., 2014). The benefits of e-counselling practice allowed school counsellors handle students’ issue at their convenient as there are no time restriction, space and distance concerns (Paterson, Laajala, & Lehtelä, 2017). Moreover, accessibility is made easy nowadays as long as there is Internet access for counsellors and clients.
(Zainudin & Yusop, 2018).

The disinhibition effect in e-counselling helps clients to eliminate their counselling stigmatizing problems, thus more receptive to counselling (Bambling, King, Reid & Wegner, 2008; Cook & Doyle, 2002; Gatti et al., 2016; Suler, 2004). Clients felt less intimidated and safer to discuss without the presence of counsellors (Mishna, Bogo & Sawyer, 2012, Beidoğlu, Dincıyérek, & Akıntuğ, 2015; Glasheen, Campbell and Shochet, 2015).

However, another school argued that the optimism to practice e-counselling may not have much evidence of effectiveness (Cook & Doyle 2002; Zamani, Nasir & Yusof, 2010). The skepticism was mainly on the absence of body language or non-verbal cues that resulted in the missing elements of genuine and empathy which are vital in counselling session (Bambling et al., 2008; Sobella, Poynton & Isaac, 2010; Beidoğlu et al., 2015). Furthermore, school counsellors expressed their concerns on lack of confidence in technological knowledge and skills (Steele, Jacokes & Stone, 2014; Fang, Tarshis, McInroy & Mishna, 2017). School counsellors found that keeping up with technical knowledge on learning new software, operational procedures and managing administrative issues posed challenges to them (Fang et al., 2017; Glasheen et al., 2013).

The perception towards e-counselling was often affected negatively when there is inadequate training and professional development. School counsellors felt less competence in their skill without constant update on the latest in online world and emerging online problems (Anthony, 2015). Besides, these trainings have to be appropriate and on-going as the online culture is dynamic and fast evolving (2015).

Additionally, barrier in online language between school counsellors and students become an obstacle for school counsellors to practise e-counselling (Haberstroh, 2010, Harrad & Banks, 2016). The fear of miscommunication, misunderstanding and misinterpreting all the abbreviated texts and emoticons used is a valid worry among school counsellors (Callahan & Inckle, 2012). This is because counselling relationship would easily affect, if not jeopardized, with misunderstanding of communication (Bambling et al., 2008).

There seemed to be a broken connection between the required services with the current upsurge information technology trend. Therefore, school counsellors should adjust and adopt this advanced tool in order to meet the needs of e-counselling (Gatti, Brivio & Calciano, 2016; Kok, 2016; Zainudin & Yusop, 2018).

Despite the increasing demand on e-counselling services by students, research on the perception of school counsellors towards e-counselling was limited. This study aimed to understand the perception of school counsellors towards e-counselling in Malaysia on (1) their intention to use e-counselling; (2) the motivators for them to offer e-counselling; and (3) the deterrent factors from offering e-counselling

2. Objectives

The objective of this study is to identify factors that affect the perceptions of school counsellors in adopting e-counselling, and to identify what are the possible motivators for offering the service and barriers that inhibit their use. This study sought to understand the perception of school counsellors towards e-counselling on (1) their intention to use e-counselling; (2) the motivators for them to offer e-counselling; and (3) the deterrent factors from offering e-counselling.

3. Methodology

The research study incorporated a descriptive survey design with school counsellors in one of the district in Selangor, Malaysia. The questionnaires contained total of seven demographic questions and 34 items measured by 5-point Likert type scale.

The questionnaire was divided into four sections as follows: demographic information, counsellors’ intention to use e-counselling (Glasheen, Campbell & Shochet, 2013), motivators for school counsellors to use e-counselling (Hennigan & Goss, 2016), and factors that deter counsellors from using online counselling (Hennigan & Goss, 2016). Permissions had been granted from authors for the use of instruments.

Besides descriptive analysis, Pearson correlation coefficient was used to see the relationships between the various categorical dependent variables. Demographic variables included gender, age, level of education, years of experience, status of counsellors’ registration, type of schools in and experience of online technology with students, were used to identify the relationship against the categorical variable.

4. Results

Demographic characteristics of school counsellors

A total of 66 school counsellors responded to this survey. The demographic details that collected entailed gender, age range, highest level of education, years of experience as school counsellor, status of counsellor’s registration, type of government schools (primary, secondary, national type and religion schools) and experiences of using online technology with students. Respondents were predominantly female at 83% (n=55) and 17% (n=11) were male. The ratio for this study has a slightly higher female
dominated response. This skew mirrored to the gender distribution of teaching profession in Malaysia, which has a ratio of 70:30 for female and male (Malaysia Education Statistics’ Quick Fact 2018).

59% (n=39) was from age range of 30 to 39 years. Both 40 to 49 years, and 50 years old and above recorded 17% (n=11) respectively. 74% (n=49) was degree holder with 60% (n=40) has more than 10 year experience. 55% (n=36) of total respondents were registered counsellors. It was very encouraging to know that 95% (n=61) of respondents had either email or chat or both usage experiences with students.

Counsellors’ intention to use e-counselling

For section three on ‘Counsellors’ intention to use e-counselling’ (see Table 1), 65% (n=43) indicated a positive intention to use e-counselling when facilities were made available in school; 54% (n=36) believed it was an effective counselling tools and only 51% (n=34) would be confident with a secure chat room to counsel. Only 45% (n=30), less than half has confidence in their technical skill to provide e-counselling services. Overall the standard deviations were close to normal distribution.

Main motivators to work therapeutically online with students

Section two on ‘Main motivators to work therapeutically online with students (see Table 2), showed an average of 77% (n=51) respondents giving positive statements for each item, except question on ‘Financial reward’ that was less agreeable at 41% (n=27). This statement was less applicable in Malaysia school context.

The leading motivators for school counsellors to use e-counseling were 91% (n=60) in favour of availability of technical equipment; 80% (n=53) showed positive attitude toward practice based research that was comparing e-counseling and face-to-face help; 79% (n=52) would practice if there were evidence of reaching students that may have psychological barriers easier compared to accessing face-to-face help and demand from students that e-counselling would make accessing the service easier.

Similar to section three, no significant correlation was found within the all the demographic variables against the summed single scale score of section four.

![Table 1](image1)

<table>
<thead>
<tr>
<th>Item</th>
<th>SA or A</th>
<th>SD or D</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>If e-counseling facilities were available in my school I would use them</td>
<td>65.1</td>
<td>43</td>
<td>15.2</td>
</tr>
<tr>
<td>E-counselling would be an effective way to counsel students.</td>
<td>54.5</td>
<td>36</td>
<td>18.2</td>
</tr>
<tr>
<td>I would be confident that a secure chat room would be a suitable place to counsel students.</td>
<td>51.5</td>
<td>34</td>
<td>28.8</td>
</tr>
<tr>
<td>I have the required technical skills to provide e-counselling in my school.</td>
<td>45.5</td>
<td>30</td>
<td>36.4</td>
</tr>
</tbody>
</table>

Note: SA=Strongly Agree; A=Agree; NE=Neither; D=Disagree; SD=Strongly Disagree. Percentage may not total 100 due to rounding

![Table 2](image2)

<table>
<thead>
<tr>
<th>Item</th>
<th>SA or A</th>
<th>D or SD</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of e-counseling training for school counsellors.</td>
<td>87.8</td>
<td>58</td>
<td>3.0</td>
</tr>
<tr>
<td>Financial Reward.</td>
<td>40.9</td>
<td>27</td>
<td>18.2</td>
</tr>
<tr>
<td>Availability of technical equipment and support.</td>
<td>90.9</td>
<td>60</td>
<td>7.6</td>
</tr>
<tr>
<td>Evidence of reaching students that may have psychological barriers to accessing face-to-face help</td>
<td>78.8</td>
<td>52</td>
<td>3.0</td>
</tr>
<tr>
<td>Practice based research in schools comparing online with face-to-face working.</td>
<td>80.3</td>
<td>53</td>
<td>1.5</td>
</tr>
<tr>
<td>Evidence of demand from students that it would make accessing the service easier for them.</td>
<td>78.8</td>
<td>52</td>
<td>9.1</td>
</tr>
<tr>
<td>Evidence of cost effectiveness.</td>
<td>74.2</td>
<td>49</td>
<td>6.1</td>
</tr>
<tr>
<td>Evidenced efficacy of email or other e-counseling</td>
<td>77.2</td>
<td>51</td>
<td>3.0</td>
</tr>
<tr>
<td>Support from principals</td>
<td>78.8</td>
<td>52</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Note: SA=Strongly Agree; A=Agree; NE=Neither; D=Disagree; SD=Strongly Disagree. Percentage may not total 100 due to rounding
Main deterrent factors from offering e-counseling in school

For section five on ‘Main deterrent factors from offering e-counseling in school’ (see Table 3), at least 83.3% respondents agreed or strongly agreed all the deterrents which were impact of absence of body language; lack of own technical skill; lack of conviction of effective results; quality of therapeutic relationship; accountability of written communication; lack of specific training in e-counseling; and professional development; concern of risk of clients requiring urgent help; fear of miscommunication due to unfamiliar with students’ online language; lack of technical or other resources and lack of time boundaries. The lowest score in this section was on impact of absence of body language; lack of specific training in e-counseling; and professional development; concern of risk of clients requiring urgent help; fear of miscommunication due to unfamiliar with students’ online language; lack of technical or other resources and lack of time boundaries. The lowest score in this section was on ‘Issues around confidentiality’ which was at 80.3% (n=53). In short, all respondents agreed quite strongly to each of the deterrent item that would hinder them from practicing e-counseling.

The fear of miscommunication due to unfamiliar with students’ online language topped at 90.1% (n=60%). Lack of professional development training and technical resources scored at 89.4% (n=59) respectively.

This could indicate school counsellors still lack of confidence to carry out their e-counseling task and without adequate technical support. It was noteworthy to know that 88% (n=58) school counsellors were concern on the risk of managing urgent help online and its therapeutic effect.

A statistically significant correlation was shown in this section between type of schools and deterrent at p = .015. Strong concerns on these deterrent factors were likely come from 86% of the secondary schools counsellors in this survey.

Cross sectional analysis

The correlation between intention to use e-counseling and motivator was statistically significant with p<.005. Relationship between the deterrents factor and intention to use e-counseling indicated at p<.045, which was statistically proven significant. However, there was no indication on level of significance between motivator and factor of deterrents, which reflected that both were independent of each other (see Table 4).

Note: SA=Strongly Agree; A=Agree; NE=Neither; D=Disagree; SD=Strongly Disagree. Percentage may not total 100 due to rounding

### Table 3. Section 5 - Main deterrent factors from offering e-counseling in school

<table>
<thead>
<tr>
<th>Item</th>
<th>SA or A</th>
<th>D or SD</th>
<th>NE</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of absence of body language</td>
<td>86.4</td>
<td>91.1</td>
<td>6</td>
<td>6.1</td>
<td>4</td>
</tr>
<tr>
<td>Issues around confidentiality</td>
<td>80.3</td>
<td>91.1</td>
<td>6</td>
<td>10.6</td>
<td>7</td>
</tr>
<tr>
<td>Lack of own technical skills</td>
<td>83.3</td>
<td>91.6</td>
<td>7</td>
<td>6.1</td>
<td>4</td>
</tr>
<tr>
<td>Lack of conviction of effective results</td>
<td>84.8</td>
<td>13.6</td>
<td>9</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>Quality of therapeutic relationship</td>
<td>87.8</td>
<td>91.1</td>
<td>6</td>
<td>3.0</td>
<td>2</td>
</tr>
<tr>
<td>Accountability of written communication</td>
<td>84.8</td>
<td>91.1</td>
<td>6</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Lack of specific training in e-counseling and professional development</td>
<td>89.4</td>
<td>3.0</td>
<td>2</td>
<td>7.6</td>
<td>5</td>
</tr>
<tr>
<td>Concern of risk of clients requiring urgent help</td>
<td>87.9</td>
<td>3.0</td>
<td>2</td>
<td>9.1</td>
<td>6</td>
</tr>
<tr>
<td>Fear of miscommunication due to unfamiliar with students’ online language</td>
<td>90.1</td>
<td>4.5</td>
<td>3</td>
<td>4.5</td>
<td>3</td>
</tr>
<tr>
<td>Lack of technical or other resources</td>
<td>89.4</td>
<td>4.5</td>
<td>3</td>
<td>6.1</td>
<td>4</td>
</tr>
<tr>
<td>Lack of time boundaries</td>
<td>86.4</td>
<td>6.1</td>
<td>4</td>
<td>7.6</td>
<td>5</td>
</tr>
</tbody>
</table>

### Table 4. Pearson Correlation of Three Main Sections of the Perception of School Counsellors Towards e-counseling

<table>
<thead>
<tr>
<th>Intention to use e-counseling</th>
<th>Motivators</th>
<th>Deterrents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlation</strong></td>
<td>.343**</td>
<td>-.249*</td>
</tr>
<tr>
<td><strong>Sig.</strong></td>
<td>.003</td>
<td>.023</td>
</tr>
</tbody>
</table>

**Note:** ** indicates correlation is significant at the 0.01 level (1-tailed). * Correlation is significant at the 0.05 level (1-tailed)
It was interesting to note that female counsellors reflected level of statistical significance between motivators to provide e-counselling and intention to use e-counselling at $p=0.004$. A statistically significant relationship registered for 30 - 39 years old at $p=0.047$ between intention to use e-counselling and motivators for school counsellors to work therapeutically online with students.

Another statistically significant was also showed between motivator and factor of deterrents at $p=0.001$ for 30 – 39 years old group. School counsellors with 10 – 15 years of school counselling experiences also indicated a high level of statistical significance between intention to use e-counselling and motivators at $p = 0.019$. This group was also had a statistical significance of $p = 0.013$ between factors of deterrents and motivator.

5. Discussion

The results of this study showed an insight on the perceptions of school counsellors towards the use of e-counselling. This study revealed that the intention to use e-counselling was predominantly affected by the competency in technical skill and e-counselling skill training. It is not surprising that more than half of respondent acknowledged their lack of confidence in technical competence in providing e-counselling as evidenced in other discussions (Glasheen et al., 2013; Steele et al., 2014). Timely and regular training in technology would definitely help to enhance their confidence level to use e-counselling (Sabella, Poynton & Isaacs, 2010; Steele et al., 2014).

In addition to that, school counsellors were more comfortable with availability of e-counselling equipment and chatroom to render their e-counselling services. Schools’ additional infrastructures primarily came from decision by school principals (Glasheen, et al., 2017). Therefore, principals played a vital role in providing not only on e-counselling facilities but also sending school counsellors to appropriate professional development and technical trainings to empower them in their overall skill (Othman, 2000; Anthony, 2015; Steele et al., 2014; Hennigan & Goss, 2016; O’Dea et al., 2017). Past studies indicated that adequate professional development was the key to overcome the barrier in applying e-counselling in schools (Glasheen et al., 2013; Finn & Barak, 2010; Hennigan and Goss, 2016).

Unlike some studies reported that school counsellors were skeptical about the effectiveness of e-counselling (Sabella et al., 2010; Glasheen et al., 2013 & 2015), more than half of the school counsellors in this study expressed their belief in the effective of e-counselling. The results were in line with some studies in Malaysia that school counsellors acknowledged the effectiveness of e-counselling (Zamani et al., 2010; Salleh et al, 2015) Majority of them experienced the efficacy of emails or other method of e-counseling besides face-to-face counselling. As discussed in past studies, effectiveness was benchmarked against students’ responses that were more honest and authentic due to anonymity and ‘safe’ environment, accelerated speed of disclosure thus allowing crux of the issues revealed faster (Glasheen et al., 2009; Baker and Ray, 2011; Salleh et al., 2015).

Almost all (90%) viewed that they needed technical equipment to enhance their e-counselling role. This is likely due to the fact that not all counselling and guidance units in Malaysia schools are appropriately equipped with required Internet technology (Othman, 2000). This inclination implied that support from ministry level or school-specific such as principals is essential. Almost 80% of the school counsellors in this survey viewed principals as a motivator to offer e-counselling service as school principals could determine such practice for implementation and financial support (Glasheen et al., 2017; Kok & Low, 2017). Online communication technologies with latest hardware and software are deemed important to support e-counselling.

Despite various views on the effectiveness of e-counselling, it actually opens more opportunities for school counsellors to reach students in their IT-savvy culture (Zamani et al., 2010; Kok, 2016; Teh & Acosta, 2014). Demand on e-counselling from students reflected that students were keener to seek counselling help online than face-to-face counselling due to stigma issues (Fang et al., 2017; Zainudin & Yusop, 2018). Studies had reported that many young people with issues would not approach for help if online help were not made available to them (Dowling & Rickwood, 2014; Glasheen & Campbell, 2009; Glasheen et al., 2015). Therefore, e-counselling provides a platform for anonymity and a safe environment that allows more students to be connected, reached and counselled (Bambling et al., 2008; Harrad & Banks, 2016; Hanley et al., 2017).

While motivating factors could encourage higher use of e-counselling, there were critical factors that would deter school counsellors to render their e-counselling services. It was interesting to find that at least 80% (n=53) of school counsellors in this survey agreed or strongly agreed with the concerns on absence of body language, confidentiality, lack of technical skill, lack of conviction of effective results, quality of the therapeutic relationship, accountability on written communication, lack of trainings, risk of clients requiring urgent help, fear of miscommunication due to unfamiliar with online language, lack of technical resources and lack of time boundaries.

Top key deterrent that hinder school counsellors from offering e-counselling was the fear of miscommunication due to the gap with students’ online language (90%). Familiarity of online language posed challenges for school counsellors. School counsellors had to constantly keep themselves updated with the online communication culture to reduce unnecessary miscommunication (Harrad & Bank,
Lack of technical resources and professional development were another critical factor in offering e-counseling. 91% of respondents agreed or strongly agreed to these two factors. This matched with the top preferred motivating factor. The availability of e-counseling facilities would encourage implementation of e-counseling. Conversely, the unavailability would discourage the use of e-counseling. Studies had highlighted that the need to connect with students, bridging the communication gap through their online culture (Sabella et al., 2010; Steele et al., 2014; Demers & Sullivan, 2014).

Another concern was the ability to response to students’ urgent help online. 88% showed viewed that as a challenge to manage urgent or emergency cases. School counsellors needed training to enhance their confidence in accurate assessment without body language, provide clear communication on alternative contacts for emergency cases after service hour (Steele et al., 2014).

School counsellors (86%) were worried about lack of time boundaries as they were a misconception that more time would be taken up in addition to their already heavy workload. This contributed to their reluctance and unwillingness to add this modality into their practice (Low et al., 2014; O’Dea et al., 2017; Glasheen et al., 2017). Online process can be controlled just like face-to-face counselling hours in school based on the needs (Steele et al., 2017). School counsellors can allocate their time accordingly without additional work hours.

While writing is seen as therapeutic and can accelerate self-disclosure (Barak et al, 2008, Walker in Lau et al., 2013), 85% found less confidence in the accountability of their writing. Some school counsellors viewed that as a burden to them since the chat responses in writing require careful thinking (Fang et al, 2017). It is notable that frustration may happen for school counsellors who are not good in writing (Haberstroh, 2010).

There was two contradictory area emerged in this survey. The results on intention of school counsellor to use e-counseling indicated a belief in the effectiveness of e-counseling for therapeutic relationship and yet 85% supported the lack of conviction of effective results in e-counseling at the same time. Doubt over the effectiveness would never create a healthy counselling alliance or therapeutic relationship. Thus, these two areas should be further examined.

In term of demographic profile of this survey, they was not much significant findings except female counsellors were more motivated to use e-counseling and those aged 30 – 39 years who made up 58% of total respondents, had a positive perception towards e-counseling in terms of intention to use coupled with motivating factors.

The result of this study showed that intention to use e-counselling was highly influenced by motivators and deterrents factors that would eventually determine their intention. It is obviously that school counsellors require constant training and support to fully equip them to manage their e-counseling effectively and efficiently.

The authors suggested that professional development, technical skill trainings are extremely important to empower school counsellors and enhance their competency in order to confidently put e-counseling into practice. These trainings will help school counsellors to address their concerns, improve their skills and provide best practice for reference. It is also important to ensure schools are equipped with appropriate and latest online technology equipment to maximize their practice.

6. Limitation

This study is limited on the inferences in only one district in Selangor. Sample size is relatively small with a gender skewed. Therefore, possibility of biases could potentially affect the results. As such, the results of this study cannot be generalized. Future research should have a larger sample size with wider coverage for a better representation to the population.

7. Conclusions

Instill competency and confidence in their e-counseling and technical skill are the key to encourage and propagate the use of e-counseling among school counsellors. These trainings, at continuous manner, will not only enhance the confidence of school counsellor in e-counseling but also address their concerns from time to time, giving school counsellors the needed comfortable level and support to implement this modality effectively so as to reach more students who are in need in their Internet world.

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Roles of Teacher and Challenges in Developing Students' Morality

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Abstract This study was aimed to examine the roles of teacher and their challenges in developing students’ morality. The data was collected from online database including PubMed, Science Direct and Google. The both qualitative and quantitative studies were reviewed and synthesized in a narrative format. There were seven roles of teachers being found in this study. There are moral model, moral mentor, caregiver, moral value conveyer, facilitator, counsellor and communicator. The challenges of teachers in developing students’ morality were also discussed in this study. There are method of teaching and evaluation, lack of interest, qualification of teacher, the expectation of parents and society, the distance between school values and family values and communication with parents.

Keywords Role of Teachers, Challenges, Morality, Students, Moral Education

1. Introduction

The disciplinary problem among the students is one of the big challenges for education in our country nowadays. The problem becomes serious when the students lost their moral compass to discern what is right and wrong for their actions in school or out of the school. It is undeniable that the problem is due to the low morality level among the students. Morality is principles that concern the difference between right and wrong action or good and bad behavior. Morality is important and needed to be taught in school to produce students who are balanced and harmonious in intellectual, spiritual, emotional and physical aspects based on the National Philosophy of Education.

Besides the parents who should take the responsibilities in building their children’ morality, school also plays an important role as the institution which promotes moral development and transmits the moral values for the students. Moral Education has been employed in education system since 1983 in Malaysia. In school, teachers act as ‘surrogate parents’ to the students who take over the responsibilities not only in teaching, but also in building the students’ morality. As adult is the guide for the students, it is important for the teachers to have good knowledge of the moral subject, teaching pedagogy and they ought to be mature emotionally and able to interact with the students and communicate with the parents.

Thus, it is important for them to know more about their roles and challenges in developing students’ morality. Teachers can have a better direction to play their roles and try to solve the challenges that they face in developing students’ morality in the classroom.

In 2017, there were 402 Malaysia schools that were found having disciplinary and drug issues. Although moral education is implemented in every school and the teachers have been teaching and inculcating moral values to the students, the issue of school discipline still makes the headlines (Kok, 2018). When the discipline issue arises, besides the parents, the role of teachers in developing morality of students will be questioned in the society since their expectation on teachers’ responsibilities is high nowadays. The responsibilities of teachers are not only teaching students, but also helping students to develop in every aspect including morality.

Nowadays, the role of teachers becomes more challenging. They are the second parents of their students who take their responsibilities in educating and taking care of the students in the school. The expectation on the teachers is getting higher especially when the students are exposed to a variety of resources, social media and gadgets in this era. According to Morgan (2016), students spend too much time online and this will affect their moral development. The aggressive content from the media social will affect students’ decision making and conduct in real life situation. Teachers need to know about their responsibilities and play their role in navigating the
students to do the right thing and thus could help the students to develop their morality.

There are many challenges faced by the teachers in developing students’ morality and the implementation of moral education in the school. However, when the issues arise, the society will put the responsibility on the school and teachers without understanding the real situation or challenges that they faced. Thus, it is important for the society to include the parents, to know and understand about the challenges that are faced by the school and teachers in implementing moral education and also developing students’ morality. It is hoped that the society could give more cooperation and contribution to the schools to help the teachers to overcome the challenges and the most important thing is to develop the students’ morality.

The objectives of this research were aimed to:

i) Examine the roles of teachers in developing the morality of the students

ii) Explore the challenges of teachers in developing students’ morality.

The questions of this research were:

i) What are the roles of teachers in developing morality of the students?

ii) What are the challenges being faced by teachers in developing students’ morality?

2. Materials and Methods

2.1 Search Strategy

Databases selected included those representing psychological, sociological and educational fields. The search was inclusive of unpublished dissertations and book chapters. The published and unpublished studies were searched through the following online database over period 2009-2018. The database includes PubMed, Science Direct and Google. The keywords used to search for the studies in the database include roles of teachers, moral educators, challenges of moral teachers, morality of students and moral education. ‘Roles of teachers’ was selected as the primary search term as it is the most representative of the concept. Other terms that represent teachers’ roles in developing students’ morality are moral agent, moral modelling, moral educator, and challenges of teachers were selected to be inclusive of potentially relevant research. The screening process was scanning the titles and abstracts of the journal articles for relevance according to inclusion criteria. After scanning the titles and abstracts, the contents of journal article were scanned and to be made sure the data was relevant and could be used to answer the research questions. At last, there were nineteen most related journal articles or studies being selected from the search result. PRISMA flow diagram was used in selecting the studies.

Figure 1. PRISMA Flow Diagram.

2.2 Inclusion Criteria

There is no language restriction in the studies found. The studies might be using English or other languages as long as they are related to the roles of teachers in developing morality of students. There is no country restriction in the studies. The studies from other nations could be reviewed. The age range of the students in the studies is less than 24 years old. The roles and challenges of teachers were not restricted for moral teachers only, but also for all the subject teachers in developing the morality of their students.
3. Data Analysis

The data was analysed systematically and qualitatively. The contents of the studies which were related to the roles of teachers in developing morality of students and their challenges were reviewed and analysed critically. The differences of design, population and focus of each journal article were stated and compared according to the published years. The data of all the articles were reported narratively. The findings in the research were used to answer the research questions as mentioned previously which were roles of teachers and challenges of teachers in developing students’ morality. The results of included studies were summarized in a qualitative manner.

4. Findings

There was research conducted to examine the responsibilities of parents, teachers and religious institutions in moral education of the child (Oladvipo, 2009). The research was carried out based on Kohlberg, Piaget and Gilligan’s moral development theory. The research stated that although the parents, moral teachers or school teachers are influential adults in the life of the children beginning from the pre-school years. The teachers teach students the moral values and behaviors, and act as a role model for showing students the desirable characters and traits in the school and also the society. They also teach students to respect the rights of other persons and teach them about the acceptance of responsibility for one’s actions.

Another study from KENPRO (2010) discussed about the role of teachers as a moral educator. The researcher believed that morality is fostered by good example. Therefore, the first role of teacher that the researcher discussed was teacher as a role model who sets a good example for the students and they are also as a counsellor who can provide advice to students to avoid learning immoral acts. The second role of the teachers is that they should create a caring environment which is important for moral development of the students. The third role is that the teacher should teach students about the importance of ethical behavior through direct instruction and indirect instruction. The last one is that teachers should help the students to foster their self-regulation and self-efficacy. They should provide opportunities for students to monitor their own study progress and self-development.

In the study of Klaassen (2012), he stated that teachers should always be an example and they can alter the attitude of students. They are as role model who can help students to develop in attitudinal forming and vocational training areas. The teachers, who have certain characteristics are observed, learnt and assimilated by the students. The students will learn the moral virtues from teachers. The moral socialization of students can take place effectively and efficiently by setting a good example for them.

In the study of Pantić and Wubbels (2012), they explored about whether teachers’ beliefs on moral values are reflected in their relationship with students and how it is reflected. The teachers who participated in the study agreed that they are moral models to students in the classroom. Unlike other professions which may have social distance, teachers should be able to get close to their students and to help them to learn and develop especially in morality. Teachers should have a supportive relationship with their students. They should care for students in order to make their learning effective. The teachers also should articulate their own values and understand their influences on students.

Phonexayphova (2013) in her study explored the literature about whether teachers should have a professional responsibility to be moral agents in and out of the classroom. He discussed about teachers who play their role as moral exemplary not only for the students but also for other teachers. The students will be more likely to value the ethic topic and moral instruction if they are taught by an exemplar. The teachers not only teach the facts and rules of moral but also help the students to be accountable and practise the facts and rules of moral wisely in their life. The teachers also should understand their role as moral agents. They should respect and realize the values of society so that they could contribute in shaping morality of their students. Teo (2013) in her paper also mentioned that teachers of ethics should educate themselves about the values of ethic. They could not teach the students and act as role model to the students if they are not well-grounded in ethics.

Another study from Velea and Farca (2013) investigated the role of teachers for moral and affective education of secondary education students. They discussed about the challenges of teachers and how teachers understand their role in moral and affective education of children. The researchers suggested that all the teachers must participate in the moral and emotional education of their students no matter what subject they teach. They should respect the students’ rights. They should create a fixed and secure socio-emotional environment to their students based on trust, balance and respect. The teachers should communicate with their students through direct collaboration to give them some advice for them in every situation. The participated teachers stated that responsibility is the main value they aim to develop with their students. They also noted the need of understanding
children’s psychology as a part of core curriculum in early teacher training program so that they could understand deeply about the children’s attitudes and behaviors. Besides, teachers should be prepared to communicate with the parents about the students’ moral development.

Kotaiah (2014) in his research stated that home is the first place while schools and teachers are the second place to influence the morality of the children. He stated that teachers play a vital role in fostering the moral qualities of the students regardless what subjects they teach. The teacher’s own conduct is helpful in shaping students’ moral behavior. Therefore, teachers should set a standard of moral behavior before the students. Teachers can foster various moral qualities to the students through both curricular and co-curricular activities. He also suggested a list of activities for moral development of children in his paper which could give more ideas for the teachers. The activities include class discussion, group projects, role play, celebration of festival, camp, etc.

There was another study from Okeke and Drake (2014) stating that the responsibility of teacher is to tell the truth and to behave well at all times. Teachers have to be equipped with some elements to help them to live in the way that society expects them to behave. Teachers should be able to engage students in moral reasoning process which will help them to make morally-principled decision about their own lives. They also stated that teachers nowadays are expected from parents and society to take the responsibilities as mentors, therapists, parent-substitute, counsellors and so on. Teachers have to be a good character as they are expected as educators who can teach the students moral virtues and can mould young people into contributing members in the society. This means that teachers always have to be a good role model for the students in fostering morality of the students.

There are some studies about roles of teachers in developing morality of students found in 2015. One of the studies is from Narinasamy and Logeswaran (2015). They discussed about teacher role-modelling and the ethics of care. The findings showed that teachers play important role in building relationships with their students in the classroom. They should be patient listeners to their students and this could change the students’ behaviors. Other than that, teachers who show empathetic behavior will be able to foster their relationship with the students. The students will be convinced to imitate the empathetic feature of their teachers if the teachers portray their concern to them. Teachers are also the good observant of students’ behavior and actions. They should praise the students to affirm their appropriate conduct and this will motivate the students to strive in their work. Teachers should be a caring person towards their students. This may strengthen their role as a model to the students especially in moral education. In short, teachers should have both empathy and caring characteristic in order to develop students’ morality.

Another study of Sachar (2015) investigated about how teachers play their role in building good character of the students by acting as a role model to them. He explained that people who have good character will act morally in all situation of life. He stated the roles of teachers as role model who can set good example for their students. The moral character of teachers themselves could help to transmit the moral virtues to their students. Besides, as the studies discussed before, Sachar stated that teachers should build a caring environment for their students. Students who are always being cared will most likely care for others and as a moral citizen in the community, Teacher should also develop social and emotional skills in their students. The students who are able to control their emotion in good way will be able to form good character. In the study of Аллаберднева (2015), she also stated the important role of teachers as role model by making professional judgements and decisions based on the societal and moral virtues. Teachers should teach about respect and responsibility. They should respect the students regardless of ethnicity, gender, socioeconomic status or abilities and demonstrate their accountability for their actions and also fulfilling their duties. Another role of teachers is assisting their students to learn and apply moral reasoning process.

Gleeson and O’Flahertyb (2016) in their study explored the role of the teacher in moral education in Catholic schools in Australia and Ireland. They had outlined the moral role of the teachers in these two countries. Generally, the respondents in both countries agreed on the roles of the teacher as moral educator, role model and holistic educator. Australian teachers emphasize relationships between teachers and students while Irish teachers more emphasize on students’ respect to teachers. It was due to the influence of their stronger association with the historical values of school charm. Another study of Vaishnavi, Subikshalakshmi and Goswami (2016) examined the role of teachers in instilling moral education. As school is a small community, teachers have to train their students to effectively deal with the actual society. As teachers are role model for the students, the students are most likely to follow the moral acts of their teachers. Therefore, teachers should portray moral behavior and take responsibilities for all the actions to their students.

Yashoda and Kumar (2017) investigated about the role of teacher in inculcating moral values among the high school pupils. They stated that teachers are role model of students. They should teach students the moral values in order to build up desirable character of the students. Yashoda and Kumar also emphasized the importance of reward and punishment to adjust the moral development of the students. Teachers should give students more rewards than punishments in order to foster the desirable character. Teachers should set moral rules in the classroom. They should also promote moral values through various activities and mass media.

In the study of Rissanen, Kuusisto, Hanhimaki and Tirri
(2018), they examined the impact of implicit theories of Finnish teachers’ teaching morally and teaching morality practices. They also agreed that students have been benefitted in social and academic when they are supported in a caring classroom environment. They explained the difference of teaching morally and teaching morality in early part of their paper. Teaching morally refers to morality of the teachers’ conduct while teaching morality refers to efforts to provide students with the methods for developing their morality. The findings showed that the Finnish teachers believed that they should take responsibility on students’ moral development, meeting students’ individual needs and respecting students’ rights. The teachers stated their view that punishment and striving for justice are not the only parts of job as moral educators. They need to change their students’ behavior by communicating with them. They need to learn to trust the students and do not label the students based on their previous actions. They should help the students to find out explanation for their ethical failures.

5. Discussion

5.1 Roles of Teachers in Developing Morality of Students

5.1.1. Moral Model or Exemplar

This is the most general finding found from the studies. Teachers play important role as moral model or exemplar to the students (McMurchy, 2014). As the studies stated before, teachers are the second important person in the children’s life after their parents as they spend more time with their teachers in school comparing with their working parents. The children are most likely idolising their teachers who have some attractive characteristics like caring, optimistic, passionate and so on. The children would imitate the behaviors and actions of their teachers. Therefore, teachers should first have moral personality and make the moral values into practice in his or her life so that they can act as moral exemplar to their students. They should also demonstrate their moral virtues such as respect and responsibility both in and out of the school so that the students would learn from them in their daily life too. They should show their respect to the students’ rights regardless of their background and model responsibility by fulfilling their duties as a teacher.

5.1.2. Moral Mentor

Some of the studies discussed about how teachers play their role as mentors who not only convey subject matter knowledge like language, mathematics and science, but also concern on moral development of their students. Students may seek for their advice in moral reasoning process and decision making process. The moral teachers should acquire content knowledge about moral just as other subject matter teachers so that they can serve as moral mentor by providing moral instruction and guidance to their students. Some researchers also noted the importance of the content knowledge of teachers as they had suggested that moral development and children psychology courses should be included in teacher training curriculum. The trainee teachers need to know about the psychology and moral development of children before they are posted in the school (Teo, 2013). This helps the trainee teachers to identify the cause of students’ behavior and use suitable teaching strategies to assist them in shaping moral character.

5.1.3. Creator of Caring Environment

Some researchers had mentioned about teachers who should build positive relationship with the students. The quality of teacher-student relationship can influence students’ academic and social outcomes. The teachers should get closer to and understand their students deeply so that they will be able to help them to learn and develop their morality. It is important for teachers to create a caring environment in the classroom or school. Caring for students affects their learning. Teachers who care for their students are always sensitive and considerate of their feeling. Thus, they have to be a good observant in the classroom. They should always observe students’ behavior and affirm their conduct by giving praises. The praises act as motivation and encouragement for students to maintain their moral behavior. Students who are being cared from teachers will learn to care others in their lives. Therefore, a caring environment in school can encourage social and emotional bonding of students which are essential for formation of students’ moral character.

5.1.4. Inculcating Moral Value

Moral value is the basis of what people believe about themselves and others. Moral values are universal values accepted and associated with the moral values practiced in a society, nation and globe. Teacher is the important person to inculcate those moral values to students in the school (Yashoda & Kumar, 2017). As students spend a large amount of time in school, it is important for teachers to internalize moral values that the students will be able to apply inside and outside of the classroom (Taher, 2015). Teacher can emphasize moral values such as love, self-control, trust, respect, responsibility and so on through their teaching subjects and during the co-curricular activities. Teachers should inculcate the moral values either overtly or covertly to students using various types of instructional materials and activities in the classroom. For instance, teachers can inculcate moral values by telling a moral story to their students in language class. They ask questions about the characteristics of the characters to help students to practice their moral reasoning skills. Besides, they can ask students to think about the lesson learnt from the story and teach them to learn the positive attitude of the
character in the story.

5.1.5. Facilitator of Students’ Moral Development

Teachers are as facilitator in developing students’ morality. They should provide opportunities to students to use moral reasoning skills independently. Students should have self-regulation so that they could monitor their own behavior and actions. They should be given chance to train to resolve the moral dilemmas with skills that they learned. This can help them to be more capable to apply the skills in real life situation and choose the appropriate behavior. Besides, students should be given roles that require moral responsibility. Teachers can assign post to the students and provide them with practice opportunity to build a sense of themselves as moral human beings.

5.1.6. Counsellor

Teachers act as counsellor who can listen to students’ problem and offer advice in their moral reasoning process. Teachers have to be a good listener by displaying their patience in handling students’ problem. They should understand students’ mindsets and feelings. They need to be empathetic to their students. They can give suggestions or recommendation for students to live their life based on moral virtues. They also can give warnings to students to prevent them from learning immoral acts from media sources. They should give advice to students about what they should or should not do in any situation of their lives. They should raise the awareness of the students about the immoral behavior on social networks since the students in this generation are exposed to social network and gadget nowadays (Turan & Işıctürk, 2017).

5.1.7. Moral Communicator

Teachers also act as a communication bridge between students and their parents. The social pattern of the students is mostly being observed in the school as school is a small community. Teachers are more understanding students’ behavior and attitudes that they display in schools. Teachers should talk or communicate with the parents when they find that the students are not behaving well or when some conflicts occurred so that their parents can know about their children’s behaviors in the school. They discuss the problems and find out the solutions with both students and parents.

5.2. Challenges of Teachers in Developing Students’ Morality

5.2.1 Method of Teaching and Evaluation

Teaching morality and moralising the students are two different things. That the teachers who can teach moral concepts and theories well does not mean that they could develop their students’ morality well. This is same with the students who get higher marks or scores in moral education but are not necessarily having high morality in their lives. They may write the most points and discuss the points in organized manner in the assessment which can lead them to get the higher marks as other subjects (Ogama & Alaiyemola, 2015). In Malaysia, most of the schools are evaluating the students in their moral knowledge by using assessment but less focus on observation of students’ moral behavior.

5.2.2. Lack of Interest

The other challenge of the teachers is about the interest of students in moral education. First, students cannot see the relevance of this subject in their lives (Oladipo, 2009). They are taught these moral values in school but they do not know how to apply in their lives. Second, teachers always use the same strategies in teaching the moral concepts. The students feel bored with the subject by just listening to the explanation of the moral concepts. The old style of teaching method is not so advanced in boosting students’ interest in learning. Third, lack of adequate instructional materials is another reason (Okeke & Okoye, 2016). Students nowadays are exposed to gadgets in their lives. They can focus and learn well if those devices are provided. However, not every school provides the facilities or devices to them.

5.2.3. Qualification of Teacher

Some teachers who have no qualification in teaching moral education are teaching this subject due to shortage of qualified teachers in this subject (Okeke & Okoye, 2016). Although all teachers, no matter moral teachers or other subject teachers, can act as moral educator, they need to acquire content knowledge about moral concepts and theories in order to teach the students effectively. Some teachers are never being trained in the pedagogy of this subject but they are being assigned to teach by the school leaders. The school leaders expect every teacher to teach this subject as it is an easy subject for them. However, the teachers face many difficulties in explaining the moral concepts and carrying out the moral activities in the class and this could be the big challenges in developing their students’ morality.

5.2.4. The Expectation of Parents and Society

The teachers face the challenge in the expectation of parents and society. They expect teachers to be a role model and mentor to students. Thus, they believed that teachers should have high morality and always behaving well in the school and in their lives. The high expectation makes the teachers especially the teachers of moral instruction feel stressed as they know that they are being watched by others. Besides, students will question when the teachers themselves do not practice what they teach. For instance, teachers expect the desirable behavior from the students but they do not practice the behavior themselves (Veale & Farca, 2013).
5.2.5. The Distance between School values and Family Values

Teachers face challenges when the school value and family value are far different from each other. Students often find what is considered as ‘good’ by the school is seen as ‘wrong’ and ‘impractical’ in their family (Velea & Farca, 2013). For example, teachers teach students to be helpful to everyone regardless of their background while the parents ask them not to help the strangers as they may be possible to harm them. Besides, parents who show the negative example also will be contrasted with the values that are taught by the teachers. Students feel confused when the values of teachers and parents are contrasted.

5.2.6. Communication with Parents

The teachers learn about how to communicate with children and young people when they are trained in the college. They do not learn how to communicate with the parents. In Velea and Farce (2013) study, they found some teachers revealed that they often ignore the importance of communication with the parents for moral education of the children. Therefore, when the values held by teachers and parents are far different, the teachers feel difficult and escape themselves from communicating with the parents when the conflicts occurred. Parents and teachers stand strong on their own perspective when dealing with the problems of students due to their different values with each other.

6. Conclusions

Teaching profession is a sacred profession. The teachers have responsibilities and should play important roles in developing students’ morality. They serve as moral model, moral mentor, inculcating moral values, creator of caring environment, facilitator, counsellor and communicator between the students and their parents in the school besides teaching the subject knowledge. The teachers who are not teaching moral education need to inculcate moral value in their teaching content both overtly and covertly.

Since teachers have to play their different roles in developing the morality of students, they face many challenges in moral education. This paper had explored the challenges of teachers in developing the morality on their students. First, teachers face challenges in the mode of teaching strategies and the assessment. Second, teachers face difficulties in lack of facilities and instructional materials in teaching this subject. Third, it is about the high expectations of the parents and society to teachers.

The moral development of students is under the responsibility of schools, teachers, parents and society. Every party should cooperate in developing students’ morality no matter at home, in school or in the community. Through this study, it is hoped that the people who concern on this issue including teachers know and understand more about their roles and challenges in enhancing the students’ morality.

School education is a value education that emphasizes moral formation in terms of holistic aspects of moral reasoning, moral emotion and moral behavior. Education is the process of humankind towards the well-being of ourselves, society, nation and the world. The teaching profession is a professional career given on the basis of moral responsibility.

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164152-12380546-connecting-the-ethics-of-teaching-and-moral-education-to-society


Teachers' Competency Requirement for Implementation of Inclusive Education in Nigeria

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Abstract This study examined the influence of TVET teachers' competency required for effective implementation of inclusive education in Adamawa State, Nigeria. Five teachers’ competence variables–methodological competence, motivational competence, material utilization competence, instructional process competence and teaching evaluation competence were studied. A case study was used in five secondary schools involving 20 technical and vocational education and training teachers. A period of six month was used for data collection in North East Nigeria. The study employed observation, interviews and document analysis as methods of data collection. The observation method was conducted three times in the classrooms. Two sets of interview questions were set up and used in four different sessions. The findings of the study showed that TVET teachers' motivational competence, methodological competence and evaluation competence had a high influence on the implementation of inclusive education curriculum. Based on the results, the research proposes recruiting more competent TVET teachers, adopting efficient teacher material utilization techniques and instructional process competence for TVET teachers to promote efficient application of inclusive education curriculum. In addition, further study is suggested in other parts of the country on a wider geographical area or a replication of this studies.

Keywords Technical and Vocational Education and Training (TVET), Special Need Education, Learning Disabilities, Methodological Competence, Classroom Management Competence, Teaching Evaluation Competence, Motivational Competence, Instructional Process Competence

1. Introduction

Teaching disabled students in inclusive schools can be very hard for technical and vocational education and training (TVET) teachers as both disabled and non-disabled students learn together in the same school. TVET teachers require skills and competence to serve the disabled learners in an inclusive environment. Competencies included professional understanding, teaching methods, motivational, material utilization, evaluation, adaptive training and support system [1]. TVET teachers must fulfill a capacity to plan, regulate and promote communication in the classroom for effective school integration. Providing teachers with inclusive knowledge, abilities and comprehension is essential to enable them to play an efficient part in school [2]. The inclusive education program will have a beneficial effect on the community understanding of education for students with disabilities with more preparing and skilled teachers [3]. Successful inclusive education program relies on the competency of teachers to work in the classroom with disabled students. The teacher should have a fresh paradigm in teaching abilities in terms of inclusive education in school, an ability to acknowledge the private and social importance of students with disabilities and take responsibility for the quality of the learning process. TVET teacher should have the competence to teach strategy, techniques and teaching technique in order to create willingness to work in inclusive environment with students with disabilities [4]. Teachers can better assist learning processes for students with disabilities by changing their teaching styles. But learners do not receive classroom management training in many teacher preparation programs, and there is little proof to demonstrate classroom conduct leadership [5].

TVET teachers needed more competencies and skills in understanding learners with disabilities, particularly the attitude and conduct that strongly affect the learning to successfully implement the inclusive program in schools. TVET teachers also needed a range of skills to develop their competencies, such as preparation and organizing materials for daily classes, practicing procedure to handle
student conduct, and creating a teaching atmosphere that promotes learners to participate actively in group or individual learning activities [6; 7; 8]. In order to ensure that TVET teachers are ready for inclusive education, opportunities should be provided to get along with learners with unique requirements (Ismail, Hassan, Bakar, Hussin, Hanafiah & [9]; Chinonso Okolie, Nwonu Elom, Uchechukwu Osuji, & Agu Igwe, 2019 [10]), learn about inclusive education strategies and policies (Armstrong, Armstrong, & Spandagou, [11]), and receive assistance for inclusive classroom education [12]. On the other side, in order to accomplish the teaching process in the inclusive classroom, teachers need to think about the significant skills and competencies to be prepared for them.

**Statement of the Problem**

Special Need Education (SNE) students have the right to quality and appropriate education with a peer without disabilities depending on their interests, needs and skills. Inclusive teacher must be trained in particular fields linked to the teaching method of the SEN student. Future teacher students' formal education process is aimed at developing those skills that guarantee achievement and precious outcomes. Current academic and classroom practice needs teachers who are prepared to teach under such challenging circumstances generated by students with disabilities' particular features. It is sensible to think that a skilled TVET teacher can and will make his or her students feel successful and satisfied. Thompson [13], commented that the integration method was more social than scholarly, with favorable attitudes being accepted and developed as the primary objectives. By legislative means, however, the Nigerian government commits schools and teachers directly to develop individual curricula for SNE students.

**2. Literature Review**

The most important skills that TVET teachers should acquire were skills in managing the environment of teaching and learning, understanding student behavior and developing skills in social interaction. TVET teachers should be prepared for work with students with disabilities rather than theoretical knowledge with practical knowledge or application of skills [14]. Many factors including qualification, special education training, teaching experience, and perceptions of inclusion importance affect the preparedness of TVET teachers in teaching students with disabilities. Inclusive learning has effectively altered the understanding of inclusive systems by educators and provided a solid foundation of the skills to be applied in future teaching, according to Specht, McGhie-Richmond, Loreman, Mirenda, Bennett, Gallagher and Lyons [15]. A key factor in the success of inclusive education is the ability of teachers to work both practically and theoretically with students with disabilities. Inclusive strategies are insufficient to improve positive attitudes, teaching efficiency, or reduce anxiety without associating it with a broader inclusive education context [16]. The TVET teacher should have a strong conceptual thinking in terms of inclusive education, the ability to recognize the meaningful learning activities for disabled students and take responsibility for the quality of the learning process.

In the inclusive education schools, the common practice is to educate students with disabilities along with the typical student who has no such disabilities. According to Sharma, Jitoko, Macanawai and Forlin [17], inclusive is a place where students with special needs are learning in the same setting together with mainstream students. Thus inclusive education goes beyond a child's physical presence in the classroom situation; it goes through the same curriculum as the non-disabled, appears with them at the same examination and acquires the same certificate (Srivastava [18]. Spreading inclusive education ideas has made the need to study such as the teacher's willingness and ability to work in inclusive education a reality. Providing teachers with inclusive knowledge, skills and understanding (Sharma, Simi & Forlin, [2]), is important so that they can be more skilled in school. Nevertheless, preparation for inclusive education by the TVET teacher is extremely challenging for the training institute of teachers.

Institution must provide an appropriate curriculum for inclusion such as content-pedagogical curriculum, moral training-based curriculum, or independent and creative training that is suitable for use with specific educational needs, whether for children with physical and intellectual disabilities, or multidisabled children [20]. Teachers' competence should therefore considered as a key factor for successful implementation of inclusive education. As Jones and Symeonidou [21], have mentioned, inclusive education policies should be consistent with teachers' competent teaching practices. Teachers' skills in inclusive education are determined by the role of the teacher in the inclusion of disabled students in the inclusive educational environment. Bukvić [22] study showed that many educators did not support students with special needs to develop positive attitudes to inclusive learning. Among the reason is many teachers including TVET teachers have very little or limited knowledge of teaching special needs students, and their attitudes are mostly negative in supporting inclusive education. As Alquaraini and Rao [23], concluded, it takes more than workshops alone to equip teachers to be effective in inclusive settings. In addition, the skills of the examined teacher are not done equally in regular school.

Inclusive education also includes all types of excellent teaching methods that are unlimited. What excellent educators are doing is thinking about children carefully
and developing methods to reach all the kids. It would be hard to tackle all the particular expertise and abilities that educators need to show to effectively include learners with disabilities, but particular regions of knowledge and abilities can be identified [24]. Differentiation planning includes thinking about various aspects of project learning and can be altered to satisfy the requirements of the student. Teachers can take into account elements such as the present skills of learners, their interest and the best methods they learn. Goss et al. [25], recommend that school leaders should provide teachers with the necessary time, instruments and professional learning to monitor students’ progress and incorporate targeted teaching into their practice. The teacher is adequately accountable for the adaptation of educational planning, education, evaluation, evaluation, and curriculum, etc. Any teacher dealing with various skills in periodic schools will feel that it can be a challenging and complicated issue to include these kids. The complexity engaged in teaching a range of learners with a variety of experiences, backgrounds, skills and abilities presents educators with difficulties. The need to cater for individual differences in inclusive classrooms has led to the growth of pedagogical methods aimed at ensuring that the teaching climate benefits all learners, including those with disabilities or problems [26].

Generally speaking, some teachers believe that inclusive education requires elevated levels of teaching skills and organizational changes required to promote efficient learning for disabled students. Mainstream teachers need to know the distinct kinds of special education needs kids and the practical learning techniques required to efficiently educate them in mainstream schools to accomplish this [27]. Developing teacher, school personnel understanding and abilities and providing schools with clearer guidance and support to better react to the requirements of disabled learners should be taken into account by government. Providing future inclusive learners with sound knowledge and practice linked to understanding disability within the classroom framework, differentiating training for different skills, managing student conduct successfully, and working with peers to meet student requirements can only help make educators stronger and more likely to become candidates when they join the field [24]. As Urton, Wilbert and Hennemann [28], found that school principals play a main role in developing a school culture to promote inclusive education in the general process of school integration in working with their teaching employees. Ball and Green [29], added that school leaders are the leading innovators in methods that address all students’ learning requirements and align the attempts of educators with this objective.

What is the level of TVET teacher’s methodological competence, classroom management competence, teaching evaluation competence, motivational competence, and instructional process competence on effective implementation of inclusive education?

4. Methods

The design of this study is based on a case study. This study examines specifically on the competencies of TVET teacher in teaching inclusive schools. This study employed purposive sampling. The sample of the study is 20 TVET teachers at five schools in North East States of Nigeria. For data collection, this case study used interviews, observations and document analysis. An interview session was conducted to obtain the qualitative data. Interviews were conducted individually and focus groups with TVET teachers as participants for three times. Observation is carried out during teaching and learning activities and was conducted for three times. Instruments used in collecting data were teachers’ competence checklists adopted from [30], field notes, and video recordings. The five items in the checklists used for data collection were (i) methodological competencies, (ii) instructional process competencies, (iii) material utilization, (iv) motivational competencies, and (v) teaching evaluation competencies. Documents referenced are (i) Daily Lesson Plan, (ii) Annual Teaching Plan and (ii) the assignments. This case study was analyzed and reported descriptively and supported by reference statistics. Data were analyzed descriptively and make used of observation, interview and document analysis method.

5. Results

To prepare them for inclusive education, the TVET teachers should inculcate the abilities and competencies in them. For information collection, interview, observation and field notes were performed to define the competencies of the TVET teacher. Table 1 shows the findings of all the competencies of TVET teachers considered in this study.

5.1. Research Question

What is the level of teacher’s methodological competence, teaching evaluation competence, motivational competence, and instructional process competence on effective implementation of inclusive education?

The forth category of the competencies were the skills in Material Utilization Competencies. This include ability to; (i) making use of readily available instructional materials to enhance teaching/learning, (ii) attending formal training where issues about instructional resources are taught, (iii) constructing various evaluation
instruments for inclusive education classroom setting, (iv) employing various evaluation instruments correctly for inclusive education students, (v) using evaluation data to improve my job situation in inclusive education, and (vi) keeping records of students’ performance progress in inclusive education. The fifth category of the competencies was the skills in Teaching Evaluation. They include ability to; (i) constructing various evaluation instruments for students in inclusive education, (ii) employ various evaluation techniques to teach students in inclusive education setting, (iii) assessing the behaviors of students in inclusive education class, (iv) assessing individual needs of the students, (v) setting formative evaluation during lesson presentations in inclusive education class, and (vi) trying to be fair in testing, marking, grading, as well as in examination.

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AADI</td>
<td>Ability to analyze difficulties and issues.</td>
</tr>
<tr>
<td>2</td>
<td>ADTG</td>
<td>Ability to define content and goal.</td>
</tr>
<tr>
<td>3</td>
<td>ACLUVM</td>
<td>Ability to conduct lesson using varieties of methods.</td>
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<tr>
<td>4</td>
<td>ADPS</td>
<td>Ability to devise possible solutions.</td>
</tr>
<tr>
<td>5</td>
<td>APISSG</td>
<td>Ability to plan and implement steps to reach solutions and goals.</td>
</tr>
<tr>
<td>6</td>
<td>ASPSNE</td>
<td>Ability to set priorities for special needs students.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMURMS</td>
<td>Ability to make use of reward to motivate students.</td>
</tr>
<tr>
<td>2</td>
<td>ACCE</td>
<td>Ability to create conducive environment.</td>
</tr>
<tr>
<td>3</td>
<td>ASATM</td>
<td>Ability to select appropriate teaching materials.</td>
</tr>
<tr>
<td>4</td>
<td>AOPT</td>
<td>Ability to operate projected tools to motivate students.</td>
</tr>
<tr>
<td>5</td>
<td>AACK</td>
<td>Ability to apply contemporary knowledge.</td>
</tr>
<tr>
<td>6</td>
<td>AMUPW</td>
<td>Ability to make use of praising words.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Material Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AURAIM</td>
<td>Ability to use readily available instructional materials.</td>
</tr>
<tr>
<td>2</td>
<td>AATIR</td>
<td>Ability to attend training for instructional resources</td>
</tr>
<tr>
<td>3</td>
<td>ACVEI</td>
<td>Ability to construct various evaluation instruments.</td>
</tr>
<tr>
<td>4</td>
<td>AEVEIC</td>
<td>Ability to employ various evaluation instruments correctly.</td>
</tr>
<tr>
<td>5</td>
<td>AUEDIJ</td>
<td>Ability to use evaluation data to improve job situation</td>
</tr>
<tr>
<td>6</td>
<td>AKRSPP</td>
<td>Ability to keep records of students’ performance/progress</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Instructional Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AISR</td>
<td>Ability to interact with students respectfully.</td>
</tr>
<tr>
<td>2</td>
<td>AUAGS</td>
<td>Ability to use appropriate questioning skills</td>
</tr>
<tr>
<td>3</td>
<td>ADCCP</td>
<td>Ability to develop course curricula properly.</td>
</tr>
<tr>
<td>4</td>
<td>AEETM</td>
<td>Ability to ensure effective time management.</td>
</tr>
<tr>
<td>5</td>
<td>AUALT</td>
<td>Ability to use appropriate language techniques.</td>
</tr>
<tr>
<td>6</td>
<td>ASSMSM</td>
<td>Ability to show sufficient mastery of subject matter.</td>
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</tbody>
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<tr>
<th>No</th>
<th>Code</th>
<th>Teaching Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACVEI</td>
<td>Ability to construct various evaluation instruments.</td>
</tr>
<tr>
<td>2</td>
<td>AEVET</td>
<td>Ability to employ various evaluation techniques.</td>
</tr>
<tr>
<td>3</td>
<td>AASB</td>
<td>Ability to assess students’ behaviors.</td>
</tr>
<tr>
<td>4</td>
<td>AAIN</td>
<td>Ability to assess individual needs.</td>
</tr>
<tr>
<td>5</td>
<td>ASFE</td>
<td>Ability to set formative evaluation during lesson presentations.</td>
</tr>
<tr>
<td>6</td>
<td>AFCE</td>
<td>Ability to be fair in conducting examination.</td>
</tr>
</tbody>
</table>
5.2. Motivational Competence

Motivational competence is one of the skills that should be acquired by the TVET teachers in terms of achieving competencies in inclusive education. The finding is showed in Table 2.

Table 2 showed the list of competencies in evaluation and monitoring for mainstream teachers to be a competent teacher in the inclusive education program. Findings clearly showed the competencies were (in rank order) AACK, AMURMS, ACCE, ASATM, and AOPT. In details, 17 participants have had the ability to make use of reward to motivate students (AMURMS). It is a compulsory for teachers to have an ability in rewarding their students in other to motivate them to learn. However, only two participants have the ability to operate projected tools to motivate students with disabilities (AOPT) was not encouraged to be acquired by TVET teachers in the inclusive program. Overall, 67.5% participants have had skills in motivation in order to be a competent inclusive education teacher. Nevertheless 32.5% were not.

Inclusive teaching and learning demands teachers to differentiate between learners with educational disabilities and learners in need of intensive instruction or differentiated instruction. This calls for competency of teachers in the processes of special education including monitoring and evaluation procedures to deliver teaching and learning that responds to the individuality of learners in inclusive classrooms.

5.3. Instructional Process Competence

TVET teachers need to be competent in instructional process for the successful inclusion. To teach a variety of student in a classroom is quite challenging for mainstream teachers. What are the skills need to be mastered by TVET teacher in the inclusive classroom? To answer this question, a checklist of observation was used to identify the skill of TVET teachers in order to be competent in teaching student with learning disabilities in the inclusive education. Table 3 shows the result of the observation done.

Table 3 showed the findings of observation on competencies in instructional process. Skills in instructional process were (in rank order) ADCCP, AISIR, AEETM, AUAQS, ASSMSM, and AUALT. Observation findings showed that 52.5% of participants have had competencies in instructional process, whereas 47.5% were not. 16 participants were identified have had an ability to develop course curricula properly for inclusive education students in the inclusive program. Teachers must be competent in developing curricula to encourage progress among all students. This is imperative for students. Out of the six themes of the instructional process competence, the ability to use appropriate language techniques (AUALT) and an ability to use appropriate questioning skills for student with learning disabilities (AUAQS) were prove to be the lowest instructional process competence acquired by the participants. This means that the provisions relating to the instructional practices of teachers are very evident.

From the interview session, the participant explained that, to have all the instructional process competence needed for inclusive education, they must attend a special course or workshop, focusing on special education but some of the participants said they were not offered the opportunity to attend any courses.
5.4. Methodological Competence

TVET teachers need to be competent in their methods of teaching for the successful implementation of inclusive education. To teach a variety of students in an inclusive education classroom is quite challenging for TVET teachers. What are the skills need to be mastered by TVET teacher in the inclusive classroom? To answer this question, a checklist of observation was used to identify the skill of teachers in order to be competent in teaching student with learning disabilities in the inclusive education. Table 4 shows the result of the observation done.

Table 4 showed the findings of observation on competencies in teaching methods. Skills in teaching methods were (in rank order) ASPSNE, ACLUVM, ADPS, AADI, APISSG, and ADCG. Observation findings showed that 58.33% of participants have had competencies in teaching strategies, whereas 41.66% were not. 7 participants were identified have had an ability to define content and goal for inclusive education students. In the inclusive program, define content and goal were prepared for the student according to the normal syllabus but teacher must modify them to be suited with the student needs especially for the student with disabilities. Out of six methodological skills, the ability to communicate contents specific to a target group (APISSG) and an ability to define content and goal of the student with disabilities (ADCG) were prove to be the lowest skill acquired by the participants. From the interview finding, participant had mentioned that they were not competent in both skills because teaching approaches and teaching strategies required specific training in special education courses.

5.5. Teaching Evaluation Competence

TVET teachers need to be competent in evaluation for the successful Implementation of inclusive education. To teach a variety of student in a classroom is quite challenging for TVET teachers. What are the evaluation skills need to be mastered by TVET teacher in the inclusive classroom? To answer this question, a checklist of observation was used to identify these skills of teachers in order to be competent in teaching student with learning disabilities in the inclusive education. Table 5 shows the result of the observation done.

Table 5 showed the list of skills in evaluation for TVET teachers to be a competent teacher in the inclusive education school settings. Findings clearly showed the skills were (in rank order) ACVEI, AFCE, AASB, AEVET, AAIN, and ASFE. In details, 16 participants have had the ability to construct various evaluation instruments for student learning skills (ACVEI). It is a compulsory for teachers to have an ability in ACVEI (construct various evaluation instruments) as a preparation to plan a strategy for teaching and learning process effectively. However, only 6 participants have the ability to set formative evaluation during lesson of student with learning disabilities (ASFE) was not encourage to be acquired by TVET teachers in the inclusive schools. Overall, 58.33% participants have had a skill in evaluation and in order to be a competent inclusive teacher. Nevertheless 41.66% were not. From the interview session, the participants explained that to have the skill they must attend a special course or workshop, focusing on special education but most of the participants said they were not offered to attend any courses.

<table>
<thead>
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<th>Table 4</th>
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<td></td>
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<td>ADCG</td>
</tr>
<tr>
<td>3</td>
<td>ACLUVM</td>
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<tr>
<td>4</td>
<td>ADPS</td>
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<tr>
<td>5</td>
<td>APISSG</td>
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<td>ASPSNE</td>
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<td>Code</td>
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<td></td>
<td></td>
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<tr>
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<td>ACVEI</td>
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<tr>
<td>2</td>
<td>AEVET</td>
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<td>AASB</td>
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<td>ASFE</td>
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<td>AFCE</td>
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<td></td>
<td>Total</td>
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</table>
5.6. Material Utilization Competence

TVET teachers need to be competent in the utilization of teaching materials for the successful inclusion. To teach a variety of students in a classroom is quite challenging for TVET teachers. What are the skills need to be mastered by TVET teacher to handle the materials in the inclusive classroom? To answer this question, a checklist of observation was used to identify the skill of TVET teachers in order to be competent in teaching student with learning disabilities in the inclusive education. Table 6 shows the result of the observation done.

Table 6. Material Utilization Competencies

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Motivation</th>
<th>No of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AURIM</td>
<td>Ability to make use of readily available instructional materials</td>
<td>3 17</td>
</tr>
<tr>
<td>2</td>
<td>AFT</td>
<td>Ability to attend formal training on issues relate with instructional resources</td>
<td>8 12</td>
</tr>
<tr>
<td>3</td>
<td>ACEI</td>
<td>Ability to construct various evaluation instruments</td>
<td>9 11</td>
</tr>
<tr>
<td>4</td>
<td>AEEIC</td>
<td>Ability to employ various evaluation instruments correctly</td>
<td>5 15</td>
</tr>
<tr>
<td>5</td>
<td>AUED</td>
<td>Ability to use evaluation data to improve my job situation</td>
<td>4 16</td>
</tr>
<tr>
<td>6</td>
<td>AKR</td>
<td>Ability to keep records of students’ performance/progress</td>
<td>13 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>42 78</td>
</tr>
</tbody>
</table>

Table 6 showed the list of competencies in material utilization for TVET teachers to be a competent teacher in the inclusive education program. Findings clearly showed the competencies were (in rank order) AURIM, AUED, AEEIC, AFT, ACEI and AAKR. In details, 17 participants have had the Ability to make use of readily available instructional materials to enhance teaching/learning (AURIM). It is a compulsory for TVET teachers to have an ability to use the readily available materials for effective teaching because this will often be enough to warrant their being part of every classroom’s basic equipment. However, only 4 participants have the ability to use evaluation data to improve my job situation (AUED) was not encourage to be acquired by TVET teachers in the inclusive program. Overall, 35% participants have had the expected skills in motivation in order to be a competent inclusive teacher. Nevertheless, 65% were not. The respondents clarified from the interview session that they had to join a unique course or workshop to have the skills, concentrating on special education, but most respondents said they were not allowed to join any classes.

6. Discussion

The teacher's competency includes all the skills required by a teacher in the inclusive education to convey units of knowledge, application and attitude to the student. In order to successfully integrate inclusive education, it is essential to enhance teacher quality in relation to the skills needed in teaching methods, students’ motivation, instructional process, material utilization and teaching evaluation. Learner motivation is one of the most critical issues in inclusive education. In TVET, we need to create a sense of what learners need to understand; more often than in inclusive learning. Motivation is the first step towards learning effectively. Researchers recognized the teaching elements that enhance learners' self-motivation. In order to encourage students to become confident, self-motivated learners, teachers and training staff can provide early, positive feedback on a regular basis to strengthen the confidence of students that they can achieve their goals well. Through giving tasks that are either too easy or too difficult, they also provide opportunities for student success.

In training TVET teachers to be skilled in teaching inclusive education, evaluation skills are essential. It mean TVET teachers must be able to develop alternative tests, evaluate student development, assess the level of functioning of each student, assess the individual needs of the student, solve problems, assess all kinds of previous student skills and decide the position of parents. Evaluation is one of the most important skills in adapting inclusive education programs to a regular school teacher [31]. The teacher should employ both basic skills such as gathering, studying and context information from learners with different skills as well as highly specialized skills such as structured collection, management, evaluation, and analysis. Teachers must be able to develop an evaluation history and use cognitive learning strategies [32]. In addition, TVET teachers need to develop the skills necessary to work efficiently with parents and other professionals, such as counselors, clinicians, social workers and professional teachers, to promote productive and comprehensive special education.

Competency in teaching methods were also necessary for effective inclusive education practice. The skills required in teaching strategies were the ability to change student activities, plan classroom operations for all students, use a variety of teaching methods effectively, adjust classroom equipment, adapt instructional content to the student's needs in the classroom, and provide the best learning strategy. It is clear that educators must know how to improve teaching and learning, and innovate in teaching, and they must be exposed to different methods of teaching [33]. Adapting teaching strategies including
collaborative learning and peer tutoring can facilitate student learning processes [34]. The ability to provide the finest teaching techniques with inclusive values similarly supports the way educators cope with complicated characteristics in the 21st century education framework [35]. When choosing educational duties for learners to do separately in their seats, the TVET teacher must be confident that each student has the capacity to do the job given to him or her without the need for continued attention and support from the colleagues [36]. It is very essential to adapt the curriculum and content to suit students with disabilities. The priority for students with disabilities, as argued by [37], must be that they have access to suitable curricula, not that they are integrated into a national curriculum intended for the mainstream population. A significant problem in inclusive special education is to strike the correct equilibrium for each child with special needs between an academic or developmental curriculum that focuses on the requirements of most children and a functional curriculum that addresses the particular instructional requirements of special requirements children [38].

Using educational equipment in the teaching and learning process provides the learner the chance to touch, smell or taste items. Knowledge and skills can be transferred to learners with various kinds of appropriate teaching materials. Using educational equipment becomes very important in enhancing the general quality of student-level learning experiences. Students were asked to state to what extent their educators used teaching and learning materials other than textbooks in teaching and learning TVET subjects. Although educators use various teaching equipment to motivate learning through the use of textbooks, charts, models, graphics, actual items and improvised materials [39]. The success of achieving what they are accomplished to achieve in an educational situation depends on the suitability of the instructional materials, adequacy and effective material utilization [40]. The efficacy of teaching equipment in supporting the academic achievement of learners in teaching and learning is unquestionable. It offers the sensory experiences that the learners need for an efficient and meaningful change of behavior.

For efficient academic performance of learners in classrooms, instructional materials are intended to enhance the quality of education. Students ' performance on the expected learning results provides validation-loop on interaction and instruction achievement. Grosch [41], argues that teaching materials are essential TVET teaching and learning because they are used to complement a teacher's efficiency and the effectiveness of teaching. Moghavvemi, Sulaiman, Jaafar and Kasem [42], stated that educational materials promote the teaching of abstract concepts by helping to put thoughts into practice and boost the imagination of learners. In addition, teaching materials assist to boost active involvement in the learning process while saving the energy of teachers, decreasing teacher focus in teaching. In the same vein, Brown [43], says that the use of teaching equipment makes teaching efficient as it allows learners to actively engage in learning in the classroom. All these opinions indicate that the use of teaching materials may improve the efficiency of learners. This instruction is also noted by McGrath and Powell [44]. They claim that teaching materials have direct contact with all the students ' sense bodies. By stating that educational materials are very important learning and teaching instruments, Shereni [45], promotes this perspective. He adds that educators need to discover the needed and appropriate teaching materials to complement classroom interaction and textbooks to broaden and stimulate students ' interest in the topic.

7. Conclusions

Inclusion of students with learning disabilities is still in progress in TVET courses in Nigeria secondary schools and institutions of higher learning. This research was performed to examine TVET teacher competence linked to teaching evaluation, teaching methods, students’ motivation, instructional process and material utilization. To make inclusive education successful as a positioning for learners with different kinds of learning disabilities, TVET teachers will need to modify the inclusive education paradigm in order to satisfy the student's requirements. The TVET teachers must be well fitted with the understanding of different kinds of learning disabilities, student evaluation, motivation and an efficient teaching strategy approach. To handle the inclusive education classroom and satisfy the requirements of unique children, TVET teachers need a competency development program. Successful inclusive education also requires the TVET teachers to work with school administrators, parents and colleagues to officially and informally meet student requirements.

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Parents' Roles and Parenting Styles on Shaping Children's Morality

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Abstract Nowadays, we live in a modern world which has been engulfed by a wave of technology. The changes in the modern world have brought some alterations to our life. The good side brought by the technology is that our life becomes better and better. However, the morality in our children is found deteriorating. Therefore, the paper is going to study, to which extent the parents' roles and parenting styles are in shaping the children's moral development. The data was collected from online database including ScienceDirect, Wiley, ResearchGate, Procedia and Google. Both qualitative and quantitative studies, which were published from year 2009 to 2018 were reviewed systematically and synthesized in a narrative format. The findings of this study were that the parents should play their roles in shaping the children's morality. They should involve themselves in their family, being role models instilling religious beliefs, communicating more often with their children and providing bonding time for their children with their grandparents. For parenting styles, the results showed that the most effective parenting style was authoritative parenting followed by authoritarian. Both the permissive parenting styles were ineffective in encouraging children's morality.

Keywords Parenting Styles, Roles, Shaping, Children, Moral Development

1. Introduction

Childhood is the paramount period where all concepts of right and wrong should be developed. Their studies have shown that parents started to cultivate moral values in children when the children were 18 to 24 months old (Hammond & Carpendale, 2014). This demonstrates how early a child should be cultivated with moral values.

There are two types of morality in Piaget’s Theory of Moral Development, which are heteronomous morality and autonomous morality. In heteronomous morality, the children will judge the behaviors as good or bad based on the observable consequences when they enter preschool years (Jambon & Smetana, 2015). They believe that the rules, which are imposed by the authority such as parents or teachers as unchangeable. This is the stage where their morality starts developing and shaping.

Since the morality of a child starts developing at an early age, parents are the ones who should play their roles in shaping their children's morality as they are closest to the children. However, the modern families are undergoing some transformations in current era of globalization (Langier, 2016). The parents spend less and less time with their children as they are busy pursuing their careers. As a result, the morality among our teenagers is declining (Dalmacito, 2013).

There are numerous researches showing that parents’ roles and parenting styles are important in shaping the children’s morality. Therefore, this paper is going to examine on how parenting affects the children’s morality. By doing so, it hopes to raise the awareness among the parents in shaping their children's morality.

Decadence of morality in the era of 21st century has reached such an alarming level. As we can see, the young generations nowadays do not show respect to the elders. Moreover, they involve in all kinds of moral problems such as bullying, social problems, vandalism and so on. In addition, there were two teenagers who aged 15 and 19 charged with murdering Nur Amira Abdullah, who was stabbed 45 times with a sharp knife (Silva, 2017). Furthermore, we can see the news about unwanted babies being killed by young mother in the newspaper. These cases are common to be seen or heard in today’s world.

According to Youth and Sports Ministry of Malaysia, the study conducted shows that among 5,860 youths, there was 71% smoking, 40% watching pornographic videos, 28% gambling, 25% consuming alcohol and 14% taking...
drugs (Dhammananda, 2001). The young generations nowadays are our tomorrow’s leaders. If the morality among youths has not been shaped, we will lose our future leaders to rule the world.

Whenever an issue arises, we will start to play the blaming game. Some accuse the parents while some blame the media for not developing the morality among children. In this study, we will focus on the parents as they are supposedly to be the closest person to the children. According to Ms Alice Mwesigwa, most parents are not always there for their children. Consequently, the children will seek advice from their peers and get the wrong elements (Mukombozi, 2014). So, we will look at the roles and parenting styles that should be adopted by parents in developing the morality among children. Once the awareness among parents has been raised, they can carry out their responsibilities in shaping the children’s morality. Then, we can have honest, genuine future generations that can build a bright future for our country.

2. Methodology

2.1. Search Strategy

The published and unpublished studies were searched through the following online database over the period 2009-2018. The database that we searched includes ScienceDirect, Wiley, ResearchGate, Procedia and Google. The keywords that we used to search for the studies in the database include parenting styles, roles, shaping, children and moral development. There was no language restriction in the studies we found. The studies might be using English or Mandarin languages as long as the studies are related to the children’s morality.

2.2. Selection Criteria

The inclusion criterion was the included studies must have been published in the last ten years which is from 2009 to 2018. The included studies must be about parents and children’s morality.

3. Data Collection and Analysis

From the research we have found, there was a research conducted to examine the responsibility for the moral education of the child (Oladipo, 2009). The result reported that every single institution plays a role in shaping the children’s morality. The institutions mentioned in the research include parents, teachers and religious institutions. The morality of the children cannot be shaped by depending on any single institution solely. With the cooperation between the institutions, the child will have a meaningful moral education.

Another study was conducted to find out the relationship between parenting and delinquency (Hoeye et al., 2009). They did a meta-analysis on 161 published and unpublished manuscripts. In the study, it was reported that there was a significant relationship between parenting and delinquency. Parental monitoring, psychological control and negative aspects of support were the strongest links that lead to delinquency. Besides that, the research had provided an insight on support by fathers that was larger than mothers. Therefore, the researchers suggested that fathers should be involved in intervention programs for youth delinquency.

Melati, Zaharah and Saeedah (2010) carried out a qualitative study to investigate the factors that contribute to children’s moral development and academic achievement. The participants in the research were 20 parents whose children excel academically in public examination. They were interviewed and the data were coded. From the interview, the factors that contribute to children’s academic achievement and moral development were “diet”, “genetic”, “commitment”, “positive perception” and “religiosity”.

In the study of Thomas (2011), he used 290 adolescents who were aged 13-19 as his participants. The study aims to find out the relationship between adolescent moral values and adolescent delinquency. The findings reported that parent and peer contexts were the most influential factors in adolescents’ delinquency. Besides that, the researcher also introduced how parents and peer contexts affect adolescents’ moral development. Dalmacito (2013) had conducted a research to find out the causes of moral decline in teenagers. He reported the same findings as Thomas, which is peer pressure and poor family involvement in contributing the moral decline among teenagers. On top of that, Dalmacito also pointed out mass media as one of the reasons. He suggested that the educators use the contextual theology in improving the teenagers’ morality at the end of his study.

Adnan, Arifin and Borhan (2014) conducted a research to identify the obstacles that hinder the moral development of adolescents in Malaysia. The role of educational institutions was focused in the tenth Malaysian plan. However, the role of parents was ignored. Therefore, they planned to find out the factors that can minimize the morality problem among adolescents. There were 362 Malay working parents who took part in the study. The parents were asked to complete the questionnaire which is made up of two parts. One part is to measure the level of parents’ awareness while another part is to measure parents’ practice. At the end of the study, the researchers reported that in order to protect adolescents from the agents of moral decline, parental awareness should be raised.

The study was further supported by Danielle (2014) who mentioned parental socialization had an impact on children’s moral behaviors. If there is parental awareness
in shaping the children’s morality, then the parents should socialize with their children more often. It was reported that there were various kind of socialization practices among parents. The parents would choose which practice to be used depending on the situation and the child’s characteristics. The interaction between mother and child aims to socialize the child. At the same time, the children would exert their influence on the mothers as well. This is one of the highlights in the study.

In Nairobi County, Kenya, the study was conducted to find out the influence of parental characteristics on pre-school children’s moral development (Kiare, 2015). A correlation research design was employed. There were 15 pre-schools involved in this study and a sample of 60 parents was obtained. The study reported that parents’ socio-economic status has the biggest impact in influencing pre-school children’s moral development. Then, the children’s moral development was affected by parents’ level of education, age and family structure too. The parents should keep an eye on their children’s behavior and correct them immediately if there is any misbehavior. Besides parents, the whole schools’ stakeholders have responsibility in ensuring the children’s morality.

Since the morality of children is deteriorating, there was a study carried out to investigate the reasons of deterioration in the family at the urban side of Lahore city (Sonia, Syeda & Sadia, 2015). Focus group discussion method had been employed in the study. The findings had reported a few factors that lead to the moral decay among the children. First, the parents in the families ignored the primary social institution of religion to avoid their children to become religious fanatics. Besides that, the girls were supposed to study religious teaching rather than men due to the gender discrimination. Furthermore, the parents themselves showed less interest in religion. Finally, the grandparents’ influence had been identified as one of the factors that contributed to the deterioration of morality. The parents had kept children away from their grandparents. However, the study reported that the grandparents’ influence would bring a positive impact on children.

Ansari and Gershoff (2015) carried out a research to investigate to which extent the parent’s involvement in Head Start programs can bring changes in both parents and children. A representative sample of 1020 children who aged three years was used in the study. Head Start was an early childhood program which focused on two-generation approach. The approach focused on both children and parents. At the end of the study, the researchers found out that the parents who were involved in Head Start programs showed an increase in cognitive stimulation. At the same time, they decreased their spanking and controlling behaviors. With these changes in parenting, the children’s academic and behavioral skills had improved a lot indirectly.

Sarwar (2016) in his study aimed to find out the impact of parents and their parenting styles on the children’s moral development. An in-depth interviews approach was used in the study. The interviews were conducted with two mothers of children with delinquent behavior. After analyzing the data, it was reported that the authoritative parenting style is more effective for children than authoritarian style. The authoritarian style leads the children to be rebellious and in turn create a lot of problems. Besides that, the findings also revealed that the parents should spend more time with their children in order to reduce their problematic behaviors.

Sarwar’s result was further supported by Zubaideh and Khan (2016) in his study to find out the relationship between parenting styles and moral development of children from 4 to 6 years old. The setting was in kindergartens of Babol city. Parenting style questionnaire Baumrind and inventory moral judgment questionnaire were used to collect data. It was reported that there was a significant relationship between authoritative and authoritarian style and children’s moral development. Those children from authoritative families were reported to have a higher mental health and self-esteem while the children from authoritarian families had the lowest level of empathy.

Langier (2016) discussed about the family’s factors that lead to the moral depravity of younger generation in the context of modern families. In the modern families, the parents would delegate their duties to the others because they were too busy pursuing their careers. It’s hard for proper educational influence to take place. Besides that, lack of parents as the role models was another factor. Family breakdown and remarriages were common phenomenon in modern families and had an impact on the child. Last but not least, the limitation of contact between grandparents and grandchildren was reported to have a negative effect on children’s development.

Johnson (2016) studied about four types of parenting styles in his paper. The factors which had been identified in permissive and authoritarian parenting style were poor parenting practices, inattentive monitoring, weak parent-child bonds, rejection and so on. These factors were significant in prediction of criminality. The researcher stressed on full attention to parenting styles in order to decrease antisocialist behavior among youths. The authoritative parenting was found to be the most effective style followed by the authoritarian while the permissive parenting style failed in encouraging morality.

The parental practices and the characteristics of parent-child relationship in shaping the behavior, moral affect and cognition in children were investigated (Soorya & Sunil, 2018). The parenting practices, such as discipline, conversations and modelling should be used by the parents in teaching the moral codes and standards. The most effective parenting style reported was the use of authoritative style which the moral values could be
4. Discussion

4.1. Parent’s Roles

4.1.1. Involvement

From the research conducted in year 2009, it talks about the responsibility in shaping children’s morality. We know that the children’s morality cannot be a sole responsibility for an institution. Instead of that, the school and religious institutions should work together with the parents to shape the children’s morality. Besides that, paternal support is more important than maternal support in preventing delinquency. This best explains why the child raised in single parent’s families is found more problematic than those who grew up in intact family in society nowadays.

Besides that, the parents believed that “diet”, “commitment”, “positive perception” and “religiosity” are important factors in contributing to children’s moral development and academic achievement. From the research, we know that parents should play a role in preparing the children’s diet in order for them to eat and grow healthily. Moreover, the parents should engage themselves in their children’s education and have belief in their children. Finally, the parents must train their children to perform prayers five times daily as they believe religiosity plays an important role in shaping high morality.

As the society develops, the role of parents was ignored gradually. Even in the Malaysia Education System, the focus of shaping morality relies on the educational institution solely. It is contradicting with the research carried out in previous years, which stated that every single institution should play a role in developing the children’s morality. Nowadays, some parents have children because of their belief about prestige, life satisfaction and important investment (Langier, 2016; Din, Ayub, & Tarmizi, 2016). The parents treated their children as a tool to fulfill their dreams. Therefore, they start to delegate their duties to other parties, like school’s authority or tuition center teachers. However, both the parties are only able to deliver the knowledge, but not shape morality. The parents and children’s bonding time is an important factor in shaping the children’s morality. As stated by Langier (2016) in the study, young people’s emotional instability and moral confusion are due to the weak bonds with the family members. So, the parents should spend more time to bond with their children in order to develop their moral development.

4.1.2. Role Models

Besides “commitment”, “positive perception” and “religiosity” factors in shaping children’s morality, the parents believed “genetic” has an impact in developing the children’s morality and academic achievement as well. The genetic discussed here is not referring to the biological term but through modeling and imitation. Some parents claimed that their siblings excelled in their academic achievement and are university graduates. So, they show high morality at home. The children will learn the importance of academic success. At the same time, they will imitate their good behaviors too. The study reported that some participants who have witnessed the kind and selfless behaviors undertaken by family members will imitate the kind acts too (Mattis et al., 2009). Therefore, it is important for the parents or uncles to be well-behaved and become the role models to the children.

The lack of right role models among the parents has led to the moral depravity among the young generation (Langier, 2016). Parents are the first role models to whom the children can imitate. The children’s personal moral development will start at home based on the rules and moral principles in the family. The children will observe the family’s activities and follow certain patterns of their family’s behaviors. The children used to observe and imitate certain behaviors based on Bandura’s Observational Learning Theory (McLeod, 2016). Therefore, it is crucial for the parents to show good behaviors and be role models to their children.

4.1.3. Religiosity

Parents can influence their children’s moral development through some pathways. One of them is by instilling religious beliefs to the children. The studies prove that parents’ moral values that were passed on to their children can help to develop the their children’s morality (Melati, et al., 2010). However, the urban families failed in providing religions and moral education to their children. A few factors have been identified in the study (Sonia, et al., 2015). First, the parents from urban families in Pakistan might be afraid that their children might become religious fanatics. Besides that, the urban children are more stubborn to follow their parents’ instructions as they want freedom. In addition, the parents themselves have less interest in religion and ignore all religious rituals. This is due to the materialism and preference to modern way of life.

The social learning theory shows that modelling is effective in shaping children’s moral judgment responses (Soorya & Sunil, 2018). Therefore, in order to shape high morality among the children, the parents must have strong religious beliefs. Then, they can instill religious beliefs to their children. Besides that, they should carry out the religious rituals. If the parents are Muslims, they have to perform prayers five times a day. The children will observe and imitate their parents’ behaviors based on Social Learning Theory. Religiosity is said to be an important determinant of high morality (Melati, et al.,
2010). In Malaysia’s National Principles, ‘Belief in God’ appears to be the first principle. It shows how important the religious beliefs should be cultivated in our life. Hence, the parent should play their role in instilling religious beliefs to their children. At the same time, they must have strong religious beliefs too.

4.1.4. Communication

The moral representations of parents are often passed on to children through socialization techniques. Conversations between parents and children can contribute effectively in the moral development of the child (Wainry & Recchia, 2014). Therefore, as parents, they cannot be busy pursuing their careers. Instead of that, they should spend more time to communicate with their children. During the conversation, the parents can deliver some moral messages to their children. They might explain the effect of child’s action on others and motivate reparative behaviors (Wainry & Recchia, 2014). Besides that, they can express their disappointment towards the child’s behaviors. A considerate child would spare on parents’ feelings and won’t repeat the misbehaviors. In addition, the parents can listen to their children’s problem and guide them in solving their moral dilemmas. Parents-children discussion about moral issues is useful in instilling the parent’s beliefs into the child’s belief system and has a positive impact in shaping the child’s pro-social behaviors (Johnson, 2016).

Moreover, reminiscing conversations between parents and children can help to foster the children’s internalization of values. Reminiscing conversation refers to the dialogue about a past transgression. During the conversation, the parents can convey some moral messages to the children. The children are more likely to accept the moral messages when there is a lack in emotional arousal. With the conversation with parents, the children can feel the concerns and warmth. This indirectly guides the children to the correct path to develop their moral development. Therefore, it is important for the parents to spend time to socialize with their children.

4.1.5. Provide Bonding Time for Children with Their Grandparents

Most of the modern parents are busy with their work and have no time for their children. However, they would think that the older generation is old-fashioned and they are not able to raise the children in a modern way. Therefore, the parents nowadays prefer to send their children to the young people who work as babysitters (Langier, 2016).

Actually, this is one of the misconceptions among the parents. The researchers agreed that grandparents can work as an institution to develop children’s strong morality. They could bring positive impacts on the children by narrating old bedtime stories (Sonia, Syeda & Sadia, 2015). In Chinese family, the older people are treated as a treasure. They are experienced teachers in life and know what their own educative mistakes are. Hence, they are able to teach their grandchildren on how to perceive others’ needs, respect or tolerance in a better way. Besides that, the grandchildren’s moral attitudes can be shaped through the grandparents’ teaching. Therefore, the parents should play a role in allocating time for their children to interact with their grandparents. I am sure the grandparents would feel happy as well.

4.2. Parenting Styles

4.2.1. Authoritarian Parenting Style

The parents in authoritarian style show demandingness and are less responsive to the child’s needs. They like to exert their power on the children and ask them to do whatever things that have been told without any reasons. They seldom invite their children to have moral discussion. This kind of parents might show some degree of warmth towards their children but demand respect from their children.

The children who are raised under authoritarian parenting style may have higher level of antisocial behaviors. They tend to be more discontented and withdrawn due to the parental hostility and rejection. So, some of them might commit crime when they grow up. However, some research finds this kind of parenting style is good for Blacks because of their lower social-economic status and dangerous neighbor.

4.2.2. Authoritative Parenting Style

Authoritative parenting style is the most effective in developing the children’s morality. The children who were raised within this style tend to show pro-social behaviors and are able to reason autonomously about moral problems. Besides that, they will respect the adults. In addition, they are more self-reliant, self-controlled and self-confident.

These outcomes are resulted from the way their parents educate them. The authoritative parents always show responsiveness to their children’s needs. Furthermore, they will keep an eye on their children’s behaviors and discipline based on reasoning. They may provide emotional support to their children but with strict behavioral supervision. Therefore, the children are found less involved in criminal behaviors in adulthood.

4.2.3. Permissive Parenting Style

There are two types of permissive parenting style, which are permissive indulgent parenting and permissive neglectful parenting. The permissive indulgent parents show high level of responsiveness but lack of demandingness towards their children while permissive neglectful parents have minimal warmth and control over their children.

In permissive indulgent parenting, the parents have
little control over their children. They will treat their children as friends and so, they are liked and accepted by their children. Besides that, the children are allowed to decide things on their own without any guidance provided by permissive indulgent parents. This type of parenting style sounds good but actually, the children’s moral development is limited. Since the children are less controlled by the parents during childhood, they will face problems in following the rules and resist supervision by the others. In addition, they are immature and have higher level of psychological maladjustment. Therefore, they have a higher possibility to involve themselves in antisocial behaviors if compared to those who grow up with authoritative parenting style.

The permissive neglectful parents do not carry out their parenting responsibilities properly. They will just provide the children with physical necessities but not concerns and love. They might think the children as taxing and inconvenient. Besides that, the children are being ignored or rejected at most of the time. The children are seen but not heard about their ideas, problems or feelings. So, the children will experience depression and have antisocial personality. The study also reported that the children who were raised with permissive neglectful style are always associated with higher criminal for Blacks (Johnson, 2016).

In my point of view, I think the permissive neglectful parenting style is the most destructive and brings the most negative impacts on the children. Although there are weaknesses in authoritative, by the authoritarian and permissive indulgent parenting styles, the children can still feel love and concerns from their parents. However, the children who were raised with permissive neglectful parenting style are just ignored by the parents. In Maslow’s Hierarchy of Needs, there are five stages of growth in humans which are physiological needs, safety, love or the belonging, esteem and self-actualization (McLeod, 2018). The children who were raised with permissive neglectful style might reach the physiological needs stage but definitely not love or belonging stage. If there is a lack of love or sense of belonging, how can we expect the children to show love to the others and have high morality? The answer is definitely “No”! Therefore, the parents should be careful in adopting the appropriate parenting style to develop their children’s moral development.

5. Conclusions

The deterioration of children’s morality may cause the socio-economic problems in country. So, moral development should be developed during childhood in order to produce compassionate and emotional human beings. To children, family is the first place which creates the bond between them with the environment. Besides that, the children will start to shape their norms of behaviors and attitudes at home too.

Parents are the ones who first appear in children’s lives. Therefore, they should play their roles in inculcating moral values to their children. The study highlights the various roles in which parents should play to shape their children’s morality. As parents, they are the closest person to the children. So, there should not be any reasons for them to delegate their roles to other parties because psychological abuse can bring negative impacts developmentally on children. At home, they must spend time and engage themselves in educating their children. The stronger the bond between parents and children, the higher morality is found among the children.

In addition, the parenting styles should be focused in order to develop the children’s morality and decrease antisocial behavior among the youths. Authoritative parenting is discovered to be the most effective parenting style with authoritarian coming in second. Both permissive parenting styles are ineffective in shaping the children’s morality. The permissive and authoritarian parenting styles might contribute to the criminality among juveniles. The factors identified in the permissive and authoritarian styles are poor parenting practices, emotional negativity, weak parents-child bonds and so on.

In conclusion, the parents must be responsible in playing all the roles in shaping the children’s morality. In order to have a child, they should be mentally and physically prepared because it is not easy to educate a child. Moreover, the parents have to think twice before adopting the most appropriate parenting style. The parents might adopt a predominant use of authoritative style but from time to time, they can change the parenting techniques to cater to the developmental needs of the child. As parents, they should be flexible in choosing the parenting style. With the awareness and concerns from the parents, the children’s moral development can definitely be developed and shaped. So, we can expect to have a well-mannered society.

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Parents’ Roles and Parenting Styles on Shaping Children’s Morality


Creativity in Mathematics: Malaysian Perspective

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Abstract Becoming a world-class education system is one of Malaysia’s aspirations that will allow the citizens to achieve their full potential besides contributing to country advancement. One of the goals of national education is to provide human resources for the needs and progress of the country. However, Malaysia is facing a phenomenon where despite its globalization in higher education, the percentage of unemployed graduates remains high. The requirement of creativity in problem-solving is not only highlighted as an essential ability in STEM education, but also one of the important skills in the industrial field. Graduates fail to meet the employer requirement due to lack of creative skills in problem-solving which leads to difficulties in getting a job. This paper attempts to discuss this deficiency from the creative perspective and highlight the reasons why it is important to study more on creativity among our students at all level especially in the field of mathematics. It is acknowledged in Malaysia’s higher education blueprint where ‘improving the quality of graduates’ becomes one of its top five aspirations. Students’ performance in tertiary mathematics is reflected by what and how students learn in primary and secondary mathematics prior to the admittance into the university. They should have the creativity to apply, connect and synthesize all the knowledge and information that they attained from primary, secondary and tertiary level to the work field. Lack of creativity in mathematics could be one of the contributing factors for the struggle that the students encounter when faced with these transitions. Without enough resources and relevant articles on mathematical creativity research in Malaysia, this is a problem to tackle for the improvement of the future generation. The need arises for researchers and educators to start to assess and fully realize the level of mathematical creativity among the students in order for the next step on developing creativity for the future and increasing quality citizens for the sake of country’s growth and development.

Keywords Creativity, Mathematics, Mathematical Creativity, Problem Solving

1. Introduction
Devoking Malaysia to be a focal point for education excellent is one of the Ministry of Education (MOE) plan. The important objective of the education system in Malaysia is to ensure that all Malaysian students in every level of education are prepared with the knowledge and skills that are relevant and required in order to be successful in the future. However, there are some issues in mathematics education that need to be tackled to achieve our educational objectives and one of them is problem-solving skills. Problem-solving is one of the major aspects of the mathematics curriculum is not only adopted in Malaysia but also all around the world [1]. Teaching and learning of mathematics at school have been focused on problem-solving activity for the past few decades [2]. But surprisingly, students are still weak in problem-solving and they view mathematics as one of the tough and boring subjects to study and deal with a diversity of topics [3]. The goal of cultivating student’s problem-solving skills can be achieved if the teacher considers more aspects of the teaching and learning process [4], [5]. Mathematics education is supposed to help and guide students understand mathematical concepts, processes and techniques, develop the ability to solve a wide variety of mathematics problems [6], [7] and importantly, contribute in life’s decision making [8].

Conventional teaching strategies by demonstration, drills and practice using closed problems with expected solutions are not enough in preparing mathematical students for the future [9]. They will not have enough ability to apply their problem-solving skills successfully. In addition to that, concerns have been elevated over the past few decades that students enter university with insufficient mathematics knowledge in which the skills
taught at school seem to be an insufficient basis for further study in tertiary mathematics. This is an awakening call for every policymakers, educator and other stakeholders in all levels of education to seek explanations on this situation. Mathematics is well known as the heart of science and mathematical creativity can help students to make sense of what is happening around them. What and how students learn in primary and secondary mathematics somehow will determine their performance in tertiary mathematics.

During school, students think that following rules is the best way to learn. So, in tertiary mathematics, they are eager to pass the examination by applying the same way of learning that they adopt from school. It became troublesome as the problems they face in tertiary mathematics involve more complex procedures and by following the traditional techniques of memorization and following rules will not be sufficient and effective anymore thus lead to failure [10]. They should have the creativity to apply, connect and synthesize all the knowledge and information that they attained from primary, secondary and tertiary level to the work field. Lack of creativity in mathematics could be one of the contributing factors for the struggle that the students encounter when faced with these transitions. It is clearly stated in the Malaysia Education Blueprint whereby every student should major a variety of cognitive skills and creativity is one of it. Therefore, creativity is one of the well-discussed topics in the world of education including Malaysia and the study related to it needs to be encouraged. Thus, the purpose of this paper is to highlight the reasons why it is important to study more on creativity in mathematics among our students at all levels of education.

2. The needs to study Mathematical Creativity

Nowadays, fostering creativity in education is an important goal at all levels around the world, and not only attributed to art and literature, but also in science [11]. Creativity is essential for the survival of people in a country especially in the era of globalization where change, challenge and competition are continuous. In the context of Malaysia as a nation that always ensures that infrastructure and technological developments are achieved by its citizens, the need for creativity is inevitable due to changes in government policy which concern more on the industrial sector. Mathematics is known as a primary part of human life, thus mathematics education should be considered as one of the opportunities for creativity to take part [12].

According to Sriraman [13], mathematical creativity is the degree to which a person can generate numerous solutions to mathematical problems; utilized for mathematical creative problem-solving. Mathematics is important in all fields of studies thus learning mathematics is necessary especially in courses like engineering, physics and chemistry. Also, subjects like economics, biology, psychology and sociology are increasingly requiring mathematical skills as well. Creativity is necessary elements in learning [14], teaching [9], [15], [16] and assessing mathematics, but we often overlooked it.

Mathematical creativity is important as it requires the ability of a person to discover a new relationship between techniques and area of application and also able to make associations between a possible unrelated idea [17]. It is necessary to encourage and develop a deeper understanding of the particular attributes of the relationship between creativity and mathematics [18]. In Malaysia, the Ministry of Education has done various improvements in the field of the curriculum so that education can change in parallel with changes that occur in the community whether within or outside the country. However, there are still remaining challenges that need to be confronted at every level of education.

2.1. Primary and Secondary Mathematics

Mathematics is a very important subject where it is taught at all academic institutions in the world such as kindergartens, primary and secondary schools, colleges and universities. Mathematics curriculum in our school has undergone various reforms in order to achieve the goal towards the formation of industrialized countries. The question is, are we really going towards it? Is mathematics curriculum in our school implemented effectively in order to achieve the goals? Hence, one of the methods used by Ministry of Education in measuring the effectiveness of education in Malaysia is by participating in an international level assessment like TIMSS and PISA which in turn can improve our education system to compete and stand together with other developed countries. However, there is an alarming concern of Malaysia student’s performances in the international level assessment, especially in mathematics. Malaysia's performance in TIMSS was seen to be inconsistent since its involvement in 1999. Between TIMSS 1999 and 2011, our mathematics and science scores dropped more than any other country. We also scored below the international averages in maths and science in TIMSS 2011. However, in TIMSS 2015, Malaysia showed improvement over previous participation in 2011 but it was still unsatisfactory. The results from TIMSS 2007 until TIMSS 2015 indicated that our students are weak in terms of reasoning skills. This situation shows that students are having difficulty to apply existing knowledge to non-routine and more complex problems [19]. This is among the reason ministry decided to put one of the main targets for education quality in the Malaysia Education Blueprint 2013–2025 is to become the top third of countries in an international assessment.
like TIMSS and PISA. More initiatives should be taken for Malaysia to be one of the top countries in the international standard performance study and therefore produce high-quality students.

On the other hand, Malaysia’s performance in the Programme for International Student Assessment (PISA) also did not show much improvement. A few years ago Malaysia was ranked 52nd out of 65 in mathematics and 39 out of 44 in problem-solving [20]. Malaysian students scored 421 in Mathematics and 422 in problem-solving with the OECD average being 511 and 500 respectively. Format of PISA questions that require students to make interpretations, reflections and real-life assessments have been identified as one of the factors for the unsatisfactory performance shown by Malaysian students [21]. Mathematical problems with long sentences are problematic and often left untouched by students. They feel overwhelmed to understand the question so much that they do not want to answer that question.

In mathematics classrooms, students seem to be not really interested when confronted with new problems that they never encountered before and they usually will wait for teachers’ instruction to solve any problems [22]. Students are lacking in self-confidence and afraid when dealing with problem-solving. This negative attitude often becomes a barrier for students to achieve success in mathematics. Students are expected to develop new knowledge and skills through problem-solving and apply various mathematical problem-solving strategies in a different context. They are taught what the system says they need to know rather than what is relevant and of concern to them.

Our current education emphasizes more on theoretical knowledge and intellectual growth rather than creative development among students which makes students unable to perform well in their studies as well in careers. Concern has been expressed that all levels of mathematics students have good skills in completing a practical task without conceptual understanding [23] which leads to a struggle in problem-solving. Mathematics is not only about being logical and knowing how to reason, it is also about being creative, open and communicative. Traditionally, when it comes to learning mathematics, teachers often ask students to copy something from their textbook, solve the problems and repeat the process again and again. They just follow the steps given by the teacher to solve the problems and apply to another problem without understanding the real meaning behind the process. In schools, textbooks are used as the main instructional tool. The role of the textbook should not be put aside because it acts as a guideline for the curriculum standard, but depending only on a textbook is not enough for the learning to take place. The disadvantage comes when there is no other mode of teaching or learning than textbook where students are forced to cover a lot of content, but with very little context. When there is very little context, learning becomes shallow, uninteresting and only covers the surface of the topic.

It is undeniable that mathematical creativity requires proficiency with a deep understanding of mathematical concepts and procedures. Although the language of mathematics is based on rules that must be learned, it is important for motivation that students move beyond rules to be able to express things in the language of mathematics [24]. So, being creative in mathematics requires a person to master the concepts and algorithms so that they can be applied in every situation. This component of mathematical creativity is conveyed effectively at school, but unfortunately, there is something missing in between in which makes them not being able to be creative when it comes to solving unfamiliar and complex problems. Relying on the only memorization of facts and procedures will lead to frustration as this type of mathematical problem not only requires a good understanding and procedural competency but also creativity to systematically implement the solutions to the problem. When students solve a problem successfully, their reasoning and perspective of the knowledge will be altered and modified accordingly based on the problem [4] thus, it is important for them to encounter many types of problem in mathematics that is not based on the memorization of facts and procedures only.

In the Malaysian classroom, we are having a culture where students need to listen only to the teacher and the chances for them to voice up their opinion are still limited. All students should be encouraged to participate in classroom activities and be given the opportunity to express their way of thinking without worrying about the result. As Nadjafikhah & Yaftan [25] said, one of the most significant responsibilities of mathematics educators is to identify the development of mathematical creativity. Students should be provided with an understanding of the relevancy and connections of their current knowledge as a foundation for their future, whether pursuing the study and have a job related to mathematics.

Students’ affection for mathematics seems to be decreased when they encounter more complex mathematics as they grow older [26]. Their non-participation in mathematics may be due to the fact that they cannot understand and it is easier for them to act weary or uninterested than to admit that they cannot figure out the topics or problems. Teachers need to stay positive and creative with their method of teaching and assessing students so that they won’t feel demotivated as they start to struggle in confronting more complex mathematics. These students are at a growing and maturing stage of their lives where they begin to practice more decision-making skills. This stage also will determine what they will choose to study in the future. The target in mathematics education is not only in developing mathematical knowledge and skills but to make mathematicians as one of the preferable subjects chosen by students so that more production of mathematicians in the future.
2.2. Tertiary Mathematics

In 2017, the latest statistics provided by Ministry of Higher Education showed the number of students who pursue their tertiary education in Bachelor of Mathematics is the least compared to other fields like Science, Technology and Engineering where there are only 1258 mathematics graduates out of total 39356 graduates in STEM [27]. From these statistics, it can be explained that students showed less interest to pursue in mathematics field due to their mentality that mathematics is a tough and boring subject to study and deal with a diversity of topics [3]. On top of the lack of students pursuing an education in the mathematics field, more problems arise with students struggling to cope and sustain in this field. When it comes to tertiary mathematics, concerns have been elevated over the past few decades that students enter the university with insufficient mathematics knowledge [28] in which the skills taught at school seems to be an insufficient basis for further study in tertiary mathematics [29]. This circumstance does not only happen to mathematics students but also reported in previous studies where engineering students’ claimed that mathematics is one of the difficult course to study [30].

Why is this happening? We are aware that students who enrolled in mathematics and engineering fields at universities were those with excellent achievement in secondary mathematics. The mathematical background of students entering the university, perhaps, is one of the key problems faced by educators. A study of the secondary-tertiary mathematics interface found that students’ experiences during school determine the study approaches at the undergraduate level [31]. At school, students were mostly taught to produce the correct result and standard assessment structure emphasizes only on learning through routine and memorization and getting good grades in exams and does not truly measure students’ creativity in mathematics, and understanding of the subject matter. The approaches and techniques used in teaching and assessing students only encourage students to receive only what they have been taught and restricted them to think outside the domain [32].

Traditionally, the standard assessment used in identifying students’ ability in mathematical problem solving often value accuracy and speed [9], [33]. Focusing only on the standard test scores is not enough to determine academic success [34] and does not measure or discover creativity. The concentration is more on drilling to pass school examination, therefore, resulted in a lack of ability to use their mathematical knowledge in the new contexts they are receiving at university [28]. This explained the situation when they enter university, they will struggle as they have greater responsibility and task on the knowledge that has been taught. Students showed lack of solving mathematical problem skills that involve mathematical creativity and mathematical higher-order thinking skills, which couldn’t be easily developed based on rule and memorization of facts and algorithms [35].

In addition to that, according to the Malaysian Qualification Framework (MQF), the main role of higher education is to supply first-class quality graduates with high and talented workforce skills who can contribute to our nation’s development in all sectors [36]. The Malaysian Qualifications Framework (MQF) is implemented by Malaysia Qualification Agency (MQA) who is responsible for observing and supervising the quality assurance conducts and authorization of Malaysia’s higher education. One of the skills required is the ability to solve a variety of complex problems by applying a range of necessary techniques and procedures. To achieve this skill, graduates need to have creativity to apply, connect and synthesize all the knowledge and information required in the field of study or work.

The Ministry of Higher Education’s MHEB 2015-2025 blueprint outlines 10 shifts that will enhance higher education excellence. The first design is to produce holistic, entrepreneurial and balanced graduates who can better navigate and shape their futures independently. However, recently it was reported that a total of 54103 out of 238187 Malaysian graduates were jobless for six months after they finished their studies in university [37]. Although higher education keeps globalizing its reach, the percentage of Malaysia’s unemployed graduates also shows rising increments. This trend is recognized by the latest Malaysia higher education blueprint where ‘improving the quality of graduates’ is marked as one of five aspirations, and predominately considered due to an imbalanced production of graduates over the years. For example, HRM Asia (2012) reported that there are nearly 150,000 graduates from Malaysian universities. However most failed to find employment [31]. The latest report provided by Bank Negara Malaysia showed that between 2010 and 2017, the number of tertiary graduates entering the workforce surpassed the number of jobs created for them [38].

This phenomenon forces graduates to compete for jobs and with insufficient skills. It is hard for them to be well-matched in the labour market. This is an awakening call for every policymakers, educator and other stakeholders to see the reasons and problems behind the unemployment among graduates. Creativity could be one of the contributing factors to this situation. They are struggling in applying and connecting what they have learned in terms of their mathematical understanding, learning approaches and conceptions of mathematics to the undergraduate setting. From an industrial perspective, creativity is one of the necessary skills that graduates must possess for them to be employed [39]. They are not aware of employers’ expectations and not prepare themselves to enter the working world [39]. Education systems should focus less on the reproduction of information and more on creativity and problem solving because how students consume and learn today are very different from past generations. Hence, educators in Malaysia need to provide the right environment, updated tools, foster innovative
problem-solving skills and creative outlets to bring out the best in their students for the need of future workforce.

2.3. Creativity Research in Malaysia

There is an increasing awareness of the worth of fostering creativity in education and the benefits to individuals and societies have also been increasingly acknowledged. Yet, a few studies on creativity have been conducted in Malaysia. Table 1 below illustrated the details on some of the studies related to creativity that have been conducted in the Malaysian context.

Several factors have been identified as being related to creativity such as gender [40], [41], ethnicity [41], technology [32], [42], [43], environment [44]–[48], academic achievement [40], and cognitive [49]–[53].

A study on creativity and innovation based on gender and ethnicity was employed by Siti Rahayah et al. [41] using Malaysian Creativity and Innovation Instrument (MyCrIn) to measure the levels of creativity and innovation among students at a higher learning institution (HLI). The study found out that male students demonstrated a higher ability of higher-order thinking skills as compared to female and there is no difference in the level of creativity among ethnicity. There is also a few researchers study creativity among undergraduate students [40], [47], [53]–[55]. For instance, Keh, Zaleha, & Yudariah [47] conducted exploratory research involving 96 engineering undergraduates. The assessment of creativity in this research was based on the comparison in the creativity level among the groups where they worked collaboratively in the process of problem-solving. It was found that working in a group provides a platform for students to express their creativity to produce several methods of solving a real-world problem.

In another study, Huda, Wan Nurul Izza, & Tareq [55] carried out research to find out that the barriers to creativity among 459 engineering undergraduates in several public universities in Malaysia. According to them, barriers to creativity among engineering undergraduates in Malaysia include barriers related to self-concept, barriers related to compliance need, barriers related to abstract ability, barriers related to systematic analysis, barriers related to task achievement and barriers related to environmental circumstances. The findings indicated that undergraduates have the most difficult barriers related to task achievement followed by barriers related to self-concept and barriers related to environmental circumstances [55]. Related research on barriers to creativity was conducted by Niloufar et al. [48] where they believed that in developing creativity, the focus should not be only on the elements that promote creativity, but also the barriers that might reduce creativity development. They investigated creativity related to the familial factor where they suggested that one way to promote positive thinking among Malaysians is to develop a strategy to build beneficial programs designed to enhance creativity within members of the family [48].

Some researchers studied creativity related to educators. Factors involving educators can determine whether creative teaching and learning will take place or not [44]–[46]. Afida et al. [42] stated that a study on creative educators can describe ways to enhance creativity and enrich teaching practices. Palaniappan [44] designed an instrument called Creative Teaching Inventory (CTI) to assess creative teaching among randomly 78 teachers from secondary schools in the Klang Valley in Selangor. This instrument was designed based on a creative teaching model that is currently being used in workshops involving teachers and trainers in Malaysia. In a different study, Afshari et al. [43] attempted to study the relationship between leadership behavior of lectures with students’ creativity. They conducted exploratory research involving 520 Master and Ph.D. students in the faculties of education at three selected research universities in Malaysia. The findings of the study concluded that leadership behaviours’ of lecturers have powerful influences on students’ creativity.

On the other hand, Noraini & Norjoharuddeen [42] discussed the essence of mathematical creativity from the perspective of technology usage whereby to possess the mathematical knowledge to produce, use and manipulate new technologies in Malaysia, improvement in mathematical achievement in Malaysian students needed to be cultivated to achieve a mathematically competent and creative Malaysian workforce. Related research incorporated technology for creativity enhancement was conducted by Fauziah [43] involving physics undergraduates. She proposed that PBL online can increase students’ creative thinking based on the result where students that engaged in PBL online perform better in term of creativity compared to the group with the traditional method of learning [43].

Although there is a rapidly rising interest in creativity globally, the amount of valid and reliable measures to assess mathematical creativity is still not enough [56], especially in the Malaysian context. Several studies adopted and developed variety of instruments to access creativity such as Yanpiaw Creative-Critical Thinking Styles Test or YCREATIVE-CRITICALS (creative and critical thinking styles) [52], [51], MyCrIn [41], inventory of barriers to creative thought and innovative action [55], Nicolas Holt Creativity Test (NHCT) [40], The Torrance Test of Creative Thinking (TTCT) [43], [49], [54],[51], other written test involving problem solving [47], [53]. However, little attention has been emphasized on the creativity tests that focus on the way students solve the problems creatively. Some researchers have focused on the assessment of creativity yet there is hardly any substantive research that emphasizes mathematical creativity especially in the way they work with mathematics problems. Thus, emphasis needs to be given to the study on creativity for the improvement and better quality of mathematics education.
Considering creativity in mathematics education can provide guidance and help students to make sense of the surrounding by reasoning, thinking logically and connecting the ideas to discover the meaning of real-world problems. Hence, it is very important to study mathematical creativity among students in Malaysia. Without enough resources and relevant articles on mathematical creativity research done in Malaysia, this might be a problem for us to tackle this problem from the core. Thus, the need to develop creativity in mathematics education becomes apparent for researchers and educators to start to assess and fully realize the level of mathematical creativity among our students so that we can take the next step on how to make them more creative in the future.

3. Conclusions

Research in the field of creativity is essential for future growth and development of this modern world, therefore,
it needs to be studied thoroughly [18]. Creativity in mathematical problem solving for all levels of education should not be ignored during mathematics curriculum development. The efforts for creativity ought to be recognized since creativity encourages and enriches problem-solving. Education systems should focus less on the reproduction of information and more on creativity in problem-solving because students with a package of creativity, strong conceptual knowledge and good procedural competency would have a better opportunity to succeed in this global challenging era. How students consume and learn today are very different from past generations and what is needed by today’s students might look very different in the future. Hence, this paper is hoped to give a sparks for researchers, educators and policymakers in Malaysia to look and dig more on creativity in mathematics so that we are able to provide the right environment, updated tools and creative outlets to bring out the best in the students and foster innovative problem-solving skills the future workforce need.

REFERENCES


Learning Strategy and Higher Order Thinking Skills of Students in Accounting Studies: Correlation and Regression Analysis

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Abstract The mastery of Higher Order Thinking Skills (HOTS) among students is a reflection appropriate learning strategies that they have applied. Therefore, the choice of learning strategies that are relevant to the subjects being studied is seen as contributing to the successful in mastering of HOTS among students. However, does this response also occur in the selection of learning strategies and HOTS's mastery in Accounting Studies? Hence, this research was conducted with the aim of examining the relationship between HOTS and learning strategies in Accounting Studies. This study is conducted by employing correlation research method on 340 students studying Accounting Studies in Peninsular Malaysia participated in this research through completing a self-administered questionnaire, which included the Learning and Study Strategies Inventory (LASSI) and Higher Order Thinking Skills Test. Applying skills, analytical skills, evaluative skills, and creative skills are among the four elements of HOTS tested. The analysis showed that positive significant relationship \( r = 0.194 \) exists between the two variables and the regression equation is an average grade point = 46.442 + 4.349 Learning Strategies. Thus, through correlation and regression analysis, significant regression model between HOTS and Learning Strategies were found.

Keywords Learning Strategies, Higher Order Thinking Skills, Accounting Studies, Correlation and Regression Analysis

1.Introduction

Understanding and identifying students’ learning strategies (Afsaneh, 2017; Jamie, Mark, Steven, & Tyler, 2014; Sanoff, 2000) in a given subject also helps to provide a comprehensive overview of factors that contribute to higher levels of HOTS among students (Sanip & Che Ahmad, 2014). When a student recognizes the right and appropriate learning strategies for themselves, the learning process becomes easier (Lopez, Ibanez, & Racines, 2017) and at the same time maximizes students' potential for HOTS (Sanip & Che Ahmad, 2014).

Research on secondary school students’ learning strategies has not only gained attention over the past two decades (Carol, David, & Peter, 2011; Ibrahim, 2010) but has continued to focus on transforming national education through the Malaysian Education Development Plan (MEDP) (2013-2025). Learning strategies are defined as thoughts or behaviors that help to enhance the translation process, affect the motivation and affective levels, and outcomes of a student's learning (Weinstein, Zimmermann, & Palmer, 1988; Weinstein & Mayer, 1986). Learning strategies are also defined as general planning in an action plan for carrying out learning tasks (Dumford, Cogswell, & Miller, 2016a) that focuses to attention and effort, processes information in depth and monitors comprehension (Baskin, Iscan, Karagoz, & Birol, 2017) to achieve a goal.

Based on the learning strategies definitions presented, the findings of previous studies have also shown that most students with learning disabilities include applying higher level thinking skills not because of their level of intellect, but because of their lack of metacognitive, cognitive, and affective learning strategies (Hassan, 2017; Wijnen, Loyens, Smeets, Kroze, & Van, 2017; Kikas & Jogi, 2016; Bathuma & Kalaimakal, 2014; Ibrahim, Ayub, Yunus, Mahmoud, & Bakar, 2019a). This is evidenced by previous studies explaining that the use of effective learning strategies is one of the major factors contributing
to student success (Dansereau, 1985; Weinstein & Mayer, 1986).

Metacognitive, cognitive, and affective strategies are among the learning strategies that are frequently noted in a variety of previous studies. This is because all of three learning strategies involve a holistic learning element in measuring the development of achievement and 21st century skills within each student (Wijnen et al., 2017; Curriculum Development Division, 2016; Jeffrey, 2014; Bakar, Ayub, Gopal, & Salim, 2019). Understanding student-centered learning strategies can help teachers in their teaching sessions at school (Dumford, Cogswell, & Miller, 2016b). This is because, by informing the learning strategies used by students in their learning, it will be able to guide teachers in selecting the right teaching methods or strategies to be apply for ensure learning and teaching sessions achieve their goals (Hassan, 2017).

This finding is supported by Wijnen et al., (2017) who found that aspects of learning strategies used by students contribute to student achievement in metacognitive, cognitive, and affective aspects. However, studies by Sanip and Che Ahmad (2014) and Mansuri (2002) found no significant relationship between student learning strategies and student achievement. Therefore, the discrepancies in the findings encourage the researcher to pursue research on the extent to which the learning strategies used by student’s impact learning outcomes that include the application of students’ HOTS for the purpose of generating new insights.

Higher Order thinking skills (HOTS) are defined as the ability to use the potential of the mind to overcome new challenges because HOTS challenge individuals to interpret, analyze or manipulate information (Yee, Md. Yunus, Othman, Hassan, Tee, & Mohamad, 2015; Mohamed, 2006; Ea, Chang & Tan, 2005; Onosko & Newmann, 1994; Ibrahim, Ayub, Yunus, Mahmud, & Bakar, 2019b). The level of thinking in the Bloom's Taxonomy revises Anderson's defined HOTS as a level of thinking referring to the skills of applying, analyzing, evaluating, and creating. Hence, in this study, researchers measured the level of Accounting Studies based on the stipulations in the High School Curriculum Standard (HSCS) using the Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl’s, 2001); thinking skills, analytical skills, assessment skills, and creative skills.

Operationally, learning strategies are defined as a thinking and behavior processes used by students in Accounting Studies which includes components of metacognitive strategies (time management), cognitive strategy (concentration), and affective strategies (attitude, motivation, and anxiety). Therefore, some of the questions raised are: is there a relationship between learning strategies and student HOTS performance in Accounting Studies? How strong is the relationship between student learning strategies and HOTS achievement? Is the relationship linear? To answer this question, it is necessary to investigate the relationship between learning strategies and HOTS in Accounting Studies.

2. Method

This study used a correlation study design to examine the relationship between two or more variables. Researchers examined the strengths and correlations between HOTS and learning strategy variables without manipulating any of these variables. Thus, through the use of statistical correlation test the aim of examining the relationship between variables can contribute to a more comprehensive study.

The population of students in Accounting Studies is 39,695 and the selection of sample was 340 of students from Accounting Studies in Peninsular Malaysia. The sample was selected based on the random and proportionate sampling. This study used a set of questionnaires that was adapted from the Learning and Study Strategies Inventory (LASSI) and a set of higher order thinking skills test on Accounting Studies as the main instruments. Researcher have obtained the permission from the original authors via email to administer the questionnaire and the test. The instrument was translated to Malay Language and the reliability coefficient for the adapted instrument was 0.95. There were 23 items that measure the dimension of learning strategies. Likert type scale scores were used for LASSI, ranged from strongly disagree to strongly agree. While, higher order thinking skills test was a regular and formal test in school, which had a total possible point of 100.

Learning strategies and HOTS are two variables chosen by the researchers. Whereas, learning strategy are categorized as predictor variables HOTS are categorized as criterion variables. Therefore, for the purpose of this study the learning strategies are predictor variables that predicts students’ level of HOTS’s achievement in Accounting Studies. Performance appraisal of HOTS’s test as stated in Table 1.

Table 1. Interpretation of Higher Order Thinking Skills Achievement

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A+</td>
<td>Excellent</td>
</tr>
<tr>
<td>80 – 89</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>70 – 79</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>65 -69</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>60 – 64</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>55 – 59</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>50 – 54</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>45 – 49</td>
<td>D</td>
<td>Pass</td>
</tr>
<tr>
<td>40 – 44</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>0 – 39</td>
<td>G</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Malaysian Examination Board (2016)

The process of data analysis is done once all the data related to the study is completed. The use of correlation and regression statistics tests was used in this study to evaluate the strength of linear relationships and to
estimate relationships between variables. Therefore, the use of regression and correlation analysis for the purpose of this study was to evaluate the relationship between students’ HOTS’s achievement and learning strategies applied by students in Accounting Studies. Details of the relationships between variables are shown in Table 2.

Table 2. Interpretation of Relationship between the Variables Using Coefficient Correlation

<table>
<thead>
<tr>
<th>Coefficient (r)</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>No Correlation</td>
</tr>
<tr>
<td>0.01 – 0.25</td>
<td>Weak Correlation</td>
</tr>
<tr>
<td>0.26 – 0.50</td>
<td>Sufficient Correlation</td>
</tr>
<tr>
<td>0.51 – 0.75</td>
<td>Strong Correlation</td>
</tr>
<tr>
<td>0.76 – 0.99</td>
<td>Very Strong Correlation</td>
</tr>
<tr>
<td>1</td>
<td>Perfect Correlation</td>
</tr>
</tbody>
</table>

Sarwono, 2009

3. Results and Discussion

3.1. Descriptive Statistic

Descriptive statistics are used by researchers for the purpose of presenting research findings in the form of figures and graphs that involve a big data. A simplified summary of data resulting from the use of descriptive statistics for the variables of learning strategies and HOTS is shown in Table 3.

Table 3. Descriptive Statistic for Learning Strategies and HOTS

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Strategies</td>
<td>314</td>
<td>1.09</td>
<td>5.00</td>
<td>3.87</td>
<td>0.57</td>
</tr>
<tr>
<td>HOTS</td>
<td>314</td>
<td>35.0</td>
<td>92.0</td>
<td>63.27</td>
<td>12.79</td>
</tr>
</tbody>
</table>

According to Table 3, the minimum and maximum values of predictor variables (learning strategies) were 1.09 and 5.00 with a standard deviation of 0.57. Whereas, the minimum and maximum values of the criterion variables (HOTS) were 35.0 and 92.0 with the standard deviation values of 12.79. Based on the large standard deviation values shown by the HOTS variables, this finding illustrates that the values in the data set are spread over a wide range around the mean values of the data sets. Whereas, the small standard deviation values shown by the Learning Strategies variable give the impression that the values in the data set are dispersed in a relatively small range around the mean values of the data sets. However, the state of the data dispersed in the range around the mean value explains that a good degree of variability exists in both variables, thus allowing for the implementation of correlation tests and regression to be continued.

Next, descriptive analysis of information on the data distribution is not provided. Therefore, the process of testing the normalization of the data is done using visual inspection method on the graph of Normal probability plot (Q-Q plot) (Gupta, 2007) as shown in Figure 1.

Based on the findings on Figure 1, the plotted points tend to go in a straight line. Therefore, a simple linear regression implementation is performed on the data. This is in line with Gupta (2007) explanation that the data is categorized as normal if the plots in the figure follow the diagonal line and do not deviate far from the generated line.

![Figure 1. Normal Probability Plot of Regression Standardized Residual Dependent Variable: HOTS](image)

3.2. Correlation between Learning Strategy and HOTS

Relationships between two or more predictor variables and criterion variables in two or more data sets are classified as correlations. Correlation analysis is illustrated by the numbers used for the purpose of assessing the strength of linear relationships and measuring the direction between two or more variables. Correlation coefficients are the agents used to measure the existence of relationships level. Correlations between predictor variables (learning strategies) and criterion variables (HOTS) are presented in Table 4.

Table 4. Correlation between Learning Strategies and HOTS

<table>
<thead>
<tr>
<th></th>
<th>Learning Strategies</th>
<th>HOTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td>314</td>
<td>314</td>
</tr>
<tr>
<td></td>
<td>Pearson correlation</td>
<td><strong>.194</strong></td>
</tr>
</tbody>
</table>

** Correlation is Significant at the 0.01 Level (2-tailed)
Based on the table output above, the researchers conclude by referring to two decision-making principles in correlation analysis;

a) Based on the Significant Value, Sig. (2 Tailed):
   Based on Table 4, Significant value, Sig. (2-tailed) between Learning Strategies and HOTS was 0.001 <0.05, which means that there was a significant correlation between Learning Strategies and HOTS variables.

b) By Star (**) SPSS: From the above output it is known that the Pearson Correlation value between the two connected variables has two asterisks (**), which means that there is a correlation between Learning Strategies and HOTS variables with the significant rate of 1%.

With referring on the interpretation of relationship between the variables using coefficient correlation by Sarwono (2009), the researchers conclude that there is significant relationship between Learning Strategies and HOTS in Accounting Studies even in weak correlation (0.194).

3.3. Regression between Learning Strategy and HOTS

Simple linear regression is used for the purpose of measuring the effect of the independent variable on the dependent variable. Equation that signifies the statistical relationship between one or more explanatory variable and responding variable could be produced through regression analysis. Thus, through regression analysis, the development of relationship model between explanatory variable and responding variable could be created. For the purpose of developing a regression equation, two types of coefficients were produced by SPSS 21.0 which is standardized coefficients and unstandardized coefficients as presented in Table 5.

| Table 5. Coefficient of the Estimated Regression Model of HOTS and Learning Strategies |
|------------------------------------------|----------------|----------------|---|----------------|
| Model                                                                                           |
| (Constant)                                                                              | 46.442 | 4.862 | 9.551 | 0.000 |
| Learning Strategies                                                                | 4.349 | 1.243 | 3.498 | 0.001 |

Measurement in different units towards explanatory variable is one of the reasons standardized coefficients is suitable to be used in multiple regression. Coefficient correlation value is gained through regression analysis after explanatory variable is standardized. However, standardization of explanatory variable does not happen in simple linear regression. Hence, unstandardized coefficient is used to presume regression equation (Best &Kahn, 1998).

According to Table 5, the constant value of the unstandardized coefficient is 46,442. These values suggest that if students do not have a learning strategy in accounting studies, then the average value of HOTS students in Accounting studies is 46.442. Furthermore, the regression coefficient value shown in the analysis was 4.35. This value explains that with every 1% increase in learning strategies, then HOT students’ mastery in Accounting Studies will increase by 4.35.

In line with Table 5, shortcut value is 46.442 while sloping value is 4.349 for learning strategies. In brief, the relationship between Learning Strategies and HOTS is presented through the following regression equation:

\[
\text{HOTS} = 46.442 + 4.349 \times \text{Learning Strategies}
\]

Apart from that, the output from the simple linear regression analysis show the magnitude of the Effect between Learning Strategies and HOTS as shown in Table 6.

Based on Table 6, by referring to the value of R square (0.038) it was explained that the magnitude of the Effect between Learning Strategies and HOTS in Accounting Studies was 3.8% while 96.2% of HOTS was influenced by other variables not examined. As a summary, the learning strategy had a positive effect on the HOTS level with the influence’s value as 3.8%. These positive influences explain that increasing student learning strategies will have an impact on increasing HOTS students in Accounting Studies.

Table 6. The Magnitude of the Effect between Learning Strategies and HOTS

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.194*</td>
<td>.038</td>
<td>.035</td>
<td>12.565</td>
</tr>
</tbody>
</table>

Based on Table 6, by referring to the value of R square (0.038) it was explained that the magnitude of the Effect between Learning Strategies and HOTS in Accounting Studies was 3.8% while 96.2% of HOTS was influenced by other variables not examined. As a summary, the learning strategy had a positive effect on the HOTS level with the influence’s value as 3.8%. These positive influences explain that increasing student learning strategies will have an impact on increasing HOTS students in Accounting Studies.

4. Conclusions

According to the research findings and discussions, the researcher found that there is positive significant relationship between Learning Strategies and HOTS in Accounting Studies. Past researches had even proven the importance of Learning Strategies to produce students that is not only critical and innovative but also proactive. This finding is supported by a study conducted at Universiti Kebangsaan Malaysia (UKM) in Ahmad, Hussin, Azman, and Mohd Jelas (2000) who explained that the practice of learning techniques accounted for 20% of the variation in
student achievement in science and mathematics. The need to master HOTS among school students and higher education institution has become a re-condition that qualifies them to compete for their positions in higher education institution and world jobs market. Therefore, the researcher suggests that a research linked to HOTS and factors that influence its application is performed by involving more respondent on various subjects as focus so that comparison of research finding could be observed.

**Acknowledgments**

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The Value of Cultural Immersions in Teaching Mandarin as a Second Language

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Abstract
Over centuries, English has become the dominant language throughout the world. The role of English in many areas such as education, politics, business, science, and technology is undeniable. Nonetheless, the explosive growth of China as one of the world leading powers has caused many people to be in an “alert” state especially in embracing Mandarin as a second language. Although it seems plausible to accept Mandarin as a second language, the language however could be very difficult for one to master. There are four main components of learning Mandarin, which are reading, writing, listening and speaking. Therefore, this concept paper discusses the role of culture as one innovation in teaching and learning processes. Through the discussion in the paper, the authors hope to instill the idea of immersions of culture in the curriculum for the betterment of the students in acquiring Mandarin as a second language.

Keywords Mandarin Language, Second Language, Culture, Cultural Immersion

1. Introduction

Language plays a significant role in human daily life as it is one of the main ways of communicating and interacting with people. Language is essential in helping people expressing their feelings, beliefs, knowledge, opinions, declaration etc. (Amberg & Vause, 2009). According to the Malinowski’s Theory (1923), language is best illustrated as the fundamental means of communion; it is a very imperative instrument in creating ties of the moment without which unified social action is absurd (Duncan, Duncan & Wilder, 2017). Thus, language plays an important role in human lives as it serve basic principle of actions, building ties of purely social communion, and even conveying ideas and feelings of the speaker.

Given the diversity of human population, there is an urgency to have a common language of communication. The ongoing process of globalization has made the condition more crucial to have a common language specially to overcome the intercultural and interlingua barriers in integrating nations to form a common economic and cultural area (Smokotin, Alekseyenko and Petrova, 2014).

Back then, prior to the European Renaissance, Latin was the lingua franca (Boyd, William and King, 1995). French also was once a global language during the 16th century owing to the French colonialism (Mufwene, 2006). However, at present, English language has acquired the status of lingua franca due to the long history of British colonization and American cultural imperialism (Jenkins, 2014; Seidhoffer, 2015). In fact, having people to able to communicate in English nowadays has become a norm. English language has been widely used in many countries across the world as the main medium in the fields of business (Neeley, 2012), academics (Dearden, 2015), education (Fenton-Smith, Humphreys & Walkinshaw, 2018), sciences (Drubin & Kellogg, 2012), politics (Orwell, 2013) and even entertainment (Crystal, 2003). Thus, with all the scenarios explained above have made English language has turned into one of a major competencies of an individual.

The Arrival of Second Lingua Franca

There’s a saying “the sky will not always be blue; the sun will not forever shine all day long”. So does with the English language position as lingua franca since we are living in a dynamic world; keeps evolving without waiting for us to cope with the changes that took place. For decades, the English language has been conquering the major areas globally due to the position of United States as the world’s only superpower especially in military, political and economic (Adelman, 2013).

On the other side of world, there’s another country
keeps rising up, creating name, aggressively conquering the world. China’s rapid economic growth from a poor developing country to a major economic power has been very remarkable. Currently, China is the world’s largest source of imports, largest merchandise trading partner of United States and third-largest export market (Morrison, 2011). The emergence of China as one of the world economic powers has been spreading the demand of Mandarin language. The need to converse the language especially in economical fields is extensively necessary for one to compete and survive in the ever-changing dynamic world.

According to a study done by David Graddol (1997), he proposed that the language of Chinese people will become one of the world’s top languages by 2050 due to the increasing global importance of China economically and culturally. Mandarin is the sole official language of the People’s Republic of China (Wang & Lemmer, 2013). For the past three decades, the number of Mandarin learners as a second language or foreign language has productively increasing. Based on the statistical data gained from Hanban, as of 2017 there are more than forty million learners of Mandarin as a non-native language (Zhao, 2017).

From the international scene to the national context, the importance of Mandarin is unquestionable. Recently, the Malaysia’s Parti Keadilan Rakyat president, Datuk Seri Anwar Ibrahim notably urged Malay youths to master the Mandarin language as it is an important regional “economic language” during the seminar on “The Vision of the New Malaysia Aspiration” (Bernama, 2018). Even the Malaysia Prime Minister’s Department, Dr Mujahid Rawa also sent his daughter to further study in Mandarin as he foresees the importance of Mandarin language (Khor Chun Keat, 2018).

The big tsunami wave made by China pushes Mandarin language to become the new second lingua franca (David, 2006). According to the statistical data on the world’s most spoken languages, Mandarin language is the most spoken language across the world with more 1.3 billion speakers, leaving behind Spanish, Arabic, and Russian etc. (McCarthy, 2018). Thus, undoubtedly, day by day Mandarin itself is strengthening its world-wide as many people have begun to acquire Mandarin as their second language (Goh, 2016).

The Nature of Mandarin Language

Mandarin as a second language is the study of Chinese or Mandarin language by non-native speakers. The learning of Mandarin language is not only regarding the phonological structure and orthographic feature; in fact it is beyond these alphabetic phonetic systems (Abro, Zhenfang & Shabbir, 2014). The learning of Mandarin language emphasizes on the development of learners’ reading skills, writing skills, listening comprehension skills and speaking skills (Spencer, 2015).

There are many researches regarding the Mandarin language acquisition as second language. Mandarin language is known as one of the most difficult language to acquire (Hong & Moreira, 2002). In another study, it mentioned that one of the most challenging parts in acquiring Mandarin is reading the Chinese characters (Ye, 2011). It is quite intimidating for the second language learners to grasp this logographic language system as it has thousands of characters to be memorized.

Besides that, among major problems in acquiring Mandarin language for non-native speakers is difficulties in reading Chinese pinyin (Dong, Tsubota & Danstuji, 2013). Tonal errors pose a serious issue to the learners as pronouncing with different tones carries different meaning from the initial intention (Jongman, Wang, Moore & Sereno, 2006). These condition leads to the unwillingness of the learners to converse the language.

Given the situations described above, these severe issues are feared to affect students’ readiness in acquiring Mandarin language as a second language. Without proper intervention, the teaching and learning processes might somehow end up meaningless.

The Secret Essence in Acquiring the Mandarin Language

Eventually, learning Mandarin is not something that students need to sweat over grammar rules and trying to get it right every time they use the language. It is the fun in learning the language, along with the enjoyment of it and everything will falls perfectly during the process. In fact, innovation in improving the teaching and learning is not always about integrating technology into the curriculum (Hayes Jacobs, 2010). Incorporating cultures as one of the innovations in teaching and learning second language is something beyond imagination (Nault, 2008). It is like schools without walls; classrooms without boundaries.

According to Ellis (1999), in order for one to acquire the second language comprehensively, the learner should be fully immersed within the language. Nault (2008) also agreed that it is significant for the learners to become familiar with the target cultures in order to grasp the language proficiency completely. Integration of cultures into the curriculum is one of the best ways to structure instruction for a more meaningful learning which is by connecting the cultures to the learners’ lives in the real world (Hill and Mannheim, 1992; Ding and Saunders, 2006).

There are various interesting and unique cultures that can be shared with the students to trigger their interests and readiness. For instance, the role of red color. According to Chinese, red symbolizes luck, prosperous, happiness and power (Huang, 2011). One of the creative ways to inculcate the importance of red color is by asking...
the students to wear red t-shirts during the examination day or any related events. By doing so, it is believe the students will be getting the positive aura, the passion and self-empowerment as what the Chinese believes.

Historically, China is the world’s oldest continuous civilization. Tang poems are among the famous Classical Chinese literature (Lee & Wong, 2012). What teachers can do is to allocate 2-3 minutes of total teaching hour for the recitation of Tang poems at beginning of the class. As result of doing this, students are not only able to feel what it is like during the Tang Dynasty, but also able to develop students’ reading and speaking skills, along with boosting up their confidence level. Besides that, teachers can also provide the opportunity to write the Tang poems by using Chinese calligraphy brushes. These activities will attract the students’ interests and at the same time able to enhance their readiness in acquiring the language.

According to research, classroom activities that are not contextualized and attached to real life issues, activities, and concerns, do not help the students learn to use second language (Firth & Wagner, 1997; Hall, 1997; Stoller, 2006; van Lier, 2000, 2002). Therefore, the role of food as an essential part in human’s life should never be forgotten (Tomalin and Stempleski, 1993; Lussier, 2011; Kramsh, 2013). Incorporating Chinese cultures through food as an innovation during the teaching and learning processes enhances students’ readiness in acquiring Mandarin language (Stajicic, 2013). For example, when teaching something related to dining or food, teachers can organize a small cooking show with the kids in the classroom. Nothing fancy, just steam up the Chinese dumplings, pairs it up with Chinese tea and enjoys the dumplings by using chopsticks. The vibe of eating Chinese cuisine with chopsticks is unbelievable especially in capturing students’ interests (Xiaoping, 2014). Even, one could go extra miles by bringing the students to a nearby Chinese restaurant. As the world becomes more globalized, it is not difficult to access authentic Chinese cuisines.

Apart from that, language teachers can use Mahjong as one way of innovations in teaching numbers. As mentioned earlier, acquiring Chinese characters can be really hard for Romanized language speakers. Therefore, by learning Chinese characters or numbers through “the game Chinese people played” is an innovative approach to attract students’ interest and at the same time able to enhance students’ readiness in acquiring Mandarin language (Greene, 2015). Playing Mahjong can enhance students’ ability in terms of reading, speaking and listening comprehension skills as students need to able to read the Chinese characters on the Mahjong tiles, speak out the intended Chinese characters and listen to the other players’ instruction while playing the games.

This kind of innovation in Mandarin language acquisition is highly required in the ever changing global landscape. Although many educators always look down on the importance of inculcating cultures through their teaching and learning methods as some of them thought it is very time consuming, however the impact of doing it is very spectacular. It is astounding on how cultures affect the students’ learning. Thus, teachers must fasten up their seatbelts, gear up and ready to roll in facing the new global wave as Mandarin language is on the way in making its debut.

2. Conclusions

In a nut shell, learning Mandarin language is all about discovering the beauty of Chinese culture. The relationship between language and culture goes far deeper than we could imagine. Understanding language is understanding culture; the interdependence of language and culture is vital. Thus, it is very crucial for the teachers to bring along the students for a full gear of scuba diving, going down immersing through the Chinese cultures, while the students are encouraged to let the pulse of a new culture run through their veins and bring the language to life for a more meaningful learning. The successful of acquiring Mandarin language evolves in tandem with cultural understanding. Being able to master every bit of Chinese culture and in no time, students will be able to achieve native-like mastery of the language itself, which in this context, the students’ readiness in Mandarin language acquisition can be greatly enhanced.

REFERENCES


Knowledge, Skills, and Attitudes as Predictors in Determining Teachers' Competency in Malaysian TVET Institutions

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Abstract Teachers' competency has sparked much interest among educational stakeholders in Malaysia. The debates among how well Malaysian teachers educate students has produced concern and become interminably reported in research. Under the government civil servants' services, teachers have been called upon to gain and bringing back this noble and reputable profession at its standard and earn the trust of parents in ensuring the success of their children at school. As part of this matter, TVET stream in Malaysia becomes sensational and selected as one of the national agendas in producing the local manpower and human capital development, where the spirit is to grow the young generation to become a skilled-worker in industry. Indeed, encumbrance issues such as teacher competency, program accreditation, and unemployment among graduates are among those matters mostly brought into round-table discussions and conversations among stakeholders. Therefore, this article depicted one of the issues, which is on the basis of teachers' competency and analyzed the relationship between teacher's competency traits (knowledge, skills, attitude) and teaching practices in practical-based learning and also to discover the best predictor contributed to teacher's competency measurement. A survey was distributed to 150 TVET teachers at three selected vocational colleges in Selangor. The construct of the questionnaire was adapted from prior studies and undergone a pilot study to ensure the questionnaire fit with intended research objective. The results of the study revealed that knowledge, skills, and attributes have played a major role in ensuring the competency level of Teachers. Along with the findings, the knowledge of the teachers was found the most critical factor to describe TVET teacher’s competency. The implication of the results suggested that holistic traits of teacher that in knowledge, skills, and attitudes inclusively empower, their competency level of becoming effective teachers. Notwithstanding the need for the development of skilled manpower must conclusively enlighten not only knowledge-based but also students' discovery of their skills and attitude potential especially when entering the job environment. Therefore, before proceeding with the teaching and learning environment, the teacher must first imply all these characteristics and exercise this application to students. Ultimately, the outcome from this environment will help students to venture the employment market and increase the likeliness of getting hired; locally and global job market.

Keywords Teachers’ Competency, Technical and Vocational Education and Training (TVET), Vocational Teacher, Employability, Marketability

1. Introduction

The decisive role of a teacher has called upon the necessity to employ a range of measurement standard and accreditation to ensure the students that graduate from a certain program meet employer requirements. TVET teachers, teachers who teach vocational stream subject at vocational colleges, first paid little attention to the fact that their roles in producing skilled human capital are prevalent. The existent of TVET teachers who previously graduated from skill institutions were being left out from the teaching profession mainstream due to government focus on secondary school educational stream, which is mainly based on science and art field. With government efforts to produce more skilled employees, teacher preparation undergraduate program of a more skilled-based subject has been fostered. This proactive
action has contributed to numbers of graduated TVET teachers, who hold bachelor’s degree program in education and hold major in technical-based subjects such as automotive engineering, cosmetology, culinary arts, air-conditioning system, and other engineering-based subjects through Malaysian Skills Certificate, known as Sijil Kemahiran Malaysia (SKM). However, most teachers, who come into the teacher’s preparation program are selected from various educational certification levels (Malaysian Higher Secondary School Certificate, Matriculation, and Diploma). In addition, some of the pre-service teachers do not obtain certain fundamental knowledge on the technical-based subject, which make them struggle while doing their undergraduate program. The students who come from Malaysian Higher Secondary School level also known as Sijil Tinggi Pelajaran Malaysia (STPM) for example, originate from two major mainstreams: Science and Business Accounting. When they entered the undergraduate program in technical-based subjects, it is safe to claim that they are struggling not only to master the knowledge and technical subject but also the pedagogical knowledge for teaching and learning preparation.

In most schools, the options to teach given to the newly-appointed teachers are heterogeneous, with regards to the available position at the school. This environment also affects vocational colleges. It was reported that in order to just ‘fit-in’ the teacher intake at vocational colleges, the new teachers have been posted to various programs major. The inconsistency of the undergraduate program enrolled by the teachers frequently leave the teachers which doubted of their capability to teach a subject beyond their expert area (Nespor, 2013). A teacher who possessed their undergraduate program from technical-based subjects have been requested to teach art stream as such contributed to maladjusted which disadvantaging the expert area of such teacher. This unfair treatment for newly-appointed teacher has produced anxiety and lack of motivation to the teacher to teach which ultimately neglecting their competency of unintended teaching beyond their subject-matter expert.

The pertaining issue of incompetent teachers will reflect upon the government policy to empower the TVET master plan for the nation. The 11th Malaysian Plan reported that the increase in the employment sector, especially in TVET sectors, will more likely to increase in years to come. The status of becoming a well-developed nation will be reflected upon the capability and capacity of such nations to produce skilled human capital. Hence, to objectify the mission, the Malaysian government has introduced and reinforced the Education Development Plan Malaysia (PPPM) 2013-2025 to empower the education system. One of the pillars of this plan is to strengthen TVET-based education. One of the actions undertaken by the government is to revamp the existing TVET curriculum and rebranding the vocational education to TVET Malaysia (Omar, Mat Rashid, & Puad, 2018). The access to quality education has been opened to all grassroots through Education Development Plan Malaysia (PPPM) 2013-2025 and transformation plan was brought on the table by benchmarking the international standard (Malaysia, 2013). This plan will mirror the vision of the system education and aspirations of students who will be able to meet their needs and wants the country in the future that includes the TVET system.

The government method for handling the lack of skilled manpower implies more than giving to TVET teachers the best solution. TVET teachers have been encouraged to participate in teacher induction program to increase their technical and pedagogical skills. TVET teachers have been urged to fulfilling themselves with the latest technology and information especially aligning with the Industrial Revolution 4.0 needs. They are required to upscale and revisioning the future job trend to help graduates getting a job. Undoubtedly, to produce more skilled and semi-skilled workforces for the nation, a teacher must scrutinize and highly proficient in gaining knowledge, developing skills and prospering positive attitudes. This is parallel and tune-up into the strategic and operational planning for PPPM 2013-2025 to produce competent teachers.

The government plan to develop and empower skilled and semi-skilled manpower requires precarious strategy and partially reform in the educational curriculum. One of the actions undertaken by the government is to transform TVET to serve educational stakeholders needs in the nation; preparing for the workforce (Malaysia, 2013). One step forward is to strengthen networking with the industry by providing on-going training to teacher and students. A total evamps on the assessment and evaluation process as well as and comprehensive review of the existing curriculum was executed. In order to prepare students for work placement, Samsudin (2008) suggested that the integration of knowledge and skills is necessary for TVET-based educational system. On the basis of the needs to compensate for the 21st century skills-to-work readiness, graduates are required to master employability skills.

It is agreeable by the market trend that the employability skills of graduates are the key role in determining student’s competency to work in the industry. Employability skills can be defined as transferable skills that can be applied in any organization. The skills may include teamwork, negotiation, communication, thinking, social, and other soft-skills (Omar, Bakar, & Mat Rashid, 2012). It is expected that the employability skills traits might everlasting by years due to the advancement of technology and ways of people communicating as well as doing businesses. Therefore, the educational system has been called upon to fulfill the graduate’s employability skills by embedding employability skills academic, personal and teamwork skills that employers expect from
their employees (CBC, 2000). Fortwith by the scenario, educators at any educational levels must portray and exercise the employability skills so the students will have exposure to real-life employment settings.

The fundamental of TVET is based on the integration of knowledge and skills which hold the principle of holistic education approach. At the premise of reinforcing the skills of TVET educators at TVET institutions, educational stakeholders must organize a comprehensive transformation of the program to ensure the objective to produce human resources that able to work professionally and competently in the industry is achievable. Thus, the competency of TVET educators is crucial because they are the main entity to objectify the mission. Based on stated elements, it is clear that individuals have sufficient knowledge, high skills and a good composure of attitude to compete globally. In the context of education, the energy of the instructor that flows during teaching and learning contexts prosper an effective learning environment. Subsequently, the teachers who possess competency traits able to deliver the TVET curriculum which commonly divides into two main aspects which calculated in percentage form; 70% of vocational skills and 30% of academic knowledge. Areas that offered in most TVET institutions including Electric and Electronic Technology, Machining Industrial Technology, Welding Technology, Automotive Technology, Refrigeration and Air Conditioning Technology, Construction Technology, Computer Systems and Networks, Database Management Systems and Web Applications and Culinary arts, aligning with the experts needed by the industries.

It is evident that the requirement to have competent teachers especially in TVET educational institutions is essential. The nature of teaching and learning of environment in TVET which highly emphasized on practical-based will determine whether or not the student learned the skill they need for employment. As the student pursuing their higher degree, the curriculum they learned throughout their TVET institutions accelerates their accumulation of theoretical and practical knowledge. However, to fulfill this mission, the teacher must competent in knowledge, skills, and attitudes of TVET curriculum. Therefore, this article proposed a quantitative study to determine the level of TVET teacher’s competency and indicate the best competency traits to be explored by teachers. It is hoped that the findings would serve as a benchmark for TVET division at ministry level to improvise and advise the TVET teachers’ competency and encourage the importance of knowledge, skills, and attitudes among teachers while performing their core-business as teacher.

2. Literature Review

In the past years, the topic of teacher’s competency has attracted much attention among researchers and become the main concern among educational stakeholders. The pertinent facts from the research findings indicated salient contributions of understanding teacher competency in the teaching profession. Boyatzis (1982) and Quinn, Mathur, and Rutherford (1996) described competency as a composure of knowledge elements (cognitive), skills (psychomotor), practical understandings and attitudes (affective) are shown in behavior forms when doing something. Previous studies reported numerous competency traits as to depict the current teaching arena (see Low, Ng, & Li, 2016; Nousiainen, Kangas, Rikala, Vesisenaho, 2018; Zanella, Antonelli, & Bortoluzzi, 2017). The researchers jostled the research context within teacher competency, implored the necessary action towards understanding teacher’s competency to improve teaching and learning environment. Arifin (2010) indicated the pivotal role of competency consisting knowledge, skills, and attitudes as characteristic and personality that must be possessed by one person to showcasing his or her competent in fulfilling the designated job. The main purpose of competency is to enable someone to perform more tasks effective and effective at their optimum level. In addition to that, skills that effect work performance normally regarded as intelligence-based capabilities that portray one's competency traits (Arifin, 2010). As soon as the teachers master the knowledge, skills, and attitudes of subject-matter and designated teaching task, they could get the fact that they matured the competency traits that able to certify them as a teacher.

According to the International Board of Standard for Training, Performance, and Instruction (2006), competence is the knowledge and attitude that can conduct an activity and be able to set up a set of solid skills based on his achievements. The performance of an individual who serves as a teacher will increase if the individual has a level high competence to carry out the duties and responsibilities of the classroom. Nousiainen, Kangas, Rikala, and Vesisenaho (2018) explained teacher competency as core elements of the teaching profession. In the context of teacher education preparation program and in-service training program, they regarded four main competence as the results from the study: pedagogical, technological, collaborative and creative. A cursory analysis by the researchers revealed an orderliness and a structure teaching strategy that accumulate competent teacher which is highly necessary for the 21st century teaching agenda. For example, teaching in a particular must integrate the pedagogical knowledge with existing technology produce a significant impact on the learning outcome (Ertmer & Ottenbreit-Leftwich, 2010). Despite the tools that engage the student, socially involved in teaching and learning context encourage the teacher-student relationship. It is evidence that the teacher plays a huge role in fostering student interaction and
creating boundaryless student contact via collaborative learning (Kaendler, Wiedmann, Rummel, & Spada, 2015). The social context is vital not only for students but also for teachers to encourage their participation in the classroom context to ensure meaningful teaching is served.

Research findings by Low, Ng, and Li (2016) also pointed out towards the comprised of knowledge, skills, and attitudes as core competencies. The findings indicated that statistically significant increases in perceived levels of key professional competencies including pedagogical content knowledge, classroom management, use of Information, Communication, and Technology (ICT) in teaching, and reflection among pre-service teachers. The findings were corroborated with the study from Ertmer and Ottenbreit-Leftwich (2010) which regarded the accumulation of pedagogical context and use of technology significantly improves teacher’s competency. However, Low, Ng, and Li (2016) further discussed competencies achievement of the pre-service teachers is evident that they were struggling with school operation and understanding how the school is operated. It appears to the aforementioned investigation that most attention must be paid to support system that assists collegial support among the new teachers and help them to remain in the school system as well as a prolonged school teaching experience to strengthen theory-practice nexus is necessary (Low, Ng, & Li, 2016).

The normally enthusiastic classroom environment was deeply involving a teacher who able to deliver the learning content in most effective and attractive techniques. Students are determined to see that teacher is able to create a positive classroom environment and comprehensive learning content. Zanella, Antonelli, and Bortoluzzi (2017), at the findings of students, teacher’s competency was determined based upon interpersonal relationship, commitment, mastery of the area, ethics and didactic-pedagogical that the student exercise in teaching and learning context. Student place high expectation of teachers’ credibility when it comes to the classroom environment. The research by Peklaj (2019) also pointed out the necessary competencies for developing optimal learning environments for students and for promoting key competencies in students that will enable them to be successful in the rapidly changing society in the 21st century. This mission can be achieved if the teacher able to revisiting their talents and capabilities through the induction program and ultimately develop their competency traits that fulfill student motivation to learn in the classroom.

While it is important to understand the capabilities and capacities as what can be considered a ‘best’ teacher, Kraft (2019) argued on the transferable skills that have been developed on students. Despite having many discussions on what the teachers could offer in ensuring the academic knowledge is well-versed in teaching and learning context, Kraft (2019) suggested that it is important for students to develop cognitive skills and social-emotional competencies, those skills that are required in 21st century workforce skills. The well-informed teacher who able to exercise students’ talents in the aspects of workforce skills is elapsed in ways of ignorance rather focusing on standardize testing and student’s performance by the grading system. Therefore, effects on students’ performance on complex open-ended tasks in math and reading, as well as their growth mindset, grit, and effort in class are essential to developing workforce skills as required by the industry. Kraft (2019) also reported that large teacher effects across this expanded set of outcomes, but weak relationships between these effects and performance measures used in current teacher evaluation systems including value-added to state standardized tests, which indicated unbalance student’s outcome and fail to fulfill the industry needs.

It is undoubtedly important for teachers to develop complex instructional, classroom management, communication, and assessment competencies so as to facilitate students' cognitive, affective and social processes (Peklaj, 2015). On another note, Bakar, (1995) also agreed that competent educators are those who have a warm attitude to their students, carers, responsible, high discipline, and decent communication skills. This means that an excellent teacher should have the values, pure values naturally because teachers are exemplary of students during the teaching and learning process. Despite having a deeper understanding of their subject matter, the effects of their own teaching on students, it is vital to develop sense of belonging and positive rapport with students that ultimately direct teachers to increase their passion for teaching and learning, as well as respected their students, and they developed a positive classroom climate that fostered learning (Peklaj, 2015).

 Teachers competency has greatly emphases on three elements; knowledge, skills, and attitudes. These three elements are interconnected between one after another. If a teacher does not have one of these elements, it is safe to convince that the teacher must undergo training to achieve the stated competencies. As the competency traits as being justified in the study are prominent elements in a field of teacher competency research trend, teachers are bound to this competency elements and must be trained accordingly. As tangible evidence depicting the TVET based curriculum which consists of theoretical and practical knowledge, it is time to called upon this group of teachers to be part of the research project. TVET teachers hold responsibility for giving training of practical teaching practices in the workshops are important to produce skilled students. Therefore, it is advisable that TVET teachers must nobly competent in academic knowledge but also practical knowledge subsequently ensuring the
teaching and learning process can be carried out effectively. Furthermore, to ensure more lecturers are competent, they must master the practical pedagogical methods which are discussed in this paper, therefore, encourage meaningful practical teaching and learning process at the workshop and maintaining the competency of teachers at all time.

3. Methodology

A quantitative survey method was employed to gather information from the TVET teacher in Selangor, Malaysia. A questionnaire was distributed to TVET teachers who teach the vocational-stream subject and emphasizing on practical-based teaching and learning context. Statistical Package for Social Science (SPSS) version 22 was used to analyze the data and to inform the research findings based on the inquiry on teacher’s competency. The study was conducted in three vocational colleges in Selangor. The three vocational colleges were chosen based upon the suggested two criteria on the characteristics of the program conducted at the vocational colleges. The first criteria were the three vocational colleges was selected due to accredited as ‘Skills Vocational College’ by the TVET division at the ministry level. Secondly, the teachers who selected to participate in this study is a teacher who teaches the practical-based subject at a lab or workshop. The population size that involved in this study was 247 teachers who mainly teach vocational-stream subjects. From this number, 150 teachers were drawn using a random sampling technique. The questionnaire was divided into four parts: (a) demographic/background of the respondents, (b) questions related to knowledge aspect, (c) questions related to the skills aspect, (d) question regarding attitude aspect, and (e) practical teaching practices. Five-point Likert type scale was used to interpret the data for each variable. The score was divided into three range of scoring index: (a) 1.00 to 2.49 is interpreted at a low level, (ii) 2.50 to 3.49 interpreted at a medium level and (iii) 3.50-5.00 interpreted at a high level. The questionnaire was adapted and replicated from Mulford and Edmund (2009), Abdul Khalil (2017), and Mohd Ridhuan (2007) studies on teachers’ competency. Permission was obtained from instrument developer prior study. A pilot study was conducted on 30 respondents (who were not taking part in the actual study) to test the set of questionnaires before the actual survey was distributed to the respondents as well as to determine the validity and reliability of the research instrument. The purpose of conducting the pilot study is to evaluate consistency (reliability) items of aspects, item level, objective, item understanding, the usability of the item and the instruction of the item itself (Chua Yan Piaw, 2006). Based on the reliability index, the instrument was at α = 0.77, a good determinant factor for the planned study.

4. Results and Findings

Research Findings 1: Demographic Factor

The data analysis was carried out using descriptive analysis which includes percentage, mean score and standard deviation. In defining the respondent’s demographics factor; gender, age, race, education level and years of teaching experience of the teachers were asked in the survey. Table 1 showed the result of the analysis of demographic data in detail about the distribution of respondents’ demographics according to each factor.

<table>
<thead>
<tr>
<th>Demographic characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98</td>
<td>65.3</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>34.7</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30 years old</td>
<td>33</td>
<td>22.0</td>
</tr>
<tr>
<td>31-40 years old</td>
<td>45</td>
<td>30.0</td>
</tr>
<tr>
<td>41-51 years old</td>
<td>56</td>
<td>37.3</td>
</tr>
<tr>
<td>51 years old and above</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malay</td>
<td>138</td>
<td>92.0</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Indian</td>
<td>5</td>
<td>3.3</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>107</td>
<td>71.3</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>36</td>
<td>24.0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Others teacher certification program</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Teaching Experience (in years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 to 5 years</td>
<td>29</td>
<td>19.3</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>27</td>
<td>18.0</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>24</td>
<td>16.0</td>
</tr>
<tr>
<td>16 years and above</td>
<td>70</td>
<td>46.7</td>
</tr>
</tbody>
</table>
Research Findings 2: What is the level of knowledge competence of TVET teachers based on practical teaching practices?

The SPSS software calculated the mean score to derive the competency level of TVET teachers on the knowledge aspect. The value of the mean score was obtained and interpreted according to the predetermined level by the 5-point Likert-scale. Researcher represented the questionnaire in the form of the category where section B is predetermined as the knowledge section. The questions were labeled as B1 to B10 to determine that there were 10 questions on that section. Part B, particularly, is a knowledge aspect which was measured using the level of teacher’s competence. The knowledge competency covered pedagogical, demonstration, and presentations of teaching practices in a practical workshop environment. The results and detailed of the constructs were described in table 2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>I am knowledgeable in applying demonstration teaching method during a practical-based learning environment</td>
<td>4.09</td>
<td>0.58</td>
</tr>
<tr>
<td>B2</td>
<td>I am knowledgeable in facilitating students during a practical-based learning environment</td>
<td>4.21</td>
<td>0.41</td>
</tr>
<tr>
<td>B3</td>
<td>I always seek for experts’ opinion to enhance my knowledge</td>
<td>4.07</td>
<td>0.52</td>
</tr>
<tr>
<td>B4</td>
<td>I am capable to apply my current knowledge via teaching and facilitating processes</td>
<td>4.31</td>
<td>0.53</td>
</tr>
<tr>
<td>B5</td>
<td>I am willing to share my knowledge with my co-workers</td>
<td>4.01</td>
<td>0.57</td>
</tr>
<tr>
<td>B6</td>
<td>I am interested to learn existing and latest technologies</td>
<td>4.41</td>
<td>0.49</td>
</tr>
<tr>
<td>B7</td>
<td>I am well-acquainted with managing the student internship</td>
<td>4.19</td>
<td>0.61</td>
</tr>
<tr>
<td>B8</td>
<td>I have the ability to operate the equipment in my workshop</td>
<td>4.22</td>
<td>0.55</td>
</tr>
<tr>
<td>B9</td>
<td>I am good at applying Standard Operating Procedure (SOP) and handling equipment</td>
<td>4.15</td>
<td>0.67</td>
</tr>
<tr>
<td>B10</td>
<td>I am knowledgeable in using various practical teaching and learning strategies to stimulate student interest</td>
<td>4.30</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Total Mean | 4.20 |

Research Findings 3: What is the level of skill competence of TVET teachers based on practical teaching practices?

In order to determine the level of skills competence among TVET teacher, the researcher developed section C by dividing the construct into 10 items; C1 to C10. The SPSS calculated the value of mean which represents the level competence of lecturers from skills aspect. This section emphasized on skills possession of TVET teachers in teaching the vocational-based subject in the workshop. The detail of the findings is described in table 3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>I am able to interact with my students by transmitting the hands-on knowledge that I know</td>
<td>4.03</td>
<td>0.58</td>
</tr>
<tr>
<td>C2</td>
<td>I have skills and competent in my field of expertise</td>
<td>4.30</td>
<td>0.46</td>
</tr>
<tr>
<td>C3</td>
<td>I am able to diversify my teaching strategies to students to understand the learning content</td>
<td>4.43</td>
<td>0.50</td>
</tr>
<tr>
<td>C4</td>
<td>I have the skills to help students learned using technological equipment like machines in the lab</td>
<td>4.30</td>
<td>0.46</td>
</tr>
<tr>
<td>C5</td>
<td>I am good at demonstrating equipment during practical teaching and learning environment</td>
<td>4.30</td>
<td>0.59</td>
</tr>
<tr>
<td>C6</td>
<td>I am creative in teaching practical-based subject</td>
<td>4.31</td>
<td>0.53</td>
</tr>
<tr>
<td>C7</td>
<td>I am always ready and eager to improve my skills</td>
<td>4.30</td>
<td>0.59</td>
</tr>
<tr>
<td>C8</td>
<td>I am always coping with the latest technological changes and trying to improve my skills</td>
<td>4.02</td>
<td>0.57</td>
</tr>
<tr>
<td>C9</td>
<td>I have the skills to apply safety practices in the workshop</td>
<td>4.23</td>
<td>0.50</td>
</tr>
<tr>
<td>C10</td>
<td>I am good at explaining about learning content related to skills practices</td>
<td>4.33</td>
<td>0.53</td>
</tr>
</tbody>
</table>

Total Mean | 4.26 |
Research Findings 4: What is the level of attitude among TVET teachers based on their practical teaching practices?

The researcher coded section D into 10 items using D1 to D10 to describe attitude levels among TVET teachers. This section discussed the attitude that becomes the determinant factor of competency level among TVET teachers. An insightful and responsible for the task as such was developed as a construct. Table 4 described the findings in detail.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>I have always been positive about practical teaching practices</td>
<td>4.43</td>
<td>0.50</td>
</tr>
<tr>
<td>D2</td>
<td>I am able to manage students’ disciplinary issues during practical teaching practices</td>
<td>4.29</td>
<td>0.46</td>
</tr>
<tr>
<td>D3</td>
<td>I am ready to join additional practical courses to improve my skills</td>
<td>4.29</td>
<td>0.60</td>
</tr>
<tr>
<td>D4</td>
<td>I am always eager to encourage my students to participate in a practical-based learning environment, therefore, they will be able to produce a quality product</td>
<td>4.19</td>
<td>0.51</td>
</tr>
<tr>
<td>D5</td>
<td>I always make sure that the equipment is in good condition before I use it.</td>
<td>4.01</td>
<td>0.59</td>
</tr>
<tr>
<td>D6</td>
<td>I am always ready to brief students on safety practices at the workshop.</td>
<td>4.41</td>
<td>0.51</td>
</tr>
<tr>
<td>D7</td>
<td>I always teach my students first before carrying out a practical task.</td>
<td>4.31</td>
<td>0.47</td>
</tr>
<tr>
<td>D8</td>
<td>I am always fulfilling my task with full responsibility and honesty.</td>
<td>4.31</td>
<td>0.59</td>
</tr>
<tr>
<td>D9</td>
<td>I am able to maximize my teaching hour wisely.</td>
<td>4.14</td>
<td>0.66</td>
</tr>
<tr>
<td>D10</td>
<td>I expose students to out-of-school programs like bringing them for industrial visit</td>
<td>4.32</td>
<td>0.47</td>
</tr>
<tr>
<td></td>
<td>Total Mean</td>
<td>4.26</td>
<td></td>
</tr>
</tbody>
</table>

Research Finding 5: What is the best predictor among knowledge, skills, and attitudes toward determining TVET teacher’s competency in practical teaching practices?

The following analysis was conducted to identify the best predictor among knowledge, skills, and attitude towards TVET teacher’s competency based on practical teaching practices in the workshop. A multiple linear regression analysis was conducted to evaluate knowledge, skills, and attitudes as predictor variables towards TVET teacher’s competency using significant coefficients. The result of multiple regression analysis shows that the regression model consisting knowledge, skills, and attitudes related to the teacher competency plan, \(F(3, 160) = 31.16, p < 0.05\). However, the results revealed that only knowledge was found significant i.e. \(\beta = 0.234, t = 2.927, p < 0.05\), whereas skill \(\beta = 0.094, t = 1.152, p = 0.251\) and attitude i.e. \(\beta = 0.083, t = 1.010, p = 0.314\) were found insignificant at \(p < 0.05\). Based on the beta value in this study, the knowledge factor \(\beta = 0.234\) is the best predictor in teaching the practical-based subject at the workshop. The equation for the current regression analysis is:

\[
Y_i = 0.234x_1 + 0.198x_2 + 0.176x_3 + 0.40
\]

where,

- \(Y_i\): Practical teaching practices
- \(x_1\): Knowledge
- \(x_2\): Skill
- \(x_3\): Attitude

5. Discussion

Evaluating teachers’ competency is as important as we evaluate students’ performance in the classroom. Notwithstanding, the important role teachers play at school as the frontline individual to produce a significant impact in educating the future generation of the nation. This study spells out the important teachers’ competency traits and determines as to what extent the TVET teachers are competent from the three aspects: knowledge, skills, and attitude towards teaching in a practical-based education in a workshop. In general, the result of the study analysis shows the level of competence of TVET teachers in terms of the three competency traits is at a high level. The comparative analysis and item comparisons were analyzed to see the significant relationship to the competence of vocational college teachers based on practical-based learning environment. However, the matters that highlights the most in this section is based upon the results of the relationship of knowledge and TVET teacher’s competency in practical teaching practices which was found significant. Consistent with findings by previous researchers, which will be discussed later in this section, the researcher reflects and discuss the possible explanations of the findings. Among the plausible explanation of some of the findings, it is interesting to note that there was no significant relationship of the teacher’s skills and attitude competence in regards to the practice of practical teaching in the workshop at the TVET institution.

Teacher knowledge competency marks essential asset of TVET competency and accosted by various reasons, for example, the educational background of the teacher, pedagogical knowledge possession, and personal construct of talents and abilities. Suppose a teacher come to an understanding to possess knowledge on the subject matter, findings suggested the knowledge competency covers a
 wider array of what the researcher presume as tacit and explicit knowledge to teach. The teacher’s knowledge competency become a crucial element because the idea of knowledge at school comprises broad fields that constitute the academic curriculum, pedagogical knowledge and personal paradigm of teachers are those diverse characteristics to determine the effectiveness of teacher (Banks, Leach, & Moon, 2005). The practice of teaching has awakened the needs for teachers to participate and obey the over changing teaching approaches due to rapid technological tools and machinery that embarks salient knowledge competency of teachers to master this knowledge. Despite, not only to teach, it surprisingly that reconceptualization of the teaching profession has brought upon teachers’ responsibility to carry out research, involve in career professional development program, leadership role, just to name a few, as a matter of fact, the spirit to develop teachers’ knowledge and competency.

The notion of that teachers is not competent is somewhat contradicts with some of the people beliefs. A teacher by chance received a well-trained on a subject matter and pedagogical knowledge, hence they certified to be a teacher. In fact, most teachers in some countries hold a bachelor’s degree in education with a minor in the prospective field. This eminent step is to ensure teachers are able to teach effectively. However, research reported that teachers struggle to demonstrate their competency although being trained number of years. Findings reported that they were lack of pre-service preparation or professional staff development opportunities, where administrators, teachers, and paraprofessional similarly reported that the skill and knowledge competencies to be important for teachers who direct the work especially for paraprofessionals group (Wallace, Shin, Bartholomay, & Stahl, 2001).

The skeptical beliefs of teachers that ‘all children can learn’ has awaken people assumption that the concept of a school for all is relevant. Therefore, teachers are called upon to diversify their knowledge to cater to the boundaryless scope of teaching and enhance their pedagogical skills (Banks, Leach, & Moon, 2005). The gamut of teaching techniques promotes the creativity of teachers to cater to students with different needs. For example, despite the gap of knowledge and action of teachers in responding to student’s inquiry, acquiring of knowledge especially theoretical and practical knowledge is important. However, often knowledge acquired in settings of teacher education, initial teacher education as well as in-service teacher training are missing and often misinterpreted by teachers (Wahl, 1991, Wahl, 2000, Wahl, 2001 as cited in Vogt & Rogalla, 2009). Without the fundamental knowledge to be a teacher, the teacher might struggle in the early stage of their career which frequently contributed to maladjustment and frustration.

A novice teacher, a group of teachers who just entered the teaching profession first paid little attention to the fact that whatever they learn from the teacher’s preparation program is going to be totally different with the real-life school environment. In most schools especially in Malaysia, the program is quite heterogeneous with teacher’s expert area. It is often to witness that the teacher’s arrangement to school frequently mismatched with their expertise and is based on available vacancy. However, teachers were frequently disparaging by the school decision. As Vogt and Rogalla (2009) pursued their investigation on this phenomenon discovered that it is important for teachers to corroborate with the adaptive teaching competency. The adaptation knowledge is important to help the teacher get adopted with the school system. The idea to have a practical teaching internship at school is one way of encountering unstable fresh teachers. Because teachers’ action assume that teachers' knowledge is not stored in the memory as in an encyclopedia, but rather is linked to a specific situation and is implicitly triggered by a certain action, built upon the basis of teaching experiences (Groeben et al., 1988, Heider, 1958, Neuweg, 1999). Without having the pre-teaching experience, the teacher might lose their interests in teaching and leave the teaching in the early years of their profession.

Speaking in critical notion, teacher’s profession has been wrestled with numbers of teacher’s dropout for many years. Many studies have portrayed the reason as to why teachers leaving the teaching profession. Some of the reasons attributed to retirement, relocations, and career changes there are further reasons why, for such a credible professional, teachers are leaving (Billingsley, 2004; Gomba, 2015; Ingersoll & Strong, 2011; Ingersoll & Educational Resources Information Center, 1999; Omar, Rashid, & Puad, 2018; Perrachione, Petersen, & Rossier, 2008). The lackluster teacher’s profession program has been blaming due to this on-going issue. A beginning teacher support programs, also known as teacher induction programs have been carried out over the years to counter the problem. The objective of this program is to take the opportunity of teacher’s resentment and dissatisfaction as well as enhance their motivation to teach. It is proven that such programs can improve teacher retention rates by enhancing new teacher satisfaction (Stansbury & Zimmerman 2000). In another context, the induction program able to help new teachers applying the theoretical knowledge acquired in their teacher preparation program to the complexity of real-life teaching (Stansbury & Zimmerman 2000; Vogt & Rogalla, 2009).

The rudimentary aspect of strong knowledge on subject-matters is vital to ensure that teachers are able to deliver effective teaching and learning instructions. TVET teachers who embrace skilled-based knowledge on machinery and technological operation requires deep knowledge on the course content in order to teach vocational students. Tunuklu and Yesildere (2007) agreed
on the integration of pedagogical knowledge and knowledge and subjects matter produce impactful learning environment. Wenner (1993) indicated that a low level of knowledge would produce a negative connotation between teaching academic knowledge and attitude toward teaching, and a marked lack of confidence toward teaching the subject-matter among the prospective teachers. It is interesting to note that, however, having a deep understanding of academic knowledge was necessary but not sufficient to teach the subject-matter. Tunuklu and Yesildere (2007) reiterated that the connection between knowledge of subject matter and knowledge of subject-matter teaching differs. It is suggested to consider the "pedagogical content knowledge" aspects as the key concern when it comes to effective teaching and learning instruction (Tunuklu& Yesildere, 2007).

6. Conclusions

The presence of TVET teacher in the teaching profession is essential to supply skilled employees in the nation. Teaching the future generation cannot be taken for granted. This congenial contributions of TVET teacher in vocational stream is relevant to the national agenda to make TVET stream as primary education for the grassroots in Malaysia. As the educational system has been improvised from time-to-time, the role of TVET teacher consumes greater involvement from the educational stakeholders to increase the likelihood of them to be competent and reliable in the teaching profession. There is no way to hoard the significant role of TVET institutions; rather huge responsibility being placed by the government to implicate the future generation as what some developed country develops their human capital. Germany, the UK, and the United States are some countries with fast forward in many industries and become a player in manufacturing and technological inventions. Their fundamental idea of what should be in their educational system has become exemplary to developing nations. They successfully developed their human capital and optimize their capacities and capabilities with resources and investment. Hence, they also believe in placing trust in teachers to develop their future grassroots.

Based on the findings, knowledge becomes an important role in determining a teacher’s competency. Although knowledge is possessed through educators’ educational process, it also portrayed by the years of experience the teachers spend in the teaching profession. With experience in teaching, teachers are able to develop their continual knowledge by involving life-long earning by enrolling themselves in postgraduate programs and other courses to enhance skills and knowledge. The researchers also suggested that the TVET administration extends courses and training to lecturers either at vocational colleges or at other training institutions to empower their role as a teacher at the TVET institutions. This is due to essential points is that the practical teaching in the workshop requires a knowledgeable, skilled and positive attitudes lecturer on practical work. Through the training sessions, subsequently may increase the confidence level of teachers to teach practical-based subjects.

Accordingly, the researcher suggested that the vocational college administration support the mentor and mentee programs among new and senior teachers in order to facilitate the sharing of experiences and ideas. By prospering this initiative, new teachers would be able to improve their knowledge and skills not only in teaching but also with the school ecosystem. The enrichment of teachers’ knowledge and skills in practical teaching would expect to produce highly skilled students as intended by the TVET system, thus responding to the government's call to produce more skilled and semi-skilled workforce. Future research can be placed upon the facilities and technology of TVET institutions has in order to support TVET teachers teaching and learning attributes and prosper the mastery knowledge of students in preparing them for future workforce is recommended.

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