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Assessment of Teaching Practice Competency among In-Service Teacher Degree Program (PPG) in Universiti Tun Hussein Onn Malaysia

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Abstract: The best teacher preparation programs emphasise subject matter mastery and provide many opportunities for preservice teachers to spend time in real classrooms under the supervision of an experienced mentor. Thus, teaching practice plays utmost important component of teacher training in order to produce a high quality of future teacher due to the lacking of opportunity or comfort level to work on their pedagogy knowledge while managing their first class. But this condition is slightly different for in-service teacher with diploma and upgrade to degree through the in-service teacher degree programme (PPG) path. PPG is conducted in 4 years using distance learning mode. In-service teachers will attend the courses during weekend and only five times face-to-face meeting with the lecturers. PPG aims to improve the quality of teaching and school management by increasing the teachers' level of educational qualifications. However, issues were highlighted where teaching competency or performance among in-service teachers are varied during teaching practice observation. Due to their part-time mode of learning, there are concerns whether their performance is at par with their full time peers. Therefore, this paper aims to discuss the assessment of teaching practice competency among the PPG students. This study was applied the Documentation analyses as the research design by using the Teaching Assessment Form of Faculty of Technical & Vocational Education, Universiti Tun Hussein Onn Malaysia. Descriptive statistic using mean and standard deviation were used to analyses the collected data. The result showed that the competency of in-service teachers in teaching practicum in descending order is Personality>Portfolio> Implementation of Teaching> Lesson Planning> Implementation off Innovation> Justification of Innovation>Reflection. Results also showed that in-service teachers are good in affective (M=4.33, SD=0.48), follow by psychomotor (M=4.12, SD=0.47) and cognitive (M=3.99, SD=0.56). In conclusion, in-service teachers need training for innovation in teaching and emphasise in cognitive taxonomy.

Keywords: Teaching practice competency; assessment; in-service teacher degree programme; PPG

1.   Introduction

Teacher preparation programs provide educators to be with the tools, mentors, and hands-on experience they'll need once they begin their career. Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators (Kiggundu & Nayimuli, 2009; Essay, 2013; Amorsen, Wilson, Ayres & Davis, 2017). The best teacher preparation programs emphasise subject matter mastery and provide many opportunities for preservice teachers to spend time in real classrooms under the supervision of an experienced mentor.

Tearchers profession is same like other professionals, for example medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating in internships. Majority

teacher training programs allow teacher candidates to apply their learning of theory in the context of teaching into a real classroom. Teaching practice is an integral component of teacher training. It grants preservice teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Perry, 2004; Kiggundu & Nayimuli, 2009). During teaching practice, a preservice teacher is allowed to try the art of teaching before actually getting into the real world of the teaching profession (Kasanda, 1995). Preservice teachers also know the value of teaching practice, they perceive it as 'the crux of their preparation for the teaching profession' since it provides for the 'real interface' between studenthood and membership of the profession. As a result, teaching practice creates a mixture of anticipation, anxiety, excitement and apprehension in the preservice teachers as they commence their teaching practice (Manion, Keith, Morrison & Cohen, 2003; Perry, 2004). This may be just as important as what happens during the course and student teaching. Much of the actual student teaching experience is devoted to learning discipline and classroom management skills, not to technology, cultural diversity, and learning theory. Preservice teachers may not have the opportunity or comfort level to work on pedagogy while managing their first class.

Many colleges and universities are revamping their education schools to include an emphasis on content knowledge, increased use of educational technologies, creation of professional development schools, and innovative training programs aimed at career switchers and students who prefer to earn a degree through part-time mode without affecting their current job. It remains the same for the in-service teachers with diploma qualifications to pursue their first degree. *Program Pensiswazahan Guru* (PPG) is a targeted degree program catered for those in-service teachers mention above. PPG is conducted using distance learning mode and the duration is 4 years. In-service teachers will attend the courses during the weekend and only five times face-to-face meetings with the lecturers. This program is an expansion policy in teacher graduation under the Education Development Plan 2001-2010, which has yet to be fully achieved by the Ministry of Education Malaysia. PPG aims to improve the quality of teaching and school management by increasing the teachers' level of educational qualifications from diploma to degree. Its implementation is based on the results of meetings related to `Strategy Package for Higher Growth and Structural Change: Human Capital for High Income Economy 'on 24 June 2009 between the Economic Planning Unit (EPU) of the Prime Minister's Office (PMO) and the Ministry of Education (MOE). PPG under the RMK-10 by taking into account the recommendations by the EPU as follows:

- Avoid the teacher left the classroom en masse.
- Minimise the negative impact on teaching and learning activities in the classroom.
- Saving the cost that needs to be borne by the people.

MOE has taken a wise step when providing the chance to non-graduate teachers either are in primary school or secondary school to pursue their degree certificate. This action is in line with the aspirations of the MOE that targeting 100% of secondary school teachers and 50% of primary school teachers with degree qualification by the end of RMK-10. However, issues were highlighted where teaching competency or performance among in-service teachers are varied during teaching practice observation. Due to their part-time mode of learning, there are concerns whether their performance is at par with their full-time peers. This research wishes to further investigate whether their competency is at par with full-time students in terms of Lesson planning, Implementation of Teaching, Implementation of Innovation, Justification of Innovation, Personality, Portfolio, and Reflection. Hence, the objectives of this study were:

i.   To explore competency level for seven elements in teaching practice among the in-service teacher.
ii. To determine the taxonomy achievement in teaching practice among the in-service teacher.

2.   Methodology

This study was applying documentation analyses using a quantitative analysis approach as a research design that involved 85 documents. These documents were the teaching practice assessment form (ref.no: UTHM/FPTV/LM/02/01) created by Faculty of Technical & Vocational Education (FPTV), Universiti Tun Hussein Onn Malaysia (UTHM). This form is used by all the teaching practice supervisor (lecturer from FPTV and teachers from each school) to assess the trainee of teaching practice. All the data extract from this form were analyse using mean and standard deviation, then presented using a radar chart. The documents were collected from in-service teacher degree programme students at 14 states in Malaysia in the year 2015.

This form consists of 30 items using a rubric with five points scale of measurement. For example, to evaluate the trainee competency in developing Objectives/Learning Outcome (item 1), 1 mark for those Learning objective DO NOT MEET the criteria as explicit, clear and specific by student ability and rating learning according to the content of teaching objectives as well process in teaching and learning practice; 2 marks for those Learning objective DO NOT MEET THREE of the criteria as explicit, clear and specific by student ability and rating learning according to content of teaching objectives as well process in teaching and learning practice; 3 marks for those Learning objective DO NOT MEET TWO of the criteria as explicit, clear and specific by student ability and rating learning according to the content of teaching objectives as well process in teaching and learning practice; 4 marks for those Learning objective DO NOT MEET ONE of the criteria as explicit, clear and specific by student ability and rating learning according to the content

of teaching objectives as well process in teaching and learning practice; 5 marks for those Learning objective MEET ALL the criteria as explicit, clear and specific by student ability and rating learning according to the content of teaching objectives as well process in teaching and learning practice. Table 1 shows the detail of the assessment form.

Table 1 - Details of Assessment Form

No	Element	Aspect
A	Lesson planning	Learning Outcome, Delivery of Content, Teaching & Learning Strategies, Teaching Aids, Thinking skills element
B	Implementation of Teaching	Management; Teaching Aids Usage, Teaching Progress, Content Mastery, Communication, Moral Value, Learning Outcome Achievement
C	Implementation of Innovation	Video Preparation, Content Coincides with Teaching Goals, Innovation Activities Coincides with Teaching Goals, Final Assessment & Reflection, Comprehensive Coverage
D	Justification of Innovation	Provide Support Documents, Coinciding with the Needs of Innovation in Teaching, Updated Support Information, Endorsement of School Administrator
E	Personality	Appearance, Apprehension, Character, Professionalism
F	Portfolio	Complete & Updated, Log Records, Journal Records, Creativity
G	Reflection	Overall Reflection
Total		**30 ASPECTS**

3. Findings and Discussion

Table 2 until Table 7 were the descriptive analyses on Teaching Practice Competency Elements among the in-service teacher degree programme teachers during their teaching practicum performance. Meanwhile, Figure 1 until Figure 7 presents the mean score of the Teaching Practice Competency Elements among the teachers. The result in Table 2 showed that the competency of in-service teachers in teaching practicum in descending order is Personality (M=4.52, SD= 0.48) >Portfolio (M=4.24, SD=0.62) > Implementation of Teaching (M=4.211, SD=0.42) > Lesson Planning (M=4.04, SD=0.46) > Implementation of Innovation (M=3.98, SD=0.63) > Justification of Innovation (M=3.94, SD=0.87) >Reflection (M=3.90, SD=0.63). In-service teachers are lacking in preparing the lesson plan, to conduct innovation in teaching with providing the necessary justification, and to reflect the whole teaching process as illustrated in Fig. 1. They need more guidance from the mention elements in order to create a meaningful learning process for students. Reflection is an important element to ensure a learning process is being conducted successfully. A good teacher should reflect his/her mistake that he/she made during the conducted learning section and try to figure out the suitable solution to avoid repeating the same mistake during the future conducted learning process. However, all the in-service teachers are excellent in personality elements and able to present themselves well as the teaching profession.

Table 2 - Details of Assessment Form

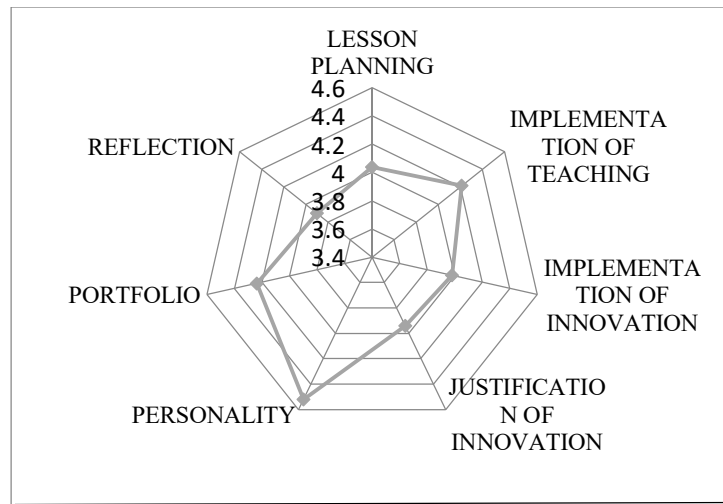| Competency Elements	Mean	Standard Deviation
Lesson planning	4.04	0.46
Implementation of Teaching	4.21	0.42
Implementation of Innovation	3.98	0.63
Justification of Innovation	3.94	0.87
Personality	4.52	0.48
Portfolio	4.24	0.62
Reflection	3.90	0.63

Fig. 1 - Mean Score for 7 Elements of Teaching Practicum Assessment

As showed in Table 3, in-service teachers' achievement for the Lesson Planning aspects in descending order were learning outcome (M=4.20, SD=0.68)> Delivery of Content Method (M=4.07, SD=0.55) > Teaching Aids (M=4.05, SD=0.59) > Teaching & Learning Strategies Selection (M=4.00, SD=0.57) > Thinking skills element (M=3.87, SD=0.67). Fig. 2 clearly illustrated that in-service teacher is weak in preparing a lesson plan that able to enhance students thinking skills. These results showed that in-service teacher degree programme provider need to revise the curriculum, they need to emphasise on the thinking skills aspect and redesign the curriculum on how to integrate the thinking skills aspect in their syllabus through appropriate subjects.

Table 3 - Analyses of Lesson Planning Aspects

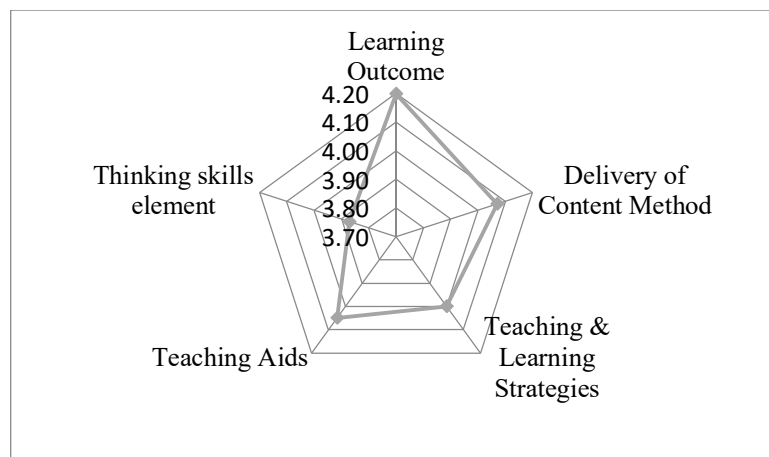| Lesson Planning Aspects	Mean	Standard Deviation
Learning Outcome	4.20	0.68
Delivery of Content Method	4.07	0.55
Teaching & Learning Strategies	4.00	0.57
Teaching Aids	4.05	0.59
Thinking skills element	3.87	0.67

Fig. 2 - Mean Score for Lesson Planning Aspects

Meanwhile, Table 4 and Fig.3 show the analyses of the Implementation of Teaching Aspects among in-service teachers. The results in descending order show that in-service teachers were in conducting the teaching process and all the teaching aspects tend to have a mean score more than 4.00, except moral value with mean score = 3.88 with standard deviation = 0.68. This existing phenomenon is quite surprising, it shows the learning environment provided to students is more to knowledge delivery and the moral value is not emphasised as an important element for students' learning process. This situation may lead the students to involve themselves in unhealthy social life and bad behaviour. As stated in National Education Philosophy (Falsafah Pendidikan Kebangsaan), all students must well develop in five

aspects (JERIS), namely physical (Jasmani), emotion (Emosi), Value (Rohani), intelligent (Intelek) and Spiritual (Spirit).

Table 4 - Analyses on Implementation of Teaching Aspects

Implementation of Teaching Aspects	Mean	Standard Deviation
Management	4.38	0.60
Teaching Aids Usage	4.23	0.52
Teaching Progress	4.20	0.65
Content Mastery	4.44	0.70
Communication	4.24	0.63
Moral Value	3.88	0.68
Learning Outcome Achievement	4.12	0.60
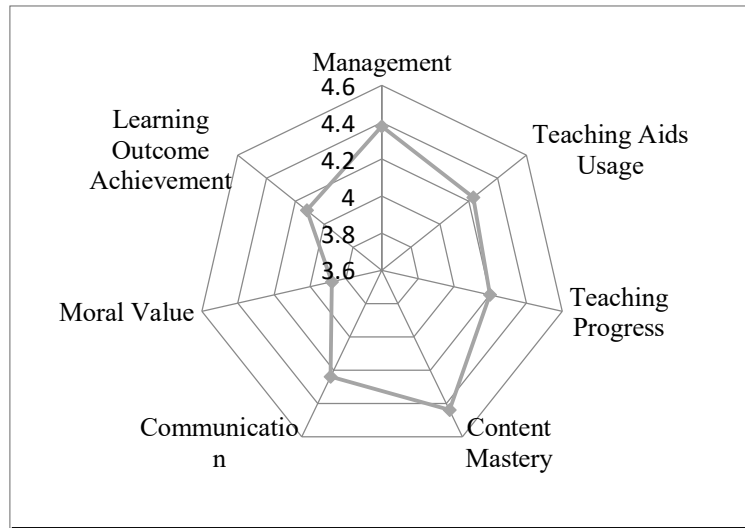
Fig. 3- Mean Score for Implementation of Teaching Aspects

Table 5 and Figure 4 present the analyses on Implementation of Innovation aspects. On the other hand, Table 6 and Fig. 5 illustrate the analyses on Implementation of Innovation aspects. Findings show that in-service teachers are slightly weak in mastery "Final Assessment & Reflection (M=3.74, SD=0.83)" for the implementation of Innovation. In addition, for Justification of Innovation aspect, they need to improve from the aspects of Updated Support Information (M=3.86, SD=0.95) and Endorsement of School Administrator (M=3.80, SD=1.07).

Table 5 : Analyses on Implementation of Innovation Aspects

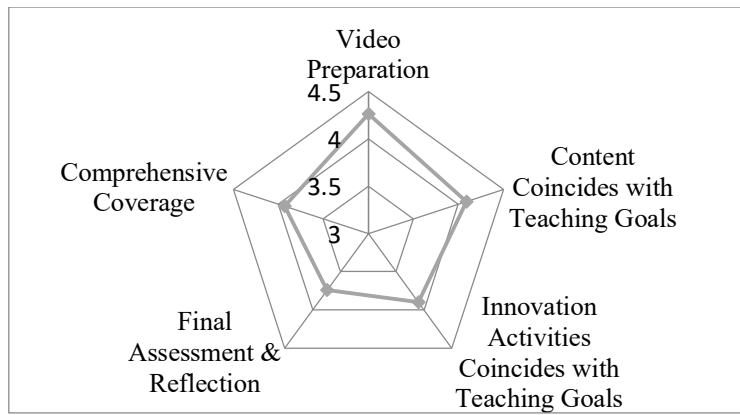| Implementation of Innovation Aspects	Mean	Standard Deviation
Video Preparation	4.26	0.74
Content Coincides with Teaching Goals	4.09	0.75
Innovation Activities Coincides with Teaching Goals	3.90	0.81
Final Assessment & Reflection	3.74	0.83
Comprehensive Coverage	3.93	0.73

Fig. 4- Mean Score of Implementation of Innovation Aspects

Table 6 - Analyses on Justification of Innovation Aspects

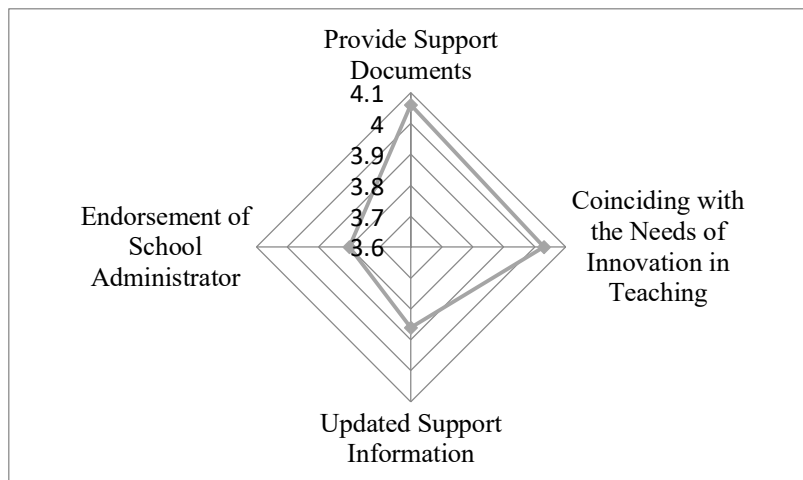| Justification of Innovation Aspects	Mean	Standard Deviation
Provide Support Documents	4.06	1.00
Coinciding with the Needs of Innovation in Teaching	4.03	0.89
Updated Support Information	3.86	0.95
Endorsement of School Administrator	3.80	1.07

Fig. 5- Mean Score of Justification of Innovation Aspects

Table 7 and Fig. 6 discuss for analyses on Personality aspects, whereas Table 8 and Figure 7 showing the analyses on Portfolio aspects. Findings show that in-service teachers are excellent in their personality and preparing the portfolio. All the aspects for these two elements for teaching practice competency tend to have mean score more than 4.00. However, they need to discuss and get the approval from the school administrator regarding to the innovation that have been or will be conducted. Additionally, they also slightly lacking in creatively to develop the portfolio.

Table 7 - Analyses on Personality Aspects

Personality Aspects	Mean	Standard Deviation
Appearance	4.76	0.51
Apprehension	4.43	0.54
Character	4.43	0.64
Professionalism	4.47	0.57

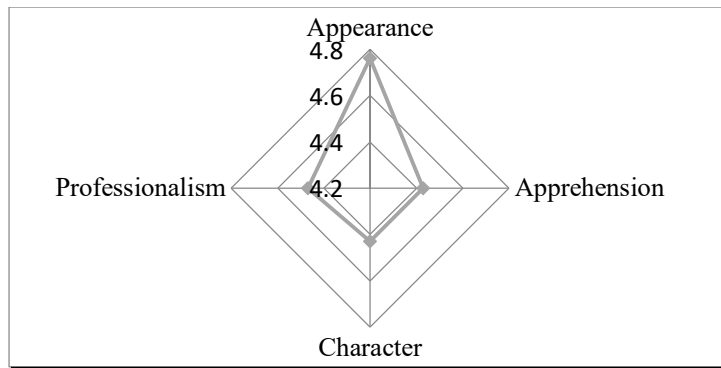**Fig. 6 - Mean Score of Personality Aspects**

Table 8 - Analyses on Portfolio Aspects

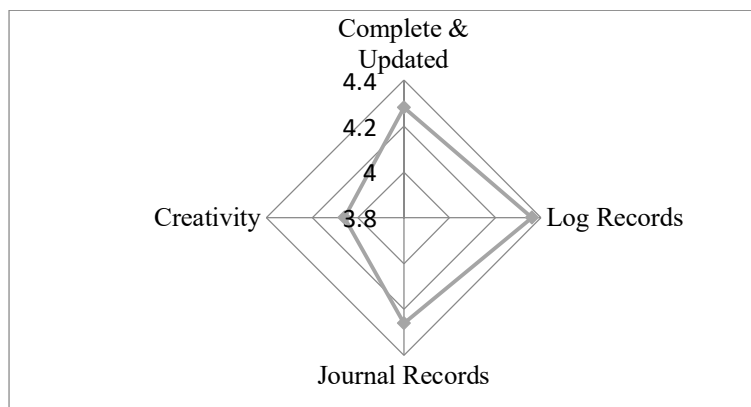| Portfolio Aspects	Mean	Standard Deviation
Complete & Updated	4.28	0.81
Log Records	4.36	0.70
Journal Records	4.26	0.74
Creativity	4.06	0.69

Fig. 7 - Mean Score of Portfolio Aspects

Table 9 and Figure 8 show the analyses of taxonomy achievement among the in-service teacher during their teaching practicum assessment. Cognitive comprises of Lesson Planning element and Justification of Innovation element. Moreover, psychomotor comprises of Implementation of Teaching element and Implementation of Innovation element. While affective comprises of personality, portfolio and reflection elements. The results show that in-service teachers are good in affective (M=4.33, SD=0.48), but yet they need to improve their cognitive (M=3.99, SD=0.56) and psychomotor (M=4.12, SD=0.47).

Table 9 : Analyses of Taxonomy Achievement

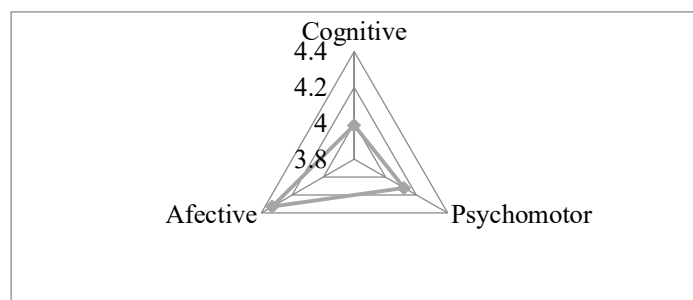| Taxonomy	Mean	Standard Deviation
Cognitive	3.99	0.56
Psychomotor	4.12	0.47
Affective	4.33	0.48

Fig. 8 - Mean Score of Taxonomy Achievement

4.   Conclusion

Overall, in-service teachers are lacking in some elements, for example Implementation of Innovation, Justification of Innovation and Reflection elements. These three elements are important to bring the idea of teaching and learning for 21-century (PAK-21) successful in order to prepare the students to complete themselves in the competitive job market. Some comments from the supervisors (UTHM Lecturer) saying that in-service teacher was conducting an "Ordinary Teaching Session"; "learning process should actively involve the students"; "I don't see much innovation in teaching implementation"; "innovation is no creativity at all". However, most of the supervisor agreed that in-service teachers are excellent in the Personality Aspects, some of the comment are "Confident & Professional in delivery"; "Good. Teachers looks confident"; "She's good & professional in her delivery"; "She seems confident while teaching". These findings can be used as reference for in-service teacher training programme provider during the curriculum and content designing to ensure that in-service teachers are able to upskilling and reskilling themselves through enrolling in the training programs. Consequently, those upskilling and reskilling teachers are cope with the ability to create conducive and meaningful learning environment for future generation.

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