

Determinant Factors of Behaviour Among Lecturers in Effective Teaching

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ABSTRACT: Recent major researches on quality of successful university lecturers mainly focus on their effectiveness in teaching and learning with students. The purpose of this paper is to review literatures to critically analyze factors that influence behaviour of lecturers during teaching process that results to effective teaching. This paper reviews some approaches that focus on job experience and job satisfaction as the influencing factors for effective teaching among lecturers. This study provides constructive suggestions on improving teaching effectiveness among lecturers. This concept paper also suggests other factors to be considered by Higher Learning Education administration in hiring new academic staff such as teaching experience and job satisfaction because these factors will affect teaching performance and effectiveness. The authors highlight that in order to create effective teaching style, lecturers should plan lessons in advance; diversify teaching methods to attract students; have positive attitude during the learning and teaching process; and finally gain working experience.

KEYWORDS: Effectiveness, work experience, teaching, lecturers' behaviour

I. INTRODUCTION

Reputation of a higher learning education (HLE) institution traditionally relied on academic excellence demonstrated by scholars along with production of brilliant insights through researches and publications. Lecturers are an important community in quality development of an institution. Lecturers play an important role in an effort to enhance excellence of an institution, to develop and produce competent graduates. Zaini (2009) viewed that quality of an institution of higher education is closely related to members of academic prowess, especially the number of professors who are recognized by a group of experts at domestic and international level. Syed Najmuddin et al. (2011) explained that the key to development of higher education today is through improving the quality of teaching and learning. This is because one of the problems faced by universities is the quality of graduates produced. Quality becomes an important agenda for higher education institutions. Quality improvement activities also become a challenging task to be faced by all parties. Quality of education at tertiary level can be viewed from various perspectives including teaching quality of lecturers to students as main customers for an institution.

Higher learning institutions may adopt strategic approach to ensure teaching quality among lecturers to produce quality education. Teaching quality refers to delivery skills of lecturers in teaching concepts or skills that are easily understood, easy to remember and enjoyable to the students (Saedah & Nurhayati, 2006). Comprehension of lecturers on teaching planning, implementation, evaluation of teaching and interpersonal relationships between lecturers and students will affect the quality of teaching and learning. In addition, students' experience is also a key element to be considered in assessing the quality of higher education. Ngware & Ndirangu (2005) stated that students' experiences are not limited to their experiences in lecture halls but they include all the experiences during the process of their studies at the university. The main task of a lecturer is basically to convey knowledge, develop skills and develop character in addition to duties as a planner, manager, facilitator, coach (Sidek, 2010) and as an exemplary model for students. In line with the current development and transformation in the education system, lecturing is not much a real task but to act at socialization level, encouragement, inspiration, transmission value, cultivating mutual respect, and critical appreciation of the student (Syed Najmuddin, et al., 2011). Thus lecturer should be smart and creative, educate and plan various strategies and methods of approach in accomplishing tasks entrusted within time.

Academic success as trainers can be seen from effective teaching style (Corneliu, Ciprian, Claudia, & Oana, 2010). This is because public opinion perceive most university lecturers as outstanding and great educators (Ngware & Ndirangu, 2005). The quality of teaching and learning process can be improved through variety of delivery and techniques such as computers, software, networking systems, and databases. The use of teaching aids are said to increase interest and stimulate minds of students that belongs to cyber age which is the catalyst for teaching and learning (Brophy & Good, 1986; Harris, 1998; Elaine & Gillian, 2005). Ronald (2009) opined that a lecturer who has no creativity in teaching will produce individuals who are weary of imagination and idealism. Arreola (2000) acknowledged that many university lecturers have less formal training to teach effectively. This indirectly challenges the lecturers to capture the field of knowledge and skills to compete globally. Thus, the lecturers today should equip themselves with various knowledge and skills required, in line with the current requirements so that the existing experience can be raised, updated and used to suit the student and current environment.

Zakrajsek (2002) stated that a comprehensive system should be developed to evaluate the effectiveness of teaching by establishing criteria and yardstick for effective teaching based on an appropriate level of academic higher education. This is due to effect that the career of a university lecturer demands more research papers for national benefit and commercialization purpose. The lecturers also need to supervise postgraduate students that affect effective teaching of the lecturers thus unable to attain the optimal level. Nowadays, most of HLE institutions rate their academicians merely based on the amount of researches produced and publication of articles in leading journals.

II. EFFECTIVE TEACHING CONCEPT

Teaching can be defined as a process designed and implemented by instructors for face to face instruction intended to change students. A lecturer should know the purpose or objective of teaching lessons before giving lectures to students. In general, the objectives of teaching at university level should emphasize the development of knowledge and skill and expectation of certain attitudes among graduates (Ramsden, 1991). Saedah & Nurhayati (2006) were of the opinion that the concept of effective teaching and learning are not solely depend on teaching method of lecturers but taking into account some aspects in terms of diversifying teaching methods, providing teaching aids, ensuring depth of content to be taught, having knowledge about the ability of students to receive education, motivating the students, controlling behaviour of students, students grouping and finally giving a fair assessment to students. Ahmad Johari & Siti Asfarina (2010) supported the views expressed by Saedah & Nurhayati (2006) by adding that a lecturer teaching will be displayed in the action through college activities, design and implementation of curricula and co-operation and relations with colleagues, management at the departmental level, faculty, and universities that influence their concept of university teaching.

The concept of lecturing is conceptual in a lecturer's mind related to practice, context, and the purpose of teaching that influence is planning, decision making and their actions. Kember & Kwan (2000) highlighted that the concept of teaching can be categorized into two orientations. First is the orientation to transfer knowledge (teaching as knowledge transmission) and second is the orientation to facilitate learning (teaching as learning facilitation). Lecturers who belong to the orientation to transfer knowledge focus merely on subject of discipline as well as having expertise in the subject matter to convey information clearly and accurately to students. While the orientation to facilitate learning is when the lecturers perceive teaching as a facilitative process to mould the students in developing problem solving skills and critical thinking. HLE studies today prioritize lecturers to apply the orientation for facilitating learning. Reasonably, lecturers are able to uncover the critical thinking skills, attitudes and values in students through the facilitative orientation. Preliminary study on the assessment of lecturers' teaching style was done by Feldman in 1976 by producing 20 categories of teaching styles that were divided into three main dimensions in terms of presenters, facilitators, and managers (Norazuwa, 2008). Andreu et al. (2006) narrowed the scope of teaching style categories done by Feldman (1978) into 4 categories, relationships with students, the course value, course design and operation, and fairness in scoring. Indicators in the evaluation of lecturers' teaching style focus mostly on the assessment of co-workers, distribution of student scores, student-based teaching assessment rate (Larry Crumbley & Kenneth, 2009) which include an assessment of the subject, how to teach the subject structure and course content (Andreu et al., 2006). Ansari, Achoui, & Ansari (2000) concluded that the researchers' teaching style priors to three categories namely communicating effectively, interacting effectively with students, and feedback and fair treatment. In evaluating the teaching quality of a lecturer, Haskell (1997) found that almost all institutions use student assessment as an instrument in assessing lecturers' teaching styles. Students' measurement for effective teaching has been developed as an instrument with high validity and reliability and also said to have direct added value and benefits in measuring student satisfaction (customers) for higher education (Ramsden, 1991). Among teaching effectiveness evaluation instruments commonly used by students are the Endeavour Instrument, Student

Instructional Rating System Form, Student Questionnaire Description of Teaching (SDT), Student Evaluation of Educational Quality (SEEQ), Course Experience Questionnaires (Marsh, 1987; Ramsden, 1991).

III. EFFECTIVE TEACHING MODEL

Early models of effective teaching style were submitted by John Carroll in 1963 who suggested five aspects of effective teaching. The five aspects are the ability to understand, perseverance, opportunity, and quality of instruction (Carroll, 1963). According to Klausmeire & Goodwin (1971), the Carroll Model was developed based on John Carroll experience in language education and learning, the relationship of words and meanings in the construction of concept in context of cognitive words. However, Carroll's model has disadvantage such as factors of quality of teaching and time for learning opportunities are under the control of educators. Whereas attitude, ability to understand and perseverance to learn falls under control of students. Such conditions lead to difficulty in achieving teaching effectiveness because to achieve effective teaching goal, the factor of educator's control and student's control must go hand in hand.

Recognizing the Carroll model has its drawbacks, hence Slavin (1997) introduced a research model known as Slavin Model in 1997. According to Slavin (1997), his research model is also known as an effective teaching model which focuses on educators controlling factors. There are four factors that influence effective teaching which are the quality of teaching, inappropriate level of instructions, incentive, and time. However, the Slavin Model focuses solely on teacher control factors without taking into account other elements such as learning environment, students and others. Therefore, Ding & Sherman (2006) presented a more detailed model of effective teaching known as the dynamic multi-level education model. The model separates the factors of effective education and effective teaching and the interaction of various factors. In this model, Ding & Sherman suggested student factors and the diversity of student character features that give an impact on effective teaching. This model also emphasized all stakeholders involved namely schools, higher education institutions, educators, students, and community are all together responsible for learning and educational outcomes.

IV. DETERMINANT FACTORS IN EFFECTIVE TEACHING

Based on the number of effective teaching models put forward by several studies, it can be concluded that there are several factors that influence behaviour of lecturers in effective teaching. Among these factors are attitude and working experience of lecturers that influence effective teaching style.

4.1 BEHAVIOUR

Behaviour is a complex cognitive process which is a part of personality. Stephen (2002) explains that the attitude is a tendency shown by an individual on any matter, thing, or event. Medley & Mitzel (2007) stated that attitude towards work has close relationship with organizational behaviour such as job performance, work attendance, discipline, work, and work turnover. There are several types of attitudes towards work associated with employee behaviour in the workplace and essential to the attention of the management of an organization. Among them are job satisfactions, job involvement, and loyalty to the organization and work commitments. A study on attitudes of teachers and lecturers on teaching style was conducted by Hellfritsch & Rostker around the year 1945 in which a lecturer needs to have the attitude, morality, and ethics when teaching because it comprises of the perception of students, parents, institutions, and communities (Catherine & Ruth, 2007). According to Lindsay (2007), elements of motivation and satisfaction are connected with the achievement of a lecturer who ultimately influences teaching style during lectures. A classic study on relationship between job satisfactions with teaching style was carried out and reviewed by Hoppock's in 1935 by presenting the concept of job satisfaction among lecturers. Hoppock's study stated that the concept of job satisfaction among lecturers is in teaching, administrative effectiveness, and quality of education (Song, 2008). Job satisfaction can also affect lecturer and environmental factors in learning and education. The concept of job satisfaction can also be associated with the task of teaching, professional development, job security, and appreciation of worthwhile work in career satisfaction, policies procedures, and students (Janie, 2008). This concept can be seen when a lecturer who commits to teaching, he/she will reflect positive attitude in lecture. For example, student behaviour and negative attitude such as coming late to class will affect some of the lecturers' teaching styles. Hence lecturer's presentation style and interactive teaching are especially important to gain students' attention in the lecture hall (Lindsay, 2007). Elaine & Gillian (2005) in their study expressed that emotions and attitudes can influence change in teaching and also students' understanding of what is conveyed by the lecturer. This is supported by Sonia et al. (2009) in which the study of 31 lecturers in various disciplines in the universities of Italy was conducted.

The study found that attitudes have relevant relationship in teaching style. Song (2008) also found that male lecturers have more job satisfaction than female lecturers from the aspects of physical requirements, salary, opportunities for pursuing studies, and promotion.

4.2 WORKING EXPERIENCE

Several theories have explained the relationship between work experiences with the performance of Human Capital Theory, which was introduced by Becker in 1964. The Human Capital Theory suggests that the experience gained by an employee is an investment in their capabilities that influence the effectiveness in performance. In addition, the Learning Theory also known as cognitive theory, states that one's working experience can increase the ability to work effectively (Piaget, 1985). The perspectives of both general theories suggest the effectiveness of individuals in the work from time to time during the experience. Work experience will lead to increased knowledge in related fields, skill, ability, thus effectiveness can be improved. Michael et al. (2008) in a study involving 37 university lecturers found that there is a strong relationship between methods of teaching experience and teaching style. Sonia et al. (2009) also supported the views expressed by Michael et al. (2008) in which the teaching experience also influences a lecturer's teaching methods.

V. CONCLUSION

Taking into consideration on the views of previous researchers, it can be summed up that in order to create the style of effective teaching, lecturers should plan lessons in advance; diversify teaching methods to attract students; have positive attitudes during the process of teaching and learning; and finally gain working experience. The findings of studies by previous researchers found that there is a positive relationship between attitudes in terms of job satisfaction with a lecturer's teaching style. In addition, working experience also influence the style of a lecturer during the process of lecture.

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