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Management of practical teaching in the teaching process

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ABSTRACT

A quality teacher can control and make a realization of all the skills, knowledge and expertise in himself as a practical instrument for enhancing the effectiveness of teaching in the workshop. This research aims to identify the skills of teachers in school. Teachers need to show that they have skills in doing practical work, workshop management, teaching and conducting skills of the teaching aids. This means that teachers need to have high skills in the teaching practice. The problems faced by the teacher to teach life skills in school subjects to be dealt with, especially involving practical work in workshops. Study instrument used is Inquisition of which has 40 items. Sample studies that involved in this study consisted of 30 teachers of Muar Vocational High School. The data that is derived processed by using SPSS (*Statistical package for Social Sciences*) version 11.5 for Windows. The results of the analysis is stated in the form of statistics and the frequency, percent minimum value and show teachers Muar Vocational High School have the skills to do the works in the high skills, management skills workshop, teaching and also control teaching aids. This means that teachers need to have high skills in the teaching practice. From the data obtained as a whole found the teachers of Muar Vocational High School have high skills in practical teaching of Living Skills subject.

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Introduction

Education is the key to the development of society and nation. Educated society as a whole and balanced can contribute to national development is a product of the quality of education in line with the current needs and requirements of the country (Mohamed Nor, 1990). The process of producing an educated society should be initiated as early as possible. Teachers play an important role to educate students in the process of producing generation that are competent, skilled, innovative, creative, responsible and high in moral values.

Teachers should have all the knowledge and skill during the teaching and learning process. According to Werd (1991), teachers without the skills to handle the problems will not handle classroom well. If teachers cannot control the class well and the students will have a problem where they cannot learn properly. According to Mohd bin Ali (1996) 73.1% Living Skills teacher has a problem in terms of technical skills, especially during a demonstration in front of the students. Therefore, a teacher must prepare himself in advance with the knowledge and skills they have learned in the private and public institutions of education before entering the school environment. Every teacher who taught in the workshop have to be honest and responsible towards their work. Attitude and commitment of teachers is the key pillar of successful teaching and learning process, helping students understand and learn the practical and theoretical work.

Workshop and equipment management for example, is important and the teachers are responsible to ensure the Life Skills workshop is in perfect condition. If teachers cannot control and do a good job, then problems such as damaged of the equipment and machines and as well as lake of equipment during a practical, waste of materials, store control, compilation, accidents happen and make financial provision and further improved services will not be like what was planned initially.

Maintenance is a process that needs to be done on equipment and machinery to ensure safe lifespan than used (John, 1989).

The Ministry of Education has provided a variety of teaching aids based on technology in schools in the country to facilitate the teachers to use the technology facilities in the teaching and learning process. According to Abu Zahari (1987), teachers are lack of competent to work. Many of those who are less skilled and creative to use effective teaching methods for delivering the teaching contents. The teacher should have the initiative and creativity in producing teaching aids to enhanced students interest in pursuing their teaching process. A teacher must also be skilled in identifying and deciding to choose teaching aids that are most effectively and optimize resources to achieve the objectives of the planned lesson. Integrated Living Skills teachers cope and deal with various problems in the implementation of Integrated Life Skills programme. This fact is recognized by Wan Zahid (1990). Among the problems encountered is the lack of classrooms and equipment for the teaching and learning purposes.

Through the use of various teaching aids, learning will be able to attract, the attention of the students, and give rise to a deep curiosity especially the lessons in the workshop. Therefore, it is the duty of the teachers to use teaching aids to give students a clear understanding of what was taught. According to Ford (1982), states that experience directly experienced by someone lets the words and symbols to give meaning to it. A material by itself cannot produce any change in learning but skilled teachers use the materials can provide a lasting impression. He also stated that a skilled teacher uses instructional materials not only as a painter but they can use teaching materials and being an artist who can understand the individual differences. The quality of a teacher is not only dependent on their own knowledge and skills but also depends on the degree of their motivation to use the knowledge and skills effectively (Sharifah, 1990).

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In general, Life Skills teacher is expected to deepen the knowledge and understanding of the goals of teaching aids, master syllabus content through strategies and activities of teaching and learning and practicing a variety of teaching and learning strategies effectively. Although the structure of the pedagogical syllabus covers all aspects that need to be controlled by the teacher but, most teachers' are lack of understanding or confusion about the lesson planning and implementation. There is also a lack of understanding of the methods and techniques of teaching and learning in the classroom (Ramachandran, 2005).

Therefore, the skill of the teacher in teaching practical pedagogical knowledge is an important aspect to ensure that teachers have the knowledge and skills that will be brought to class and is determined by the quality of teaching and learning that will be implemented soon.

Diversification strategy of the teacher in teaching gives a picture that teachers can stimulate students' interest in a subject, and thus can enhance self-confidence of students towards teachers and subjects. Teachers should have high skills in teaching methods to attract students. Kyasudeen study (1989) which indicated that teachers have mastery of teaching skills to deliver an effective lesson content. Teachers are also experts in choosing the method that are appropriate to the development of the students. Selection of appropriate methods can improve the quality of service as well as it will make a lesson more meaningful and fun for the students.

Teachers are the sunshine to the students, so without teachers with good teaching skills, will affect the development of the students. Therefore, teachers should be provided with the skills to be able to be an effective communicators and able to choose appropriate teaching methods to students' abilities and interests. The success of a student in a subject depends on the skills possessed by the teachers themselves. Therefore teachers should always plan, implement and evaluate their teaching in order to improve their teaching skills.

Statement of the Problem

Integrated Living Skills subject is a subject that is based on practical work, the systematic management workshop is necessary for the process of teaching and learning can be carried out effectively. The problem occurred at Integrated Living Skills workshop may be due to an unmanageable situation workshop and it also may be due to the teachers who taught Integrated Living Skills are lack of knowledge or experience in the management and maintenance workshop perfectly.

The basic skills of the teachers are essential to ensure that teaching and learning can be implemented effectively. Therefore, a study should be conducted to study the practical teaching skills of teachers in the school in terms of doing practical work skills, management workshops, pedagogical knowledge and teaching aids handling.

In this case some statement of the problem should be identified and need an answer through this study. As has been suggested that teachers who taught Integrated Living Skills subject burdened with many responsibilities. In addition, there are teachers who are ineffective or lack of knowledge in the management and maintenance workshops. This occurs due to the Integrated Living Skills subject has four elective component consists of technical skills Home Economics, Agriculture and Trade and Entrepreneurship. The possibility of elective teachers and Trade and Enterprise teacher is not specialize in teaching Living Skills and they are not exposed to the work in the management and administration of workshop, equipment and materials. Failure to properly manage and complete the

workshop may cause inhibition of the teaching and learning process itself. As such workshops should be kept clean, neat, tidy and comfortable.

Objectives of the Study

The objectives are as follows:

- To provide an optimal mastery of skills among the teachers
- To diversify teaching strategies and methods to stimulate students' interest in teaching practice.
- To practice teachers in implementing the Integrated Life Skills organization and safety management system Integrated Living Skills workshops in schools.
- To provide teachers' with knowledge of Integrated Life Skills related aspects of management and maintenance of equipment and materials in the Integrated Living Skills workshops in schools.
- To turn off the skill of the teacher teaching the knowledge with the knowledge and skills that will be brought to class and is determined by the quality of teaching and learning that will be implemented soon.

Research Methodology

The research design is a method to enable the information available to answer the research problem and is built to answer the overall research framework and objectives of the study. This design is a descriptive study in which the survey was done to get information. This study used questionnaires as the main tool for collecting quantitative data. Questionnaire was also used as a sample survey rather allow a true feedback, independent and reduce errors caused by the entry of one researcher (Burns, 2000). Tunkmen (1988), states survey also an instrument frequently used in descriptive studies through this method, the cooperation of the respondents are easily available.

Study Location

The selected study site is Muar Vocational High School of the Muar District. This location was chosen because it is very suitable to study the title and represent only Life Skills teachers in Muar Vocational High School.

Respondents

Target population for this study were teachers of Muar Vocational High School of the Muar District. The total population is about 30 people. According to Fraenkel and Wallen (1996), sample selection is an important aspect in research. Accordingly, the selection of samples made to conform to the characteristics of the study population that the findings can be generalized. Sampling method used in this study is simple random sampling.

Schedule 1: Number of respondents

Respondent	Number Of Respondents
Muar Vocational High School	30
Total Number	30

Research Instruments

The instrument used in this study is based on questionnaire. According to Mohd Majid Konting (1990), the use of questionnaires to improve the accuracy and truthfulness of responses given by the sample as it is not influenced by researchers in behavior. Questionnaire items are part of the questionnaire items have been studies done by Ng Choon Lan (2006), which was modified according to the needs of the research question.

A set of questionnaire is divided into two parts, Part A which contains items questionnaire that includes questions related to demographic and Part B consists of items related to the research questions to be achieved. Description of the contents of each part is as follows:

Part A: Background of Respondents

In part A information required is related to the particulars of the respondents such as gender, educational level, the results of the highest CPA at the University. Respondents are required to provide information on themselves by mark (/) in the space provided.

Part B: Questionnaire Item Review.

This section is used to collect information related to the objectives of the study stated that with regard to the level of skills of teachers Muar Vocational High School. There are 36 questions in section B and is divided into four parts according to the research questions to be studied.

Table 2: Content Questionnaire Part B

Research Questions	Item	Item Number
1) Skills teachers of Muar Vocational High School in doing practical work	1 to 10	10
2) Skills teachers of Muar Vocational High School in workshop management	11 to 20	10
3) Skills teachers of Muar Vocational High School in pedagogical knowledge to teach	21 to 30	10
4) Skills teachers of Muar Vocational High School in handling teaching aids	31 to 40	10

Questionnaires used Likert Scale with five options. According to Philips (1971), Likert scale is a scale set out in stages, easily constructed and the answers given to meet the requirements of researchers. Each item has a score that is determined as shown in table 3.

Table 3: Classification of Likert Scale

Likert Scale	Score
Strongly Disagree (SD)	1
Disagree (D)	2
Uncertain (U)	3
Agree (A)	4
Strongly Agree (SA)	5

Study Findings

Discussion of the findings refer to the 4 main research questions that are the focus of study skills teachers of Muar Vocational High School in practical work, management workshops, pedagogical skills, and management skills in teaching aids for teaching Living Skill in school. Mean analysis is used as a benchmark level of skills of trainee teachers.

Analysis of the mean of the research question 1 shows that the mean average of the skills teachers of Muar Vocational High School in doing practical work at a high level of 3.96 . This means that the skills of teachers of Muar Vocational High School in doing practical work at a high level to implement practical teaching . Analysis of the mean of the research question 2 shows that the mean for the skills of teachers of Muar Vocational High School in the management of high-level workshop on the 4:05. Similarly, the mean analytical research question 3 where the mean average of the skills teachers of Muar Vocational High School in teaching skills based pedagogy high level of 4:25 . This suggests that teachers of Muar Vocational High School has skills in teaching based on the practical pedagogical knowledge . The analysis of the mean of the four research questions showed the same level of skills in teaching aids in teaching practice at a high level of 4.28 . This suggests that teachers of Muar Vocational High School has skills in handling teaching aids in teaching practice.

Refer to Table 6 above shows the overall analysis and the mean percentage of respondents who answered the questionnaires. The results showed that the highest mean overall handling of teaching aids that is 4:28, followed by teaching skills 4:25 and management workshop 4:05. The mean of the

lowest hand is the practical skills of 3.96. Overall mean all aspects studied are 4:13 and are at a high level. The findings show teachers of Muar Vocational High School more skilled in handling teaching aids in teaching practice.

Table 4: Whole analysis of the research questions

STUDIES QUESTION	MIN VALUE
Research question 1 Skills teachers of Muar Vocational High School in doing practical work	3.96
Research question 2 Skills teachers of Muar Vocational High School in management workshop	4.05
Research question 3 Skills teachers of Muar Vocational High School in teaching pedagogy knowledge	4.25
Research question 4 Skills teachers of Muar Vocational High School in handling teaching aids	4.28

Discussion and Recommendations

Based on the findings it was found that the respondents have a high skill in doing practical work with mean is 3.96. From this study it was found that teachers of Muar Vocational High School have high skills in giving demonstrations to students before undertaking practical work. This finding is in contrast to the findings of the study Mohd bin Ali (1996), which showed 73.1% Living Skills teacher has a problem in terms of technical skills, especially during a demonstration in front of the students. This suggests that teachers of Muar Vocational High School are able to carry out a demonstration on practical teaching students to be able to run it effectively.

The study also showed that the respondents had high confidence when doing practical work. These findings fit with Ramlah (1992) which states that a teacher who is less confident and not exposed to the technical skills, they will use discussion to explain without a demonstration of practical work. As a result students only understand in theory only, and practical skills can not be learned well. Skills in doing practical work should be owned by every teacher who teaches Life Skills. This statement is supported in studies Mohd Bakri (1994) which showed that the lack of teacher skills can affect teaching Life Skills and reducing confidence in students' teacher.

The results showed that the respondents will always stressed safety to students before starting a lesson. Zulkifly study (1995) which states that safety in the workshop is a key aspect that should be noted. Move the practical work done in the workshop and many involve the use of physical movement. Students are not directly exposed to various hazardous conditions found in the vicinity of the practical work carried out.

Respondents also have superior skills in using all equipment during practical lessons conducted. Basic skills should be owned by every teacher for teaching Life Skills workshop training in using equipment and machines. According to studies Abdul Ghani (1991) , Living Skills teachers have a good mastery to do practical work. Competencies and skills can be built if the teacher always practice or try before demonstrating to students. Farrant (1981) , also pointed out that the basic skills and key machines to prevent accidents from happening .

The results showed that the respondents have a high skill in managing the situation so that the Life Skills Workshop store in a clean and tidy condition . Clean storage conditions will have an impact on the teaching process for all equipment and materials are always in perfect condition and easy to find. According to Yahya Hamid (1989) , storage of equipment and materials management is laying out equipment and materials

according to certain criteria, or referred to as stock management and equipment .

In addition, respondents were also found to have high skills in providing first aid kit that is always maintained in the workshop program. First aid kit is one of the important things to have in a workshop. This is due to the practical activities carried out involving physical activity and the use of equipment that may be detrimental to the students themselves. Curriculum Development Centre Ministry of Education Malaysia (1992) , suggest that the administration is interfering in matters of laboratory safety by ensuring adequate security of supply and can work and constantly updated.

The results showed that the respondents have moderate skills in doing repair all hand tools and machines in the workshop program. Weaknesses in the operation and maintenance of the machine control will invite danger when doing work involving the use mesin. Ini is very important because knowledge and skills in handling master this machine to protect the personal safety and avoid accidents. According to Mohd . Nasir (1987) , an accident is unavoidable, but a rigorous maintenance can reduce the likelihood of an accident in a workshop .

Effective management workshop to guarantee security in the workshop. As a Life Skills teacher safety is an important matter and they need to be alert to the possibility of an impending accident , to ensure regulations are complied with workshops, tools are used to ensure safe , always use tools properly monitor and ensure students do practical work systematically. Hence the management skills of trainees in the workshop is an important thing to ensure teaching and learning can be carried out smoothly and thus can prevent the occurrence of accidents in the workshop .

Conclusion

This study aims to examine the skills of teachers of Muar Vocational High School. This study targets four objectives related to teaching practical skills. Among the aspects

highlighted were doing practical work skills, management workshops, teaching skills and skills in teaching aids.

From the data obtained as a whole found the teachers of Muar Vocational High School have high skills in practical teaching of Living Skills subject. In teaching practical skills is an important issue to face the challenging world of education. Next hoped life skills teacher of Muar Vocational High School can improve their practical teaching in their schools . It is hoped that this study will be beneficial to the parties concerned and contribute to increase the prestige of the teaching profession in our country.

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