

Effective Teaching Method in Vocational College in Malaysia

MohideenKuttyOmar¹
Ahmad Nabil Md Nasir²
Mohd Hizwan Mohd Hisham³
Zakri Tarmidi⁴
Akhmal Sidek⁵

^{1,2,3}School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi
Malaysia

⁴ Faculty of Built Environment and Geoinformation,
Universiti Teknologi Malaysia

⁵ School of Chemist, Faculty of Engineering,
Universiti Teknologi Malaysia

*mohideen@utm.my*¹ *ahmadnabil@utm.my*² *hizwan@utm.my*³ *zakritarmidi@utm.my*⁴
*akhmalsidek@utm.my*⁵

ABSTRACT

There are many challenges faced by vocational field teachers to ensure that every student is able to master the knowledge appropriate to the industry. Therefore, the practical teaching approach used by teachers in classrooms and workshops must be appropriate and appropriate to the syllabus being developed. The teacher is seen as an important character to ensure that each student who is taught can master the content of the lesson in the classroom well and can master it for the purpose of working later. The objective of this study is to investigate the teaching relationships both the novice teachers' in Civil Technology Department and their learners of Construction Technology subject at Vocational Colleges which is often used by teachers in conducting the practical workshop. Quantitative studies were employed using questionnaires and the respondents of this research were 131 novice teachers in 45 Vocational Colleges which offer *Construction Technology* course. Descriptive analysis was used in this study and the data such as mean and standard deviation were analysed. The results showed that the Novice Teachers in Civil Technology Department got high score in delivering the *Construction Technology* practical subjects which are in line with the industry nowadays. Based on this study, novice teachers *are on the track* adopt the characteristics of effective teaching relationships as recommended by Faraday et al. (2011) in class in order to ensure that every student will understand and they can use it when they become professional workers in specific Construction industry.

Keywords: teaching relationships, teaching and learning, effective, vocational, construction technology

1. INTRODUCTION

Teaching Relationships

The teaching-student relationship is known to be the ‘most important link in the learning process’ (Teaching and Learning Research Programme and Economic and Social Research Council, 2006). Active learning, while performing a task or project in practical teaching in the workshop positively for example, provides many opportunities for teachers to build relationships with students. According to Lucas, Spencer and Claxton (2012) and Nabil et, al (2020a), the role of teachers in these activities can take many forms: demonstrators, coaches, organizers, facilitators, reflectors, mentors and even colleagues. The trusting relationship between teachers and students tends to develop while collaborating and discussing aspects at various levels of the task, not just the knowledge base alone but teachers become ‘accomplices’ during the learning process.

Part of building relationships is the teacher’s skills in managing group and individual behaviors in learning sessions. For example, a teacher may not allow student discussion while making a plan, until the work is done individually and then, perhaps use pairs to discuss how each plan is made and the advantages and disadvantages of each plan. Therefore, managing behavior is partly the activity of individual teachers but also the activity of organizations. They decided to change the teaching culture to make behavior one of the problems - the behavior of all staff and all students. Over a period of time the culture changes so that the relationship between teacher and teacher, teacher and student with student and student becomes a relationship of mutual respect in which learning can flourish.

Teaching relationships encompasses both the teachers’ commitments to their learners and the relationships they develop with their learners. In the observations, teachers identified that their relationships with their learners was of critical importance to the effectiveness of their teaching and learning.

2. METHODOLOGY

This paper uses a descriptive study method. A questionnaire was used as an instrument in this research. There was a set of a questionnaire used for *Novice Teachers in Civil Technology Department at Malaysia Vocational Colleges*. The questionnaire was focused on the *Teaching Relationship of the Construction Technology subject at Vocational Colleges* which is often used by Novice teachers in conducting the *Construction practical workshop*. The questionnaire comprises two sections, Section A related to respondents' background which are gender and teaching experience. Section B is about teaching relationship used in *Construction Technology teaching at Vocational College*, according to the *Effective Teaching and Learning in Vocational Education* by Sally Faraday, Carole Overton & Sarah Cooper(2011). It consists of eight sections, as shown in Table 1.

Table 1: The Characteristics in Teaching Relationships

No.	The Characteristics
1.	Getting to know learners – knowing which learners need more attention
2.	Communicate prudently including listening
3.	Conveying high expectations
4.	Build and develop trust
5.	Relaxed atmosphere – relaxed learning with elements of fun
6.	Make appropriate humor instead of satire
7.	Mutual respect – respect of other people’s opinions
8.	Behaviour management – so that all of the group have the chance to learn.

To ensure that the content of the questionnaire constructed is appropriate, the researcher has submitted a questionnaire to three experts and its contents are reviewed. After being certified by the experts, the questionnaire constructed was given to thirty (30) novice teachers at Vocational College to test reliability the instrument. This is because of the minimum number of respondents to participate in the study are thirty (Chua Yan Piaw, 2014). According to Chua Yan Piaw (2014), the highly reliable reliability coefficient used in the evaluation of measuring instruments is a reliability coefficient over 0.80. The data obtained from this study were analyzed using descriptive analysis, such as mean and ranking. According to Ting LengSiong, Ahmad Sabry& Ting Hun Yong (2013), an interesting instrument can motivate the studied subject to answer the questions posed accurately and honestly, while a perfect instrument can accurately measure a variable to be measured. The population in this study is 270civil novice teachers from45 Vocational Colleges which offer *Construction Technology* courses (Technical and Vocational Education Division, 2019). According to Krejcie& Morgan table (1970), the samples for this research are 131novice teachers.

3. RESULTS AND DISCUSSION

3.1 Demographic Data

Novice teachers' demographic are divided into two, namely gender and teaching experience. Table 2 and Table 3 indicates the data. From the data, Female are the majority of the respondents in this study which is seventy-one percent (71%). In this study, a total of 131 respondents is involved ranging from novice teachers in their third, fourth and fifth year. Table 3 shows the number of respondents according to the year of teaching experience.

Table 2: Gender Data

Gender	Number	Percentage (%)
Male	38	29
Female	93	71
Total	131	100

Table 3: Novice Teacher Teaching Experience

Teaching Experience (Year/s)	Number	Percentage (%)
3	22	16.8
4	40	30.5
5	69	52.7
Total	131	100

Table 4: Mean and Standard Deviation of Characteristics in Teaching Relationships

Teaching Relationships	Mean	Standard Deviation	Mean Level Interpretation
Knowing student	5.33	.64	High
Good in communication	5.32	.64	High
Convey high expectation	5.30	.70	High
Build and develop trust	5.28	.76	High
Awaken a relaxed and soothing atmosphere	5.37	.68	High
Make appropriate humor instead of satire	5.25	.71	High
Mutual respect	5.39	.65	High
Behaviour management	5.38	.71	High

The teaching relationship element in this study refers to the role, relationship and reaction between lecturers and students and fellow students. Humans need to interact, relate to each other, depend on others to gain survival (Wilson and Mydin Kutty, 2021). The teaching relationship is one of the important elements for the success of the PdP process in the vocational field can be implemented more successfully (TLRP, 2006). Lecturers are also involved during practical teaching sessions in giving real guidance, thus a good relationship between lecturers and students will facilitate all processes related to communication. (Aney Marinda and Norasmah, 2019). Teaching relationships also covers the range of roles that a teacher can take within a session and varies between high structure, in which the teacher's role is dominant, directing the learning and low structure in which learners take more control of the process of learning (Faraday *et al.*, 2011).

Motivation is the motivator or stimulus to the building of effective teaching relationships. As novice lecturers do by getting to know students in class, especially those who need more attention. It is reinforced by a study conducted by Naziah Sahat *et al.* (2018), Jekri and Han (2020), who found that motivation plays an important role in stimulating a person to engage with things like learning curriculum innovation. From the data, found that novice lecturers successfully established two-way communication while PdP was running. These findings are supported by the study Selvarajah, Mohd Nasri and Mansor (2021), communication skills is a skill that aims to illuminate, explain, predict and evaluate in order to understand the communication environment. It also helps students to gather all their experiences by producing communication behaviors through some propositions or statements. Meanwhile according to Noor Aini (2012), language skills are an important element and serve as an intermediary medium that goes through human daily life.

In addition to communicating prudently with students, respondents were also found to be able and successful to be good listeners. These findings are in line with the findings of the study Affizal and Rafidah (2009), the formation of a situation of mutual respect through good communication between lecturers and students is very important and it can strengthen the relationship between them. Mastery of pedagogical skills and communication skills especially with students is important for lecturers in planning effective PdP (Jasmi, Talip and Ilias, 2012; Cook-Sather and Agu, 2013; Noor Shamshinar, 2016). This is because without good two-way communication can result in learning turning into meaningless and ineffective (Noor Shamshinar, Nor Azhan and Harun Baharudin, 2019). Novice lecturers believe that good communication will be able to influence student learning as a result of the interweaving of two-way interactions and the lecturer's concern. When students know that their lecturers care about their progress, students are definitely more likely to do whatever task is instructed, even if it is difficult. The findings of the study are in line with Nordin Halias, Zawawi Ismail and Harun Baharudin (2017), lecturers who are smart in communicating will be able to create a cheerful, calm and fun PdP phenomenon.

According to Lemov (2020) and Nabil *et al.* (2020b), an ideal learning environment will provide a good and quality learning experience to students. Based on the findings, it can be said that Novice teacher managed to create a learning environment that is more relaxed and fun, yet still maintaining discipline. It is in line with the results of the study Normiati Batjo and Abdul Said (2019), effective lecturers are able to understand their subjects and disciplines thoroughly while being able to determine between what students should master and know. At Vocational Colleges, novice lecturers place high expectations on students in order to improve learning mastery. This is supported by Selvarajah *et al.* (2021), through creative engagement and learning is able to improve the academic quality of students.

Similarly, excellent Construction Technology students are asked to be able to jointly help other students in need. Cooperative learning methods that gather weak students intelligently in one group are effectively practiced at Vocational Colleges. It manages to open up opportunities and space for smart students to mentor weaker students in the same group (Siti Noridah, Nur Liyana and Ahmad Taufiq 2018; Selvarajah *et al.*, 2021). Students are

encouraged to exchange information and opinions in addition to maximizing their learning (Trisiantari, 2017). Therefore, the lecturer is able to give full concentration to the teaching.

According to Hergenhanand Matthew (2012), learning is an interactive process, i.e. the result of the activities of lecturers and students becomes a key element in a specific learning environment. Meanwhile according to Nor Hanani (2016), learning is an internal process experienced by students through imparted experience, knowledge and skills and leads to lasting cognitive and behavioral changes of students. As an educator will certainly face various challenges such as differences in performance or abilities between one student and another, even though they are in the same class. Therefore, a good lecturer will not magnify the issue of differences, but will continue to strive to provide more educational services. Lecturers need to take the initiative to identify the problems faced by students, then help overcome these psychological obstacles and finally increase their motivation to learn. (Rohani, Hazri and Nordin, 2010; Abdul Halim *et al.*, 2017). According to Siti Aishah (2018), there are three differences among students which consist of the way they learn (process), learning content (content) and learning outcomes (product).

Further, respondents chose to refrain from being partial or biased towards any Construction Technology students in Vocational Colleges. It is in line with a study by Klassen and Chiu (2010), fair treatment of lecturers aims to avoid the existence of discrimination as well as to prevent weaker students from feeling excluded. Based on the findings of the study shows that novice lecturers of Public Technology attach importance to good behavior management so that all students have the opportunity to learn. It is reinforced by a study by Yates and Johnston (2018), every student should be given equal attention and guidance so that they are not left behind in the flow of learning. Similarly, the findings by Sanecka (2014), which emphasizes the aspect of behavior management by lecturers in encouraging students to be humble as well as respect the differences of opinion of others.

4. CONCLUSION

The teaching relationship in this study refers to the relationship that the novice teacher has with their students as well as the students' relationship with each other. The way the novice teacher interacts with students sets the next level of learning. Although novice teachers in vocational colleges are still new in teaching practical subjects of Construction Technology (less than 5 years' experience), they are seen to be ready to build good relationships with students. Novice teachers feel that their relationship with students is very important for teaching and learning to be effective. The more teachers know their students, the more they can ensure that each individual student learns in the most effective way and that the group is conducted collectively in the perfect way for effective learning to take place. Behavior management becomes easier if teacher-student relationships develop well and trust is part of the group culture. The teacher-student relationship is the most important link in the learning process. It is important that teachers have an understanding of the individuals in the group to be able to make effective decisions about teaching strategies and teaching model choices.

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