TEACHERS’ PEDAGOGY IN THE TEACHING OF ELEMENTARY VOCATIONAL EDUCATION (PAV) PROGRAM

*NUR AZWA ZYNUDDIN & NAJIHAH ABD WAHID
Universiti Sultan Zainal Abidin
*nurazwazynuddin@yahoo.com

Abstract: The purpose of this study was to identify the application of teachers’ pedagogy in the teaching of Elementary Vocational Education program in English for Communication teaching. A sample which consisted of 66 teachers from 79 secondary schools offered the PAV program nationwide. The survey study was set up and descriptive analysis was applied to test and the data were analysed using the SPSS software version 21. The findings are to obtain the mean along the data of the teachers’ applications of pedagogy in PAV teaching and find most of the teachers are moderately used the pedagogy stated by KPM. The research has been conducted in a few elements of pedagogical applications of ten PAV teaching strategies such as Competency-Based Modular Approach, Problem-Based Learning, Learning Approach Through the Development of Products, Learning Authentic, Collaborative and Cooperative Learning, Mastery Learning, Integration of ICT Across the Curriculum, Integration Of Entrepreneurship Across The Curriculum, Industrial Visit and Prudent Financial Management in EFC teaching of PAV program. This study suggests the EFC teachers to be instilled with some associated courses by the related parties to uphold the pedagogical application among the teachers.

Keywords: Teachers’ Pedagogy, English for Communication, Elementary Vocational Education

INTRODUCTION

The success of a lesson always be an inspiration to all students and depends on how a teacher handles the class effectively (Noraini Ibrahim, 2013 and Noor Azreen, 2011). Many previous studies have shown a lack of effective teachers in the teaching process causing a lack of students who are interested in learning. Teaching profession is imperative which needs a long-term commitment and the teachers should be consisted of those who are strong-spirited and ready to adapt the changes. Preparing students with skills and knowledge required to function properly where the activities and tasks are undertaken by teachers and students to develop quality knowledge and gain effective knowledge (Saharia, 2015; Haliza, 2014; Syed Ismail, 2013; Saedah & Mohammed Sani; Noriati, Boon and Sharifah (2012) and Noor Hisham, 2011).

According to Anuar (2016) and KPM (2014), Elementary Vocational Education (PAV) pedagogy emphasizes on students’ competency-based and teachers as facilitators. The PAV program is based on the ability and competence of students concerning "less teaching" and "learn more” through experience and hands-on activities. This study looked into the application of PAV pedagogy by investigating the 10 varying types of PAV teaching strategies, as set by Ministry of Education (KPM). For the empowerment of students’ competency-based, KPM has embarked on the Transformation of Vocational Education (TVE) in 2010. An action is set out to establish PAV program and the main goal is to attract former primary school students who have interest in vocational education to choose PAV program other than mainstream academic program. The offer of PAV aims to produce entrepreneurs and workforce who are accepted by the job market. As of 2017, fifteen State Education Department (JPN) are involved in the PAV
program, which cover a total of 81 secondary schools throughout Malaysia (Tn. Zainureen, 2016; KPM, 2015; Faridah, 2014; Mohd Noor, 2013).

In this study, English for Communication (EFC) is focused and as a subject in PAV curriculum structure in which it is introduced with the primary aim to produce PAV graduates who are able in listening, reading, writing and speaking in English language. The implementation of EFC is adapted to the function of the PAV program which is students’ competency-based. PAV students need to be skilled in language, communication, knowledge, information, ideas, skills and values to meet KPM’s target in producing students who are able work and well-received in the job market, and able to use the skills they have acquired in their daily lives. In addition, EFC is one of the processes in the student-centred pedagogical approach to create awareness among PAV students in maintaining their interest to continue communicating in English (KPM, 2015).

RESEARCH METHODOLOGY

For this study, the discussion is based on the data collected using a questionnaire. This study used quantitative approach and a random sampling of teachers was employed nationwide. A total of 81 survey questionnaires were distributed by using Google Form through smartphones and 66 were returned (a return rate of 82%). The responses were collected and analysed using SPSS (Statistical Package for Social Sciences version 21.0). Data was analysed using frequencies and percentages. The respondents for the study are 66 EFC PAV secondary school teachers. Table 1 illustrates the details of the respondents’ type of employment.

<table>
<thead>
<tr>
<th>Type of Employment</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering option teacher</td>
<td>4</td>
<td>6.0</td>
</tr>
<tr>
<td>English option teacher</td>
<td>39</td>
<td>59.0</td>
</tr>
<tr>
<td>Non English option teacher</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

FINDINGS AND DISCUSSION

The focus of this study is on the teachers’ application of PAV pedagogy in EFC teaching of PAV program. One of the cornerstones in Pelan Strategik Pengajian Tinggi Negara is to enhance the teaching and learning qualities in the classroom. Teaching strategies refer to techniques of effective teaching (Alizah, 2016). The PAV curriculum suggests a learning process that is active, especially to maintain interest and to create awareness among students through the strategies given in the following:

i. Competency-Based Modular Approach (CBMA)
ii. Problem-Based Learning Approach, Tasks and Activities (PBL)
iii. Learning Approach Through the Development of Products (LADP)
iv. Learning Authentic (Contextual and Constructive) (LACC)
v. Collaborative and Cooperative Learning (CCL)
vi. Mastery Learning (ML)
vii. Integration of ICT Across the Curriculum (IICTC)
viii. Integration Of Entrepreneurship Across The Curriculum (IEC)
ix. Industrial Visit (IV)
x. Prudent Financial Management (PFM)
As for the application of PAV lesson plan during EFC teaching, most of the respondents indicated that they moderately applied the PAV lesson plan. The results showed that 28 respondents (42.4%) were unfamiliar with the PAV lesson plan, 31 respondents (47%) did not write EFC PAV daily lesson plans correctly, 26 respondents (39.4%) disregarded PAV learning objectives in PAV lesson plan, 30 respondents (45.5%) did not use the varied materials related to PAV during EFC lesson, and 36 respondents (54.5%) failed to use the various forms of assessments based on students’ competencies in their lesson plans. Thus, the mean value at 3.47 shows that the application of PAV lesson plan during EFC teaching among the respondents had been moderate, perhaps due to lack of confidence among the teachers in teaching English for PAV program classes. Table 1 illustrates the analysis of the teachers’ application of PAV lesson plan during EFC teaching.

### Table 1: The Application of PAV Lesson Plan during EFC Teaching

<table>
<thead>
<tr>
<th>Content</th>
<th>SD</th>
<th>D</th>
<th>UD</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am familiar with PAV lesson plan</td>
<td>4  (6.1%)</td>
<td>7  (10.6%)</td>
<td>28  (42.4%)</td>
<td>21  (31.8%)</td>
<td>6  (9.1%)</td>
</tr>
<tr>
<td>I write EFC PAV daily lesson plans correctly</td>
<td>2  (3.0%)</td>
<td>4  (6.1%)</td>
<td>31  (47%)</td>
<td>22  (33.3%)</td>
<td>7  (10.6%)</td>
</tr>
<tr>
<td>I write PAV learning objectives in PAV lesson plan</td>
<td>1  (1.5%)</td>
<td>3  (4.5%)</td>
<td>26  (39.4%)</td>
<td>21  (31.8%)</td>
<td>15  (22.7%)</td>
</tr>
<tr>
<td>I use a variety of materials related to PAV during EFC lesson</td>
<td>1  (1.5%)</td>
<td>3  (4.5%)</td>
<td>30  (45.5%)</td>
<td>21  (31.8%)</td>
<td>11  (16.7%)</td>
</tr>
<tr>
<td>I use different forms of assessment in accordance to students’ competencies in my lesson plan</td>
<td>1  (1.5%)</td>
<td>3  (4.5%)</td>
<td>36  (54.5%)</td>
<td>20  (30.3%)</td>
<td>6  (9.1%)</td>
</tr>
<tr>
<td>Mean</td>
<td>3.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings showed that overall; the respondents did sometimes apply the PAV pedagogy in EFC teaching. In fact, the mean obtained is 3.03. Furthermore, Table 2 indicates that all ten teaching strategies provided by KPM were either sometimes or rarely applied in EFC teaching. Nonetheless, for the first and second teaching strategy (TS) which are CBMA and PBL, 32 individuals or 48.5% respondents claimed they sometimes use those strategies in their EFC teaching. For LADP, 41 respondents or 62.1% stated that they also sometimes use the strategy. Also, 35 respondents (53%) sometimes use the LACC strategy. For CCL, 29 respondents (43.9%) also sometimes use the strategy. For ML, as many as 27 respondents (40.9%) sometimes use the strategy, 33 respondents (50%) sometimes use the ICTC strategy, 34 respondents (51.5%) sometimes IEC strategy, 28 respondents (42.4%) sometimes use IV strategy and 34 respondents (51.5%) also sometimes using the PFM strategy. Table 2 illustrates the application of PAV pedagogy in EFC teaching of PAV program.

### Table 2: The Application of PAV Pedagogy in EFC Teaching for PAV Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (respondent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency-Based Modular Approach (CBMA)</td>
<td>N (6.1%)</td>
</tr>
<tr>
<td>Problem-Based Learning Approach (PBL)</td>
<td>2 (3.0%)</td>
</tr>
<tr>
<td>Learning Approach through the Development of Products</td>
<td>2 (3.0%)</td>
</tr>
<tr>
<td>Learning Authentic (Contextual and Constructive)</td>
<td>2 (3.0%)</td>
</tr>
</tbody>
</table>
CONCLUSION

This study aims to gain teachers’ pedagogy of EFC teaching in PAV program. For all the ten types of teaching strategies provided by the KPM for the PAV program, most of the teachers were sometimes used the pedagogy and the mean for the descriptive is 3.03 which is at the moderate level. This means that, these teachers did not apply the pedagogy properly maybe because of the lack of knowledge of all the ten strategies, in line with the views of Derek Cheung, Zohar, Degani and Vaaknin (2001) whereby they noted that many attempts in educational changes have failed because the mastery of subject content taught, teaching strategies in classroom and the skills in mastering technology among teachers that do not reach the required level. Based on the findings, it can be deduced that majority all of the teachers sometimes use the ten teaching strategies in teaching EFC for PAV program. Based on the findings from this study, some pedagogical implications are suggested by paying attention to the various groups of individuals and communities to make improvements in the effort to assist teachers in the PAV program, particularly EFC teachers. The specific parties are the policy makers, teacher education institutions and universities, school administration, EFC teachers and PAV students.

In order to make improvements in a teaching process, a number of approaches are recommended for teachers to help increase their interest and motivation. Among the suggestions submitted are as follows: a) add more modules, examples and references to improve EFC teachers’ knowledge for a more effective, clarified and clear EFC teaching, b) provide courses on EFC exposure and EFC teaching techniques to EFC teachers from time to time with the help of BPG and, c) suggest the use of appropriate teaching strategies for each topic that will be taught to PAV students according to the desired theme and, d) encourage EFC teachers to conduct student-centered activities using PAV teaching strategies. This is because the PAV program focuses on student competence, so the encouragement and encouragement of teachers to use PAV pedagogy is very important. The recommendations on further study are expected to bring new light to the development of EFC education in the PAV program.
REFERENCE


