

The Relationship Between Planning and Preparation, Classroom Environment, Soft Skills and Teaching Effectiveness at Dungun Secondary Schools

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ABSTRACT

Most of an organization's problems are teaching effectiveness. This problem also occurred at one of the secondary schools in Dungun. For the different and different reasons and needs, it is not easy for the organization to solve the issue of effectiveness due to each teacher. The study examined the relationship between planning and preparation, classroom environment and soft skills towards teaching effectiveness in the Dungun Secondary School. For this study, the researcher set the Dungun Secondary School as the population studied by 90 teachers. A set of questionnaires was used as the main instrument for data collection. The convenience sampling was selected from teachers Dungun Secondary School for this study. This is because the method for the sampling design was the most efficient. In addition, the method is easily understood and results for the entire population are projected. After several follow-ups, a total of 73 questionnaires was received. The Pearson correlation coefficient was used to classify factors that affect the teaching effectiveness of Dungun Secondary School. Statistically, the Statistical Package for Social Science (SPSS) was used for data analysis. The hypothesis was accepted based on the findings. In order to help teachers recognize their weaknesses, the training of teachers should be improved so that they can not only learn but also increase their teaching effectiveness. The researcher hopes that the results will also benefit the organization.

Keywords: Teaching Effectiveness, Planning and Preparation, Classroom Environment, Softskills

INTRODUCTION

An effective teacher as someone who is highly demanding encourages self-initiating learning, motivates students, and sets high standards (Darling, 2010). Effectiveness of teaching is evaluated especially from the result of the exam that students attend. Academic performance is the highest indicator of graduate, as poor grades are a sign of less preparedness for advancement in the system of education (Lyche, 2010). Effectiveness of teaching based on the effect of teaching on the performance of students and even its share of criticism because the inputs of teachers are not the only factors influencing the

performance of students (Simon & Boyer, 2010). During this period when so much work was being done on student ratings, the word "teaching effectiveness" had its heyday in the 80s and early 90s. It is connected to the remains of appraisal practices and even end-of-course grades are often considered to be effective teaching steps. It is a term we should regularly revisit given its continuing importance (Layne, 2012). Nonetheless, academic results are the iceberg's useful part, as the causes for low performance and ultimately dropping out are related to other variables that may be more difficult to recognize. Excellence in academic and knowledge in education is not only a decisive factor for teaching excellence. Accordingly, many in the form of pedagogical training courses and supplied to the teacher. However, good teaching technique is not based solely teaching faculty, but the result of the identity and personality reflected by teachers against students.

Problem Statement

Each teacher has characteristic and different teaching methods. Some teachers are always eagerly awaited by students and some teachers, students feel uneasy or do not feel anything if they did not come to class. It shows that there are a lot of features and a preferred that students interested need to be studied. According to Ozordi (2010), focusing on the state of standards of education, he worried that, on average, the recent high school students are no longer willing to do what primary school students used to do in educational wise periods. Poor student quality may be due in part to teacher ineffectiveness among other factors, hence the need to review secondary school teachers ' teaching effectiveness (Onyekuru & Josephat, 2013).

The objectives of this study are:

1. To investigate the relationship between teaching planning and preparation and teaching effectiveness.
2. To identify the relationship between classroom environment and teaching effectiveness.
3. To examine the relationship between soft skills and teaching effectiveness.

LITERATURE REVIEW

Teaching Effectiveness

Teachers are no longer passive knowledge transmitters, but they are critical thinkers, active and autonomous teachers. Teachers must use a variety of methods to achieve better results (Salmani, 2011). Therefore, teachers began to move beyond the usual circumstances of the classroom and examine the consequences of the pedagogical decisions of teachers by observing and evaluating one's teaching and using observation and reflection as a means to achieve change. According to Chi, Yeh and Wu (2014), the goal is to examine the effects of well-being, social support, core leadership on teaching effectiveness, the mediating influence of well-being between social support and teaching effectiveness, and the moderating effect of core leadership between social support and successful teaching.

Planning and Preparation

According to Appleyard and McLean (2011), teacher preparation is equipped with knowledge and skills in teaching and learning. In addition, several teacher educations studies have started to focus on core practices and need to focus on increasingly more focused and evolved work on developing such practices in the field-based work in teacher preparation.

Classroom Environment

There are some reasons why instructional materials are used unsatisfactorily. One of the reasons is poor quality and less educational facilities for students. Furthermore, teachers are not properly trained to use educational technology effectively in the educational process (Salmani, 2011). Therefore, it is necessary to design classrooms in such a way that technology may be used effectively. Classrooms should be fitted with modern technologies to provide a favorable and comfortable learning process environment. Teacher training in the use of technology should be provided as it is a vital component of physical setting in the classroom.

Soft skills

It is certainly a common practice in higher education to incorporate soft skills instruction into the curriculum. Some institutions implement other approaches to fostering the development of soft skills in their students (Ann-Marie, 2015). The use of life experiences includes an option to teach soft skills. Through various and varied ways these life experiences can be presented.

Conceptual Framework

The research is about the relationship between teaching effectiveness and teachers at Sekolah Menengah Imtiaz Yayasan Terengganu Dungun involved both variables which independent and also the dependent variables. This research involved three independent variables which planning and preparation, classroom environment and soft skills. The dependent variable is teaching effectiveness.

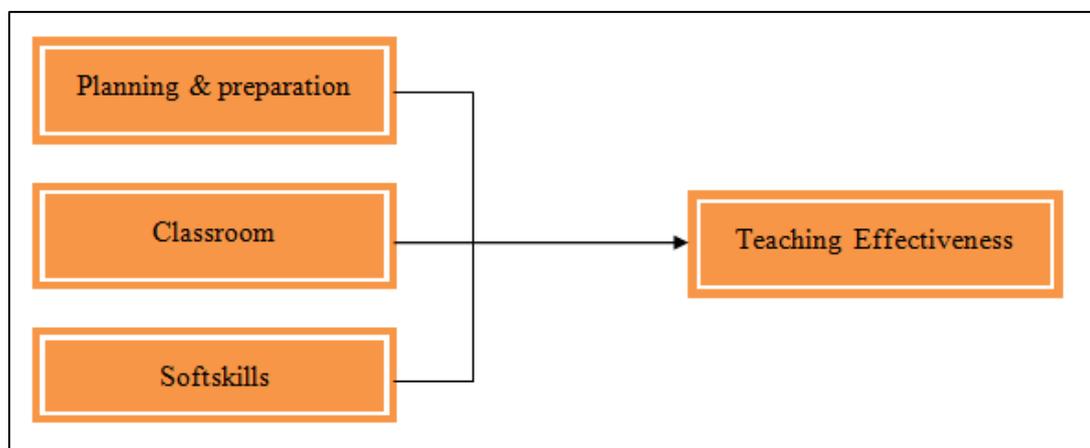


Figure 1: Conceptual Framework

METHODOLOGY

According to Salkind (2012), a correlational study provides some indication to show how two or more things are related among other or in effect, what they share or have in common. A Correlational study refers to the study that wants to examine the relationship between all factors (planning and preparation, classroom environment and soft skills) of teaching effectiveness. The total number of teachers at Dungun Secondary School is 90 teachers. For this research, the type of method called convenience sampling is used. In this analysis, only 73 of the total number of teachers were obtained as a sample size of the study by the researcher (Krejcie and Morgan, 1970). Statistical Package for Social Science

(SPSS) is an appropriate method of research for this study. The Pearson Correlation tests the impact of two factors in the relationship (Aguinis, Gottfredson & Wright, 2011). This matrix can be used to evaluate either accept or reject the hypothesis.

FINDINGS/RESULTS

The analysis of the Pearson Correlation was used to describe the relationship between the independent variables and the dependent variable.

Table 1: Analysis of The Pearson Correlation

Variables	Mean (r)	Std. Deviation	Pearson Correlation (p)
Planning and Preparation	2.2483	.94016	0.839
Classroom Environment	2.3505	.78176	0.774
Softskills	2.2494	.88012	0.624
Teaching effectiveness	2.3682	.81859	1

**Correlation is significant at the 0.01 level (2 tailed)

Table 1 shows there is a positive correlation between all variables. The highest value among the variable was the value of the correlation between teaching effectiveness and planning and preparation with value 0.839. The relationship between teaching effectiveness and classroom environment with value 0.774, while the lowest correlation among the variables was teaching effectiveness and soft skills with value 0.624. Based on the table it can be concluded that all independent variables have a significant impact on teaching effectiveness where the significant value was lower than the value ($p < 0.05$). All three (3) hypotheses were accepted. From table R-square has 73.8% from the independent variables (planning and preparation, classroom environment and soft skill) can explain the variations in the dependent variable (teaching effectiveness). The overall result shows a positive and significant relationship between the dependent and independent variables.

CONCLUSIONS

The results of this study indicate that all recommended objectives were addressed. The three objectives were to examine the relationship to teaching effectiveness between planning and preparation, classroom environment and soft skills. The table shows that there is a positive relationship between those variables. It can be explained that all independent variables show a significant relationship with teaching effectiveness. The highest value for correlation coefficient among variable is planning and preparation with 0.939, classroom environment with 0.774 and lastly soft skills with value 0.624.

Teaching is not exactly something you have to do on the run. It needs a healthy mix of awareness of content, instructional strategies and management techniques in the classroom. Preparation and planning play a critical role in these changes. This is important to note that even well-planned lessons can fall apart quickly. Once put into practice some of the best-conceived concepts will end up being massive failures. Teachers have to go back to the drawing board when this happens and reorganize their strategy and plan of attack. Next, effective teaching is not based on implementing routines, managing classroom activities, engaging the students and covering the curriculum. In the classroom, A variety of strategies were grouped in this category including challenging students to answer more in-depth, not letting people dominate the discussion sand stopping folks who are just participating for the sake of participating. Classrooms should be designed in such a way that various technologies should be used effectively.

It should be avoided to hire non-professional teachers who are not qualified to teach in secondary schools. Only teachers with relevant qualifications and teaching experience in secondary schools should be hired. In-service teacher training should be conducted regularly by government agencies and private school owners to enhance teacher performance or effectiveness.

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