

International Journal of Instruction, Technology, and Social Sciences

Editor-in-Chief

Associate Professor Dr. Arumugam Raman
Universiti Utara Malaysia

Executive Editor

Dr. Mohan Rathakrishnan,
Universiti Utara Malaysia

Associate Editors

Associate Editors-in-Chief

1. Professor Dr. Abdallah Yusuf Al-Zoubi,
Princess Sumaya University for
Technology, Amman,
Jordan.
2. Associate Professor Dr. Balamuralithara
Balakrishnan,
Universiti Pendidikan Sultan Idris,
Malaysia.

1. Professor Stamatios Papadakis,
Department of Education, University of Crete,
Greece.
2. Assistant Professor Dr. Balasubramanian, A.,
Amrita Vishwa Vidyapeetham University,
India.
3. Professor Stuart Perrin,
Xi'an Jiaotong-Liverpool University (XJTLU),
China.
4. Associate Professor Ramesh Chander Sharma,
Dr. B. R. Ambedkar University Delhi,
India.

Managing Editor

Dr. Raamani Thannimalai

Technical Expert

Mr. Kalaiarasan Nadarajan, BBA

Copyright © 2020 NKN Technology Resources

ISSN 2716-6546 (online)

Publisher

NKN Technology Resources
C0.Reg. No. 201903110559 (002961318-D)
No. 893, Jalan Aman, Taman Sejahtera,
096000 Lunas, Kedah, Malaysia

Publication Frequency: Quarterly

All Rights Reserved

International Journal of Instruction, Technology, and Social Sciences

ISSN 2716-6546

Vol. 1, No. 1, June 2020

Editor's Note

International Journal of Instruction, Technology, and Social Sciences is (IJITSS) a double blind peer-reviewed journal published quarterly a year by NKN Technology Resources. The journal publishes research papers in the fields of Education, Psychology, Instructional Technology, Educational Technology, Statistics and Social Sciences.

Specifically **IJITSS** is a reliable resource for academic and non-academic researchers and research teams. Our goal is to provide original, relevant, and timely information from diverse resources.

Articles from this journal may be used for research, teaching, and private study purposes. Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.

IJITSS provides immediate open access to its content on the principle that making research freely available to academic world for a greater exchange of knowledge.

I personally thank all the article contributors, authors and reviewers for their invaluable contribution towards knowledge.

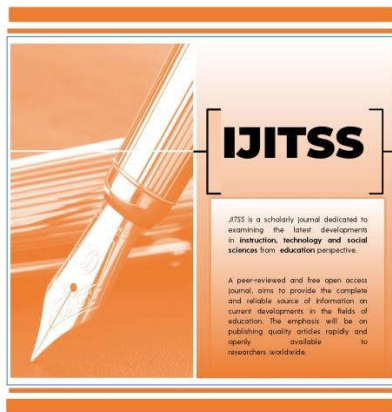
Thank you.

Editor-in-Chief,

Arumugam Raman, PhD
University Utara Malaysia

ISSN:XXX-XXX

**International Journal of
Instruction, Technology &
Social Sciences**



ISSN: xxx-xxxx

**International Journal of Instruction,
Technology & Social Sciences**

www.ijitsc.net

**The Role of Teachers' Skills towards the
Students Achievement in Business
Studies**

Subramaniam Kolandan
Universiti Utara Malaysia

To cite this article:

Kolandan, S. (2020). The Role of Teachers' Skills Towards the Students Achievement in Business Studies Subject. *International Journal of Instruction, Technology, and Social Sciences (IJITSS)*, Vol(No), 3-12

The Role of Teachers' Skills towards Students' Achievement in Business Studies

Subramaniam Kolandan

Universiti Utara Malaysia

Article Info	Abstract
Article History Received: 01 Jan 2019 Accepted: 15 May 2020 Keywords Teachers' skills Business Studies Students' Academic Achievement	Transformation of the education system in Malaysia is at its peak now. The wave of Industrial Revolution 4.0 (IR 4.0) at Malaysia is very rapid and education system need to be in top form to cope with its' impact. Business Studies teachers must be furnished with the particular aptitudes so as to guarantee the smooth learning to produce working force who can be competent with the usage of technology in future. They need a high level of skills to carry out their daily tasks at school as their full utilisation is required to enhance the student development. Additionally, the challenging environment and changes adopted according to the IR 4.0 calls for a sustained and robust business environment towards adapting to today's shifting climate.

Introduction

Education is the heart of a nation's development. Without a comprehensive and robust education system in line with the development of the times, the nation can be considered a failure in fulfilling its responsibilities to its people. Therefore, transformation in education must be implemented so that Malaysians can compete internationally. In an effort to transform the national education, it is undeniable that the role of a teacher is paramount; they are like diamonds that reflect glitter and shine concurrently.

Transformation of the education system in Malaysia is at its peak now. With the introduction of the Industrial Revolution 4.0 (IR 4.0), the reformation is rapid and teachers are required to be the front liners in dealing with such massive transformation. Therefore, Business Subject teachers must be equipped with the specific skills in order to ensure the teaching and learning process is worthwhile. Current trend requires them to possess various industry-related skills in order to cope with the transformation and produce world-class working force.

Types of Skill

Teachers need to yield a high level of skills in order to carry out their daily tasks at school; the skills must be fully utilised towards enhancing their students' development. Guthrie (2010) has stated that Technical and Vocational Education and Training (TVET) teachers are well-trained and skilled in their particular field of study. Therefore, these skills can be used in the teaching and learning process, whereby trained teachers will implement them to effectively carry out their teaching duties. Based on findings regarding teacher's skills, nine components have been drawn as the main skills needed for Business Subject teachers in order for them to carry out their teaching and learning process effectively.

Communicational Skill

A good teacher should possess good communicational skills with their students to make the lessons interesting and worthwhile. Accordingly, communication skills can be defined as the process of

transmitting information between more than one person for better understanding (Saunders & Mills, 1999). This is very important as it involves the transmission of information that can be interpreted in the event of a communication failure. In business, communication is vital as it involves many processes and transactions. As such, the skills in this particular context include listening and speaking, and reading and writing capabilities. A teacher must be proficient in all of these areas as those with a good grasp can make teaching and the facilitating processes easier to understand (Silver, 2014; Raman et al., 2015). In teaching Business Studies, effective communication skills are very important for a teacher in terms of the teaching process, classroom management, and interaction with students in the classroom. Teacher communication skills are similarly critical for them in delivering effective education to the students (McCarthy & Carter, 2001).

In a study conducted by Ehindero and Ajibade (2000), effective teaching and facilitating the process renders teacher communication very important for bilateral learning. As communication is a process that requires one to practice sharing their views with others, teachers with good communication skills can ensure an effective student learning due to these skills are necessary to facilitate students' achievement. The effectiveness of teaching depends not on the technical aspects but also the way teachers use them when teaching students. They need to yield good communication in order to understand their students and avoid problems during the teaching and learning process (Loss, 2000). Therefore, teacher communication is very relevant in teaching this subject as the business world views communication as highly important. An effective communication can generate significant revenue streams for organisations and individuals, thereby teachers to be proficient in it in order to teach their students the effective ways for one to thrive in the business world. In contrast, a teacher's weakness in communicating effectively not only can cause the planned teaching and learning objectives to fail; it also causes their students to experience dissatisfaction, frustration, psychological stress, affected health, loneliness, loss of affection, and so on. Therefore, they must be wise in formulating the strategies so that the teacher-student communication can occur harmoniously, allowing them to help each other in a respectful manner; this way, no problems or conflicts will arise (Abdullah, Johari, Chuchu & Laji, 2014).

Pedagogical Skill

Pedagogical skills are among the basic skills that a teacher needs in the teaching and learning process, whereby they are very important as they can determine the success or failure of the process. The term defines the ability of a teacher to ensure that the teaching process works smoothly (Brown & Lee, 1994), whereas a more accurate definition is the teaching skills used by a teacher to convey teaching and learning. Pedagogical skills refer to the teacher's skills and activities in teaching in order to enable the students to learn knowledge and skills related to the subject being taught. Understanding means associating learning with prior knowledge (Tharp et al., 2003). Therefore, helping the students to analyse the relationships can strengthen new knowledge intake and increase student engagement in the learning activities.

The concept of teacher teaching describes teachers as the guides, coaches, and facilitators for the students (Cohen, 1993). They are considered the source of student reference when having troubles with learning. Therefore, teachers should have the ability to solve their students' problems by becoming more effective in pedagogy. Accordingly, some previous studies have shown that the most effective teaching approach is through a two-way engagement, which enables the students to gain exposure. Pedagogical competence includes the implementation process of education by using various strategies to optimally develop the potential of students, as the main goal of organizing educational activities (Fanny, 2015). Teo (2019) in his study stated that teacher's pedagogical skill is very important in nurturing students' belief in education. The student-centred approach differs from the traditional approach in which the

teacher is seen as a source of knowledge and the knowledge is passed down from the teacher to the student.

Classroom Management Skill

The classroom is a place for a teacher to play his responsibility, role and becoming a role model for the student. A teacher will be classified as non-performing if the trust is abandoned, regardless if they are the most committed person outside the classroom or school. In this regard, the classroom needs to be managed in the best and most conducive manner to ensure the teaching and facilitating processes can be effectively implemented and for the teachers to be regarded as excellent educators. Classroom management is a difficult skill to master despite many theories and techniques available, which have been studied by teachers at universities and teacher education institutes. If these skills can be mastered by them, the process of teaching and facilitating in the classroom will be a fun experience. Classrooms with well-behaved students make teaching one of the most wonderful jobs in the world as the teachers will experience new and different experiences every day (Salleh & Dali, 2009).

Teachers constitute a key factor in ensuring improvements in student achievement in which various field studies have thus emphasised certain issues. They include improving the classroom performance (Akyüz, 2006) and the importance of teachers in maintaining the academic focus by reducing unwanted distraction and enhancing positive behaviours (Kunter, Baumert & Koller, 2007) between teacher's experience and achievement (Akiba, Le Tendre & Scribner, 2007; Raman, Don & Kassim, 2014; Darling-Hammond, 1999; Gallagher, 2002; Tomlinson & Jarvis, 2014). Similar, teachers' need to adjust and control environmental variables in order to improve student achievement (Baker, Clark, Maier & Viger, 2008) is also underlined. Therefore, the aspects of teacher skills are heavily emphasised throughout this study. Moreover, classroom management is the foundation for effective teaching and learning processes; when it is viewed in a broader and holistic sense, every element of the classroom from lesson delivery to the classroom environment is deemed as crucial (Dibapile, 2012). According to the scholar, this includes organising classes regularly, creating expectations, and encouraging student collaborations in the learning activities.

Evaluation and Assessment Skill

Teacher assessment and assessment skills are another important aspect of teacher competence. The term "assessment" is derived from the Greek word "assidere", which means sit by (Adimin, 2011). Accordingly, Ghafar (2011) defines it as a process of measurement or evaluation process; it is a systematic process involving the collection, analysis, and translation of information about the level of student achievement with regard to the teaching objective. This process can help a teacher or administrator alike in making a holistic decision about the required actions for future improvements. Besides, Airasian (2004) further states that assessment is the collection, synthesis, and interpretation of information in which testing, measurement, and evaluation play a role in helping the teachers make learning decisions.

Assessments include a variety of procedures used to obtain information about student learning (i.e. observation, performance or project evaluation, or paper and pencil tests) and the formation of considerations about learning progress (Linn & Miller, 2005). Therefore, teacher assessment skills for students are skills that they need to master in education. Those who are able to make good assessments will produce a generation of knowledgeable and thoughtful students.

Reflection Skill

Reflection skills are a component of teacher competence in determining the success or failure of the teaching and learning process. A teacher's ability to reflect shows their capacity in assessing their own proficiency to teach students. According to Newby, Stepich, Russell & Lehman (2006), the teaching process is a complex activity requiring the teachers to think or plan of what they will do. Therefore, good teachers can be more effective by reflecting on each lesson appropriately. This view underlines teacher reflection as promoting a critical approach to one's teaching, thus leading to better practice (Oser, 1992; Artzt and Armor-Thomas, 2001; Mayes, 2001; Swain, 1998).

Reflection is often reported as a process of self-evaluation in which the teachers should be frequently involved in when interpreting and improving their professional practice (Husu, Toom, and Patrikainen, 2006; Ling, Ghazali, & Raman, 2016). Danielson (1996) further refers it to an activity or process in which experience is remembered, considered, and evaluated, whereby it is usually related to a broader purpose. As such, it is a response to experience and involves the act of reflection and examination of experience as the basis for assessment and decision-making, as well as a source for planning and action. Through this experience, teachers will become more discerning and able to evaluate their successes and mistakes (Mirzaei, Phang & Kashefi, 2014).

Innovation Skills

Teachers need to be proficient in innovation and creative in the world of education. They need to be constantly developed their creative and innovation skills in the teaching and learning process in line with current requirements. Accordingly, teacher innovation contributes to student success in education based on the degree of their early literacy (Carron & Bordia, 1985; Kadir, 2011). For example, the formal education systems are teachers' discourses in educating their students towards mastering specific skills and bring about changes (White & Cranitch, 2010). Innovation is closely related to the idea or action of starting and creating something new and up to date. According to Kinicki and Williams (2003), it is a way of finding new means of producing novel products and services. According to the 4th edition of the House of Representatives (2009), innovation is something new, such as methods, systems, customs, and others. Meanwhile, it is defined by the Glossary of Educational Technology (1995) as a new idea, concept, or strategy that can enhance practice. Innovation is the first successful application of a product or process (Oldham & Cuming, 1996), while Miller (1971) describes it as an idea, practice, or object that someone considers as new. Similarly, Dowrick and Spencer (1994) explain that innovation is something that an individual considers as new and better than the old.

Teachers play an important role in fostering students' creativity and innovation and their subsequent importance of using innovative teaching towards enhancing student creativity (Beghetto, 2005). Learning experiences that lead to creative products and creative processes can be shared by teachers who are ready to do so. Therefore, teachers need to be reminded that "creativity is not a mystery or something that is inaccessible" (Simmons & Thompson, 2008). In contrast, unprepared teachers may need additional training to explain the necessary items in order to apply innovative teaching, which can further lead to the cultivation of student creativity and innovation.

Collaboration Skill

The modern world of education requires the factors of cooperation or collaboration between various parties to cope with the ever-changing flow of change. Collaboration among teachers is one of the important factors that needs to be emphasised today. There are many reasons for this evolution; the fact

remains that teamwork is a very important phenomenon in the education world. A collaborative work environment appears to be the norm for every organisation (Decuyper, Dochy & Van den Bossche, 2010) in which education is often seen as an important context for students to acquire collaborative skills before they enter the workforce.

In education, teacher collaboration plays an important role in transforming the students and towards working together as a team (Coke, 2005). The scholar has further added that they can only teach collaborative skills when they "practise what they teach". Furthermore, to be more innovative and student-centred, collaborative learning methods between teachers are severely needed (Dochy, Segers, Van den Bossche, & Gijbels, 2003; Lunenberg, Et al., 2007; Slavit, Kennedy, Lean, Nelson & Deuel, 2011). As a result of the Teaching and Learning (TALIS) 2013 report as stated by Barrera-Pedemonte (2016), teachers involved in collaboration reported using more innovative pedagogical methods and showing higher job satisfaction and self-efficacy. In high-performing countries in education such as Finland, the level of teacher collaboration is very high with excellent results. Therefore, Malaysia's concept of education based on high-level thinking and making Finland as an example renders teacher collaboration is crucial towards producing a competent teacher.

Information and Communications Technology (ICT) Skill

ICT is a very important component of teacher skills. With the current growth of the education world, a competent teacher needs to become proficient in ICT as the current field of teaching work requires them to apply for ICT in the teaching and learning process. Many previous studies have been conducted to assess the level of competency and commitment of teachers towards implementing technology in teaching, such as one conducted by Shin and Lwin (2017). The findings of the aforementioned study show that the efficiency and commitment of teachers to implement ICT in teaching and learning in schools remains low and medium. Most studies have focused on the use of computer technology in teaching and learning without requiring them to perform school management tasks, which are also important for teachers (Raman & Shariff, 2018).

ICT is widely used in the Business Studies Subject but it is more likely to supplement rather than replace the traditional approaches to teaching and learning. Changes have proven the nature of electronic resource delivery for student learning, including online access to libraries and information sources, as well as other data stored in electronic formats as provided by textbook publishers and learning materials provided by external organisations, such as government departments and international agencies (Reynoldson & Vibert, 2006; Thannimalai & Raman). Similarly, the teachers also need to complete their assignments using ICT. In the teaching and learning process, they should connect with the students through effective communication not only in the classroom but also outside of the classroom using ICT applications and authorised devices. The use of various technology resources such as VLE Frog, M-Learning, the use of QR Code, and many more can thus further assist students' development. Additionally, the teachers also need to be proficient and skilled in applying all the technology resources for teaching in order to succeed.

Soft Skills

Soft skills are among the most important skills that a teacher needs, where it constitutes a new concept implemented by the Ministry of Education (MOE) in line with 21st-century learning. Therefore, the teachers are a key factor in managing the learning process towards designing the content and activities that suit the needs of students, as well as practising thinking and management skills. Moreover, they should be the transformational leaders to tap into the right knowledge, understanding, beliefs, and attitudes towards students, which is a process of teacher learning called paradigm change for students.

The development of teacher competence in the area of soft skills is an important factor in enhancing the teaching profession (Crosbie, 2005). Accordingly, teacher competencies in the components of soft skills include ethical, moral, knowledge-based, interpersonal, and responsibility skills, which are very important so that they can fulfil their responsibilities according to the guidelines and humanities both.

Discussions

In line with the transformation of education, teachers need to have the required skills to make the teaching and learning process more relatable and consistently try to upgrade themselves in order to gain valuable skills and sustain in this field. The skills that a teacher possesses through their knowledge and experience as a teacher are further important factors in student's learning, especially in the Business Studies Subject. The challenging environment and changes adopted according to the IR 4.0 required sustained and robust business environment in order to adapt to today's changes. Students need knowledge that can match with the evolution that either can make us swim together or sank to the core if they are not prepared (Kolandan, 2019). Accordingly, the findings of this study supported the views expressed by McEwen (1994) regarding the need for Business Studies teachers to apply thinking skills in undertaking problem-solving in business. As one's knowledge of the business field may be inadequate, so is their skills, which need to be taught by an experienced teacher regarding the intricacies of the business world (Snyder & Snyder, 2008). Future researchers may thus focus on the role of the Business Studies teachers towards the nation's industrial progress, as well as finding out the factors contributing towards teacher's learning.

Conclusion

It can be concluded that the quality of teachers varies from person to person due to different personal qualities. Therefore, teachers should constantly improve their level of students' achievement, which is very important as the current situation require teachers to master their skills and contribute more to the development of the nation. Similarly, the education field is in dire need of effective teachers as an effective teaching is only the result of effective teachers.

References

- Abdullah, M. K., Johari, K. H., Chuchu, A. Y. A., & Laji, H. (2014). Classroom communication and delinquent behavior of high school students. *Journal of Educational*. 5.
- Adimin, J. (2011). Examination vs. Assessment. Extracted on April 29, 2018, http://www.tutor.com.my/tutor/dunia.asp?y=2008&dt=0303&pub=DuniaPendidikan&sec=Perspektif&pg=ps_01.htm.
- Airasian, P. W. (2004). *Classroom Assessment: Concepts and Applications*. Boston: McGraw Hill Companies.
- Akiba, M., Le Tendre, K.L. & Scribner, J.P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387.
- Akyuz, G., & Berberoglu, G. (2010). Teacher and classroom characteristics and their relations to mathematics achievement of the students in the TIMSS. *New Horizons in Education*, 58(1), 77-95.
- Artzt, A., & Armour-Thomas, E. (2001). Mathematics teaching as problem solving: A framework for studying teacher metacognition underlying instructional practice in mathematics. In H. J. Hartman (Ed.), *Metacognition in learning and instruction* (pp.127-148). Netherlands: Kluwer Academic Publishers.

- Baker, J. A., Clark, T. P., Maier, K. S., & Viger, S. (2008). The differential influence of instructional context on the academic engagement of students with behaviour problems. *Teaching and Teacher Education*, 24, 1876-1883.
- Barrera-Pedemonte, F. (2016). High-Quality teacher professional development and classroom teaching practices: *Evidence from TALIS 2013*.
- Beghetto, R. A. (2005). Does assessment kill student creativity? In *The Educational Forum*, 69(3), 254-263. Taylor & Francis Group.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement.
- Brooks, I. (2009). *Organisational Behaviour: Individuals, Groups And Organisation*. Pearson Education.
- Brown, C. P., & Lee, J. E. (2012). How to teach to the child when the stakes are high: Examples of implementing developmentally appropriate and culturally relevant practices in prekindergarten. *Journal of Early Childhood Teacher Education*, 33(4), 322-348.
- Carron, G., & Bordia, A. (1985). *Issues in Planning and Implementing National Literacy Programmes*. International Institute for Educational Planning, 7-9 rue Eugene Delacroix, Paris, 75116 France.
- Cohen, D. K. (1993). *Teaching for understanding: Challenges for policy and practice*. Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104.
- Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 76(2), 201-237.
- Coke, P K. (2005). Practicing what we preach: An argument for cooperative learning opportunities for elementary and secondary educators. *Education*, 126(2), 392-398.
- Crosbie, R. (2005). Learning the soft skills of leadership. *Industrial and commercial training*, 37(1), 45-51.
- Danielson, C. (1996). The framework for professional practice. *Enhancing professional practice: A framework for teaching*, 60-119.
- Darling-Hammond, L. (1999). Teacher quality and student achievement: A review of state policy evidence. *Centre for the Study of teaching and Policy, University of Washington*, http://depts.washington.edu/ctpmail/PDFs/LDH_1999.pdf.
- Decuyper, S., Dochy, F., & Van den Bossche, P. (2010). Grasping the dynamic complexity of team learning: An integrative model for effective team learning in organisations. *Educational Research Review*, 5(2), 111-133.
- Dochy, F., Segers, M., Van den Bossche, P., & Gijbels, D. (2003). Effects of problem-based learning: A meta-analysis. *Learning and instruction*, 13(5), 533-568.
- Doherty, R. W., Echevarria, J., Estrada, P., Goldenberg, C., Hilberg, R. S., Saunders, W. M., & Tharp, R. G. (2003). *Research evidence: Five standards for effective pedagogy and student outcomes* (No. G1). Technical report.
- Dowrick, S., & Spencer, B. J. (1994). Union attitudes to labour-saving innovation: When are unions luddites. *Journal of Labour Economics*, 12(2), 316-344.
- Ehindero, O. J., & Ajibade, Y. A. (2000). What our student says about how we teach. *Ifé J. Educ. Studies*, 7(1), 1-9.
- Fanny, A. M. (2019, March). Analysis of pedagogical skills and readiness of elementary school teachers in support of the implementation of the 2013 curriculum. In *International Conference on Business Law and Pedagogy*, 1(1), 59-63.
- Gallagher, H.A. (2002). The relationship between measures of teacher quality and student achievement: *The case of Vaughn elementary*. ERIC – ED 468254.
- Ghafar, M. N. A. (2011). *Classroom Testing Construction and Analysis. Second Edition* UTM Press.
- Guthrie, H. (2010). *Professional Development in the Vocational Education and Training Workforce. Occasional Paper*. National Centre for Vocational Education Research Ltd. PO Box 8288, Stational Arcade, Adelaide, SA 5000, Australia.

- Husu, J., Toom, A., & Patrikainen, S. (2008). Guided reflection as a means to demonstrate and develop student teachers' reflective competencies. *Reflective Practice*, 9(1), 37-51. doi: 10.1080/14623940701816642
- Kadir, Z. A. (2011). Muhyiddin Yassin's point of view: Issues, Controversies, Views And Hopes. *Kuala Lumpur: Malaysian Institute Translation and Books*.
- Kinicki, A., & Williams, B. K. (2003). *Management*: NY.
- Kolandan, S. (2019). Industry Revolution 4.0 and Education System in Malaysia: Are We Ready for the Challenges? In *Redesigning Higher Education Initiatives for Industry 4.0* (pp. 252-264). IGI Global.
- Kunter, M., Baumert, J., & Köller, O. (2007). Effective classroom management and the development of subject-related interest. *Learning and Instruction*, 17(5), 494-509.
- Ling, W. N., Ghazali, M. I. B., & Raman, A. (2016). The effectiveness of student teams-achievement division (STAD) cooperative learning on mathematics achievement among school students in Sarikei District, Sarawak. *International Journal of Advanced Research and Development*, 1(3), 17-21.
- Linn, R. L. & Miller, M. D. (2005). *Measurement and Assessment in Teaching*. London: Prentice Hall.
- Loss, J. M. (2000). The communications contract. *Internal Auditor*, 57(6), 88-88.
- Lunenberg, M., Loughran, J., Schildkamp, K., Beishuizen, J., Meirink, J., & Zwart, R. (2007). Self-study in a Community of Learning Researchers: What can we do to help teachers/teacher educators benefit from our research. *European Educational Research Journal*, 6(4), 411-423.
- Mayes, R. (2001). Reflecting on the future needs of the UK's top coaches. *Faster Higher Stronger*, 10, 16-17.
- McCarthy, M., & Carter, R. (2001). Size isn't everything: Spoken English, corpus, and the classroom. *Tesol Quarterly*, 35(2), 337-340.
- McCoy, K. M. (1995). *Teaching special learners in the general education classroom: Methods and techniques*. Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222.
- McEwen, B. C. (1994). Teaching critical thinking skills in business education. *Journal of Education for Business*, 70(2), 99-103.
- Miller, R. E. (1971). *Innovation, Organization and Environment: A Study of 16 American and West European Steel Firms*. Inst. de Rech. et de Perfectionnement en Administration.
- Mirzaei, F., Phang, F. A., & Kashefi, H. (2014). Measuring Teachers Reflective Thinking Skills. *Procedia-Social and Behavioral Sciences*, 141, 640-647.
- OCDE, O. (2014). *TALIS 2013 results: An international perspective on teaching and learning*. OCDE Publishing.
- Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, 39(3), 607-634.
- Oser, F. K. (1992). *Effective and Responsible Teaching: The New Synthesis*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Raman, A., Chang, C. L., & Khalid, R. (2015). Relationship between school climate and teachers' commitment in an excellent school of Kubang Pasu District, Kedah, Malaysia. *Mediterranean Journal of Social Sciences*, 6(3 S1), 163-173.2
- Raman, A., Don, Y., & Kasim, A. (2014). The relationship between principals' technology leadership and teachers' technology use in Malaysian secondary schools. *Asian Social Science*, 10(18), 30-36.
- Raman, A., & Shariff, S. (2018). Relationship between technology leadership, ICT facility, competency, commitments towards effectiveness of school management tasks in schools. *PEDAGOGIA: Jurnal Pendidikan*, 7(1), 4-11.
- Reynoldson, C., & Vibert, C. (2006). Creating value in ICT-enabled business education. In *Seppa, M. et al. (2006). Frontiers of e-Business Research 2005. Proceeding of the 5th eBRF Conference*.

- Tampere, Finland. www.ebrc.fi/kuvat/232-250_05.pdf Accessed on (Vol. 20, No. 03, p. 2006).
- Salleh, M. J., & Agus, A. (2011). An analysis of multi-ethnics students' attitudes in the teaching and learning of history at the selected secondary schools in Sabah, Malaysia. *Historia: Jurnal Pendidikan dan Peneliti Sejarah*, 12(2), 240-254.
- Saunders, S., & Mills, M. (1999). The knowledge of communication skills of secondary graduate student teachers and their understanding of the relationship between communication skills and teaching. Retrieved on Feb, 4, 2010.
- Shin, W. & Lwin, M. O. (2017). How does talking about the internet with others' affect teenagers' experience of online risks? The role of active mediation by parents, peers, and school teachers. *New Media & Society*, 19 (7).
- Silver, F. (2014). Why is it important for teachers to have good communication skills? Retrieved from Chorn: <http://work.chron.com/important-teachers-goodcommunication-skills-10512.html>.
- Simmons, R., & Thompson, R. (2008). Creativity and performativity: The case of further education. *British Educational Research Journal*, 34(5), 601-618.
- Slavit, D., Kennedy, A., Lean, Z., Nelson, T. H., & Deuel, A. (2011). Support for professional collaboration in middle school mathematics: A complex web. *Teacher Education Quarterly*, 38(3), 113-131.
- Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem-solving skills. *The Journal of Research in Business Education*, 50(2), 90.
- Swain, M. (1998). Focus on form through conscious reflection. *Focus on Form in Classroom Second Language Acquisition*, 64-81.
- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and Social Interaction*, 21, 170-178.
- Thannimalai, R., & Raman, A. (2018). The Influence of Principals' Technology Leadership and Professional Development on Teachers' Technology Integration in Secondary Schools. *Malaysian Journal of Learning and Instruction*, 15(1), 203-228.
- Tomlinson, C., & Jarvis, J. M. (2014). Case studies of success: Supporting academic success for students with high potential from ethnic minority and economically disadvantaged backgrounds. *Journal for the Education of the Gifted*, 37, 191-219.
- White, P., & Cranitch, M. (2010). The impact on final year pre-service secondary teachers of a unit in teaching literacy and numeracy across the curriculum. *Australian Journal of Teacher Education*, 35(7), 54-63.
- Zainal Badri, K. N & Andi, H. K. (2020). The importance of humanistic education in the psychological development. *Journal of Basic Scientific Education*, 12(1).

Author Information

Subramaniam Kolandan

Universiti Utara Malaysia
06010 Sintok, Kedah
subramaniam_kolandan@ahsgs.uum.edu.my
