



The Effect of English Teacher's Instructional Management Skills on Beginner Students' Achievement and Perception

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Instructional management and instructional quality are two key factors for successfully teaching a language. This study was aimed at finding any correlation between instructional management skills and instructional quality, in addition to any correlation between instructional management skills and the achievements of the students in the relevant subject. The data for this correlational study was obtained from 30 English teachers and 531 students in the province of Aceh, Indonesia. The data was collected using two questionnaires, one for each teacher's self-reported instructional management skills, sourced from Martin and Sass (2010) and the other for their instructional quality as perceived by their students sourced from Voss, Kunter, and Baumert (2011, p. 960). The internal consistency of both questionnaires was satisfactory, viz: 0.75 and 0.70 respectively. A total number of 509 students were given a language test to test the quality of their achievements. The correlations between the variables were calculated by using Spearman's rank correlation, with a level of significance of 0.1 and 0.05. After the data were separated based on sex and years of instruction, the results showed that only two components of instructional quality were significantly correlated to some instructional management skills. No statistical evidence was found for any correlation between the instructional management skills of the teachers with the achievements of their students.

Keywords: instructional management, instructional quality, EFL, perception, achievements

INTRODUCTION

The instructional management skills of a teacher have been claimed to be one of the most significant components in achieving success in teaching-learning a language. Sass, Lopes, Oliveira, and Martin (2016) define instructional management as the way that teachers manage their classrooms. Therefore, instructional management is also

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commonly referred to as classroom management. To assess the teacher's instructional management ability, Martin and Sass (2010) have developed an instructional management scale, which can be used by teachers to self-assess themselves. Using this scale, it is no longer necessary for some other teacher to observe a classroom because, according to a concept described by Epstein (1973), the way teachers manage the classroom is reflected through their opinion about how a classroom should be managed.

Another significant factor determining the quality of English language teaching is the teachers' pedagogical competence (Rahman, 2014). This competence covers classroom management, pace of instruction, cognitive activations, student and teacher relationships, and awareness of students' comprehension problems (Voss, Kunter, & Baumert, 2011). Each of these components contributes to the quality of instruction in a classroom (Grossman, 2009; Kunter & Voss, 2013; Saraswati, 2018). In addition, there is a consensus that a teacher's instructional quality is correlated to students having a better learning experience. Therefore, instructional quality is included in the teachers' certification tests in the U.S. (Wilson & Youngs, 2009).

Despite the significance of instructional management skills and instructional quality for a teacher, previous research provides little information on any correlation between these two variables. In addition, any correlation between the instructional management skills of a teacher and the achievements of her/his students has not been adequately studied. Therefore, this study used the self-reported instructional management skills of teachers and their students' perceptions of instructional quality plus the achievements of those students to find answers to the following two research questions:

1. In an English language classroom, will there be any significant correlation between the instructional management skill of a teacher and how his/her students perceive the quality and competence of their instruction?
2. In an English language course, will there be any significant correlation between the instructional management skills of the teacher and the achievements of their students?

REVIEW OF LITERATURE

Instructional Management

Instructional management has long been recognized as the most important part of education management (Ghofur, Rupawandi BR, & Ahmad, 2017). Kurdi and Aziz (2006) state that the word "instruction" has a broader understanding than the word "teaching". The word "teaching" exists in the context of teachers and students in a formal class (Brown, 2000), while "instructional" can include teaching and learning activities for which the teacher is not physically present (Callahan, 2006). Therefore, in any instructional activity, emphasis is placed on the learning process, instead of being focused on the teacher. Thus, planned efforts in manipulating learning resources need to be made so that the learning process occurs in the students. The learning process contains two activities, namely teaching and learning. Learning is defined as a change in action through the activity of organizing or regulating the environment as well as possible so as to create opportunities for students to participate in an effective teaching and learning process (Pritchard, 2009). In this case, instruction is used to facilitate

learning. Thus, instructional management is defined as the effort to manage the learning environment intentionally so that someone learns to behave in certain conditions (Mulyasa, 2002). It includes the processes of planning, implementation, and assessment (Gunawan, 2014, p. 4). It comprises learning management, classroom management, and student management (Raganas & Collado, 2015). In the learning process, the teacher acts as a manager who manages all the processes of the learning activities (McLeod, Fisher, & Hoover). Apparently, instructional management skills tend to improve after several years of experience as a teacher (Unal & Unal, 2012).

Student Perception of Teachers' Instructional Quality

Pedagogical competence is defined as “the ability to understand the learners, to design curriculum or syllabus, and to actualize the learners into their various potentials” (Puspitasari, Anugerahwati, & Rachmajanti, 2016). In Indonesia, the Decree of the Ministry of Education and Culture of Indonesia No. 16 of 2007 states that some components of pedagogical competence determine instructional quality, i.e. complete knowledge of each student’s characteristics, teaching principles and methods, curriculum and lesson planning, ability to use technology in teaching, ability to communicate with students, ability to assess and to use results for teaching improvement. These components are very closely in line with the pedagogical knowledge needed of teachers as presented in Voss and Kunter (2013).

The pedagogical competence of a teacher can be assessed quantitatively using an appropriate test (König, Blömeke, Paine, Schmidt, & Hsieh, 2011; Voss & Kunter, 2013). This procedure of assessment has been used in the United States as a recruitment and certification instrument called Praxis, designed by the Educational Testing Service (Goe, Bell, & Little, 2008). A more complex procedure of measurement has also been described by Puspitasari et al. (2016). There they used several instruments to measure pedagogical competence, including documentation, questionnaires for teachers and their students, interviews, and classroom observations.

Instructional quality, where pedagogical competence is reflected, can be assessed using student ratings of instructional quality, this has been validated by Voss et al. (2011): They have stated that ratings of the instructional quality of a teacher by his/her student can also be used to measure that teacher’s pedagogical competence. In their rating scale, the components of instructional quality included were cognitive activation, pace of instruction, classroom management, student–teacher relationships, and awareness of comprehension problems amongst the students.

Factors Influencing the Achievements of EFL Students

The variable of achievement by a student in language teaching is a very complex variable. The success of language teaching is very often measured based on the achievements of the students. However, there are many factors predicted to effect the achievements of a student. According to Voss and Kunter, (2013), the learning achievements of a student’ is determined by “the character of the individual student”. Among others, these characteristics can include learning styles, aptitude, motivation, and intelligence (Duff, 2017).

Learning style

Learning style is one of the characteristics which differentiate one student from another in accordance with their learning phase preferences (Kolb & Kolb, 2005). The learning styles can be categorized into at least 20 style dimensions, and many of them are important for language learning (Dörnyei & Skehan, 2008). In terms of how a learner processes information, Reid (1995) categorized them into auditory, kinesthetic, visual, and tactile learners. Research has discovered that the learning style can be correlated to the learning outcome of a student (Cassidy & Eachus, 2000). Learning styles can be determined by using a questionnaire, such as Lau and Gardner (2019).

Language aptitude

Language aptitude refers to the ability to learn a language, i.e. it is easier for some students to learn a language than for others (Wen, 2012). It is a strong predictor of success in learning a language (Skehan, 2012). However, according to Zafar and Meenakshi (2012), language aptitude alone does not determine the ability to learn a language, but it correlates to success in learning a language. Regarding the measurement of language aptitude, some foreign language aptitude batteries have been developed, such as the Modern Languages Aptitude Test (MLAT) (Carroll & Sapon, 1957), the LLAMA Language Aptitude Test (Meara, 2005), and the Cognitive Ability for Novelty in Acquisition of Language – Foreign (Grigornko, Sternberg, & Ehrman, 2000). These test batteries have been well validated for reliability in measuring language aptitude (Grigornko et al., 2000; Rogers, Meara, Barnett-Leigh, Curry, & Davie, 2017).

Motivation

Learning motivation is a favorite research topic in classroom action research because positive motivation can determine success in language learning (Dörnyei & Skehan, 2008; Zafar & Meenakshi, 2012). Therefore, much classroom action research has investigated how to positively motivate students to learn (Kemp, 2009; Waddington, 2018). According to McDonough (2007), the “teacher’s role...is central, and difficult” in motivating students to learn. In language learning, motivation can be improved through the use of innovative teaching methods and activities that can be fun for students (Hung, 2018). With the presence of technology, there have been many attempts to maximize the use of blended learning to improve the motivation of students (Butler, Someya, & Fukuhara, 2014).

Intelligence

Although it is practice which determine success, it is believed that intelligence plays a very significant role in shaping success in learning a language (Mercer, 2012), and it is also associated with language aptitude (Dörnyei & Skehan, 2008). Green and Tanner (2005) described that people with different types of intelligence process information differently, and thus they can benefit for certain types of tasks in different ways. For example, learners with stronger *intrapersonal intelligence* learn better alone, while those with stronger *interpersonal intelligence* learn better in groups. To find out which type of

intelligence is stronger for one person, we can use a non-verbal test of analytic intelligence (Gutierrez, Holladay, Clarkson, Larsen, & Srivastava, 2019).

Instruction

Other significant factors which can affect learning achievements are the different types of language instruction delivered by teachers (Nassaji, 2017). Research studies on various types of instruction, represented by methods, strategies, models, activities, and media have been widely conducted in the field of language learning since the early period of language teaching. The selection of the type of instruction can determine the quality of instruction (Donné, Fraser, & Bousquet, 2016). In addition, instructional management has been claimed to contribute to the learning outcomes of students. (Baumert et al., 2010). However, empirical evidence supporting this claim is lacking.

Research Hypotheses

The literature reviews cited above show that the effects of teachers' instructional management skills on instructional quality and student achievements has not yet been proven using scientific studies. These effects can be investigated using correlation analysis, as outlined by Rohrer (2018). Therefore, the current study seeks to find out whether the following hypotheses can be proven or rejected:

1. There is no significant correlation between the instructional management of a teacher in an English language classroom and the quality of instruction as perceived by his/her students.
2. There is no significant correlation between the instructional management skills of a teacher in an English language classroom and the achievements of his/her students.

METHOD

This study used quantitative research methods, where the data was in the form of numbers, and they were analyzed using statistical methods. It was an observational study in which no variable was controlled.

Participants, Research Instruments and Data Collection

This research used three types of data, viz: teachers' instructional management skills, students' achievement, and students' perception of teachers' quality of instruction. The data for the teachers' instructional management skills was collected from 26 (*Ed: Note I have changed this to 26 to be consistent with what follows below*) teachers of English using a questionnaire taken from Martin and Sass (2010). This questionnaire had 12 items, each with a six-point Likert scale, viz: strongly agree (6), agree (5), slightly agree (4), slightly disagree (3), disagree (2), strongly disagree (1). This questionnaire has previously been validated by Sass, Lopes, Oliveira, and Martin (2016), and they found that this "scale provided reasonable evidence of factorial validity and internal consistency and reliability". Unal and Unal (2012), also reported using this questionnaire, and they achieved an internal consistency of 0.75.

The data for the achievements of the students was obtained by giving a questionnaire to each of the 509 students who had been taught by the 26 teachers who were selected to complete a questionnaire for this study. For each of these 26 teachers, an average of 19.6 students was assessed. The English language test used for this research was a sample Preliminary English Test (PET) provided by the Cambridge English Language Assessment organisation. This test is designed for students with B1 level of English proficiency, which is the highest targeted level for senior high school students. It has three sections, viz: reading, writing, and speaking. For this study, only the reading section, consisting of 35 questions was used, primarily to save time. In addition, many research studies have also statistically shown that reading skills invariably correlate with the other language skills (Matthews, 2018; Mehrpour & Rahimi, 2010).

Finally, a questionnaire was distributed to students to assess the quality of instruction given by their teacher based on Voss et al. (2011). This questionnaire asked about various qualities or aspects of instruction such as cognitive activation, pace of instruction, classroom management, social relationship with students, and awareness of any comprehension problems the students had. This questionnaire had 22 statements with a 4-level Likert rating scale. Although the original questionnaire was designed to rate quality of instruction in mathematics, it is not less applicable for students to rate the quality of teaching instruction for learning English (EFL) because the instructional components assessed are not subject-specific. This questionnaire has a satisfactory reliability level (0.70) as reported by Lüdtke, Trautwein, Kunter, and Baumert (2006). The statements in the questionnaire were translated into the student's L1 viz: From English to Indonesian (L1). The English version of the questionnaire is attached as an Appendix. During the analysis, the perceptions of male and female students were analyzed separately to provide the possibility of comparison.

Analysis of Data

Since the data was obtained by using questionnaires, the data had to be analyzed as categorical data. Before any statistical analysis was conducted, the teacher's instructional management skills and the students' perception of their teachers' pedagogical competence were summed up for each teacher and converted into original scales by using the following formula:

$$\text{Interval} = \frac{\text{highest-lowest average score}}{\text{number of classes}}$$

The number of classes was matched to the number of options in the questionnaire, i.e. six scales for the instructional management skills and four scales for the student's perceptions. Quantitative data from the English proficiency test was also transformed into categorical data using the formula above.

The correlation between self-reported instructional management skills and the quality of instruction as perceived by the students was calculated using Spearman's rank correlation method because the data was also categorical data. For a detailed analysis, the data was also separated based on how familiar the students were with the teachers,

and this was based on the number of years that they had been taught by each specific teacher.

In this study, the analyses were performed by using the “R” statistical package, which is an open source application for basic and advanced level statistical analyses. This statistical tool was used because it is flexible, and programming codes can be used for faster, more customizable analysis procedures.

FINDINGS

Instructional Management Skills (IM) and Achievements of Students (AS)

The interval for the teacher’s reported instructional management skills and the students’ score ranged from 1 to 6. Therefore, the correlation was calculated based on the converted data for the students’ achievements. The result of this analysis is presented in Table 1.

Table 1

Correlation between Instructional Management Skills and Students’ Achievement

Correlation	S	rho	p-value
IM and SA	2808.7	0.03977281	0.847

Table 1 shows that the correlation between the two variables was 4% in the positive direction, but the evidence was not significant, with a significance level (α) of 0.847. Therefore, there is no statistical evidence that the skills in Instructional Management of a teacher correlate with the Achievements of her/his Students.

Instructional Management Skills (IM) and Perceptions of Students (PS)

For teacher-reported Instructional Management, the scale ranged from 1 to 6, while the Perceptions of the Students of the quality of instruction demonstrated by their teacher ranged from 1 to 4. The Perceptions of the Students was broken down into each of the components of quality of instruction, and the correlation was calculated for each component, i.e. Classroom Management (CM), Pace of Instruction (POI), Cognitive Activation (CA), Student-Teacher Relationship (STR), and Awareness of Students’ Comprehension Problems (ASCP). The results are presented in Table 2, which follows:

Table 2

Correlation between Instructional Management Skills and Students’ Perceptions

Correlation	S	rho	p-value
IM and CM	4060.3	0.09669	0.6112
IM and POI	5142.4	-0.14403	0.4476
IM and CA	3354.2	0.25379	0.1760
IM and STR	4155.9	0.07543	0.6920
IM and ASCP	4149.7	0.07681	0.6866
IM and all components	3869.5	0.13916	0.4633

Table 2, above, shows that the Instructional Management skills of the teachers did not correlate, significantly, with any components of quality of instruction as perceived by

their students. Although some components seem slightly correlated to the Instructional Management of the teachers, these correlations were not significant at 0.1 or 0.05.

Instructional Management skills and Perceptions of Male vs Female Students

Gender is one of the determining factors which differentiate between learning by students and their perceptions. To find out whether this applies in our study, we used a Chi-Square Test for the male and female students' perception of teachers' instructional quality, and the results of this are presented in the table that follows.

Table 3
Chi-Square Tests of Perceptions by Male and Female Students

Components of instructional quality	means		X-squared	df	p-value
	M	F			
Classroom management	2.536	3.103	10.566	9	0.3066
Pace of instruction	2.286	2.690	10.996	9	0.2760
Cognitive activation	2.821	2.483	11.314	9	0.2548
Student-teacher relationships	1.964	2.000	27.225	9	0.0001
Awareness of comprehension problems of students	2.250	2.034	18.407	9	0.0307
Total	2.429	2.207	24.568	9	0.0035

Table 3 shows that male and female students perceived their teachers' classroom management, pace of instruction, and cognitive activation differently ($p > 0.05$), however no evidence of differences were found for student-teacher relationships and awareness of student comprehension problems, nor for the combined data total ($p < 0.05$). In most cases, female students had a more positive perspective of their teachers' instructional quality. Therefore, we analyzed the correlation between the teacher's self-reported instructional management skills and their pedagogical competence in the form of instructional quality perceived by their male and female students separately. The results of this analysis are summarized in Table 4, which follows:

Table 4
Correlation between Instructional Management Skills and Students' Perception based on Gender Differences

Correlation	M/F	S	rho	p-value
IM and CM	M	2777.6	0.23986	0.2189
	F	3469.1	0.14555	0.4512
IM and POI	M	3944.4	-0.079481	0.6877
	F	3913.0	0.03620	0.8521
IM and CA	M	3873.5	-0.06008	0.7613
	F	3600.9	0.11307	0.5592
IM and STR	M	3383.1	0.07412	0.7078
	F	3768.7	0.07175	0.7115
IM and ASCP	M	3323.8	0.09035	0.6475
	F	3667.9	0.09658	0.6182
IM and all components	M	3299.5	0.09700	0.6234
	F	3756.0	0.07486	0.6995

When the data was analyzed separately for males and females, as presented in Table 4, the correlations were absent in all peer groups, whether the components of instructional quality were analyzed as a whole or individually ($p > 0.1$).

Instructional Management Skills and the Perceptions of Students based on Years of Instruction

We observed that students who were taught by the same teacher for two semesters perceived their instructional quality differently from those who were taught for four semesters (two years) or more. Therefore, we analyzed the data for any correlation with gender and years of instruction (1, 2, and 3 years).

Table 5
Correlation between Instructional Management Skills and Perceptions of Students based on Years of Instruction

Length of instruction	Correlation	S	rho	p-value
1 year	IM and CM	2318.0	0.10845	0.6058
	IM and POI	3180.0	-0.22306	0.2838
	IM and CA	1601.3	0.38411	0.0580
	IM and STR	1688.7	0.35049	0.0858
	IM and ASCP	1899.2	0.26954	0.1926
	IM and all components	1673.3	0.35643	0.0803
2 year	IM and CM	1178.1	0.11418	0.6317
	IM and POI	1446.9	-0.08790	0.7125
	IM and CA	916.74	0.31072	0.1824
	IM and STR	1373.9	-0.03304	0.8900
	IM and ASCP	1326.1	0.00290	0.9903
	IM and all components	1069.4	0.19594	0.4077
3 year	IM and CM	817.08	-0.00131	0.9960
	IM and POI	803.23	0.01564	0.9525
	IM and CA	980.31	-0.20135	0.4384
	IM and STR	904.11	-0.10798	0.6800
	IM and ASCP	834.30	-0.02242	0.9319
	IM and all components	887.59	-0.08773	0.7377

Table 5 shows that only cognitive activation and student-teacher relationship for the students with one-year of instruction (35%-38%) were correlated to the instructional management skills at a significance level of $p < 0.1$. For more detailed analysis, Tables 6 and 7 present similar analyses for male and female students separately.

Table 6
Correlation between Instructional Management Skills and the Perceptions of Male Students based on Years of Instruction

Length of instruction	Correlation	S	rho	p-value
1 year	IM and CM	1332.2	0.13495	0.5597
	IM and POI	1351.4	0.12249	0.5968
	IM and CA	1414.3	0.08163	0.7250
	IM and STR	1032.5	0.32954	0.1446
	IM and ASCP	945.95	0.38574	0.0841
	IM and all components	1009.4	0.34451	0.1262
2 year	IM and CM	364.00	0.00000	1.0000
	IM and POI	378.06	-0.03863	0.9003
	IM and CA	335.27	0.07893	0.7977
	IM and STR	405.07	-0.11283	0.7136
	IM and ASCP	381.60	-0.04836	0.8753
	IM and all components	392.13	-0.07726	0.8019
3 year	IM and CM	331.50	-0.15909	0.6214
	IM and POI	265.59	0.07136	0.8256
	IM and CA	399.08	-0.39536	0.2033
	IM and STR	460.88	-0.61146	0.0346
	IM and ASCP	378.64	-0.32392	0.3040
	IM and all components	418.27	-0.46249	0.1300

Table 6 shows that for male students, only awareness of student comprehension problem for the students with one-year instruction (39%) and student-teacher relations for those with three-year instruction (61%) were correlated to the instructional management skills at significance level of $p < 0.1$

Table 7
Correlation between Instructional Management Skills and the Perceptions of Female Students based on Years of Instruction

Length of instruction	Correlation	S	rho	p-value
1 year	IM and CM	728.06	0.10776	0.6806
	IM and POI	908.92	-0.11387	0.6634
	IM and CA	450.94	0.44737	0.0717
	IM and STR	804.17	0.01449	0.9560
	IM and ASCP	719.58	0.11816	0.6515
	IM and all components	686.35	0.15888	0.5425
2 year	IM and CM	934.45	0.03565	0.8883
	IM and POI	901.51	0.06964	0.7836
	IM and CA	793.36	0.18125	0.4717
	IM and STR	1006.9	-0.03907	0.8776
	IM and ASCP	1049.0	-0.08258	0.7446
	IM and all components	934.45	0.03565	0.8883
3 year	IM and CM	234.64	0.17959	0.5765
	IM and POI	269.69	0.05703	0.8602
	IM and CA	250.74	0.12328	0.7027
	IM and STR	182.78	0.36092	0.2491
	IM and ASCP	160.19	0.43989	0.1524
	IM and all components	182.19	0.36296	0.2462

Table 7 shows that the perception of cognitive activation of female students, like the males, was significantly correlated to the instructional management skills of their teacher after one-year of instruction (45%).

Table 8, which follows, summarizes all the components of pedagogical competence and instructional management skills which could be correlated.

Table 8

Correlation between Instructional Management Skills and Students' Perception

Correlation between teachers' instructional management skills and:	N	S	rho	p-value	Applicability
Cognitive activation	25	1601.3	0.3841	0.0580	M and F of 1 year
	17	450.94	0.4473	0.0718	F of 1 year
Student – teacher relation	25	1688.7	0.3505	0.0858	M and F of 1 year
	12	460.88	-0.6115	0.0346	M of 3 years
Awareness of std. comp.	25	945.95	0.3857	0.0842	M of 1 year
All component	25	1673.3	0.3564	0.0803	M and F of 1 year

To summarize, Table 8 shows that instructional management skills were significantly correlated to the teacher's instructional quality perceived by both male and female students when they were instructed for no longer than one year. Some components of instructional quality, when analyzed separately, were significantly correlated to instructional management skills of the teachers, viz: cognitive activation for one-year instruction for male and female students, student-teacher relationship for both genders with one-year instruction and for males with three-year instruction, and awareness of comprehension problems for male students with one-year instruction. These can be seen better in Figure 1.

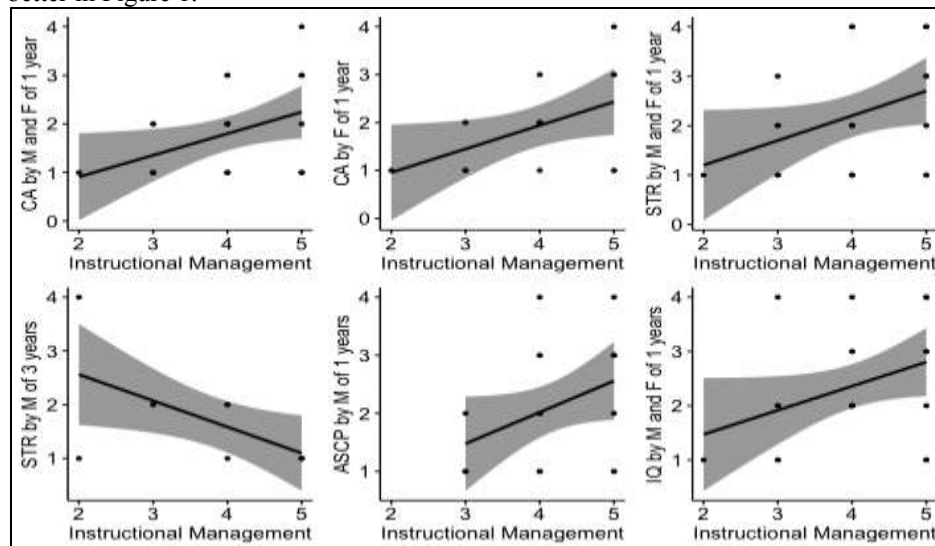


Figure 1
Observed Correlations between Instructional Management and Instructional Quality

DISCUSSION

The objective of this study was to find out if there was any correlation between the self-reported instructional management skills of teachers and their quality of instruction as perceived by their students. The study results show that perception of the quality of instruction by the students in this study, as a whole, was not correlated to the self-reported instructional management skills of their teachers. Some significant correlations were however found when the data was analyzed separately based on gender and years of instruction.

For students who received English instruction by the teachers for one year, in general, instructional quality was significantly correlated to the teacher instructional quality perceived by students who received one-year instruction. The individual components of instructional quality which significantly correlated to the instructional management skills were cognitive activation, student-teacher relationships, and awareness of student comprehension problems. For female students, the instructional management skills of their teacher were significantly correlated to quality of instruction when the instruction was only for one year. For male students, the instructional management skills of their teacher were significantly correlated to the quality of instruction when the instruction was for one year or for three years. There was no evidence of correlation between teacher-reported instructional management skills and student-perceived quality of instruction.

The common belief that quality of instruction is significantly correlated with the learning output of students is not supported by any statistical evidence based on the empirical data obtained from the student rating of quality of instruction. This unexpected result can be explained by the fact that learning achievements are mostly determined by the character of students such as their style of learning, aptitude for language, their internal and external motivation and their intelligence (Duff, 2017, p. 380). Although quality of instruction has been predicted to impact learning outcomes (Nassaji, 2017, p. 213), such direct correlation was not proven to be significant by the empirical data from this study.

Some correlations were observed between self-reported instructional management skills and some components of quality of instruction as perceived by the students. These results are in line with results from other similar, previous research (Donné et al., 2016; Kettler et al., 2018; Vlčková, Květon, Ježek, Mareš, & Lojdová, 2019). The results of this study using quantitative empirical data have confirmed that instructional management skills are necessary for student learning, and determine the quality of instruction. Teachers who self-reported having good instructional management skills were rated higher for quality of instruction by their students.

In addition, there was a negative and significant correlation between teacher instructional management skills and quality of instruction as perceived by senior male students. This result suggests that the higher the score that teachers gave themselves for their self-reported instructional management skills, the lower the score they obtained for quality of instruction. As for the correlation with an achievement variable, this negative

correlation result (61%) was also unexpected. However, the items validated by Voss et al. (2011) included in the student rating for this component of quality of instruction can provide some explanation for this unexpected finding.

- 1) *The teacher always addresses students' problems.*
- 2) *The teacher always takes time to talk if students want to discuss something with him/her.*
- 3) *The teacher does his / her best to respond to students' requests as far as possible.*

Most teachers in our study were female, and it is less common for teachers, especially female teachers, in Asian countries like Indonesia, to have lengthy individual discussions with male students, either inside or outside of the classroom (Maulana, Opendakker, den Brok, & Bosker, 2011, p. 45). In addition, in countries where students are expected to show great respect to teachers, students don't often make requests to teachers, other than asking questions related to teaching materials. These factors may explain why male students rated the component of student-teacher relationship negatively in this study.

The generalizability of the results from this study is subject to some limitations. First, the direct effect of the instructional management skills of a teacher on the achievements of his/her students was not shown to be significant in this study, but it might provide some mediation between skills in instructional management and the character of students, such as their preferred style of learning, aptitude for language, internal and external motivations, and their intelligence. The absence of such data is a limitation for this study. Another limitation was that this study is observational, and thus any correlation observed does not infer causation. A future experimental study could be conducted to confirm or disprove the results from this study. The most significant weaknesses of this research were that the correlations were mostly observed at a level of significance of 0.1. This means that there is a 10% chance that the correlation occurred by chance. This high significance level opens a higher possibility for a type 1 error in the statistical analysis, i.e. rejecting the null hypothesis when it is in fact, actually true. To avoid a type 1 error, Stangor (2011, pp. 152–153) suggests lowering the level of significance. Future research with a larger sample size could also result in better and more confident conclusions. Although the overall sample size in this study was reasonably large, after the data was separated into gender and years of instruction, the sample size was generally below 30.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This research found that the instructional management skills of the teachers studied did not significantly correlate with instructional quality, but they were significantly correlated with some components of instructional quality. The correlations were mostly positive to correlated components (viz: cognitive activation and awareness of student comprehension problems). While, teacher instructional quality, as perceived by male students who had received three-years of instruction was negatively correlated with teacher-reported instructional management skills.

The results from this research have some pedagogical implications. Firstly, since instructional management did not correlate with the learning outcomes of their students, teachers should focus on other variables which have more confidently been proven to correlate with them, viz: using methods and activities which have been proven can motivate students and promote better learning by students based on their preferred learning style. According to Lau and Gardner (2019, p. 266), students can achieve more if the teaching method used by their teacher is better matched with their preferred learning style. Furthermore, the negative correlation between instructional management and the teacher-student relationship as perceived by male students with three-year instruction should be seen as a warning to teachers. They should pay more attention to having discussions and coaching their students, both during their classes and also outside the classroom. Although this may not be common in some countries, it can work when approached appropriately.

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