



MODELLING QUALITY TEACHING AMONG  
TEACHERS OF THE ISLAMIC PRIVATE SECONDARY  
SCHOOLS IN SOUTHERN THAILAND

BY

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## **ABSTRACT**

The primary purpose of this study was to investigate the relationship among three factors namely, Effective School Management (ESM), Teacher Efficacy (TE) and Quality Teaching (QT). A sample of 585 teachers from forty-seven Islamic private secondary schools in Songkhla Thailand participated in this study. This study utilized both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to establish the psychometric properties of each construct. The results of EFA and CFA demonstrated that ESM represented by five distinct factors, while TE by three distinct factors and QT by two distinct factors. In addition, the results from measurement models also found evidence of construct validity and reliability for the factors that constituted the three constructs (ESM, TE, and QT). The re-specified model was tested as the data did not fit the hypothesized model. Based on the new model, it was found that ESM and TE influenced QT. The model revealed that five-factor of ESM, namely Strong Instructional Leadership (SIL), Safe and Orderly Environment (SOE), Frequency Monitoring Student Progress (FMS), Opportunity to Learn and Time on Task (OtL), and School and Home Relationship (SHR) has directly influenced QT. Similarly, three-factor of TE namely, efficacy for Student Engagement (StdE), efficacy for Instructional Strategy (IS) and efficacy for Classroom Management (CMg) is directly influenced QT. However, for QT, it was explained by one-factor model. The study also conducted invariant analyses of gender and teaching experience. Both gender and teaching experience were found to have no moderating impact on full-fledged structural model of Quality-Teaching (Q-T). The findings suggested that quality teaching required concerted effort from various parties, particularly school management and teachers themselves. Furthermore, Islamic private secondary schools should organize programmes such as workshops on pedagogy and material development for teachers to educate them about the importance of the quality teaching.

## الملخص

يهتم هذا البحث بدراسة العلاقة بين الإدارة المدرسية الفعالة ( ESM ) وفعالية المدرس ( TE ) في التأثير على جودة التدريس ( QT ). وقد تم اختيار 585 مدرس من ضمن سبعة وأربعين مدرسة إسلامية خاصة في مدينة سونغلا في تايلند لجمع البيانات. اعتمدت هذه الدراسة على استخدام تقنيات التحليل العاملي الاستطلاعي ( EFA ) والتحليل العاملي التوكيدي ( CFA ) لتحديد الخصائص السيكومترية لكل عنصر. تبينت كل من نتائج تحليل ( EFA ) و ( CFA ) بأنه يمكن تمثيل هيكلية الإدارة المدرسية الفعالة بواسطة خمسة عوامل، ثلاثة عوامل مختلفة خاصة بفعالية المدرس، وعاملين مختلفين آخرين خاصين بجودة التدريس. كما أظهرت نتائج نماذج القياس دليلاً على فعالية ووثوقية الهيكلية التي تأخذ بعين الاعتبار العوامل التي تشكل الهيكلية الثلاث ( ESM, TE, QT ). وجد من خلال النموذج الهيكلي المعاد تخصيصه أن هناك تأثير من ( ESM ) و ( TE ) على ( QT ). كما تبين من خلال هذا النموذج بأن العوامل الثلاثة الخاصة بـ ( ESM ) وهي القيادة التعليمية الفعالة ( SIL )، والبيئة المنظمة والأمنة ( SOE )، وإجراءات المراقبة الدورية للطلاب ( FMS )، فرصة التعلم والوقت المتاح للطلاب لإنجاز المهمة ( OtL )، بالإضافة إلى العلاقة بين المدرسة والبيت ( SHR )، فقد أثرت بشكل مباشر على ( QT ). كما أن العوامل الثلاثة الخاصة بـ ( TE ) وهي فعالية مشاركة الطالب ( StdE )، وفعالية الاستراتيجية التعليمية ( IS ) وفعالية إدارة الصف ( CMg )، قد أثرت بشكل مباشر على ( QT ). بالإضافة إلى ذلك، لقد أثبت النموذج بأن ( QT ) كان عبارة هيكلية وحيدة ممكن أن يتم تفسيرها بواسطة عامل واحد. وأجرت الدراسة التحليلات الثابتة الخاصة بالنوع الجنسي والخبرة في مجال التدريس. واتضح من خلال هذه التحليلات بأن النموذج الهيكلي الكامل لـ ( Q-T ) لم يكن محدوداً بالنوع الجنسي للمدرسين أو بخبرتهم في مجال التدريس. وقد تم الاقتراح من خلال النتائج التي حصل عليها بأن جودة التعليم تتطلب بذل الجهود من مختلف الأطراف، لاسيما الإدارة المدرسية والمعلمين أنفسهم؛ بالإضافة إلى ذلك، لا بد من المدارس الثانوية الإسلامية الخاصة أن تنظم برامج لتدريس الجودة للمدرسين الأكاديميين وذلك لتثقيفهم حول أهمية المبادرة في ضمان الجودة.

## **APPROVAL PAGE**

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## DECLARATION

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*This research effort is dedicated to my late father, mr. Alee da-i, for his  
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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AUEE	Annual University Entrance Examination
CFA	Confirmatory Factor Analysis
ESM	Effective School Management
IIUM	International Islamic University Malaysia
KOED	Kulliyah of Education
ONET	Ordinary National Education Tests
PCA	Principal Component Analysis
QA	Quality Assurance
QAI	Quality Assurance Initiative
QT	Quality Teaching
Q-T	Quality-Teaching Model
SEM	Structural Equation Model
SPSS	Statistical Package for Social Sciences
TE	Teacher Efficacy

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter outlines the context of the study by identifying the fundamental issues of this research. The chapter elaborates the background and followed by the statement of the problem, which addresses the need to conduct the study. This is then followed by the theoretical framework, research objectives, research questions, hypotheses as well as significance, delimitation and limitation of the study. The final part of this chapter presents the definitions and organization of the whole thesis.

### **1.1 BACKGROUND OF THE STUDY**

For the past two decades, educational reforms had emerged in order to develop a systematic change in educational practices across the countries especially in the United States, Australia, and Southeast Asia. Thailand, like any other parts of the world has called for a high standard of education (such as that in the Educational Standards and Quality Assurance) and high stakes assessments that document the meetings of these standards for students. Teachers are increasingly subjected to work in line between preparing students for assessments and engaging them in meaningful instruction. Kent (2004) mentioned that educational reform movements have strongly advocated in the increase of teacher involvement in the school thus maximizing school effectiveness and educational standards.

The enactment of Thailand's National Education Act (1999) clearly indicates the requirements of education reforms and the reconstruction of education (Rung, 2001). One of the main reform goals is the administrative reform, which refers to the

adjustment of the administrative structure including upgrading the teaching profession of teachers, increasing efficiency and utilizing resources for educational purposes. In order to achieve this reform, it requires a strong sense of efficacy to make a difference and support from teachers. Moreover, the Act also provides decentralization and school management that authorizes schools with more freedom for self-administration and the management of teaching and learning activities. According to Boonmee (2002), the Act sets out to give individual schools and teachers more freedom to set curriculum and mobilize resources, which in turn will tend to increase accountability. This means that schools will face the pressure of increasing education reform, decentralization, school management such as demanding to raise standards and to improve performance. Thus, Kent (2004) iterated that teachers are recognized as an active and powerful changed agent of educational reform who have the power to make positive changes in the school.

Concomitantly, an effective school management is an imperative successful key in the school reform. Abdulhakam (2006) asserted that the quality of school management provided by the Quality Assurance is the most important factor in determining the effectiveness of the school. To be an effective school means that the best possible must be made of what is available to achieve the goals. Hence, an effective school management must capitalize on their resources, teachers and students' abilities to achieve the required outcomes.

The majority of south border provinces of Thailand are densely populated with Muslim so the education is highly influenced by the Islamic regulations. The way of life and language in the provinces of Pattani, Yala, Narathiwat, Satun, and Songkhla are unique since 80 percent of the population is Muslim. In these provinces, education is provided by religious as well as educational institutions (Minister, 2006). According

to Narongraksakhet (1995), most of Muslims in southern of Thailand prefer to send their children to the religious schools rather to the government schools. The religious school or Islamic private secondary school which is also known as *Pondok* is educational institutes which are registered to teach Islamic studies but are currently offering academic subjects. These Islamic private secondary schools are very popular and a major attraction for secondary education enrolment among majority Muslim students in the southernmost part of Thailand. Most Muslim parents prefer to send their children to these Islamic private secondary schools. This is because they expect that their children will gain more knowledge than government schools in terms of the curricular. According to Tangtrongphairoj and Niloh (2000), Islamic private secondary schools introduce a more systematic semi-secular curriculum which offers modern education along with Islamic education. Teaching and learning are divided into two parts: Islamic and Arabic subjects will be taught in the morning while the modern sciences will be conducted in the evening. Thai language is the medium of instruction with Arabic and Malay (the Jawi Script) are used for religious subjects.

## **1.2 STATEMENT OF THE PROBLEM**

Although many Islamic private secondary schools in southernmost part of Thailand are popular among Muslims, Mangkaji (2008) asserted that, many of the schools' quality need to be improved. A study conducted by Musakkid (2009) established that poor students' performance of these Islamic private secondary schools in southern Thailand on the Ordinary National Education Tests (ONET). They were below the national standards for all five subjects namely Thai, English, Social Studies and both Mathematics and Science which are generally the subjects used for measuring students' academic achievement worldwide. Furthermore, the secretary of the Board

of Educational Office (2007) affirmed that the standards of education and the productiveness in terms of students' achievement rate in university entrance exams were lower than their other counterparts (the government secular schools and private schools). Similarly, Abdulhakam (2006) reported that, very few graduates of the *Pondoks* were academically good or expected to compete successfully with their peers (from the government secular schools) in the Annual University Entrance Examination (AUEE). Only a few of the Islamic private secondary school students could get access to higher education. A cause for concern on this issue is unqualified and non-professional trained teachers as noted by various studies (i.e., Daramith, 1982; Niloh, 2004; Abdulhakam; 2006, Jeeranan, 2009; Musakkid, 2009; Inham, 2010; Natyada, 2011) in which they reported that many teachers in Islamic private secondary school did not have sufficient qualification and lacked modern technological skills. Apart from that, teachers in Islamic private secondary school were reported to be actively involved in a variety of quality-related activities to the point that teaching was not very much emphasized in these Islamic private secondary schools.

From the above findings, the rank or status of school Islamic private school does not meet the criteria of quality standards, thus the Ministry of Education has come to realize the importance of developing Islamic private secondary schools in the South. Consequently, Islamic private secondary schools need to cogently transform themselves to meet those demands of change and work in line with the quality standards set by the government. This reform agenda has put pressure on the Islamic private school teachers in their effort to make progress for the students' academic performance. Thus, Islamic private secondary school teachers need to enrich themselves in order to be able to handle the change and create school effectiveness. It

is regarding to the role of teachers to develop themselves in quality teaching as they need to be effectively produced the graduate students in Islamic private schools. Teachers are the driving force behind institutional quality assurance (Skelton, 2005; Filippakou & Tapper, 2008).

The researcher believes that the strategies in teaching and learning could be enhanced if teachers are able to gain competence and expand their professional growth, believe that they have the ability to help and bring about students' learning. The demand to increase student achievement has emphasized the importance of understanding the role of teacher efficacy. Bandura (1977) pointed out that teacher efficacy refers to the beliefs that teachers and teaching make a difference in the academic performance of students. Teachers' beliefs with regard to high personal efficacy can lead to the enhancement of students' achievements, setting high goals for themselves and pursuing them persistently. Teacher self-efficacy is the most significant predictor in the majority of studies as cited by Looney (2003). Moreover, in the large body of literature, efficacy is the most significant factor of student engagement and learning (Ross, 1992; Tschannen-Moran & Woolfolk Hoy, 2001). Besides, Edmonds (1979) in his *Effective Schools Research* found that teacher efficacy is the helpful insight for schools that desire to improve and sustain student achievement. The strong correlation of teacher attitudes and characteristics indicate that teachers in effective schools have high expectations for students and have the personality of being friendly and firm.

Thus, the study on school effective management and teacher efficacy for the enhancement in quality teaching and learning is needed, in order to examine how to increase productivity and enhance student achievement in these Islamic private secondary schools in southern Thailand. Most of the empirical studies on effective

school management and teacher efficacy were conducted in the Western settings (Musa, 2010). There are very few researches in the Thai context. However, little prior study has been conducted regarding effective school management, teacher efficacy and quality teaching in Islamic private secondary schools in Southern Thailand. Thus, this study is designed as an attempt to fill the gap in this Islamic private secondary school setting from the educational administration perspective.

### **1.3 CONCEPTUAL FRAMEWORK OF THE STUDY**

The researcher's attempt to examine effective school management, teacher efficacy and quality teaching was based on the foundations of several existing theories from the literature. Firstly, the study viewed a theory from the effective schools management, Edmonds (1981) and his work entitled *Search for Effective Schools*. He was one of the founders and the researchers for effective schools management. Dr. Edmonds wanted to know how to make school effectiveness by discovering all the institutional characteristics and created the model known as the "Effective Schools Model". This work is still highly respected by many scholars such as Murphy and Hallinger (1985), Lezotte (1991), Hallinger and Heck (1996), Grandmont (1997), and Daggett (2005), whom all agreed with his work on effective school, and the characteristics that are varied to some extent to other environment and society. A study was conducted by Baldwin, Coney, Fardig and Thomas (1993) and they agreed upon eleven characteristics of school effectiveness. The eleven characteristics of effective school management are: Effective instructional leadership, clear and focused school mission, safe and orderly environment, positive school climate, high expectations for students, frequent monitoring of student achievement, emphasis on

basic skills, opportunities for learning, home and school relationship, strong professional development for teachers and teacher involvement in decision making.

However, Lezotte (1991) argued that only seven factors of effective school management have contributed to the success of many schools in current years. Thus, the seven factors of effective school management are identified in this study which are: (i) strong instructional leadership, (ii) clear and focused mission, (iii) safe and orderly environment, (iv) high academic expectation, (v) frequent monitoring of student progress, (vi) opportunities to learn and student time to task, and (vii) school and home relationship.

Secondly, the theory from Bandura's Social Cognitive Theory and Self-Efficacy. Bandura (1997) stated that "beliefs in one's capabilities to organize and execute the course of action required to produce given attainments (p.3)". Self-efficacy is an individual's believe on his or her own capability to organize and complete a course of actions required to accomplish a specific type of task. Tschannen-Moran and Woolfolk Hoy (2001) used the general formulation of self-efficacy to define teacher-efficacy as a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. Teachers who believe that they will be successful with educating students will achieve this task due to their strong desire to be effective and ability to adapt to specific situation. In other words, an efficacious teacher believes that she or he is capable of bringing about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated, which in turn may increase teaching capabilities. More importantly, this type of personality may improve or increase teachers' persistence in the teaching field because it strongly affects the person's ability to perform a task. Teacher with high