

Professionalism Competence of Technical Teachers: Professional Skills of Vocational Teachers in Malaysia

Junita Sulaiman, Wan Mohd Rashid Wan Ahmad, Abdul Rasid Abdul Razak

Abstract: Teachers are the key to the educational system where professional standards of teaching are used as a set of criteria in determining professionalism of technical teachers. This study was conducted to generate an empirical evidence on the elements of professional skill that involves technical teachers in Malaysia Vocational College (VC). This study uses of quantitative method that involved data collection through the newly developed instrument of professional skill. A survey technique was used as the major method with the instrument on 254 technical teachers from Malaysia Vocational College (VC) around Malaysia. The results have shown that there were similarities and differences of the elements used by the teachers. There are several elements that shows highest score. Meanwhile, there is one element shows the lowest score in using the professional skill elements. In conclusion, this study shows the need of professional skill because it is an important aspect of strengthening the teacher's professionalism in the development of technical and vocational teacher

Index Terms: Keywords: Professionalism, Professional Skill, Vocational College, Technical Teachers, Competence.

I. INTRODUCTION

Professional teachers intend to teach as a job, to teach with qualifications and preparation, and to teach with their own efforts in accordance with the established management system. In other words, the task of the teacher not only holds the record of the student and performs tasks related to school management but needs to have the breadth of knowledge and experience, master the skills in the field of skills and workshop, academic knowledge, entrepreneurship, readiness to renew existing knowledge and understand with teaching ethics as a whole.

Teacher education has been challenged by the need to enhance the new teachers' ability to implement new pedagogical approaches and take advantage of ICT for teaching and learning (Paivi Hakkinen et. al, 2017). The human capital development especially teachers in the field of technical and vocation education are a critical factor to generate and maintain economic growth specifically in the formation of skilled workers (Paryono, 2015). The

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availability of highly skilled work force is important in supporting the transformation of the entire economic sector towards activities that are intensified with knowledge, generate labor productivity and attract investments. Thus, the government of Malaysia has invested a large amount of money in the education sector. The investment in education field plays a major role in improving the social mobility and wellness of the citizens (RMK-11, 2015).

The current education focusses to the field of Technical and Vocational Education and Training (TVET) by upgrading institutional vocational school to Vocational College (VC). Therefore, the level of competency VC teachers should enhance with systematic training methods to support the efforts of the MOE as intended in its vision, such as; Human quality education Nation Prosperous and its mission; The sustainability of System quality education to develop an Individual Potential in order to meet the aspirations of the country (MOE, 2014). In addition, (Ibrahim, 2001) said every teacher should have the skills and personality in the process of teaching and learning (pedagogical knowledge and has a personality that can be models for the others. To translate KPM's vision and aspirations, VC Technical Teachers are given the responsibility to orient curriculum and co-curriculum based on the national Education Philosophy to produce skilled human capital in curriculum and co-curriculum. The MOE's efforts to enhance and uphold the vocational education level in Malaysia to stand with developed countries, has demanded the role of technical teachers in VC to act as effective educators.

However, since there is no standard of competence in the field of technical education and teaching as guidance in our country, the quality of teacher performance has certain issues such as, work stresses, role conflicts, role blurs, absence of a social support system from principals and colleagues. The impact of the problem has caused many teachers resign and burn out that caused them retire earlier. This situation has affected the quality of our education. The existence of a standard allows the teachers to work with detailed guidance, able to see the conditions that need to be met and achieved and can be used to drive the improvement of teaching quality. The role of technical teachers is seen as increasingly important in the present era of globalization where they are expected to ensure the excellence of students is needed.

The quality of students is



demanding for the development of teachers competent. Technical teachers are triggers and drives the process of transformation of the nation's education system in order to produce intellectual, competitive, skilled workforce and adhere to religious teachings and universal values (Mohd Izab, 2011). Therefore, technical teachers must master the skills and knowledge thoroughly and be prepared to follow the self-improvement program of self-improvement to improve the quality of their teaching (Senin, 2008). The program of professionalism enhancement undertaken by the government is aimed at enabling technical instructors to revise, renew and extend their commitment as an agent of change to the purpose of teaching in which they master and develop critically the various knowledge, skills and intelligence required in teaching. One of the dimensions of professionalism is the willingness to extend their understanding of teaching and refine the quality of their professionalism (Abd Rashid, 2006).

Thus, the trainers have to master the various methods of learning skills, think, plan, teach, facilitate, evaluate, communicate, including skills in managing information and communication technology (Rohaam et.al, 2010; Selamat, Abu & Mat Rashid, 2011). This is because the quality of teachers is a major factor in building the human capital of a developed country because of the quality of teachers will determine the quality of students' learning (MoE, 2012). Therefore, a teacher needs to have sufficient skills and values in delivering knowledge to students to improve the quality of institutions which meets industry requirements.

A. Purpose of Study

The purposes of this study is to identify the dominant elements of the professionalism used by the technical teachers in Vocational College in Malaysia.

B. Objective

1. To identify the elements of professional skills used by technical teachers in Vocational College in Malaysia.

II. RESEARCH METHODOLOGY

This research involves the quantitative method. However, this paper intended to focus and explain the gap and similarities of professional skills element that used by technical teachers (VC) in Malaysia. This method is used as it is more appropriate for the study, since the selected respondents are a large number of VC teachers throughout Malaysia. The polythomus data (Likert) were collected and analyzed based on the SPSS with the aid of computer application software, IBM Statistics Data Editor.

III. RESULTS AND FINDING

The findings discussed are based on the data of the elements of the professional skills that were constructed after the face and content validity verifications by relevant experts. Data that had been collected were analysed in the context of professional skills elements and score mean were used to analysed and interpret the finding in this research. An explanation of score mean was based on the interpretation of the Likert Scale in the research instrument. Level of

agreement was used to measure the perception Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5.

IV. PROFESSIONAL SKILLS OF TECHNICAL TEACHERS IN MALAYSIA VOCATIONAL COLLEGE

In the study of technical professionalism, there are four constructs involved: professional knowledge, professional skills, professional attitude and professional relationship. However, this paper focuses only on professional skill constructs and also determines the elements involved in this construct.

A. The Elements of Professional Skill of (VC) Technical Teachers.

Table I shows 21 elements involved in this professional skills construct. Based on the analysis, element 9 (Good skill to metal processing machine in laboratory) and element 13 (Triggering the initial idea of the problem encountered) has the highest mean value, $\mu = 4.49$ and $\mu = 4.48$. While element 1 (ICT integration in teaching) has the lowest mean value $\mu = 4.00$.

Table I: Elements of the Technical Teachers Professional Skill

No	Elements	Mean
1	ICT integration in teaching	4.00
2	Basic computer skills	4.05
3	Apply e-learning as an additional reference to students	4.23
4	Demonstrate an understanding of the concept of technology and use it effectively	4.37
5	Explore, evaluate and use technology resources such as applications, tools, educational software and electronic resources	4.44
6	Skills and knowledge in technology	4.43
7	Skill as counsellor	4.33
8	Skill as facilitator	4.27
9	Good skill to metal processing machine in laboratory	4.49
10	Good skills in the electronics measurement division in the lab	4.17
11	teaching subjects other than specialization	4.37
12	Performing operational tasks	4.38
13	Triggering the initial idea of the problem encountered	4.48
14	Provide feedback well and effectively	4.24
15	Skills in conducting research	4.46
16	Capability for analysis and synthesis	4.33
17	Information management skills	4.33
18	Stimulate student thought (KBAT) during TnL session	4.26
19	Mastery of language other than mother tongue	4.41
20	Interpersonal skills	4.41

21	Listening skills in interact	4.32
22	Ability to work in an international context	4.37
23	The ability to work autonomously	4.35
24	Skilled in managing resources for learning purposes	4.37
25	Good knowledge in quality control and guarantees	4.43

Other than that, there are some element shows the similarities of the mean value that can be seen clearly as shown in Fig. 1 below.

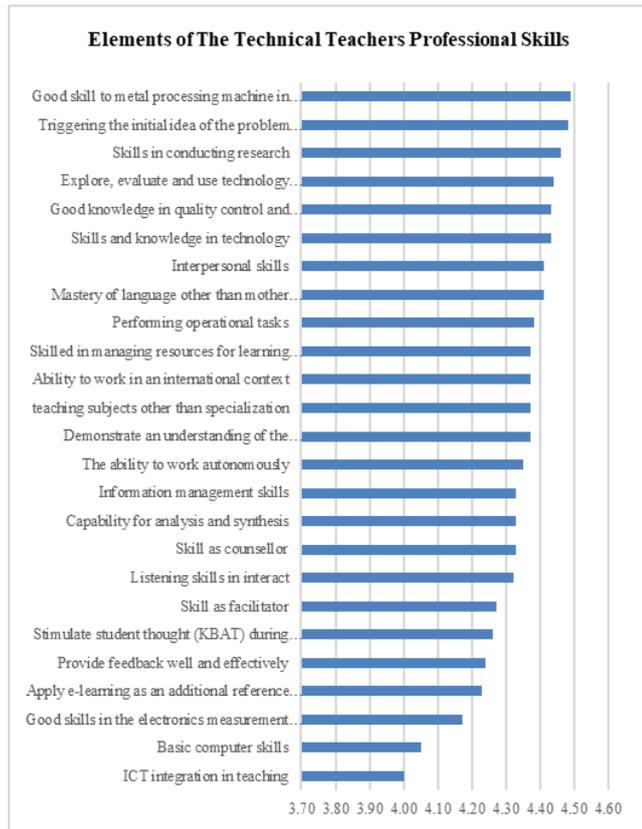


Fig. 1: Elements of the Technical Teachers Professional Skill

V. DISCUSSION

Quality and relevant vocational education and training, can provide people especially youth, with knowledge, skills and competencies required for the jobs of today or tomorrow. The provision of relevant job skills can therefore be a robust means of empowering people to seize employment opportunities or equip them for self—employment. Based on the analysis done, there are two elements that shows highest of professional skill used by Malaysian technical teachers in Vocational College respectively. Meanwhile, there are some of the elements that have similar score used by the teachers and also can see the lowest elements that implement by the teachers as shown on Fig. 1. Putting aside the different approaches, professional skill itself is an important factor in determining gains in student achievement. In fact, the main motive for investigating teacher skill is to improve student outcomes. On the other hand, to improve teacher quality, it is crucial to understand what teacher professionalism involves.

Every educator and parent expects that the students will have good learning experiences at school and build their competencies to become better individuals in many ways. The biggest challenge that any educator faces is to ensure that every student is able to learn effectively.

Technical teachers in Malaysia shows the perspective of the professional skills used commonly are teaching orientation according to industry needs and using the appropriate technology according to the topic being taught. In line with the criteria mentioned in the RMK-10 technical guru who has knowledge about technology and industry development will provide the most relevant training and further enhance the skills of graduates and thus students will be exposed with knowledge, technical skills and skills related to market needs workers and industries. As an added value to existing skills. Besides, education and skills have always been strongly related because technical education can also be leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Aganga, (2011) stated that “development of technical skills is the key to the realization of transformation agenda of the government as well as the actualization of a long term project of becoming one of the 20 most industrialize nations of the world by the year 2020. This kind of skills can be obtaining in workshop where machine tools are kept for practical, therefore there is need for proper utilization towards these machine tools or else students may not be able to have this practical skill needed.

On the other hand, the technical teachers in Malaysia have lots of similar elements in implementing the professional skills to determine the professionalism of technical teachers. Most of the elements shown that professional skill related with the quality of the technical teachers. All of this element are considering important to every teacher because it develops a particular way of going about the complex task of teaching and make sure their teaching in learning process can be balanced of the information and have an ability to use specific knowledge, procedures and techniques in such areas as engineering. In addition, formal education, technical skills can also be gained through experience working. Usually technical skills are obtained from formal education then expanded through appropriate training and experience obtained from the work done. The teaching profession can continually develop deep knowledge and skills of learning, how the brain works, relationship between them and build the student interest and as well as improving the quality of teachers as authoritative educators.

Even though the use of various teaching methods is good during the teaching and learning process, it should be appropriate and depends to the time, situation and the place because this diversity can make the student become mixed up and confuse when receiving information from the teacher because of skills, knowledge and understanding of pupils as individuals requires teachers to communicate effectively, to inspire students and to have empathy and patience. Therefore, the professional knowledge should be supported through an entitlement to early and continuing professional knowledge teaching skills and it can be reflected in their national professional



standards.

VI. CONCLUSION

The development of professionalism should be a priority in each teacher's career planning. Teachers are amongst the key guardians of education. It is vital that teachers' voices are the driving force for educational improvement and development, particularly at a time when the education system faces so many challenges and conflicting pressures. Challenges faced by current and future teachers are increasing. The issues faced are not merely a problem of students and equipment but furthermore include challenges to the scientific ability of teachers to deal with knowledge skills-based society as well as their identity in facing more global value issues. The teaching profession is always challenged with various educational issues. Based on literature review from various research sources conducted, it can be seen that the issues related to this teacher's professionalism and professional skill should be emphasized. If this issue is not addressed, it is necessary to examine more profoundly, issues related to the technical professionalism of these teachers to and ultimately bring about the effects of the national education system. Therefore, we need to put a priority in the development of self-professionalism to carry out responsibilities as educators more effectively

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