

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: MALAYSIA

Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Malaysia**, teacher self-efficacy and job satisfaction are around the TALIS average -[Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Malaysia** and the percentage of lesson time lost to disruptive student behaviour or administrative issues is relatively high compared to other 23 countries [Figures 4.9 and 4.11].

Professional development of teachers

- 92% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 11.0 days, below the TALIS average of 15.3 days [Table 3.1].
- Only 44% of teachers in **Malaysia** paid nothing for the development they received (TALIS average= 65%) and a relatively high percentage - 89% - received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more professional development is well above the average for **Malaysia**: 83% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The strength of that need across almost all areas of their work (“Content and performance standards”, “Student assessment practices”, “Classroom management”, “Subject field, instructional practices”, “ICT teaching skills”, “Student discipline and behaviour problems”, “School management and administration”, “Teaching in a multicultural setting” and “Student counselling”) is much greater than in the other countries surveyed. The only area for which teachers in **Malaysia** report a high level of need that is lower than the international average is “Teaching special learning needs students”, the area which is rated most frequently by teachers overall as a high level need across countries [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Malaysia** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs), though the strength of preference in **Malaysia** is the smallest compared to the majority of countries [Figure 4.2].
- In terms of practices, teachers in **Malaysia** as in all countries reported using practices aimed at ensuring learning is well structured (“structuring practices”) slightly more often than they used

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

student-oriented practices (such as adapting teaching to individual needs) and enhanced activities (such as project work). Teachers' use of structuring practices is not as pronounced in **Malaysia** than in all other countries [Figure 4.4].

- In **Malaysia**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching. Even so the relative use of professional collaboration in **Malaysia** is quite low compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Only 3% of teacher in **Malaysia** had not received feedback or appraisal in their school (2nd lowest of the 23 countries) and only 2% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (5th lowest of the 23 countries) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, 82% of teacher reported that it resulted in a development plan to improve their teaching (the highest of the 23 countries) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Malaysia** around 55% of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, the 2nd highest percentages of the 23 countries [Table 5.9].
- However, only 18% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

School leadership

- School principals in **Malaysia** tend towards a more administrative style of school leadership rather than an instructional style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers' professional development, setting the school goals) is relatively weak in **Malaysia** compared with most of the other TALIS countries [Table 6.3].
- When instructional leadership is practiced in **Malaysia**, it is more likely that a school self-evaluation will have taken place [Table 6.14].

Job experience and contractual status of teachers

- In Malaysia, 47% of teacher had 10 or less years of experience (TALIS average =38%), 37% had worked as teachers for 11 to 20 years (TALIS average =27%), while only 16% had taught for 20 years or more (TALIS average =36%) [Table 2.3].
- Virtually all teachers (98%) are permanently employed in Malaysia (TALIS average =85%) [Table 2.3].

Teacher behaviours hindering instruction

- Lack of pedagogical preparation is a problem in **Malaysia**: 30% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent (TALIS average 24%) [Table 2.8].