

The Predictors of Lecturers' Teaching Effectiveness for Public and Private Universities in Malaysia

Syahrina Hayati Md. Jani, Siti Asiah Md. Shahid, Mary Thomas, and Peter Francis

Abstract—In Malaysia, the Ministry of Education emphasizes on the quality and teaching effectiveness of educators so that they produce graduates who are able to apply skills, knowledge and abilities that they have acquired through the learning process in the real working environment. In addition, education is viewed as the most essential matter that helps to develop individuals and provide various opportunities for future. The aim of this study was to identify which components of emotional intelligence have significant impact on teaching effectiveness. For this reason, the stepwise regression analysis was carried out. The result from statistical analysis shows that self-management ($\beta = .384$) was the most important predictor followed by personal leadership ($\beta = .196$). Therefore, only two variables have an impact on teaching effectiveness. In conclusion, it is vital for universities to ensure that their lecturers who are considered as knowledge workers possess self-management and personal leadership skills to achieve high levels of career success and productivity.

Index Terms—Effective teaching, emotional intelligence, knowledge workers, lecturers, teaching effectiveness.

I. INTRODUCTION

Education plays an important role in the development of the economy and country as a whole. In Malaysia, such development depends on the knowledge, skills, and competencies acquired by the nation. Therefore, the Ministry of Education must have a strategy that is more comprehensive to achieve this objective. It is believed that by increasing the number of lecturers in universities, would contribute tremendously to the nation as well as fulfil the aspirations of the country [1].

However, to ensure that the lecturers are capable and efficient in doing their tasks they should acquire emotional intelligence skills. Emotional intelligence is a “confluence of developed skills and abilities: (1) accurately know yourself, feel valuable, and behave responsibly as a person of worth and dignity; (2) establish and maintain a variety of effective, strong and healthy relationships; (3) get along and work well with others, and (4) continuing process of developing specific emotional skills [8].” This skill is vital in achieving higher job performance because lecturers who manage their emotions well will ensure good results. In other words, lecturers today are required to get involved in their roles and tasks not only physically but also emotionally in delivering

the knowledge. In addition, the changing mission and nature of work, and challenges set up by the universities are exposing lecturers to increase workload that may affect the quality of teaching.

Emotional intelligence is an important determinant of work performance and research shows that this skill can be developed through training [3]. Without this skill, the lecturers may easily experience negative emotions such as hostility, tension, depression, anger, nervousness, and frustration [4]. Thus, those kinds of negative feelings must be transformed into positive feelings to ensure that lecturers are adequately prepared to convey intellectual knowledge and competencies to students. Therefore, lecturers should learn and acquire emotional intelligence skill that helps improve their teaching effectiveness as well as achieve high performance standards in various aspects such as teaching and learning, administrative work, and publication of research papers.

II. LITERATURE REVIEW

A. Knowledge Workers

Knowledge worker is considered as someone who is hired because of his or her knowledge in a particular area, rather than one's capability to carry out manual labor [5], [6] state that knowledge workers include individuals in the traditional occupations, such as educators, lawyers, doctors, scientists, and engineers. In this study, the lecturers as knowledge workers must be equipped with appropriate skills to ensure they are able to manage their job duties efficiently and effectively. In fact, they are responsible to not only do teaching activities, but also supervising students, presenting and publishing papers, attending conferences, and creating good networking with stakeholders [7]. Thus, emotional intelligence skills are essential since it surpasses other types of intelligences in deciding success or failure in jobs that require high levels of communication with others [3].

B. Emotional Intelligence

Emotional intelligence was first conceptualized by John D. Mayer and Peter Salovey in 1990 which combines the fields of emotion and intelligence [2]. The components of emotional intelligence consist of identifying emotions, using emotions, understanding emotions, and managing emotions [2]. This model is related to mental skills and personality traits such as sociability and warmth. In addition, Goleman introduced five components of emotional intelligence which include three areas of personal competence and two areas of social competence [2]. The areas of personal competencies include self-awareness, self regulation, and motivation.

Manuscript received November 25, 2013; revised January 19, 2014. This work was supported in part by the KPERAK Implementation and Coordination Corporation, Malaysia under Grant No. RD0002.

The authors are with the Universiti Teknologi MARA, Perak, Malaysia (e-mail: syahr520@perak.uitm.edu.my, sitia348@perak.uitm.edu.my, maryt414@perak.uitm.edu.my, peter034@perak.uitm.edu.my).

Meanwhile, social competencies include empathy and social skills [2]. This study is based on the concepts of emotional intelligence skills developed by Nelson and Low. By referring to the Emotional Skills Assessment Process (ESAP) there are four components of emotional intelligence which are interpersonal skills, personal leadership skills, self-management skills, and intrapersonal skills [8].

According to [8], an interpersonal skill is a set of emotional skills regarding communication. The lecturers are expected to interact with others effectively, and be able to communicate with students, peers, parents, and administrators [9]. In addition, [10] state that excellent lecturers create a good learning environment through linkages between knowledge and its application by communicating with students actively. Moreover, in order to be a lecturer, interpersonal skills are the basic skills required [7]. Therefore, interpersonal skills are necessary because the trust is built through collaborative working relationships and effective decision-making [9].

Many studies conducted suggest that in order to become effective leaders one must understand the importance of emotional intelligence [11]. According to [8], decision-making, social awareness (comfort), empathy, and leadership are important components under personal leadership skills dimension. For instance, social awareness skills let a person to establish and maintain effective interpersonal relationships with individuals and groups [8]. Subsequently, lecturers with empathy skills can accurately understand and accept different views of students by trusting, caring, accepting, and having respectful relationships with learners [8]. Furthermore, empathy helps lecturers to be aware of the nonverbal actions of students, thus making the right actions to dissolve their worries and fears [2].

According to [2], self-management skills increase individual's capability to evaluate problems, establish challenging goals related to problems, as well as differentiate and manage elements that support and hamper goal achievement. [8] report that self-management skills consists of commitment ethic, drive strength, and time management. The commitment ethic is an emotional skill that is reflected by the ability to accomplish tasks, and personal duties and responsibility successfully [8]. Meanwhile, drive strength is the capability of individuals to steer themselves effectively to attain goals in their career and personal life with energy and motivation [8]. Next, time management requires the lecturers to organize tasks according to its priority, and complete it efficiently [8]. Therefore, the lecturers must set up their priorities towards work, monitor their daily activities appropriately, and avoid delaying work [12].

The elements under intrapersonal skills include self-esteem and stress management [8]. According to [13], teaching is a stressful profession and they emphasize that high levels of negative stress can lead to burnout. This statement is also supported by [14] who claims that teaching is a profession with frequent stressful activity, and requires high emotional demand. Since the ability to handle stress is part of emotional intelligence skills, lecturers should possess the skills for their career success. However, emotional intelligence skills are perhaps beneficial in reducing stress for some people, but unnecessary or irrelevant for others [15].

In conclusion, emotional intelligence skills are important for lecturers to ensure that they can perform effectively under high level of stress and create good relationships with students, peers, and administrators.

C. Teaching Effectiveness

Effective teaching is the process of making students learning possible, promote engagement and discussion, concern and respect for students, and maximising students' academic achievement [17]. In this paper, teaching effectiveness involves five components which include analytical approach, clarity of teaching, lecturer-group interaction, lecturer-individual student interaction, and enthusiasm of lecturer.

One of the characteristics associated with effective lecturers is analytical thinking [16]. For this reason, lecturers should present concepts and facts from related fields, discuss the opinion of students as well as present origins of thoughts and concepts [17]. Furthermore, the students expect the lecturers to possess the ability to communicate freely about their subject area [20], and discuss in depth about the latest development in the field, emphasize the implications of various theories to encourage thinking ability, and promote active participation in the classroom [17]. This is due to the fact that a good lecturer plays the roles as an assessor, facilitator, participant and motivator to promote student participation, and provide updated information [18].

The main factor that provides a basis for good teaching is the lecturers' knowledge [19]. According to [20], the students want their lecturer to prepare and organize notes properly, use the visual aids for clarification, and talk to them in a meaningful way. Thus, it is vital for the lecturers to explain clearly, be well prepared, summarize key points, and state objectives for each class session [17]. However, it is better for lecturers to be honest if they do not know the content clearly. This is because [19] explains that the students are willing to accept lecturers who are honest about not knowing the content. Nevertheless, they expect their lecturers to look for the answer and bring it back to class [20].

There are seven principles developed by [21] to improve teaching. The principles include good practices, which encourage active learning, communicate high expectation, increase cooperation among students, emphasize time on task, give prompt feedback, improve student-faculty contact, and respect diverse talents and ways of learning [21]. These principles are useful for lecturers who are concerned about their teaching as well as the effectiveness of the students' interaction in the classroom. It is important for the lecturers to encourage their students to express their views as well as share their knowledge and experiences in the classroom [17]. Besides, it is also important for lecturers to invite constructive criticisms to boost student learning, and provide experiences that could increase self-confidence [20].

According to [24], lecturers' characteristics could assist them in encouraging positive academic and behavioral student outcomes. For this purpose, the lecturers should respect students as persons and be friendly with them either in or outside the classroom [17]. This is also revealed by [19] that effective lecturers should have a sense of respect for their

students. Therefore, the students will feel comfortable to communicate and express their feelings since their lecturers have good interaction with them, and understand their needs and wants.

In order to encourage students' participation, the lecturers must be energetic, have high enthusiasm, enjoy teaching, and apply interesting teaching styles in the classroom [17]. This is because [24] claims that lecturers who are unmotivated and uninterested towards their subject are likely to have poor educational outcomes than lecturers who are motivated and enthusiastic about their subject matter. Other than that, the sense of humor is important as well to attract students' attention [20]. Therefore, to improve teaching effectiveness, lecturers should learn and understand various personality traits such as diligence, friendliness, and tolerance which indirectly lead to teaching effectiveness [20].

III. RESEARCH OBJECTIVES

The objective of this study is to identify the significant predictors of lecturers' teaching effectiveness for public and private universities in Malaysia.

IV. METHODOLOGY

This research uses a structured self-administered questionnaire to 316 lecturers at two public universities and two private universities in Perak, Malaysia. The return rate was 87 percent of the total number of questionnaires distributed. The questionnaire comprise of 54 questions including 6 demographic items. To identify which components of emotional intelligence skills have significant impact on teaching effectiveness a stepwise regression analysis was utilized. A 28-item scale based on Nelson and Low (2003) was used to assess the lecturers' emotional intelligence. The teaching effectiveness construct was measured using Aregbeyen (2010) which consists of a 20-item scale.

A. Significant Predictor for Teaching Effectiveness in General

Results in Table I shows that self-management ($\beta = 0.384$) was the most important predictor, followed by personal leadership ($\beta = 0.196$). As indicated below in Table I, the summary statistics of the estimated regression equation show only two variables for which the coefficients are statistically significant. The estimated regression equation was significant at 0.01 ($p < 0.01$), implying that from the four predictor variables, only two variables (self-management and personal leadership) have an impact on teaching effectiveness; thereby qualifying these to be the predictors for teaching effectiveness. In brief, these two variables have a linear relationship with teaching effectiveness.

The adjusted R^2 being 0.365 in Table I shows that the impact of self-management on teaching effectiveness was 32.2 percent, and personal leadership was 4.3 percent. In conclusion, the two variables accounts for 36.5 percent of variation in the dependent variable.

TABLE I: ESTIMATED REGRESSION EQUATION TO DETERMINE PREDICTORS OF TEACHING EFFECTIVENESS

Variable	β	R^2	Adjusted R^2	Adjusted R^2 Change
Constant	-	-	--	
Self-Mgt. Skills	0.384	0.324	0.322	-
Personal Ldrship Skills	0.196	0.369	0.365	0.043

B. Significant Predictor for Teaching Effectiveness for Public University

Results in Table II show that self-management ($\beta = 0.414$) was the most important predictor, followed by personal leadership ($\beta = 0.214$). As indicated below in Table II, the summary statistics of the estimated regression equation show only two variables, self-management and personal leadership for which the coefficients are statistically significant at .01 ($p < 0.01$), and have an impact on teaching effectiveness. Thus, the results qualifying these two variables are the predictors for teaching effectiveness. In brief, these two variables have a linear relationship with teaching effectiveness.

The adjusted R^2 being 0.282 in Table II shows that the impact of self-management on teaching effectiveness was 24.8 percent, and personal leadership was 3.4 percent. In conclusion, the two variables accounts for 28.2 percent of variation in the dependent variable.

TABLE II: ESTIMATED REGRESSION EQUATION TO DETERMINE PREDICTORS OF TEACHING EFFECTIVENESS

Variable	β	R^2	Adjusted R^2	Adjusted R^2 Change
Constant	-	-	--	
Self-Mgt. Skills	0.414	0.253	0.248	-
Personal Ldrship Skills	0.214	0.291	0.282	0.034

C. Significant Predictor for Teaching Effectiveness for Private University

Results in Table III show that self-management ($\beta = 0.495$) was the most important predictor, followed by personal leadership ($\beta = 0.281$). As indicated below in Table III the summary statistics of the estimated regression equation shows only self-management and personal leadership are statistically significant at .01 ($p < 0.01$), and have an impact on teaching effectiveness; which qualify these two to be the predictors for teaching effectiveness. In summary, these two variables have a linear relationship with teaching effectiveness.

The adjusted R^2 being 0.458 in Table III shows that the impact of self-management on teaching effectiveness was 40.5 percent, and personal leadership was 5.3 percent. In conclusion, the two variables accounts for 45.8 percent of variation in the dependent variable.

TABLE III: ESTIMATED REGRESSION EQUATION TO DETERMINE PREDICTORS OF TEACHING EFFECTIVENESS

Variable	β	R^2	Adjusted	
			R^2	Change
Constant	-	-	-	-
Self-Mgt. Skills	0.495	0.411	0.405	-
Personal Ldrship Skills	0.281	0.468	0.458	0.053

V. DISCUSSION

The results of this study show that self-management skills and personal leadership skills have significant impact on teaching effectiveness. However, the impact of self-management skills and personal leadership skills on teaching effectiveness for private universities is somewhat higher than public universities.

Generally, these findings reveal that lecturers who possess self-management skills are able to implement their job according to the priority [22]. This is supported by [8] who state that effective self-management is important to attain high levels of academic and career success for lecturers. Furthermore, it is critical for lecturers as they engage in multiple roles from conveying knowledge and skills to encouraging students to managing emotions, and communicating their problems with others [22].

Meanwhile, lecturers who acquire personal leadership skills would be able to teach and supervise the students effectively. According to [2], effective lecturers need to possess leadership ability to work efficiently in their jobs and among peers, students, staff, or the community. If lecturers possess good leadership skills, they would be able to create and sustain healthy, encouraging, and good relationships, decrease negative emotional stress, and build a healthy environment to work [23]. In fact, lecturers who possess all components of emotional intelligence skills tend to achieve higher teaching effectiveness [2].

The implication based from this finding is that the lecturers in public universities must acquire self-management skills and personal leadership skills to increase their teaching ability, and to ensure they could maintain competitive advantage with private universities' lecturers. This is because lecturers who are excellent in time management and have good personal leadership skills can guide and teach the students effectively [11]. By possessing good time management and personal leadership skills, lecturers know how to manage and organize their time efficiently. In addition, they can also understand others well, solve problems effectively, and influence others in positive ways. These skills can be acquired through attending seminars, conferences, and training related to emotional intelligence skills. In conclusion, lecturers who learn, master, and practise emotional skills in their daily life experience excellent performance and high satisfaction in their professional career and life.

REFERENCES

- [1] K. H. Mok, "The rise of transnational higher education in Asia: Student mobility and studying experiences in Singapore and Malaysia," *Higher Education Policy*, vol. 25, no. 2, pp. 225-241, 2012.
- [2] F. F. Hwang, "The relationship between emotional intelligence and teaching effectiveness," Ph.D. dissertation, Texas A&M University – Kingsville, United States, 2007.
- [3] G. Sadri, "Emotional intelligence: Can it be taught?" *Pro Quest Education Journal*, vol. 65, no. 9, pp. 84-85, 2011.
- [4] A. Ismail, Y. S. Suh, M. N. E. Ajis, and N. F. Dollah, "Relationship between occupational stress, emotional intelligence and job performance: An Empirical study in Malaysia," *Theoretical and Applied Economics*, vol. 10, no. 539, pp. 3-16, 2009.
- [5] O. Serrat. (2008). Managing knowledge workers. *Knowledge Solutions*. [Online]. pp. 1-5. Available: <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1173&context=intl>
- [6] J. Ware and C. Grantham. (2007). What is a knowledge worker, anyway? *Future of Work Agenda*. [Online]. pp. 1-4. Available: http://www.thefutureofwork.net/news_letter_register.html
- [7] Iskandar, R. M. Majzub, and Z. Mahmud, "Kecerdasan emosi dan komitmen pekerjaan dalam kalangan pensyarah universiti di Indonesia," *Jurnal Pendidikan (UKM)*, vol. 34, no. 1, pp. 173-186, 2009.
- [8] D. B. Nelson and G. R. Low, *Emotional Intelligence: Achieving Academic and Career Excellence*, 2nd ed., New York: Prentice Hall, 2003, pp. 9-13.
- [9] *Teacher Education Handbook*, West Virginia University Parkersburg, 2009, p. 2.
- [10] H. Lee and E. B. Yang, "A study on the characteristics of excellent lecturers in medical school," *Korean Journal of Medical Education*, vol. 25, no. 1, pp. 47-53, 2013.
- [11] H. V. Tang, M. S. Yin, and D. B. Nelson, "The relationship between emotional intelligence and leadership practices: A cross-cultural study of academic leaders in Taiwan and the USA," *Journal of Managerial Psychology*, vol. 25, no. 8, pp. 899-926, 2009.
- [12] H. T. Ekundayo, P. E. Konwea, and M. A. Yusuf, "Towards effective time management among lecturers in Nigerian Universities," *Journal of Emerging Trends in Educational Research and Policy Studies*, vol. 1, no. 1, pp. 22-24, 2010.
- [13] D. B. Nelson, G. R. Low, and P. D. K. Nelson, "The emotionally intelligent teacher: A transformative learning model," 2012.
- [14] B. Ognenir, "Investigating the relationship between emotional intelligence and pre-service teachers' views of teacher effectiveness," Ph.D. dissertation, The Pennsylvania State University, United States, 2008.
- [15] C. L. Gohm, G. C. Corser, and D. J. Dalsky, "Emotional intelligence under stress: Useful, unnecessary, or irrelevant?" *Personality and Individual Differences*, vol. 39, pp. 1017-1028, 2005.
- [16] L. W. Anderson, *Increasing Teacher Effectiveness*, Paris, UNESCO: International Institute for Educational Planning, 2004, pp. 21.
- [17] O. Aregbeyen, "Students' perceptions of effective teaching and effective lecturer characteristics at the University of Ibadan, Nigeria," *Pakistan Journal of Social Sciences*, vol. 7, no. 2, pp. 62-69, 2010.
- [18] C. Y. Chen, P. Sok, and K. Sok, "Benchmarking potential factors leading to education quality: A study of Cambodian higher education," *Quality Assurance in Education*, vol. 15, no. 2, pp. 128-148, 2007.
- [19] P. Gurney, "Five factors of effective teaching," *New Zealand Journal of Teachers' Work*, vol. 4, no. 2, pp. 89-98, 2007.
- [20] J. Delaney, A. N. Johnson, T. D. Johnson, and D. L. Treslan, "Students' perceptions of effective teaching in higher education," Memorial University of Newfoundland, Distance Education and Learning Technologies, 2010.
- [21] A. W. Chickering and Z. Gamson, "Seven principles for good practice in higher education," *American Association of Higher Education Bulletin*, vol. 39, no. 7, pp. 3-7, 1987.
- [22] S. H. M. Jani, "The relationship between emotional intelligence and teaching effectiveness among lecturers at Universiti Teknologi Mara, Puncak Alam, Selangor," M. S. thesis, Universiti Teknologi Mara, Shah Alam, Selangor, 2011.
- [23] S. A. M. Shahid, "A study of perceived leadership soft skills, trustworthiness and structural empowerment of deans in three Malaysian Public Universities," Ph.D. thesis, Universiti Sains Malaysia, Minden, Malaysia, 2011.
- [24] C. A. Robitaille, "Emotional intelligence and teachers: An exploratory study of differences between general and special education teachers," Ph.D. dissertation, Union Institute and University, United States -- Ohio, 2008.



Syahrina Hayati Md. Jani was born on 19 May 1982 in Muar, Johor, Syahrina Hayati did her early and secondary education in Melaka. In year 2000, she gained admission into Universiti Teknologi Mara in Shah Alam, Selangor. She first enrolled for a diploma in office management and technology and later in 2006 went on to pursue a bachelor degree in Office Systems Management.

She worked at Jensepadu Sdn. Bhd. as a personal assistant in Klang, Selangor for a year. She then joined Cosmopoint International College of Technology (CICT) as a lecturer. She then pursued a masters' degree under the young lecturer's scheme and successfully completed her masters in office systems management in 2011. Currently, she works as a lecturer at the Faculty of Business Management, Universiti Teknologi Mara (Perak), Kampus Seri Iskandar, Bandar Seri Iskandar, Perak Darul Ridzuan.

In UiTM (Perak), Ms. Syahrina Hayati has joined the Lead Scholar Group which is an initiative group that is involved in research work. Now, she works together with a group of colleagues to provide consultancy services to KPERAK Implementation and Coordination Corporation.



Siti Asiah Md. Shahid holds a diploma in stenography from Institut Teknologi Mara, Dungun, Terengganu, Malaysia which was obtained in 1986. She also obtained her bachelor of education from The University of Toledo, Toledo, Ohio, USA, majoring in business education in 1995; MSc in Education from Virginia Polytechnic Institute and State University, Blacksburg, Virginia, USA, majoring in vocational and technical education in 1997; and PhD from Universiti Sains Malaysia, Penang, Malaysia, majoring in Educational Leadership and Management in 2011.

She is a senior lecturer at the Faculty of Business Management, Universiti Teknologi Mara, Perak, Malaysia and has also served as head of institute education Development of this institution. She has taught business management subjects including administrative office management, human resource management and organizational behaviour and has served this institution for 26 years. She has written and presented papers on leadership and soft skills.

Her current research includes a study on the relationship between knowledge workers and teaching effectiveness among university lecturers in Perak. Her research fields include leadership soft skills; soft skills in higher education; emotional intelligence; organizational behavior; business and office management and human resource management.

Dr. Siti Asiah Md. Shahid is a lifetime member of Golden Key National Honor Society, USA and also a member of Mara Institute of Technology Academic Staff Association (MITASA), Malaysia



Mary Thomas was born on 20 March 1964 in Slim River, Perak, Mary Thomas did her early and secondary education in Selangor. She holds a bachelor of arts (hons) and a diploma in education from Universiti Kebangsaan Malaysia, Malaysia which was obtained in 1989 and 1990 respectively. She also has a masters degree in teaching of English to speakers of other languages (MSc. TESOL) from the University of Stirling, Scotland obtained in 1996. She is currently pursuing a doctorate degree with Universiti Putra Malaysia.

She is a senior lecturer with the academy of Language Studies, Universiti Teknologi Mara(UiTM), Perak , Malaysia and has also served as the test coordinator of this institution She has taught ESL in UiTM for over 23 years. She has written and presented papers on learning styles and strategies, autonomous learning, communication apprehension and emotional intelligence.

Her current research includes a study on the relationship between knowledge workers and teaching effectiveness among university lecturers in Perak and on the relationship between emotional intelligence and oral communication apprehension and skills among tertiary learners.

Ms. Thomas is a life time member of Malaysian English Language Teaching Association (MELTA) and ASIA-TEFL member since 2010.



Peter Francis was born on 16 June 1964 in Sitiawan, Perak, Peter Francis did his early and secondary education in Perak. He holds a diploma in ESL from Universiti Malaya in 1996 and a bachelor of education in TESL from Universiti Putra Malaysia, Malaysia which was obtained in 2000. He also graduated with a masters of science degree in teaching of English as a second language. (MSc. TESL) from Universiti Putra Malaysia, Malaysia in 2002.

He is a senior lecturer with the academy of Language Studies, Universiti Teknologi Mara(UiTM), Perak , Malaysia. He has taught ESL in UiTM for over 11 years. Prior to his employment at UiTM, he served as a teacher for 13 years teaching English in schools both at the primary and secondary level. He has written and presented papers on learning styles and strategies, autonomous learning, and using literature in the ESL classroom.

His current research includes a study on the relationship between knowledge workers and teaching effectiveness among university lecturers in Perak and on the relationship between emotional intelligence and oral communication skills among tertiary learners.

Mr. Francis is a life time member of Malaysian English Language Teaching Association (MELTA) and ASIA-TEFL member since 2010.