

Teaching Effectiveness for Public and Private Universities in Malaysia

Mahabub Musa Garba, and Babita Gupta

Abstract—This study is conducted to check teaching effectiveness for public and private university in Malaysia. 160 responses were collected from lecturers in both public and private universities. The study found a significant relationship of self-management skills and teacher empowerment with teaching effectiveness. There is insignificant relationship between the personal leadership and teaching effectiveness. The same research can be tested in any culture other than Malaysia.

Keywords—Teaching effectiveness, Teacher empowerment, Interpersonal leadership skills

I. INTRODUCTION

ECONOMIC development of any country is largely influenced by education and literacy rate. Development of Malaysia is also dependent upon competencies, knowledge and skills of the populace. Hence, education ministry should have a comprehensive plan and strategy to accomplish nation's goals. Most of people believe that increasing the posts of professors and lecturers, in universities and colleges, will contribute a lot to achieve the goals of country and nation (Mok, 2012). These lecturers should be equipped with skills of emotional intelligence to deliver intended results. According to (Nelson and Low, 2003), emotional intelligence is considered as a combination of following abilities and skills:-

- Self-actualization, considering valuable and behaving reasonably like a person of dignity and worth.
- Building and maintaining close and robust relationships
- Ability to work in teams and good interpersonal communication skills
- Incessant development of emotional skills

The skill of emotional intelligence is important for high performance because lecturers who are good at managing their emotions will produce excellent results. Today lecturer is required to involve, both physically and emotionally, in his job to transfer his knowledge to his disciples. Furthermore, changed nature of jobs, workload and challenges posed by universities are affecting the performance of teachers (Jani et al., 2015).

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The large numbers of private and public sector higher education institutes are rapidly increasing to meet the market demand for skilled and competent graduates, who can perform efficiently in market. Resultantly, universities are increasing their pool of professors and lecturers along with increment in number of higher education institutes (Mok, 2012).

In academic sphere, quality of teaching is associated with effectiveness of teaching (Emery, Kramer and Tian, 2003). But, the environment of universities is quite challenging because of increasing expectations, standards and demand of stakeholders and Ministry of Higher Education. Lecturers are encumbered with various tasks and roles, such as carrying out research for promotional purposes, appearing in seminars, presentations and community services (Iskandar, Majzub and Mahmud, 2009). Subsequently, lecturers tend to undergo negative emotions, such as depression, tension, nervousness, anger, frustration and hostility (Ismail et al., 2009).

Training can play instrumental role in order to develop the skill of emotional intelligence, which is very important to achieve high performance (Iskandar, Majzub and Mahmud, 2009). Those lectures who are not good at emotional intelligence can easily become victim of depression, tension, nervousness, anger, frustration and hostility (Ismail et al., 2009). Therefore, these negative feelings should be converted into positive feelings to make sure that lecturer is properly prepared to transfer his knowledge to students. Lecturers should acquire the skills of emotional intelligence, which will assist them to increase their performance in teaching, administration and research work (Hassan et al., 2015). The personal leadership and self-management skills are components of emotional intelligence used in this study. The teacher empowerment is also discussed in details. Self-management skills, personal leadership and teacher empowerment have impacts on teaching effectiveness of public and private universities in Malaysia.

II. LITERATURE REVIEW

A. Teaching Effectiveness

The effectiveness of teaching involves enabling the student to learn, promoting discussion engagement, respect and concern for student and maximizing his academic achievements (Aregbeyen, 2010). In current study, the teaching effectiveness includes five elements e.g. group interaction of the lecturer, analytical approach, individual interaction with student, clarity and enthusiasm. Analytical thinking is one of the core features of teaching effectiveness (Anderson, 2004). Therefore, teacher should discuss facts and concepts from relevant field, encourage the student to present his views and educate them about the origin of concepts and

thoughts (Aregbeyen, 2010). Moreover, students expect that lecturer should have the ability of free and fluent communication about the area of discussion (Delaney et al., 2010). Lecturer should also possess knowledge of latest developments and events and highlight the implications of different theories and promote the participation of students in discussion (Aregbeyen, 2010). A good teacher plays the role of motivator, facilitator, assessor and participant (Chen, Sok and Sok, 2007).

Researchers have outlined seven principles to improve the effectiveness of teaching. These principles includes promoting active learning, communication of higher expectations, bolstering cooperation, emphasizing time to complete the task, prompt feedback, improving contact between faculty and student and admiration and appreciation for new ways of learning and divers talent (Chickering and Gamson, 1987). Aforementioned principles are effective for teacher who wants to improve his teaching and interaction with student in classroom. Students expect teachers to encourage his disciples to share their views, experience and knowledge with their class fellows (Aregbeyen, 2010). Furthermore, teacher should also encourage his students for constructive criticism that will bolster their self-confidence and learning (Delaney et al., 2010).

Characteristics of the teacher can help him to encourage student for positive behavioral and academic outcomes (Robitaille and Anne, 2008). In order to achieve this, lecturer should respect his student as a person and deal in friendly way, both in and outside of the classroom (Aregbeyen, 2010). Effective teacher should express respect for his disciples, which will enable student to feel comfortable during communication with teacher and express their views and opinion as their teacher understand their needs and limitations (Gurney, 2007).

The lecturer should be energetic, highly enthusiastic, apply interesting and unique style of teaching and enjoy teaching in order to promote the participation of students (Aregbeyen, 2010). Teachers with low level of motivation and interest in their subject tend to produce poor results as compare to teachers who are highly enthusiastic and motivated about the subject. Moreover, sense of humor of teacher is also very important in order to grab the attention of students. Hence, in order to improve the effectiveness of teaching, lecturer should be equipped with skills to understand and learn different personality traits, like friendliness, tolerance and diligence, which will play important role in teaching effectiveness (Delaney et al., 2010).

B. Self-Management Skills

Higher education institutions' role has become increasingly challenging in current hyper competitive environment. Therefore, the profession of lecturer has become increasingly difficult as they have to perform teaching and research tasks simultaneously. Self-management effectiveness is important to accomplish high level of career and academic success for lecturers. Self-management skill increases the ability of an individual to analyze the problem, developing challenging goals in order to solve the problem, decide and manage different elements, which reinforce and determine the achievement of goals. Self-management includes the strength

of the drive, commitment to ethics and proper time management (Nelson and Low, 2003).

C. Personal Leadership Skill

It is evident from available literature that recognizing the significance of the skills of emotional intelligence plays an instrumental role in success of an individual and group to become an effective leader (Tang, Yin and Nelson, 2009). Leader should have skills to effectively carry out his responsibilities and to work with his students, staff, peers and community. Lecturer can also be an effective leader among his disciples and peers. In order to be an effective leader, lecture should follow five principles, such as recognize and honor the interest of student, teach students passionately, develop and strengthen the unique abilities of student, free the hopes and strength of student and tries to meet the hopes and expectations of the student (Bowman, 2005). Empathy, social awareness and strong decision making skills are key elements of personal leadership capabilities. The skills of social awareness enable an individual to prompt establishment and comfortable management of interpersonal relations with groups and individuals. Moreover, lecturers who are equipped with empathy skill can easily and accurately assess and understand the different opinion of students and establish relationships based upon trust and respect (Nelson and Low, 2003). Furthermore, empathy assists the lecturer to comprehend the nonverbal communication and actions of his students and enable him to make adjustments to remove their fear and doubts (Hassan et al., 2015).

According to Alvesson & Spicer (2012), there is no consensus among researchers on the definition of the leadership. Yukl (2002) argues that most of the definitions emphasize the group and social aspect and proposed that leadership is a course of social influence, which is deliberately exercised by a group or individual on other people. Whereas, some other definitions ignore power relation and focus the creativity aspect. For example, Fineman, Sims and Yannis (2005) define leadership as a process of imagination and drive to shape the conditions in such a way that could happen otherwise. The researcher also stated that, leadership is organizational task, which is designed by the members of an organization to influence knowledge, motivation, attitude and behaviors of other members. Review of literature on leadership theories and approaches demonstrate a shift in importance the attributes of individual leader toward the perception that leadership is a societal property (Shah, 2014).

According to Bento (2011), during previous thirty years, the research on leadership has shifted its emphasis from personality of leader toward the significance relationship between leader and followers. The concept of hero and solo leader is not effective all the time, but team leaders, with the ability to treat their followers as peers, are more effective. Though, this concept has got popularity, but the shift in emphasize has also highlighted a few questions regarding institutional or symbolic features of leader and organization's role to consolidate shared values and culture (Bryman et al., 1996).

D. Teacher Empowerment

Teacher empowerment is known as teacher's dependence in the process of decision making, making professional judgment about teaching, (Bolin, 1989), or having professional voice. For the empowerment of teachers, they require definite levels of dependence or autonomy, intellectual stimulation and professionalism. Stacy (2013) says that those empowered teachers are professional; they have power for the creation of curricula and power for the administration of their lessons or having the abilities to teach their students effectively.

But in an educational setting there are a lot of barriers that effect empowerment of teachers, such as scripted curricula, teacher isolation, dependence on teaching professional experts those providing professional development from outside of the school, hierarchical schools structures and standardized testing (Stacy, 2013). These barriers are evident in the context of Saudi where the voice of teachers in the affair of institute is limited to classrooms (Mullick, 2014).

Generally, educational societies claim teacher's empowerment and also equality among the staff members. But, according to Hatcher (2010), there is a contradiction among the proclaimed intent of teacher's autonomy or the usage of stricter mechanism of centralized control over teacher. According to Alexander (2004) it is the doublespeak strategy on professional autonomy: an uncertainty of intention, a desire to be offering freedom though in reality maintaining control. Jackson and Hopkins (2003) assert that in attempt of separate management hierarchy from that of leadership, the conflation of empowerment (leadership relationships) and power (managerial relationships) (Shah, 2014).

III. RESEARCH OBJECTIVES

The objective of the study is to find out the teaching effectiveness for public and private universities in Malaysia.

IV. RESEARCH HYPOTHESES

H1: Self-management skills have significant impact on teaching effectiveness.

H2: Personal Leadership Skills have significant impact on teaching effectiveness.

H3: Teacher empowerment has significant impact on teaching effectiveness.

IV. METHODOLOGY

Quantitative research method was used in this study. The structured self-administered questionnaire was designed to collect the response of 160 lecturers from public and private universities. The questionnaire items was adopted from previous studies. Construct analysis was also applied on the data. Multiple regression is applied to check the response of independent variables on dependent variables.

V. ANALYSIS

The reliability of variables in questionnaire was checked with the help of Cronbach's Alpha. was calculated in order to test the appropriateness of the variables engaged in each

factor. The table is shows that all value are greater than 0.70. It means that questionnaire is reliable.

TABLE I
RELIABILITY

Variables	N of Items	Cronbach's Alpha
Teaching Effectiveness	5	.794
Self-Management Skill	3	.731
Interposal Leadership Skills	4	.710
Empowerment	3	.753

Normality Tests

The Kolmogorov Simirnov and Shapir-wilk test represent the normality of the data. The significant value of the Kolmogorov-Smirnov test represent that the significant value is greater than 0.05. This shows the normality of data. Similarly, Shapiro-Wilk test also represents the significant value is greater than 0.05. It is the example of normality of data.

TABLE II
KOLMOGOROV-SMIRNOV AND SHAPIRO-WILK

Kolmogorov-Smirnov			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.067	157	.080	.991	157	.464

Multicollinearity

Independent variables were assed with the problem of multicollinearity. Tolerance value ranges from 0 to 1. If the value is less or greater than range than it may called the problem of multicollinearity (Rugutt and Chemosit, 2009). The current study is showing that the tolerance value of self-management skills, interpersonal leadership skills and teacher empowerment are ranges from 0.536 to 0.632. It means that the problem of multicollinearity does not exist. Further, VIF values also show that multicollinearity does not exist.

TABLE III
MULTICOLLINEARITY

Variables	Collinearity Statistics	
	Tolerance	VIF
Self-Management Skill	.536	1.867
Interposal Leadership Skills	.536	1.865
Empowerment	.632	1.583

Autocorrelation

Autocorrelation is checked with the help of Durbin-Watson test as shown in table below. The value of Durbin-Watson test is 1.858 which is in between acceptable limit of 1.6-2.4 or 1.8-2.2. It is showing the normality of data.

TABLE IV
AUTOCORRELATION

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.938	.880	.878	1.858

The histogram curve is showing the normality of data.

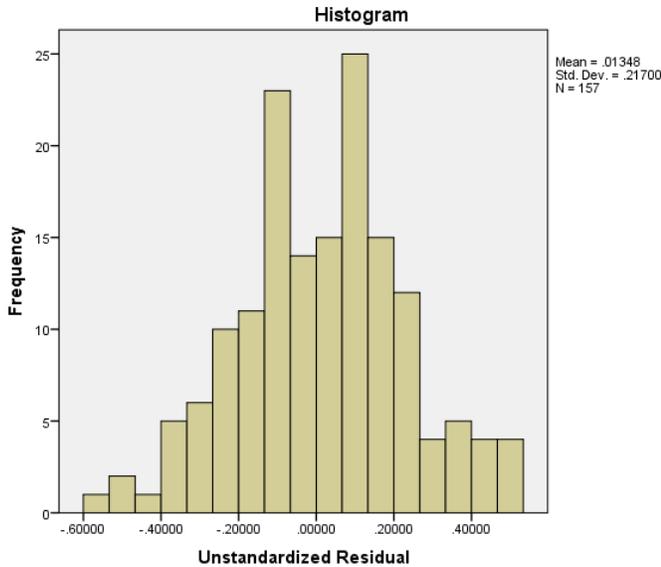


Fig. 1 Histogram showing the normality of data

Further, QQ-plots also represents that serum magnesium data follow a normal distribution and all circles are close to line.

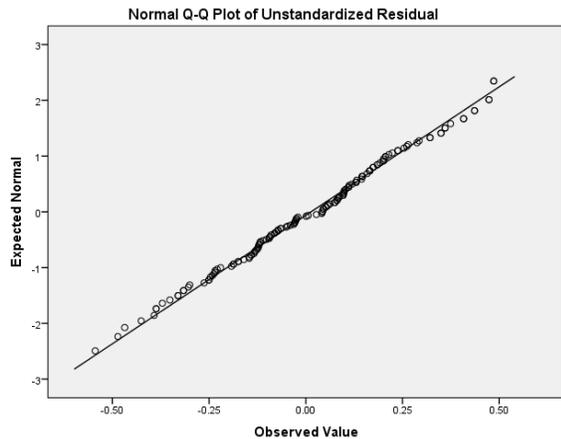


Fig. 2 Normal Q-Q Plot

The model summary provides the information about the R, R square and adjusted R Square. A value 0.938 represents the good level of prediction. The R square represent the coefficient of determination. The R square represents the 87.80% variation by personal leadership skills, Self-management Skills and Teacher empowerment in teaching effectiveness.

TABLE V
MODEL FIT

Model	R	R Square	Adjusted R Square
1	.938	.880	.878

The analysis of variance represents the good fits of the model. The significant value represents that the model is significant as it is shown that value of significant is less than 0.05.

TABLE VI
ANOVA

Model	Df	F	Sig.
Regression	3	375.421	.000
Residual	153		
Total	156		

The unstandardized coefficient indicate that how much independent variable varies with the dependent variable. The unstandardized β_1 for Self-Management skills is 0.102, which means that one unit increase in self-management skills there will be increase of 0.102 units in teaching effectiveness. The unstandardized coefficient value of personal leadership skill is 0.074. It means that on unit increase in personal leadership skills, there will be increase of 0.74 units in teaching effectiveness. The unstandardized coefficient value of teacher empowerment is 0.744. It shows the positive relationship between the teacher empowerment and teaching effectiveness. It means that one unit increase in teacher empowerment there will be increased of 0.744 in teaching effectiveness.

TABLE VII
PROPERTIES OF VARIABLES

Variables	β	Sig.
Constant	.377	.006
Self-Management Skill	.102	.009
Personal Leadership Skills	.074	.086
Teacher Empowerment	.744	.000

VI. DISCUSSION

There were total 160 responses of the questionnaire were taken from the public and private universities. The significant value of self-management skills is 0.009 which is less than the value of $\alpha=0.05$. It depicts that there is significant relationship between the self-management skills and teaching effectiveness. Therefore, Hypothesis H1 has been accepted. This approved hypothesis is also supported by the study of Hassan et al., (2015). The study of Jani et al., (2015) also support this hypothesis. It is revealed in the funding that lecturer who hare having the self-management skills are able to management their job according to their priorities (Hassan et al., 2015). It is also confirmed the study of Nelson and Low (2003) that for the attaining the high level of academic and career success the effective self-management is crucial for the lecturers. It is also difficult for the lecturer that they involve them in multiple roles starting from the designating of knowledge, having the skills to motivate the students to deal with the emotions and convey their problems.

The second hypothesis is about the personal leadership skills have impact on teaching effectiveness. The significant value of personal leadership skills is 0.086. It is greater than $\alpha=0.05$. It rejects the hypothesis H2. It does not support the study of Hassan et al., (2015). The reason is the there is somewhat lack of leadership skills in lecturers. Those

lecturers who have the effective personal leadership skills may able to supervise and teach effectively their students. As per study of Hwang (2007), it is important for the effective lecturers to have the leadership ability in order to do work efficiently in their jobs. The lecturer can develop the good relationship in environment if they have the good leadership skills. It also helps in decreasing in negative emotional stress and develop a health work environment (Shahid, 2011). Generally, the lecturers who possess the personal leadership skill will leads to higher teaching effectiveness.

The table is showing that the p-value of teacher empowerment is 0.00 which is less than the value of α (0.05). The Hypothesis H3 about the impact of teaching empowerment on teaching affected has accepted. Therefore, hypothesis H3 is also accepted in this study. It is stated that it is necessary that leadership must develop supportive environment for academics in order to fulfil their potential interest in their wok. It is also stated that teacher must ensure their empowerment and must show their strengths to fight for their rights (Shah, 2014). If the teachers have consensus between the teachers and management in order to progress the effectives of institution.

TABLE VIII
SUMMARY OF RESULTS

Hypothesis	Sig.	Accepted / Rejected
H1: Self-management skills have significant impact on teaching effectiveness.	.006	Accepted
H2: Personal Leadership Skills have significant impact on teaching effectiveness	.009	Rejected
H3: Teacher empowerment has significant impact on teaching effectiveness.	.086	Accepted

It is recommended that teachers may empower to practice in the class. They teachers may also provide the opportunities to learn and flourished the new ways of teaching to the students. The future study can be conducted in other country to check the response of replicability of the study.

VII. CONCLUSION

It is concluded that the lecturers need to learn and master in self-management and personal leadership skills. The lecturer need to be empowered in order to take the decision in favour of students and institutions. The management should also identify the weakness between the student and teacher relationship for effective learning.

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