

STUDENT'S PERCEPTION ON NOVICE TEACHER COMPETENCY IN VOCATIONAL SUBJECT: A CASE STUDY

Rohayu Roddin, Marina Ibrahim Mukhtar, Halizah Awang, Maziana Mohamed, Azmanirah Ab Rahman, Anizam Mohamed Yusof, Nurhayaty Adha Kamarudin
Fakulti Pendidikan Teknikal
Universiti Tun Hussein Onn Malaysia

rohayu@uthm.edu.my, azmanira@uthm.edu.my

ABSTRACT

Vocational and Technical Education needs knowledgeable and highly skilled teachers to ensure that graduates will fulfill the industrial requirement. The purpose of this study is to assess competency level of novice teachers in vocational subjects which cover technical instruction, communication and interaction aspect, teaching aid material instrumentation (ABBM) and self personality. Assessment had been done on the student's perceptions which were thought by the novice teacher. The sample for this study consists of 60 respondents and the instruments used are questionnaires. The data collected was analyzed using Statistical Packages for Social Sciences Version 12.0 (SPSS). Analysis was made on mean score's. From the findings, it is found that the competency level of the novice teacher in a vocational subject is at a good level. The mean score for technical instruction is 4.39, communication aspect is 4.62, teaching aid material instrumentation (ABBM) is 4.42 and self personality is 4.60. Therefore it can be concluded that a novice teacher who teaches a vocational subject has a good competency level based on mean score achieved.

1.0 BACKGROUND OF STUDY

First year experience in teaching is undoubtedly challenging for many teachers. Within this period, novice teachers struggle to adapt and explore the new environment in the professionalism. Earlier researcher have given greater attention to explore the problem being faced by novice teacher especially towards teaching and learning process. This is because, teacher's achievement in the first year is seen as a critical benchmark to foresee their career development in teaching profession (Hoffman *et al.* in Jamaluddin, 1990). Many previous study indicated that first year experience is unique, challenging and require most novice teachers to make a great effort. They consider that this period is the hardest and most critical phase in teaching profession (Jamaluddin, 1990).

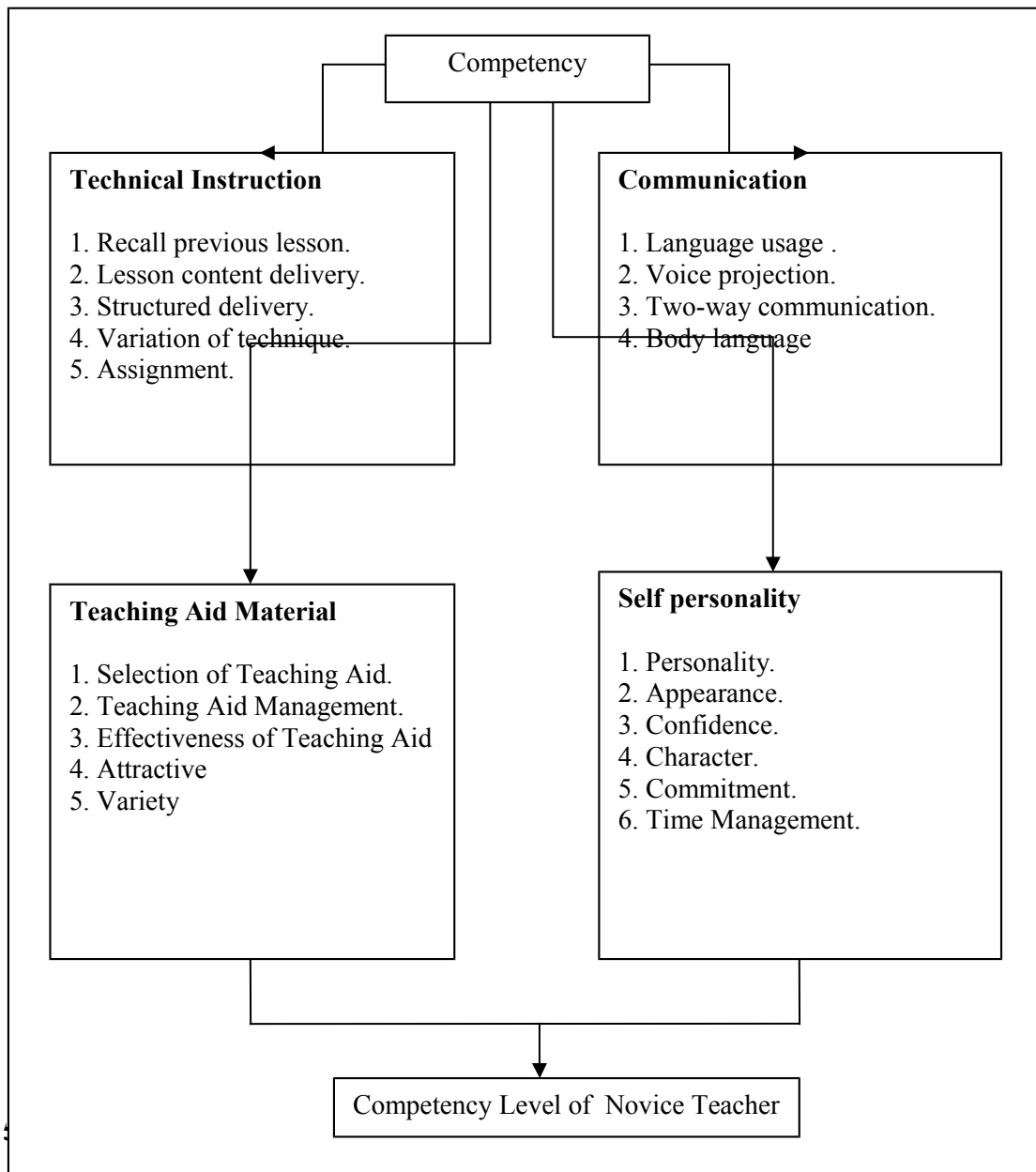
2.0 PROBLEM STATEMENT

A preliminary interview carried out with the principal of Sekolah Menengah Teknik Batu Pahat, Tuan Hj Shamsuddin bin Abd Rahman (2009), revealed that novice teachers encounter many difficulties during their first year experience. However, the most apparent weak spot is their lack of confident and ability to perform appropriate teaching style for workshop setting classes. On top of that, novice teacher also possess limited experience and skill competency in the subject matter, making it even harder for them to handle teaching and learning process in the classroom. Hence, this study is carried out to determine student perception towards the competency of novice teacher in workshop setting classroom emphasizing vocational subjects.

3.0 STUDY ISSUE

- i. What is the competency level of novice teacher in technical instruction during teaching and learning process of vocational subject as perceived by students?
- ii. What is the competency level of novice teacher in communication during teaching and learning process of vocational subject as perceived by students?
- iii. What is the competency level of novice teacher to handle teaching aid material during teaching and learning process of vocational subject as perceived by students?
- iv. What is the competency level of novice teacher on self personality during teaching and learning process of vocational subject as perceived by students?

4.0 STUDY CONCEPTUAL FRAMEWORK



Competency mean efficient, eligible, able to carry out task perfectly. Besides that, competency can be define as a combination of knowledge, membership and ability which influenced someone's work (Kamus Dewan fourth edition, 2004). According to Nor Mahani (2005), competency are made up of three components namely knowledge (cognitive domain), skill (psychomotor domain) and attitude or personal quality (affective domain). This all three elements directly influence behavior and how assignment is perfected. Competency on the whole falls into two types that is Generic Competencies and Functional Competencies.

Numerous teaching technique can be adopted by teacher to deliver lesson material effectively. Instruction method devides into three namely teacher-centered, student-centered and teaching material-centered.

Instruction Method	Technical Instruction
Teacher-centered	Demonstration Lecture Collective lesson Narrate Entire class
Student-centered	Project Discovery Inquisition Problem solving Simulation Role-playing Groupwork Learning through experience Brainstorming
Material-centered	Audio-visual Computer application Printed Material Module Textbook and reference

On the other hand, communication skill is important for educator to be able to deliver lesson effectively and at the same time attract student's attention throughout the learning process. Teacher needs to be creative in creating such interaction so that students stay in focus and do not feel bored. Moreover, strong voice projection also helps student to better understand the content being delivered by teacher (Che Su, Mohd Fo'ad, 1993).

In addition, fine teaching aid material can assist effective teaching and increase students understanding. A competent teacher is capable of choosing the precise teaching aid besides know how to manage the material in classroom settings. Learning through teaching aid material is very effective because student tend to absorb 10% from what is read, 20% from is heard, 30% from what is seen, 50% from both seen and heard and the most is 90% by doing (Zulkifli Yusof, 1997).

Personality intended here is about behaviour or character, means of communication, appearance, dedication and determination in performing responsibility as a trained educator (Muhamad Noor, 2004). One who dubbed as teacher is required to have professional role where they not only transfer knowledge but simultaneously instill good value, attitude and moral among students (Tin, 2006).

6.0 METHODOLOGY

For this study, questionnaire is used as an instrument to collect data as it is said to be the most effective method to seek right information on facts, belief, feeling etc (Mohd Najib, 1999). According to Mohd Nawi (1998), a lot of data from respondents can be obtained in a brief periods and answer gained is more consistent by using questionnaire compared to other methods. Sample involved in this study are 60 students from Sekolah Menengah Teknik Batu Pahat, Johor (SMTBP). These students consist of Form Four and Form Five student who engage in vocational subjects being taught by novice teacher of first year experience. The collected data is analysed using SPSS 12.0 (Statistical Package For Social Science Version 12.0) and presented in percentage as well as mean score.

7.0 STUDY FINDINGS

7.1 Analysis of data Part A: Background of Respondent

In the questionnaire, respondent background include items on gender, age and achievement in Penilaian Menengah Rendah (PMR). From the total number of 60 respondents, 44 pupil (73.3%) are male, while 16 pupil (26.7%) were female. As many as 32 respondents (53.3%) are 17 years old and the rest of 28 respondents (46.7%) are 16 years old. In term of PMR achievement, 50% respondents did not score any A in PMR, 20 respondents (33.3%) get 1A-4A, while the other 10 (16.7%) respondents get 5A-8A.

7.2 Analysis of data Part B: Technical Instruction

10 items were addressed in the questionnaire to answer first study issue namely "What is the competency level of novice teacher in technical instruction during teaching and learning process of vocational subject as perceived by students?". The mean score to evaluate technical instruction falls in the range of 3.87 to 4.70. From the results, it can be said that students agreed to confess the competency level of novice teacher in technical instruction as high.

7.3 Analysis of data Part C: Communication Skill

This part analyzed respondent's feedback on second study issue namely "What is the competency level of novice teacher in communication during teaching and learning process of vocational subject as perceived by students?" Overall, item in this part obtain the highest mean score of 4.73 and the lowest is 4.60. As a conclusion, the competency level of novice teacher in terms of communication skill is high.

7.4 Analysis of data Part D: Teaching Aid

This part analyzed respondent's feedback on third study issue namely "What is the competency level of novice teacher to handle teaching aid material during teaching and learning process of vocational subject as perceived by students?" Mean score for eight items in this part scored from 4.03 to 4.73. It is proved that, student's perception towards novice teacher competency to handle teaching aid material is high.

7.5 Analysis of data Part E: Self Personality

Nine items was constructed to evaluate self personality of novice teacher. Mean score for these items are between 4.40 and 4.87. Therefore, the novice teacher holds a high competency in self personality as perceived by students.

7.6 Summary

Overall, student's perception on novice teacher competency in delivering vocational subject at workshop setting upon the four aspects which are technical instruction (Score min=4.39), communication skill (Score min=4.62), teaching aid material (Score min=4.42) and self personality (Score min=4.60) is at high level.

8.0 SUGGESTIONS FOR FOLLOW-UP STUDY

- i. Add more number of respondents in this study.
- ii. Students perception is to be analyzed according to student's level of academic performance such as low, average and excellent students.
- iii. Study being carried out to determine novice teacher competency in handling vocational subjects as perceived by the expert for instance principal and experinced teachers.

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