

**THE EFFECT OF STAFF DEVELOPMENT
PROGRAMS ON TEACHING EFFECTIVENESS
AMONG MARA UNIVERSITY OF TECHNOLOGY
(UiTM) LECTURERS**

BY

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بِوَسِيْلَةِ سُنَّتِيْ اِسْلَامِيَّةٍ اَنْبَارًا اِيْجَسِيًّا مِلْمِيَّتِيَّا

ABSTRACT

This study investigates the relationship between staff development program and teaching effectiveness among MARA University of Technology (UiTM) lecturers. The program is represented by two dependent variables namely, the number of programs attended and the duration of programs or courses attended. The teaching effectiveness criterion is measured by five independent variables namely, moral quality, social relationship traits, personality traits, teaching skills, and evaluation skills. There were 48 respondents who participated in this study. This study views the perception of lecturers towards the impact of staff development programs on improving lecturers' teaching effectiveness. The findings revealed that there were contradictory results. The first section of the findings indicated that there was no relationship between staff development programs attended and the teaching effectiveness of the lecturers. However, the second section of the findings suggests that the lecturers perceive that the staff development programs have an effect on their teaching effectiveness. The researcher feels that staff development programs should have contributed in the development of the lecturers' performance in teaching. The lecturers require more intensive and effective programs related to their profession. The number of programs attended by the lecturers must also be increased in order to improve teaching effectiveness.

ABSTRAK

Kajian ini dijalankan dengan objektif untuk mengenalpasti keberkesanan program pembangunan staf terhadap keberkesanan pengajaran pensyarah-pensyarah di Universiti Teknologi MARA (UiTM). Program pembangunan staf yang diikuti diwakili oleh dua pembolehubah iaitu: bilangan kali dan bilangan hari menghadiri program pembangunan staf. Keberkesanan pengajaran diwakili oleh lima pembolehubah iaitu: kualiti moral, hubungan sosial, personaliti, kemahiran mengajar dan kemahiran penilaian. Terdapat empat puluh lapan responden di dalam kajian ini. Kajian ini juga menunjukkan persepsi pensyarah terhadap keberkesanan program pembangunan staf. Terdapat percanggahan dalam dapatan kajian yang dijalankan. Bahagian pertama dapatan mendapati bahawa tiada hubungan antara program pembangunan staf yang diikuti dan keberkesanan pengajaran pensyarah. Walaubagaimanapun, bahagian kedua dapatan mendapati bahawa pensyarah berpendapat program pembangunan staf yang diikuti memberi kesan terhadap keberkesanan pengajaran. Penulis berpendapat bahawa program pembangunan staf sepatutnya menyumbang terhadap pengajaran yang lebih berkesan. Oleh itu, profesion sebagai pensyarah memerlukan pensyarah dilengkapi dengan program pembangunan yang lebih berkesan bersesuaian dengan profesion mengajar. Kekerapan mengadakan program-program pembangunan dan latihan kepada pensyarah juga mestilah ditambah dari masa ke semasa untuk meningkatkan keberkesanan pengajaran.

APPROVAL PAGE

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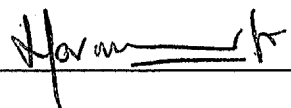
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DECLARATION

I hereby declare that this project paper is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by reference notes and a bibliography is appended.

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DEDICATION

To all my loved ones:

My father Jantan bin Tompong

My mother Rahmah binti Dagang

My sister Norhayati bt Jantan

My nephews Muhammad Naquiuddin, Muhammad Al Adl bin Mohd Zaini

and

My dear husband Haswadi bin Yusof

Thanks for the encouragement, sacrifice and patience.

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CHAPTER ONE

INTRODUCTION

The overall capacities and qualities of Malaysian universities are critical to achieving the country's vision of becoming an industrialized nation by the year 2020. To ensure the contribution expected of the universities, Malaysian university education should be of high quality in all its endeavors (Ismail & Mohamed, 1996).

One aspect that is becoming a focus of attention in the 21st century is the quality of teaching among teachers in universities. According to Wain (1996), it is important for universities to provide quality assurance in the teaching and learning process. The professional requirements of a teacher are the provision of a wide range of teaching methods, which brings about learning. Wain (1996) added that in the university context, the appropriateness of teaching methods is essential in assuring quality as appropriate teaching methods encourage learning.

Thus teaching can be generalized as being related to student learning and dealing with establishing conditions for facilitating learning. There is no such single instructional strategy as good teaching; however, instructors (teachers) have different skills, abilities and preferences with which they achieve good teaching (Braskamp, Brandenburg & Ory, 1984).

Many attempts have been made in the past to define teaching and the aims or objectives of teaching in higher education. To arrive at such an all-inclusive specific definition is very difficult, and claimed by some as an impossibility. Enormous sums of money were expended to employ educational "experts" who conducted surveys in an

effort to reach an agreement on a statement of the educational philosophy and goals of the college, so that a succinct paragraph or two could be printed on the first page of the college bulletin. So complex are the aims and purposes of higher education that no one statement or a combination of ideas could adequately depict and define the aims and objectives of higher education (Renner, 1984).

Teaching is an intimate part of the life of college teachers. Even though it is generally recognized that a major task of college and university teachers is to conduct research in their own field of specialization, it is also their duty to train and teach students. Teaching is part and parcel of higher education, and if there are inefficiencies in existing teaching methods, it is important that they are openly and specifically identified and critically examined (Lau, 1991).

Lecturing is the most widely used teaching method in higher education and likely to remain so because it is essentially an inexpensive method of teaching. However, lecturing is not immediately conducive to inspiring good student learning, except with a keen and skilled teacher. Teaching in higher education, especially in college and university, can also be called lecturing. The two methods both have the function of conveying information and knowledge to students. Thus, readers will see the word teaching and lecturing are used synonymously in this paper.

Teaching effectiveness is an essential requirement for higher education teachers in making sure that students understand what is conveyed in the classroom. Therefore, teaching has become an important issue and efforts to enhance teaching are of great importance. At present, Malaysia is still in the process of upgrading and improving the

standard of performance of Malaysian teachers. This is being done to pursue and achieve the economic plans and policies of the country to face the challenges of the next century (Ministry of Education, 1992).

The effectiveness of teaching can be explained in various ways and by means of various definitions. Effectiveness in teaching covers intellectual skills, interpersonal skills, communication skills and presentation skills. To determine whether the teaching is effective or not, evaluation of the teaching is essential. Students' evaluation can become one of the major assessment methods in identifying teaching effectiveness. In addition, lecturers meet their students regularly and the students are the nearest group to interact directly with the lecturers.

In improving the teaching skills among the lecturers, staff development programs are important because they consist of training in teaching methods and skills. Teaching in higher education does not only require the knowledge of the field alone, but also the ability to teach skillfully, which most lecturers lack. Teachers in primary and secondary schools are trained in teacher's colleges before they proceed to teach. However, lecturers are not trained in the way teachers are because the most important requirement for the lecturer is the qualification in a specific field. This has become the reason why staff development programs are seen to be an important effort in higher education to improve teaching methods.

According to Norvelle (1935), there must be some common core purpose and direction to guide the teacher in training and in professional practice. For that reason, it is

significant to require good training and development programs to enhance teaching effectiveness among lecturers.

This research is therefore, to investigate the effects of staff development programs on teaching effectiveness among lecturers. In higher education, lecturing is important as part of the teaching methodology used with college and university students. Thus, it is important to maintain an effective and an efficient standard of teaching for the lecturers.

This research also needs to study how the staff development programs help in improving the teaching effectiveness of the lecturers. If there are training programs to improve lecturers' teaching effectiveness, are these sufficient to fulfill the training needs of the lecturers?

1.1 Problem Statement

The college teaching profession does not recognize the need for instructional training. A substantial number of doctorate holders today start work in college and universities never having taught before and never having had any formal instruction in how to teach. This is no new professional fact of life. It is unlikely that the profession can be persuaded outright that college teachers need to be trained. It is even more unlikely that current college teachers will return to graduate school for the missing coursework. The task, then, for the would-be improver of college teaching is on-the-job training designed to make faculty members aware of how they do teach and how they could teach. Improving teaching effectiveness is no simple task. It is important to identify the proper training program for better teaching. It may involve other factors such as time, cost, and participation. What is important to emphasize is the teaching effectiveness and how the

existing staff development programs affect teaching effectiveness. Even though the lecturers acquire the qualification in their own field, their effectiveness in teaching is questionable. Therefore, the purpose of this study is to find out whether staff development programs have an effect on lecturers' teaching effectiveness.

1.2 Definition of Terms

Operational definitions of terms used in this study:

1.2.1 Staff Development

Staff development is defined in this study as professional development of university academics in their roles as teachers. Staff development focuses more on teaching and management development. According to Skerritt (1991), staff development is training and educating staff (academics) in developing models in teaching and management.

1.2.2 Training

Training is the process of systematically teaching employees to acquire and improve job-related skills and knowledge (Greenberg & Baron, 2000).

1.2.3 Lecturer

A lecturer is defined as a teacher who teaches in higher education level. A lecturer can also be called a college or university teacher who uses the lecturing method of teaching in the classroom.

1.2.4 Teaching

Teaching is the activity of disseminating information and knowledge in the process of learning.

1.2.5 Lecturing

A method of teaching commonly used in college and university teaching.

Lecturing is the most widely used teaching method in higher education and is likely to remain so because it is essentially an inexpensive method of teaching (Edwards, 2000).

1.2.6 Effectiveness

According to Drucker (1976), effectiveness means doing the right thing and efficiency means doing things right. Doing the right things means selecting appropriate goals and then achieving them.

Effectiveness is defined as the non-personal dimension and refers to the productivity measure of the school (Bannard, 1938). Effectiveness in teaching and undergraduate learning in such institutions may be as much concerned with efficiency as it is with quality of learning (Brown, 1993).

1.3 Significance of the Study

Demands for improving teaching ability among lecturers have increased over recent years. It is important to identify the indicators of effectiveness as a basis of evaluating lecturers' teaching effectiveness. Furthermore, it is also crucial to understand the importance of staff development programs for the lecturers.

From the results of the study, the researcher hopes to examine the relationship between staff development programs and lecturers' teaching effectiveness. The findings of this research may also be used for preparing lecturers' staff development programs particularly, training programs on teaching that will enhance lecturers' teaching quality.

The findings can be an important first step in identifying what sort of training programs have greater potential in enhancing the teaching effectiveness of lecturers. It is hoped that the institutions of higher education in this country will revise the existing course materials and training modules so that they will be directly geared to enhancing the teaching skills and methods of the lecturers.

1.4 Limitations of the Study

The present study has several limitations:

- a. This study involved only one campus, which is the main campus of the MARA University of Technology, due to time and cost constraints. Consequently the findings may not necessarily be applicable to other branches of the MARA University of Technology or other local institutions.
- b. Out of 100 questionnaires distributed, only 48 were returned. Thus the sample size is small. Further research needs to be done in this area to confirm the findings.

1.5 Research Objectives

The objective of the study is to examine the effects of staff development programs on teaching effectiveness among lecturers. The study will also indicate the characteristics

that constitute the effectiveness of teaching. It will also investigate whether staff development programs can improve teaching effectiveness as perceived by the lecturers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This review focuses on staff development programs and their effect on teaching effectiveness among lecturers. It will review what constitutes teaching effectiveness. It will also illustrate the general objectives and the importance of staff development programs among college and university teachers. Towards the end of the review, readers will be given details of the theoretical framework of this study.

Research on teaching effectiveness is voluminous and approached from a number of theoretical perspectives. The meaning of effectiveness varies from scholar to scholar. Some discuss intellectual skills, interpersonal skills and also the students' learning achievement in measuring teaching effectiveness.

It is the goal of educators to enrich their teaching skills so that their students will have better learning and meet the education policy needs of each nation. Therefore, higher institutions must take positive action to provide staff development programs for their educators. The program is meant to help educators to achieve the goals.

A carefully planned curriculum or course may adequately prepare the lecturers with the essential subject material necessary to begin a lifetime of teaching. However, less emphasis is given to practical training, none has been either required or made available to enable the lecturers to communicate the learning and experience to the students.

2.2 Concept of the Study

The concept of this study is to highlight the importance of teaching effectiveness and staff development. Higher education nowadays has become the main focus of attention as of the contributory factors to a developed country. The development and the higher standard in its education also measure the development of a country.

Academic staff development is an important component of the United National System (UNS). The major dilemmas facing universities today are the problem of decreased resources and increased student demand, as well as increased workload and requirements for efficiency, effectiveness and quality performance (Zuber-Skerritt, 1992).

Thus, the role of university academics has become an important focus in higher education. Therefore, the students' achievement and success in higher education are the result of effective teaching by their lecturers. In order to acquire effective teaching techniques, staff development is important. The lecturers need to be trained so that they "know how to teach" rather than only "know what to teach". Thus, it is essential to discover the effects of the staff development programs in improving lecturers' teaching effectiveness.

A new lecturer has a great deal to learn. He has to adjust himself either to a completely new environment or else to being on the other side of what is still very much a fence, to progress in one step from being taught to being the teacher. The arts and techniques of lecturing are complex. To assume that a lecturer entering the profession will automatically have satisfactory abilities in this direction is, of course, nonsense.

Those who teach in schools have to be trained for the task and it is irrational to consider similar training unnecessary for teachers in higher education. Lecturing is a science, not an acquired taste; as such it can be transmitted, learned, and improved upon (Report, 1969).

The effectiveness of teaching can be improved by developing students' learning skills, by helping staff to improve students' opportunities and incentives to learn (professional development), and by improving staff's abilities, opportunities and incentives to teach (course, professional and organizational development).

2.3 Importance of Teaching Effectiveness

The profound changes in higher education are prompted in part by a general movement for educational reform, certainly not a new issue, but one taking on special significance given the other pressures on the academy. According to Millis (1994), in addition to curriculum issues and other related controversial topics discussed in higher institutions, the role of teaching particularly has become even more important and needs to be seriously emphasized.

Boyer (1987) has stated earlier "a renewed interest in general education, in the quality of teaching, and in the evaluation of the undergraduates experience". As Sheridan (1991) noted, "Criticisms of higher education's performance have now shifted opportunely to an intense focus on a professionally neglected, even disparaged function, teaching".

Seldin (1991) expressed the movement for reform in these terms: The quality of teaching has become a crucial concern at colleges and universities today. Swelling

pressures from such diverse sources as the Carnegie Foundation for the Advancement of Teaching, the American Association for Higher Education, state legislatures, faculty and students have moved institutions to reconsider the importance of teaching and the role of the instructor in the classroom.

At most colleges and universities there are many excellent teachers. As many writers have suggested, however, great teachers have taken many steps to learn how to teach (Diamond & Wilbur, 1990; Eble, 1976; McKeachie, 1986). Moreover, the development of excellent teaching skills involves continuous learning, a lifelong process (Katz & Henry, 1988).

Given the complexity of the skills required for outstanding teaching, it is surprising that most faculty members have not had formal training in teaching (beyond being a teaching assistant as a graduate student, which provides some instruction to varying degrees). Moreover, many faculty members who are already effective in the classroom often want to improve their teaching skills, but do not know how (McKeachie, 1980).

In the past, some institutions, however, have discouraged the development of excellent teachers. The heavy emphasis on research at many of the major research universities has often relegated teaching as a less important activity. The reward system has reinforced research and grants, and faculty has subsequently attended less to teaching activities. In the Hale Report (1964), paragraph 354 of the report stated that:

A person who adopts the career of university teacher does not do so in most cases because his main object is to teach. A more usual motive is the desire to pursue research in a subject, which