



Pupils' perceptions of teaching behaviour: Evaluation of an instrument and importance for academic motivation in Indonesian secondary education



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ABSTRACT

The present study investigates the psychometric quality of a measure tapping pupils' perceptions of teachers' teaching behaviour in the Indonesian context. It also examines the relationship between pupils' perceptions of teaching behaviour and their perceived academic motivation. Surveys from a total of 4000 pupils of 200 teachers/classes were analysed using classical test analyses and Rasch modelling. Results reveal that the Indonesian version of the instrument is reliable and valid for measuring teaching behaviour in the Indonesian context. Teachers' teaching behaviour is a significant predictor of pupils' controlled and autonomous motivation. The effect of teaching behaviour is stronger for pupils' autonomous motivation than for controlled motivation. Implications of findings for research and educational practices were discussed.

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1. Introduction

Putting effort into enhancing the quality of education is an ongoing educational concern all over the world. Teachers, who are seen as central figures in promoting pupils' academic performance up to the highest level possible, have been a major focus of current educational research. The central role of the teacher is clearly highlighted in the teacher effectiveness literature revealing that teacher factors explain higher proportions of variance in the success of pupils' learning than other factors (Creemers, 1994; Kyriakides, Creemers, & Antoniou, 2009). Among other factors, teaching behaviour has been regarded as one of the most prominent factors affecting pupils' learning and achievement (Creemers, 1994; Hattie, 2012). To improve educational outcomes, developing and sustaining effective teaching behaviour should be a priority for schools.

Although research recognizes the importance of teaching behaviour for pupils' outcomes, several limitations remain. One problem we are currently facing is the development of guidelines for evidence-based support to develop and sustain (amongst other objectives) the improvement of effective teaching behaviour. Particularly, this guideline is critically important for pre-service and beginning teachers during the first years of teaching. This is because past research revealed that inexperienced teachers generally face difficulties in performing effective teaching behaviour (Van de Grift, 2007; Van de Grift & Helms-Lorenz, 2012; Van de Grift, Helms-Lorenz, & Maulana, 2014). Guidelines focusing on the development of effective teaching behaviour targeting at the zone of proximal development will be beneficial for (inexperienced) teachers. Another issue is that there is a gap between Western and Asian countries regarding the advancement and access of

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knowledge. In Western countries, attempts to enhance effective teaching behaviour have been more rapid and more well disseminated in the scientific outlet. In the Netherlands, for example, the beginning teacher professional development program (i.e., induction arrangement) has been implemented as a national program for supporting effective teaching behaviour (Helms-Lorenz, Slof, & Van de Grift, 2013). In Asian countries like Indonesia such a program remains a topic of discourse. Attempts for supporting professional development of (inexperienced) teachers in the Asian region is therefore needed.

Finally, many countries strive to motivate and engage their pupils to participate in learning activities. In secondary education, particularly, there is evidence that pupils' motivation tends to decrease over time (Maulana, Opdenakker, & Bosker, 2013; Opdenakker, Maulana, & den Brok, 2012). Research originated from Western countries showed that teaching behaviour has a powerful impact on sustaining pupils' motivation (den Brok, Fisher, & Scott, 2005; Opdenakker et al., 2012; Wubbels & Brekelmans, 2005). However, little is known about the relationship between teaching behaviour and Asian pupils' motivation to learn. Particularly, past research in the Dutch context revealed that effective teaching behaviour, measured in terms of teacher-pupil interpersonal relationships, affects pupils' intrinsic motivation positively (Opdenakker et al., 2012). However, this study did not find a significant effect of teaching behaviour on pupils' extrinsic motivation. Considering that Western and Asian contexts view the importance of intrinsic and extrinsic motivation in a different way (Leung, 2001), little is known about the effect of teaching behaviour on pupils' motivation found in the Western context in comparison to the Asian context.

The current study aims to fill the voids in the knowledge base by presenting findings from the Indonesian context in two ways. First, we examine the usefulness of an instrument previously developed in the Western context that can serve as a practical guideline for supporting professional development of (inexperienced) teachers targeting at their zone of proximal development. Additionally, the study aims to shed more light on the inconclusiveness of teaching behaviour effects on pupils' motivation in the Indonesian context.

2. Theoretical frameworks

2.1. Teaching behaviour

Research on educational effectiveness and learning environments, which serves as a theoretical framework for studying teaching behaviour, has shown that classroom processes are important predictors of pupils' learning (Creemers & Kyriakides, 2008). In contemporary conceptualizations of teaching and learning processes, both cognitive and motivational aspects are taken into account. Teaching behaviour is a central element in the classroom processes (Creemers, 1994; Hattie, 2012). Based on reviews of evidence-based effective teaching behaviour research, six observable domains of teaching behaviour were identified that impact on pupils' learning and outcomes (Van de Grift, 2007, 2013). These domains are safe and stimulating learning climate, efficient classroom management, clarity of instruction, activating learning, differentiation, and teaching learning Strategies. These six domains are in accordance with other models and empirical findings (Danielson, 2013; Pianta & Hamre, 2009).

Safe and stimulating learning climates refers to aspects of teacher-pupil relationships such as creating a relaxing learning atmosphere, showing respect to pupils and ensuring that pupils respect the teacher and their peers, and encouraging self-confidence of pupils (Cornelius-White, 2007; Hattie & Clinton, 2008; Opdenakker et al., 2012; Smith, Baker, Hattie, & Bond, 2008; Teodorovic, 2011; Willms & Somers, 2001). Effective classroom management is another important domain of teaching behaviour. Research showed that efficient classroom management is an important predictor of pupils' learning and outcomes (Carnine, Dixon, & Silbert, 1998; Houtveen, Booij, De Jong, & Van de Grift, 1999; Maulana, Opdenakker, Stroet, & Bosker, 2012; Scheerens & Bosker, 1997). Several indicators of teachers' behaviour associated with efficient classroom management include ensuring that the lesson begins and ends on time, managing lesson transition efficiently, minimizing time for task-unrelated matters, dealing with pupils' misbehaviour efficiently, preparing the lesson well and displaying good lesson structure (Creemers, 1994; Marzano, 2003; Maulana et al., 2012; Opdenakker & Minnaert, 2011; Wang, Reynolds, & Walberg, 1995; Yair, 2000). Clarity of instruction covers aspects of instructional behaviour that are important for pupils' learning such as clear lesson structure, good interchange of explanations and lesson presentations, management of independent work, and clear assignment of individual and group works (Creemers, 1994; Kindsvatter, Willen, & Ishler, 1988; Mortimore, Sammons, Stoll, Lewis, & Ecob, 1988; Rosenshine, 1980). Additionally, checking that pupils understand the learning material is also important (Kame'enui & Carnine, 1998; Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Hattie & Clinton, 2008; Rosenshine & Meister, 1997; Smith et al., 2008).

Activating learning integrates behaviour that optimizes learning outcomes such as promotion of active learning, intensification of instructions and avoiding excessive work seats (Hampton & Reiser, 2004; Lang & Kersting, 2007; Rosenshine & Berliner, 1978). Other important aspects of activating learning for productive learning outcomes are activation of prior knowledge, make use of "advance organizers", and make sure that pupils are aware of the relevance of the lesson content (Pressley et al., 1992; Nunes & Bryant, 1996). Activating learning is related to the quality of teacher-pupil and peer interactions (Meeuwisse, Severiens, & Born, 2010). Subsequently, the quality of teacher-pupil interactions is related to the improvement of motivational outcomes (Opdenakker et al., 2012; Maulana & Opdenakker, 2013). Differentiation in teaching means that teachers recognize the characteristics of pupils they teach and understand that different pupils have learning needs in order to progress in learning. Teachers should emphasize the needs of each individual student when displaying

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