



The Effectiveness of Teaching Method in Urban School at Seremban

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Abstract

Effective teaching methods play a critical role in enhancing students' learning experiences and academic achievement, particularly within urban school environments where diverse educational needs and learning contexts exist. This study aims to examine the effectiveness of teaching methods implemented in urban schools in Seremban. A quantitative research approach employing a cross-sectional design was adopted, involving 102 respondents selected for the study. Data were collected using a structured questionnaire administered through Google Forms. Descriptive statistical analyses, including mean and standard deviation, were conducted to evaluate respondents' perceptions, while the reliability of the instrument was assessed using Cronbach's Alpha. The findings demonstrated that the 15-item instrument achieved excellent internal consistency, with a Cronbach's Alpha coefficient of 0.905. The overall mean score of 4.15 indicates a high level of perceived effectiveness of teaching methods in urban schools. The results suggest that the teaching approaches employed successfully promote meaningful learning experiences, strengthen students' conceptual understanding, encourage active classroom participation, and facilitate effective knowledge acquisition. These findings underscore the importance of continuously enhancing pedagogical practices to address the evolving educational needs of urban learners. It is recommended that educators, school administrators, and policymakers continue to support evidence-based instructional strategies and ongoing professional development initiatives to further improve teaching effectiveness and educational quality in urban schools.

INTRODUCTION

Effective teaching methods constitute one of the most influential determinants of students' academic achievement, engagement, and overall learning experience. As educational systems continue to evolve in response to rapid technological advancement, globalization, and the demands of twenty-first century competencies, educators are increasingly expected to adopt instructional approaches that promote critical thinking, collaboration, creativity, and

problem-solving rather than relying solely on traditional teacher-centred practices. Consequently, the effectiveness of teaching methods has become a central concern among educators, policymakers, and researchers seeking to improve educational quality and student outcomes across diverse learning environments (Kilpatrick, 2021).

Teaching effectiveness extends beyond the delivery of subject content and encompasses the ability of educators to create meaningful learning experiences that accommodate students' diverse learning needs, backgrounds, and abilities. Effective instructional practices involve systematic lesson planning, appropriate classroom management, differentiated instruction, continuous assessment, constructive feedback, and the integration of active learning strategies that encourage students' participation and higher-order thinking skills. These pedagogical elements collectively contribute to improved student motivation, academic performance, and long-term knowledge retention (Ministry of Education Malaysia, 2022).

In Malaysia, educational reforms have consistently emphasized the importance of improving teaching quality to produce holistic, competent, and globally competitive graduates. Various national initiatives, including curriculum transformation, digital learning integration, and continuous professional development programmes for teachers, have been introduced to strengthen instructional quality in schools. More recently, the Education (Curriculum) Review 2027 (ECR2027) has proposed several improvements aimed at enhancing teaching and learning processes through curriculum refinement, increased instructional quality, expanded use of educational technologies, and systematic teacher capacity building (Ministry of Education Malaysia, 2026; FMT Reporters, 2026). These initiatives reflect the Ministry of Education's commitment to ensuring that teaching practices remain responsive to changing educational needs and societal expectations.

Nevertheless, improving educational outcomes requires more than curriculum enhancement and increased instructional time. The effectiveness of teaching largely depends on how instructional methods are implemented within the classroom to facilitate meaningful learning experiences. Students differ considerably in terms of cognitive abilities, learning preferences, motivation, socioeconomic backgrounds, and access to educational resources. Consequently, teaching methods that are adaptable, student-centred, and responsive to classroom diversity are more likely to enhance student engagement and academic achievement than conventional instructional approaches that emphasize passive knowledge transmission.

Urban schools represent a particularly important educational setting due to their diverse student populations and rapidly changing learning environments. Schools located in urban areas often benefit from relatively better infrastructure, technological facilities, and access to educational resources. However, these advantages are frequently accompanied by unique challenges, including large class sizes, diverse socioeconomic backgrounds, increasing academic competition, varying parental expectations, and disparities in students' access to learning support outside the classroom. These contextual factors significantly influence teaching practices and students' learning experiences, highlighting the importance of implementing instructional methods that effectively address the complexity of urban education.

Contemporary educational research consistently demonstrates that student-centred teaching approaches produce more positive educational outcomes than traditional teacher-centred instruction. Instructional strategies such as collaborative learning, inquiry-based learning, problem-based learning, project-based learning, and technology-enhanced instruction have been shown to improve students' critical thinking, communication skills, classroom participation, learning motivation, and conceptual understanding. These approaches encourage learners to become active participants in the learning process rather than passive recipients of information, thereby fostering deeper and more meaningful learning experiences (Ahmad et al., 2025; Annisa et al., 2024).

Despite the increasing emphasis on innovative instructional approaches, empirical evidence examining the effectiveness of teaching methods within the context of Malaysian urban schools remains relatively limited. While previous studies have extensively investigated instructional practices across various educational settings, fewer studies have specifically explored how teaching methods are perceived and implemented within urban schools, where contextual factors may substantially influence teaching effectiveness. Understanding these dynamics is essential for developing evidence-based strategies that support educational improvement and inform policy decisions aimed at enhancing instructional quality in urban learning environments.

Seremban, one of the rapidly developing urban districts in Negeri Sembilan, provides an appropriate context for investigating teaching effectiveness due to its diverse student population and evolving educational landscape. Examining the effectiveness of teaching methods within this setting can provide valuable insights into current instructional practices and identify areas requiring further enhancement to improve students' learning experiences and educational outcomes.

Therefore, this study aims to examine the effectiveness of teaching methods in urban schools in Seremban. Specifically, the study evaluates teachers' instructional practices as perceived by respondents and provides empirical evidence that may contribute to the continuous improvement of teaching quality, professional development initiatives, and educational policy formulation for urban schools in Malaysia (Young et al., 2022).

LITERATURE REVIEW

Teaching effectiveness has long been recognised as one of the primary determinants of educational quality and student achievement. Contemporary educational literature conceptualises teaching effectiveness as a multidimensional construct that extends beyond the transmission of knowledge to encompass teachers' ability to facilitate meaningful learning, promote higher-order thinking, encourage student engagement, and create inclusive learning environments (Mullis et al., 2020). Effective teaching is therefore reflected not only in students' academic performance but also in their motivation, participation, communication skills, and capacity for independent learning.

Previous studies have identified several dimensions that contribute to teaching effectiveness, including pedagogical knowledge, instructional planning, classroom management, assessment practices, teacher–student interaction, and professional competence. These dimensions are interconnected and collectively influence students' learning experiences and educational outcomes. The Malaysian Ministry of Education also recognises teaching quality as a critical component of educational excellence through the implementation of the Kurikulum Standard Sekolah Rendah (KSSR), which emphasises student-centred learning, critical thinking, collaborative learning, and continuous classroom assessment (Ministry of Education Malaysia, 2026). Consequently, effective teaching is increasingly viewed as a dynamic process requiring continuous adaptation to students' diverse educational needs. Although the concept of teaching effectiveness is widely accepted, researchers continue to employ different approaches to evaluate it. Quantitative studies commonly assess teaching effectiveness using students' academic performance, standardised assessments, or structured perception surveys, whereas qualitative research tends to focus on classroom observations, teachers' reflective practices, and students' learning experiences. This methodological diversity has contributed to a broader understanding of teaching effectiveness while highlighting the complexity of measuring instructional quality across different educational contexts.

Teaching effectiveness is influenced by numerous contextual and institutional factors that interact throughout the teaching and learning process. Existing literature consistently identifies teacher competency, instructional strategies, classroom climate, school leadership, availability of learning resources, parental involvement, socioeconomic background, and technology integration as significant contributors to effective teaching (Saclarides & Gerardo, 2026). Among these factors, teacher competency remains the most influential, as teachers who continuously engage in professional development are generally better equipped to implement innovative instructional strategies and respond to diverse student needs. The influence of socioeconomic status on teaching effectiveness, however, remains inconclusive. Several studies argue that socioeconomic disparities significantly affect students' academic performance through differences in parental support, access to educational resources, and learning opportunities. Conversely, other researchers suggest that effective instructional practices can mitigate many of these disadvantages by providing equitable learning opportunities within the classroom. These contrasting findings indicate that teaching quality may serve as an important moderating factor capable of reducing educational inequalities.

Technology integration has also emerged as a key determinant of instructional effectiveness in contemporary classrooms. Digital learning platforms, interactive educational applications, and blended learning environments have demonstrated considerable potential to enhance student engagement, collaboration, and knowledge acquisition. Nevertheless, the successful integration of educational technology depends largely on teachers' digital competence, institutional support, and equitable access to technological infrastructure. These developments have transformed classroom practices by enabling more interactive, collaborative, and student-centred learning experiences that are better aligned with the demands of contemporary education.

Urban schools represent highly diverse educational environments characterised by heterogeneous student populations, varying socioeconomic backgrounds, and increasingly complex learning needs. Although urban schools generally possess better educational infrastructure and greater access to technological resources than rural schools, they also face distinct challenges, including larger class sizes, increased academic competition, cultural diversity, unequal learning opportunities, and varying levels of parental involvement (Nur, 2020; Sovia et al., n.d.). These characteristics require instructional approaches that are flexible, adaptive, and responsive to students' diverse learning needs. Recent educational research consistently demonstrates that student-centred teaching approaches produce more positive educational outcomes than conventional teacher-centred instruction. Instructional methods such as inquiry-based learning, collaborative learning, project-based learning, problem-based learning, experiential

learning, and technology-enhanced instruction have been shown to improve students' engagement, critical thinking, communication skills, and overall academic achievement (Young et al., 2022).

Despite these encouraging findings, several studies report inconsistent outcomes regarding the effectiveness of specific teaching methods. While many researchers conclude that innovative pedagogical approaches improve students' learning experiences, others argue that their effectiveness depends largely on teachers' pedagogical competence, classroom readiness, institutional support, and students' willingness to actively participate in learning activities. These inconsistencies suggest that teaching methods should not be evaluated independently but rather within the educational contexts in which they are implemented. Empirical evidence consistently supports the positive relationship between effective teaching practices and student learning outcomes. International studies have demonstrated that active learning strategies encourage greater classroom participation, improve conceptual understanding, and foster higher levels of critical thinking compared to traditional lecture-based instruction (Mullis et al., 2020). Similarly, Malaysian studies have reported that student-centred instructional approaches contribute positively to students' academic achievement, learning motivation, and classroom engagement, particularly when teachers receive adequate professional development and institutional support (Ministry of Education Malaysia, 2026).

Nevertheless, previous research presents several methodological limitations. Many studies employ relatively small sample sizes, focus on single schools or limited geographical areas, utilise short-term intervention designs, or rely exclusively on academic achievement as an indicator of teaching effectiveness. Such methodological constraints limit the generalisability of findings and provide only a partial understanding of instructional effectiveness. Furthermore, relatively few empirical studies have specifically examined teaching methods within urban Malaysian schools despite the unique educational characteristics associated with these learning environments.

Although previous studies have substantially advanced understanding of teaching effectiveness, several important gaps remain. First, much of the existing literature focuses on specific subjects or particular instructional interventions rather than examining the overall effectiveness of teaching methods across general classroom settings. Second, empirical evidence concerning teaching effectiveness within Malaysian urban schools remains limited, with most local studies comparing urban and rural schools instead of investigating the unique instructional dynamics occurring within urban educational environments themselves. Furthermore, limited research has specifically examined teaching methods in Seremban despite the district's rapidly evolving educational landscape and diverse student population. Given the increasing complexity of urban education, understanding how teaching methods are perceived and implemented within this local context is essential for informing educational policy, improving classroom practice, and supporting continuous professional development among teachers.

Accordingly, this study seeks to address these gaps by examining the effectiveness of teaching methods in urban schools in Seremban. The findings are expected to contribute empirical evidence that enhances current understanding of effective instructional practices within Malaysian urban schools and provides practical implications for educators, school administrators, and policymakers committed to improving educational quality.

METHODOLOGY

This study employed a quantitative research approach using a cross-sectional survey design to examine the effectiveness of teaching methods in urban schools in Seremban, Negeri Sembilan. A quantitative approach was considered appropriate as it enables the systematic collection and analysis of numerical data to describe respondents' perceptions of teaching effectiveness and identify prevailing instructional practices within the study context. The cross-sectional design allowed data to be collected at a single point in time, providing a snapshot of respondents' perceptions regarding the effectiveness of teaching methods implemented in urban schools. The study involved a total of 102 respondents selected from urban schools in Seremban. Data were collected using an online survey administered through Google Forms, which provided an efficient, accessible, and cost-effective platform for gathering responses from participants while ensuring confidentiality and ease of participation. Prior to data collection, respondents were informed of the purpose of the study and their participation was voluntary. The research instrument consisted of a structured questionnaire developed based on relevant literature concerning effective teaching practices and instructional strategies. The questionnaire comprised two sections. The first section collected respondents' demographic information, while the second section measured perceptions of teaching method effectiveness. The instrument included items evaluating various dimensions of instructional practice, such as clarity of instruction, student engagement, active learning, collaborative learning, the use of real-life examples, classroom interaction, and the integration of educational technology. In addition, the questionnaire assessed respondents' perceptions of how these teaching methods contributed to students' motivation, classroom participation, critical thinking, problem-solving ability, and overall learning experience. All questionnaire items were measured using a

five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This scale was selected because it enables respondents to express varying degrees of agreement while facilitating quantitative statistical analysis. Higher mean scores indicate more positive perceptions regarding the effectiveness of teaching methods implemented in urban schools. The collected data were analysed using descriptive statistical techniques. Frequencies, percentages, means, and standard deviations were computed to summarise respondents' demographic characteristics and perceptions of teaching effectiveness. To determine the internal consistency of the research instrument, a reliability analysis was conducted using Cronbach's Alpha coefficient. Reliability coefficients exceeding the commonly accepted threshold of 0.70 were considered indicative of satisfactory internal consistency, confirming that the questionnaire items consistently measured the intended construct. The findings from these analyses provide empirical evidence regarding the effectiveness of teaching methods in urban schools in Seremban and serve as the basis for subsequent discussion and interpretation.

RESULT AND DISCUSSION

Profile of Respondent

The demographic profile of the 102 respondents (Table 1) provides a representative overview of participants from urban schools in Seremban. The gender distribution was relatively balanced, comprising 52 females (51.0%) and 50 males (49.0%), indicating equitable participation and reducing the likelihood of gender-related bias in respondents' perceptions. Such balance enhances the representativeness and credibility of the study findings. In terms of ethnicity, the majority of respondents were Malay (60.8%), followed by Indian (25.5%), Chinese (11.8%), and other ethnic groups (2.0%). This distribution reflects the multicultural composition of the urban population in Seremban and enables the study to capture perspectives from diverse cultural backgrounds. Given that cultural context may influence perceptions of teaching practices and educational experiences, the inclusion of respondents from different ethnic groups strengthens the generalisability and validity of the findings. Overall, the balanced gender distribution and ethnic diversity of the sample contribute to a more comprehensive understanding of the perceived effectiveness of teaching methods in urban schools.

Table 1.0
PROFILE OF RESPONDENT (N=102)

Profile	Category	Frequency	Percentage (%)
Gender	Male	50	49.0
	Female	52	51.0
Ethnicity	Malay	60	60.0
	Chinese	12	12.0
	Indian	26	26.0
	Others	2	2.0

The reliability of the research instrument was assessed using Cronbach's Alpha to determine the internal consistency of the questionnaire items (Table 1.1). According to Pallant (2016), a Cronbach's Alpha coefficient of 0.90 and above indicates excellent reliability, values between 0.80 and 0.89 indicate good reliability, and values between 0.70 and 0.79 represent acceptable reliability. Table 1.1 presents the reliability analysis for the construct, Effectiveness of Teaching Methods in Urban Schools at Seremban. The construct comprised 15 questionnaire items. The reliability analysis conducted using SPSS produced a Cronbach's Alpha coefficient of 0.905 indicating excellent internal consistency. These results demonstrate that the questionnaire is a reliable instrument for measuring respondents' perceptions of teaching method effectiveness. Furthermore, no cases

were excluded from the analysis ($N = 102$), indicating that all responses were retained for the reliability assessment. The high reliability coefficients suggest that the questionnaire items consistently measured the intended construct, thereby supporting the reliability and consistency of the collected data.

Table 1.1
RELIABILITY TEST

Variable	Number of Items	Cronbach's Alpha	Reliability Assumed
The Effectiveness ff Teaching Method in Urban School at Seremban	15	0.905	Excellent

Table 1.2 presents the interpretation scale used to classify the mean scores obtained in this study. Mean scores ranging from 1.00 to 2.33 were interpreted as low, scores between 2.34 and 3.67 as moderate, and scores from 3.68 to 5.00 as high. This classification was used to determine respondents' overall perceptions of the effectiveness of teaching methods implemented in urban schools in Seremban. Table 1.3 summarises the descriptive statistics for the construct, Effectiveness of Teaching Methods in Urban Schools at Seremban. The findings indicate an overall mean score of 4.15, which falls within the high category, suggesting that respondents generally perceived the teaching methods implemented in urban schools to be highly effective. This finding indicates that the instructional approaches adopted were viewed positively in terms of promoting student engagement, enhancing learning experiences, and supporting overall educational outcomes. Furthermore, the relatively low standard deviation ($SD = 0.5249$) indicates a high degree of consistency in respondents' perceptions, reflecting substantial agreement regarding the effectiveness of the teaching methods employed.

Table 1.2
LEVEL OF MEAN SCORE RANGE

Mean Score Range	Level
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Table 1.3
MEAN AND STANDARD DEVIATION B

Variable	Mean	Standard Deviation	N
Effectiveness ff Teaching Method Toward Mathematics Literacy	4.15	0.5249	102

The findings indicate that the teaching methods implemented in urban schools in Seremban are perceived to be highly effective. The excellent reliability of the research instrument, as evidenced by a Cronbach's Alpha coefficient of 0.905, confirms the internal consistency of the measurement scale and supports the credibility of the findings. Furthermore, the high overall mean score ($M = 4.15$) demonstrates a strong level of agreement among respondents regarding the effectiveness of the teaching methods employed. The relatively balanced demographic distribution of the sample further enhances the representativeness of the study, suggesting that the positive perceptions were consistently observed across respondents of different genders and ethnic backgrounds.

Collectively, these findings provide empirical support for the effectiveness of current teaching practices in urban schools in Seremban and offer valuable evidence to inform educational practitioners, school administrators, and policymakers in strengthening instructional quality and enhancing teaching practices within Malaysia's urban education system.

CONCLUSION

The consistently high level of agreement among respondents suggests that the teaching methods currently implemented in urban schools in Seremban are perceived as effective in fostering positive learning experiences and supporting classroom engagement. However, the findings also imply that teaching effectiveness should not be viewed as a static achievement but as a dynamic process requiring continuous evaluation and adaptation. As educational environments continue to evolve through technological advancements, curriculum reforms, and increasingly diverse student needs, teaching methods that are considered effective today may require further refinement to remain relevant and responsive. Consequently, maintaining high teaching effectiveness demands ongoing professional development, reflective teaching practices, and institutional support that encourages pedagogical innovation and continuous instructional improvement. From a broader educational perspective, the findings have important implications for educational planning and policy development. The high level of perceived teaching effectiveness provides empirical evidence that can support schools in strengthening existing instructional practices while promoting a culture of continuous quality improvement rather than complacency. School leaders and policymakers should therefore view these findings as a foundation for sustaining instructional excellence through systematic teacher development, evidence-informed decision-making, and regular evaluation of teaching practices. Such continuous improvement initiatives are essential to ensure that effective teaching remains responsive to changing educational demands and contributes to the long-term enhancement of student learning outcomes and the overall quality of urban education in Malaysia.

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