

SECONDARY SCHOOL TEACHERS' BARRIER BEYOND CONTROL IN EFFECTIVE TEACHING

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This study aims to identify secondary school teachers' barriers which are beyond teachers' control in their effective teaching practice. A total of 322 secondary school teachers from Johor state were employed as samples in this study. The open response question was used to gain free responses from the teachers. Data was analyzed by using content analysis for the open response question. Frequencies were counted for all the themes. Finding identified that there are five themes of the barriers which are beyond teachers control in their effective teaching. It is including domains of students, teachers' burden, parent, administrators and school facility. Hence, there is a need for education community to enlighten and commit in education world to help in constructing a conducive atmosphere parallel with facing the challenges in effective teaching for educational sustainability.

INTRODUCTION

Teaching appears to be simple but in reality, it is a complicated task. Meanwhile teacher as an unique input in the teaching process where learning takes place. In Malaysia Education Blueprint 2013-2025 has shown that government emphasized on the importance of recognizing the teaching profession in order to produce quality human capital for the country (KPM, 2013). Besides, teacher also has to be able to define their knowledge and assimilate the knowledge in their routine teaching practice (Danielson, 2007). There is no certain fix formula for teachers to teach in the class. Hence, a teacher's teaching life is very meaningful and challenging especially when he/she practising effective teaching throughout career. It is not easy to overcome all the challenges for realizing this task. This is because there have many barriers which are beyond secondary school teachers' control and influence in their effective teaching practice.

TEACHERS' BARRIER BEYOND CONTROL

Many previous research studies indicated that teacher as the main factor which influences effective teaching. According to Marzano (2003), teacher can creates something different in the student's live through their teaching. Teacher is the main input who has the major influence on effective teaching in producing student's success. However, there still have some others barriers which are beyond teacher's control in their effective teaching practice. This situation is correspond to Stronge and Hindman (2003) statement which explained "*research suggest that family and*

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community involvement and many other school related factors all contribute to school improvement and student achievement...”. Effective teaching needs teacher to administer. Nevertheless, self-realization and commitment from administrator and other related party in education is also needed. This is consistent with Elmore (2004) “*it is necessary to recognize that both teachers and principals need to view their work as being comprised of a set of competencies and skills that can be learned*”.

Therefore this study aims to identify the barriers which are beyond teacher’s control among secondary school teachers from Johor state in practicing their effective teaching. They are keen to be investigated and contribute in Malaysia education world.

METHODOLOGY

As parts of ongoing research in effective teaching practice, this current study intended to identify the barrier beyond teacher control in teaching practice. A total of 322 secondary school teachers from a state of Malaysia (Johor) involved in this study. All these teachers were formed by different unique races in Malaysia. This means that there were 206 Malay teachers, 77 Chinese teachers, 35 Indian teachers and 4 others *Bidayuh* and *Iban* teachers as sample in this study.

The open response question is used to collect the information. It gathers the opinion from the respondents through their answer given in words. Hence, the finding is analyzed by using content analysis. According to Silverman (2001), category will be established in the content analysis. Therefore, five main themes have been identified based on responses given. Coding also has been established to form each category as well as the theme. Then, the theme frequency also calculated subsequently in this study to reveal the priorities of the findings. On the other hand, member checking and cross checking also have been done to ensure the validity and reliability of this study.

FINDING AND DISCUSSION

This section will discuss the finding of open response question regarding secondary school teachers’ barrier beyond control in their effective teaching. The finding can be shown in the Table 1:

TABLE 1: THEME FREQUENCY REGARDING SECONDARY SCHOOL TEACHERS’ BARRIER BEYOND CONTROL IN EFFECTIVE TEACHING PRACTICE

<i>Theme</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Ranking</i>
Parent domain	55	16.04	4
Teacher burden domain	60	17.49	3
Administrator domain	65	18.95	2
School facility domain	28	8.17	5
Student domain	135	39.35	1

TEACHERS' BARRIER BEYOND CONTROL IN EFFECTIVE TEACHING

Based on the response given, there has five themes regarding the barrier beyond teachers' control, which include domains of parent or family, teacher burden, administrator, and school facility and student.

Theme I: Student Domain

Among the five themes, student domain is the main barrier which affects effective teaching. It represents almost 2/5 of all the open responses (39.35%). The student domain includes student laziness, not interested in learning and absenteeism. Examples of some of the open response answer being collected are as follow:

"Student attitude of laziness and not intend to put on initiative to improve themselves."
(Respondent 5)

"School absenteeism which is quite often." (Respondent 136) "Student attitude which is not interested in learning and wish to find the job as early as possible in order to earn money."
(Respondent 250)

Theme II: Administrator Domain

The administrator role accounts for 18.95% and is the second biggest barrier beyond teacher control. This finding also reflects that administrators lacking of management skill and most of the time no action been taken towards problem students. Theme II being collected is administrator domain as below:

"School program which is not follow the fit schedule and affected the original planned teaching and learning process."
(Respondent 8)

"No action being taken by the school administrator towards students' problems even though teachers have raised up their complain."
(Respondent 295)

Theme III: Teacher Burden Domain

The third barrier beyond teacher control is teacher burden domain which indicates 17.49% response given. Teachers feel tense and sense the pressure from management administrators towards program being planned. Besides, additional clerical works yet to be completed and time constraint have disturbed the effective teaching among teachers. The teacher burden domain responses are as below:

"The pressure from school management towards the planned program from PPD, JPN and KPM."
(Respondent 22)

"Time constraint making our learning and teaching process cannot be carried on smoothly."
(Respondent 143)

"Teacher has been tired of the increasing paperwork."

(Respondent 318)

Theme IV: Parent/Family Domain

Parents or family domain also affect the teachers' effective teaching. This theme contributes 16.04%. It is not related to the student cleverness, but is because of complex family situation or parents leave it all to the teacher. Such circumstances make teachers' efforts become more challenging and disappointing. The parent/family domain answers are as shown below:

"Comes from a complex family (both parents divorced)."

(Respondent 37)

"Parent always leaves hand to teacher in school."

(Respondent 316)

Theme V: School Facility Domain

Finally, the last theme is school facility domain which stands at 8.17%. This situation may be due to insufficient of some material resources such as teaching aids. The open responses are as follow:

"Lacking of teaching-aids in school."

(Respondent 14)

"The material resources are limited. Teacher will have to create his /her own teaching material."

(Respondent 291)

The finding well demonstrated that five main themes beyond teachers' control need to be taken account of. The student's domain which is beyond teacher control is getting influence on the teacher's teaching. Lots of discipline problems and absenteeism issues been happened frequently in nowadays. According to Vijaindren (2010) issue related to students' problem has put off the spirit in upgrading their teaching. From the insight provided, the role of administrator is important in the process of teacher effective teaching too. An efficient and well directive administrator provides well support to upgrade teachers with their effective teaching together. Elmore (2004) stated *"it is unlikely to result in changes in teachers' practice, skill or knowledge in the absence of a clear organizational focus"*. Thus, the administrator role which is constructive in effective teaching.

Besides, the high burden of teacher responsibility also serves as a considerable barrier which affects effective teaching. Teachers always been burdened by many clerical responsibility and meeting or even those program that is not their '*core business*'. This is consistent to Salwa (1996) study which found that besides the burden of teaching tasks, teachers also have to manage so many types of non-academic burden which cause them not have enough of time to plan their teaching well.

The parent or family domain also been detected as barrier which influence on teachers' effective teaching. Some families with low socio-economic status seldom communicate with teacher in order for them to know their children learning progress. In addition, they also less capable of providing reference books or extra exercises material which needed in the teaching and learning process. This finding is in parallel with Mattar's study (2010) in Lebanon which states "*low socio-economic situation and the poor quality of their home educational culture*" affected teachers' teaching and motivation.

The lacking of school facility also serves as barrier which beyond teachers' control in effective teaching. Robiah (2003) pointed out the lacking of facility and support material in learning science and technology subjects. For instance, the teaching aids and instrument in the teaching and learning of science is not enough although the science laboratory exist. Therefore, this study gains the relevant information which able to help education community in realizing the important of their commitment and respective role in enhancing teachers' effective teaching.

This article supports researcher's quantitative finding which revealed that there were 46.9% of others barriers which beyond teachers' control in their effective teaching practice. Hence, it is solid proved that the five domains of barrier which consist by student, parent or family, administrator, teacher burden and school facility filled the gap and contribute sound of new knowledge to the education world.

CONCLUSION

This current study aims to identify secondary school teachers' barrier beyond control in their effective teaching. Teacher is crucial in managing an effective teaching. Nevertheless, the realization and cooperation from others parties which involved in education are also needed in giving support in the improvement of effective teaching. It is important to identify barriers which are beyond teachers' control and make the best alternative preparation to solve them subsequently.

These finding also have implications to enlighten either teachers or administrators for mapping out constructive strategy to contribute in increasing teaching effectiveness. Consequently, an atmosphere which is conducive for teacher in practicing teaching effectively able to be formed. Therefore, secondary school teacher's barrier beyond control is a perspective which should be emphasized and treated seriously parallel with facing the challenges for educational sustainability in effective teaching of 21st century.

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