

The Competent Vocational College Teacher: A Proposed Model for Effective Job Performance

Muhammad Aiman Arifin & Roziah Mohd Rasdi

Faculty of Educational Studies, Universiti Putra Malaysia,
Selangor, Malaysia

DOI: 10.6007/IJARBSS/v7-i2/2719 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i2/2719>

Abstract

Technical Vocational Education and Training (TVET) have been strategized as the main route to supply skilled worker as to achieve the developed nation status by 2020. In 2012, Transformation of vocational school to vocational college (VC) was the biggest shifted in history by the Malaysian government under the area vocational education. The objectives are to prepare students with the combination of vocational theory and skills, entrepreneurship as well as employability. In view of globalization, knowledge economy, technology advances and global labor mobility requires vocational college teachers to practically competent and effective in profession. Therefore, the model presented was proposed for vocational college teachers based on the needs and importance competencies for effective job performance also the demands from 21st century world of work.

Keywords: Vocational College Teacher, Teaching Competence, Professional Competence, Communicational Competence, Personal Competence, Competency Model of Vocational College Teacher

1. Introduction

Technical Vocational Education and Training (TVET) has been established 40 years ago, with mainstreaming and broadening of TVET Under 10th Malaysian plan is the government efforts to change the Malaysian public perception towards the potential of vocational education. In 2012, 72 vocational schools and 8 technical schools has been upgraded by the Ministry of Education into vocational colleges. Highlighted element is toward employability as well as soft skills, vocational skills, entrepreneurship, industry experience, vocational theory and skills to master several business languages as well as English, Mandarin and Arabic. Referring to 2014 EFA Global Monitoring Report, there was a call for more effort to be made to ensure that children actually learn when they go to school, which can be achieved when governments invest in well-qualified and motivated teachers (UNESCO Global Monitoring Report, 2014). In academic or general education, as well as in TVET field, teachers are the backbone to impart knowledge and ensuring the quality of education. For a service-driven industry, the role and competencies of the TVET teachers are the key points that reflect the brand image of the vocational college and students. With less 4 years to go, Malaysia still rely on unskilled and semi skills to cater the industry growth (Economic Planning Unit, 2015; Narayanan & Lai, 2014). Moreover, 21st century challenges require vocational college teachers to have the right set of knowledge, skills

and attitude and be effective in teaching. Despite several initiatives that have been implemented by the Ministry of Education and a number of the government-related agencies, the quality of TVET teachers still remains a pressing issue locally and regionally (Lee & Lai, 2016; Mohamad, Saud, & Ahmad, 2009; Paryono, 2015). Why does this phenomenon still exist despite the effort seems enough to question those problems? Do vocational college teachers competent enough in support the nation mission for reaching develop nation by 2020 and to overcome, what are the important competencies that require them to become effective job performance in profession in ensuring the quality graduates? Prior to that, it is important to ensure that teachers are aware of the necessary competencies for future reference.

Thus, the objective of this study is to develop a competency model for vocational college teachers for effective job performance particularly in Malaysian vocational college. It is believed that this study can serve both the theoretical and practical purposes. Theoretically, the current study aims to extend the body of knowledge by providing a framework of competency model designed to represent TVET teachers especially on the new establishment of vocational college provide an opportunity for this study to fill in the gaps. Practically, this study defines the significant competencies established in local setting and as a reference point in the vocational college teacher profession, Vocational College Teacher Education, Vocational College Education System and also TVE Division in Malaysia.

2. Teacher Competency and performance

Recently, the concept of competencies among vocational teachers has attracted many researchers and practitioners including in the field of human resource development (HRD) in identifying the elements of teacher competencies in measuring teacher performance Köpsén (2014) and Mohamad, Abu Bakar, Sulaiman, Salleh, & Sern (2015) and how to be effective in classrooms (Al-Momani, Allouh, & Al-homran, 2012; Nor Lisa, 2012). As discussed by Andersson & Köpsén (2015), effective teaching happens from a good vision of teaching. This vision becomes the input for the output of the student and teacher's performance. Later, performance standards have been introduced and used as a tool to enhance teacher performance in profession. Meanwhile, competencies become a general format that is practically used to detail specific criteria of performance standards (Van Der Schaaf, Stokking, & Verloop, 2003). In Latin words, competency originally comes from the words 'competentia' as the right to speak and authorized to judge. Meanwhile from the English dictionary, 'competence' means the state of being fit. Until now there is no specific definition of competencies being accepted since those researchers and practitioners used definitions related to their own work. Generally, the term competencies can be divided into three categories as shown in Table 1;

Table 1.1 *The definition of competencies in three categories.*

Definitions	Authors
To measures individual performance	(Cernusca & Dima, 2007; McClelland, 1973)
The standard or quality criteria of the outcome of the person's performance	(Bartram, Robertson, & Callinan, 2008; DeVellis, 2012; Hoffmann, 1999; Spencer & Spencer, 1993; Suhairom, Musta'amal, Amin, & Johari, 2014)
The underlying attributes of a person to perform in job	(Boyatzis, 1982; Mohd Jamil, Said, & Azeez, 2014; Wahba, 2010)

For the purposes of conducting our study, we adopted the definition proposed by (Bartram et al., 2008), which defines competencies are sets of behaviors that are instrumental in the delivery of desired results or outcomes. A competency is the combination of knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position. Competencies become the underlying characteristics of people that indicate how they behave and think for long term period in work.

3. Model of Vocational College Teacher's Competence for 21st century TVET

The proposed model of competency for vocational college teachers will develop by four constructs namely (1) Teaching competence (2) Professional Competence (3) Communication Competency and (4) Personal Competence. Conceptual framework for the study is presented in Figure 1.1:

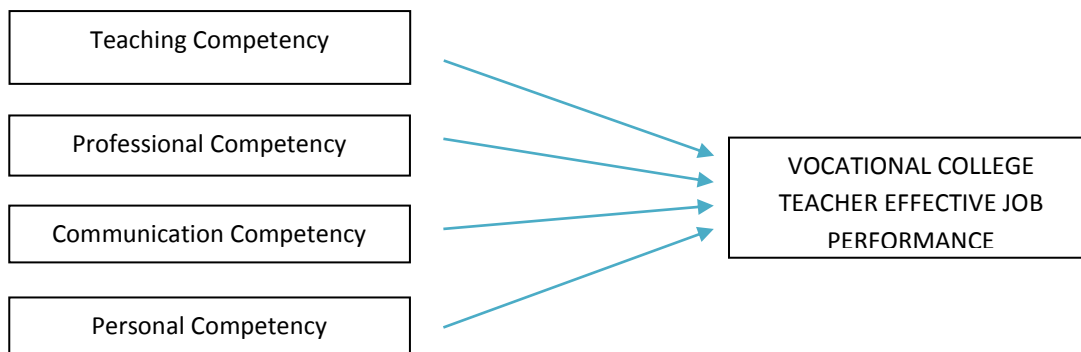


Figure 1.1: Proposed conceptual framework

To further discuss, descriptions of all selected competencies in the model are provided in the next section.

4. Literature review

4.1 Teaching Competence

Teaching competence is the combination to implement theoretical, practical and giving instruction in classroom effectively (Valentina Gulevska, 2015). Understanding the necessary background of vocational students related to their need and characteristics might influence teachers' Planning and Preparation activities in setting develops a curriculum, syllabus and lesson plans. As asserted by Andersson & Köpsén (2015) and Kim & Kim (2016), teacher for teaching competence are used to drive student's ability to learn and can contributes to the effectiveness of the lesson. Furthermore, most researchers list teaching competencies as the most important of competency area for effective teaching.

4.2 Professional competence

The logic to includes professional competence is the need for vocational teachers to have a deep knowledge and understanding regarding the contents subject they majoring. The teaching competency is more on knowledge of subject whereas the professional competence is more on individual effort from teachers to keep up date with new requirements for students to perform in job. (Liakopoulou, 2011). Lack of knowledge and skills needed by the industry can significantly result students that can't fit with the highly demands world of work (Andersson & Köpsén, 2015). Based on that, teacher must to sacrifice to enhance their professional competence in order to increase their level of expertise which these can definitely linked with previous teaching competence (Kunter et al., 2013).

4.3 Communication Competence

To impart knowledge of vocational education on students, the ability of teachers to produce knowledge workers much depends on the medium of communication between both teacher and learners. Since teachers job environment always have to interact, effective communications become the answers in order to attract and advice students also with parents, colleagues as well as the vocational community (Sergeevna Kobozeva, Petrovna Mironova, & Ivanovna Chinyakova, 2015). Furthermore, teachers are expected to acquire the process of controlling the classroom and consulting the learners(Diep & Hartmann, 2016). Here, collaboration between the vocational teacher education as well as the vocational teacher's community may be needed in order to have a clear platform to discuss related to future implementation within vocational area.

4.4 Personal Competence

Vocational teachers must learn how to reflect their personal value of self-image, goals in profession as well as performing highly ethics in profession. They have to evaluate their own individual job performance based on students and any other types on self-assessment and evaluations (Blašková, Blaško, & Kucharčíková, 2014). Ability to keep bringing all of the important competencies might improve their personal competence. All efforts must be based on individual ability to continues upgrade their knowledge, skills and attitude in ensuring they are fit enough to pursue their profession. In TVET, lifelong learning is an indication that they can

engage in order to support any of the government effort in future (Cakrawati, Handayani, & Handayani, 2015).

5. Future Implications

Vocational college teachers are responsible to produce skilled students and future knowledge worker for the industry. 21st century demands vocational college teachers to have adequately knowledge, skills and attitude in profession. Along with above suggested model, some following practical implications are offered for future references.

5.1 Vocational College Teacher Profession

The Competency Model defines the work of VC teacher in Malaysian Settings. By setting out the important domains for effective job performance, this model can be used as a guide among members in the profession as well in the community. New graduated VC teacher also can have a clear understanding on those requirements once they enter the teaching profession so the quality of vocational education will significantly improve and keep continuing by new teacher's generation.

5.2 Vocational College Teacher Educations

Provides information for VC to evaluate and reexamine their current vocational teacher preparation and curriculum development. These can also provide vocational teacher institutions with the latest information on in-demand competencies in how prepare competent teachers. Any improvement in teaching and learning environment increased the level of perception from the Malaysian and having more graduates from vocational college produce more pool of skilled workers in the market.

5.3 Vocational College Education System

Having competent teachers definitely will further securing the performance of vocational college in Malaysia. Since the introduction of VC system is still relatively new, it might improve the perceptions of public regarding the potential of vocational college as one of the field that also have future prospects not only in education but also in career choice.

5.4 Malaysia Technical Vocational Education Division (TVED)

Malaysian and Vocational Education Division (TVED) can use these to reevaluate the current practice in-service vocational teachers, and then identify problems faced by vocational teachers in teaching vocational subjects. Subsequently, TVED may provide professional development courses to overcome identified problems with new training and development model.

6. Conclusions

A strong emphasis on competencies for effective job performance for vocational college teachers should produce and enough supply of quality teachers in Malaysia. This is to ensure that Vocational College successfully reach their objectives to supply quality of vocational students successfully prepare them for the real world of work. Having skilled worker are

become important as they can be an asset for Malaysia to become a developed nation by 2020. Therefore, the Ministry of Education (MOE) together with other related agencies can adapt new strategies with special effort in greening TVET with green skills and economic development in ensuring the competence of teachers in accordance with the requirements to fulfill the needs of society and future nation building.

Corresponding Author

Muhammad Aiman Arifin

Department of Professional Development and Continuing Education,

Faculty of Educational Studies,

Universiti Putra Malaysia, Malaysia

E-mail: m.aimanarifin@gmail.com

References

- Al-Momani, M., Allouh, Z., & Al-homran, M. (2012). Teachers Implementation of Effective Classroom Management from Vocational Education Students' Perspectivesa. *International Journal of Education*, 4(3), 137–146. <http://doi.org/10.5296/ije.v4i3.1802>
- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish National Initiative. *Empirical Research in Vocational Education and Training*, 7(1). <http://doi.org/10.1186/s40461-015-0019-3>
- Bartram, D., Robertson, I. T., & Callinan, M. (2008). Introduction: A Framework for Examining Organizational Effectiveness. *Organizational Effectiveness: The Role of Psychology*, 1–10. <http://doi.org/10.1002/9780470696736.ch>
- Blašková, M., Blaško, R., & Kucharčíková, A. (2014). Competences and Competence Model of University Teachers. *Procedia - Social and Behavioral Sciences*, 159, 457–467. <http://doi.org/10.1016/j.sbspro.2014.12.407>
- Boyatzis, R. E. (1982). Competence and job performance. *Competence and Performance*, 10–39. [http://doi.org/Samsung/Academico/Material Didatico MKZ/GC](http://doi.org/Samsung/Academico/Material%20Didatico%20MKZ/GC)
- Cakrawati, D., Handayani, S., & Handayani, M. N. (2015). Model of Learning Implementation in Preparing Vocational Teachers. In *Proceedings of the 3Rd Upi International Conference on Technical and Vocational Education and Training* (Vol. 14, pp. 50–53).

- Cernusca, L., & Dima, C. (2007). Competency and Human Resource Management. *Revista Da Faculdade de Ciências Humanas E Sociais*, 162–171.
- DeVellis, R. F. (2012). Scale Development : Theory and Applications 3 rd ED . Vol . 26. *Applied Social Research Methods*, 26, 31. Retrieved from <http://books.google.com/books?id=Rye31saVXmAC&lpg=PR1&ots=YHXbaKkzn1&dq= affective writing scale validity examples&lr&pg=PR1#v=onepage&q&f=false>
- Diep, P. C., & Hartmann, M. (2016). Green Skills in Vocational Teacher Education – a model of pedagogical competence for a world of sustainable development. *TVET@Asia*, (6), 1–19. <http://doi.org/10.1002/ISSN>
- Economic Planning Unit. (2015). *Eleventh Malaysia Plan: 2016-2020, Anchoring Growth on People. Rancangan Malaysia Kesebelas (Eleventh Malaysia Plan) : 2016-2020*. <http://doi.org/10.1017/CBO9781107415324.004>
- Hoffmann, T. (1999). The meanings of competency. *Journal of European Industrial Training*, 23(6), 275–286. <http://doi.org/10.1108/03090599910284650>
- Kim, B. H., & Kim, J. (2016). Development and validation of evaluation indicators for teaching competency in STEAM education in Korea. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(7), 1909–1924. <http://doi.org/10.12973/eurasia.2016.1537a>
- Köpsén, S. (2014). How Vocational Teachers Describe Their Vocational Teacher Identity. *Journal of Vocational Education and Training*, 66(2), 194–211. <http://doi.org/10.1080/13636820.2014.894554>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional Competence of Teachers: Effects on Instructional Quality and Student Development. *Journal of Educational Psychology*, 105(3), 805–820. <http://doi.org/10.1037/a0032583>
- Lee, M. F., & Lai, C. S. (2016). Rhetoric Value Based Model for Malaysian Special Vocational Education Secondary Schools ' Teachers. *Journal of Advanced Research in Social and Behavioural Sciences* 2462-1951 Vol. 2, No. 1 Vol. 2, No. 1, 2(1), 1–6.

- Liakopoulou, M. (2011). The Professional Competence of Teachers : Which qualities , attitudes , skills and knowledge contribute to a teacher ' s effectiveness ? *International Journal of Humanities and Social Science*, 1(21), 66–78.
- McClelland, D. . (1973). Testing for competence rather than for “intelligence”. *The American Psychologist*, 28(1), 1–14. <http://doi.org/10.1037/h0038240>
- Mohamad, M. M., Abu Bakar, N., Sulaiman, N. L., Salleh, K. M., & Sern, L. C. (2015). Applying standard competency assessment in vocational teaching practices. *Asian Social Science*, 11(24), 216–223. <http://doi.org/10.5539/ass.v11n24p216>
- Mohamad, M. M., Saud, M. S., & Ahmad, A. (2009). The Need In Training And Retraining For TVET Teachers In Malaysia. *Journal of Technical Education and Training*, 1, 51–58.
- Mohd Jamil, M. R., Said, S., & Azeez, M. I. K. (2014). KOMPETENSI GURU TERHADAP PENGURUSAN PENGAJARAN DAN PEMBELAJARAN: SUATU PENDEKATAN TEKNIK FUZZY DELPHI. *Jurnal Kepimpinan Pendidikan |*, 1(3), 77–88.
- Narayanan, S., & Lai, Y. W. (2014). Immigrant labor and industrial upgrading in Malaysia. *Asian and Pacific Migration Journal*, 23(3), 273–297. <http://doi.org/10.1177/011719681402300302>
- Nor Lisa, S. (2012). Incorporating critical thinking: Teaching strategies in Malaysian Technical and Vocational Education (TVE) programs. *ProQuest Dissertations and Theses*, 257. Retrieved from <http://search.proquest.com/docview/1288386012?accountid=41453>
- Paryono, P. (2015). Approaches to preparing TVET teachers and instructors in ASEAN member countries. *TVET@Asia*, (5), 1–27. Retrieved from http://www.tvet-online.asia/issue5/paryono_tv5.pdf
- Kobozeva, I. S., Mironova, M. P., & Chinyakova, N. I. (2015). Communicative Competency as Teacher’s Integrative Ability for Musical Communication. *Asian Social Science*, 11(8), 37–43. <http://doi.org/10.5539/ass.v11n8p37>
- Spencer, L. M., & Spencer, S. M. (1993). Competence at Work : Models for Superior Performance. In *John Wiley & Sons* (pp. 1–372).
- Suhairom, N., Musta’amal, A. H., Amin, N. F. M., & Johari, N. K. A. (2014). The Development of Competency Model and Instrument for Competency

Measurement: The Research Methods. *Procedia - Social and Behavioral Sciences*, 152, 1300–1308. <http://doi.org/10.1016/j.sbspro.2014.09.367>

UNESCO Global Monitoring Report. (2014). *Global Monitoring Report 2013/4: Teaching and Learning: Achieving quality for all*. United Nations Educational Scientific and Cultural Organization.

Valentina Gulevska, T. A. (2015). ENHANCING TEACHER COMPETENCIES WITH EMOTIONAL AND ETHICAL CAPACITY. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 3(2), 85–90.

Van Der Schaaf, M. F., Stokking, K. M., & Verloop, N. (2003). Developing Performance Standards for Teacher Assessment by Policy Capturing. *Assessment & Evaluation in Higher Education*. <http://doi.org/10.1080/0260293032000066227a>

Wahba, E. M. (2010). Competence Standards for Technical and Vocational Education and Training TVET, 1–23. Retrieved from <http://www.unevoc.unesco.org/forum/CompetenceStandardsforTVET.pdf>