

The Professional Skills of the Integrated Living Skills (ILS) Teachers

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Abstract: *A teacher should have certain professional skills which are thinking and learning skills, planning and managing skills and also communicating and facilitating skills. Due to that, the Integrated Living Skills (ILS) teachers should have all the aforementioned skills so that they could ensure that the teaching and learning process are effective. Thus the evaluation quality of the students will also be improved. Therefore this survey is carried out to identify certain professional skills which are needed by the ILS teachers to help them in the teaching and evaluating process and at the same time identify their professional skills level. The descriptive observation is taking into consideration the teachers who are teaching ILS in secondary schools in Batu Pahat district as the respondents. The items constructed will not only be based on constructs on teaching and learning skills but also on managing, evaluating, planning and communicating skills. All the items constructed which will be used as the instrument for the survey is using the likert 5 scale range. The findings from the survey will be used to identify certain constructs which are certified by experts and empirically to identify the skills as well as the level of skills needed by the teachers to carry out the teaching and learning process for ILS.*

Keywords: Integrated Living Skills (ILS), professional skills, teachers, School Based Evaluation (SBE), teaching and learning process

1. Introduction

Teachers who have the professional skills are teachers who are efficient in carrying out their tasks such as teaching, facilitating and co-curricular activities by practicing the educational theories [8]. A teacher should acquire some professional skills such as learning and thinking skills as well as the planning and facilitating skills and also not forgetting the communicating and managing skills [11]. In order to fulfill the job given to them, a professional should be given certain training to acquire the skills needed in their profession [9]. Thus, professional skills means the teachers are knowledgeable in their field so that they are able to carry out their job as a professional. In other words, an experienced teacher should have a good solid foundation regarding the curriculum on the subjects they are teaching to enable them to carry out their work efficiently.

2. Literature Survey

The quality of teachers as a close relationship with the quality of education. Education in the 21st century requires not only to produce individuals who are knowledgeable and skilled in the areas of industry and technology, management and trade but also should generate a system of human values and ethics and good moral character, individuality honorable, accountable, obedience to God and capable of developing nations. In the fast growing modern world, the role of the school has changed and teachers need to improve the domain knowledge and new competencies to enable them to follow the changing times [3]. This is a challenge that must be faced by every teacher to support the aspirations of the nation in education.

The challenge to the teacher in education now extends to equip themselves within formation and communication technology skills, discipline and deal with social problems, an effective school management, the community hopes and more. Therefore, the teacher shall consist of the strong spirit of struggle and ready to adapt themselves to the changes so

fast nowadays. The combination of competence in terms of knowledge, skills and attitudes of the teachers should have to face the competition and expressed their effectiveness in teaching.

A teacher in essence, must have a deep knowledge of the subjects to be taught. Teachers also must learn and mastering the methods of teaching so that students can understand what it is to be served [8]. In addition, teachers should also have a good personality and be respected and emulated by the students. This includes character behavior and good attitude, be patient, kind and always smiling. Most of the quality and efficiency of teacher personality and emotional intelligence are the result of training that allows a teacher to manage lessons effectively. This training includes understanding of physical and psychological nature of student and theory of education delivery.

In order to improve the quality of service, a teacher must have a complete knowledge and deep, mastering the teaching skills, have understanding of duties and responsibilities and have a positive attitude towards work. Only teachers who have acquired these qualities can carry out their duties properly and effectively and this is the characteristics of professionalism in the new millennium. Hussin [2] argues that the quality of teacher education programs should be able to produce quality teachers and quality, namely in terms of professional skills, knowledge and attitudes.

3. Problem Definition

The duty, responsibilities and the role of the teachers in Malaysia today are different compared to teachers in the past, but they are also more complex [8]. A teacher in the past have always been a person who relays information, but nowadays the role have changed where a teacher is now acts as a guide, facilitator and even as a motivator to student in the classroom. This statement is supported by Long [6], whereby the teacher role is to be a professional in its field so

they would be able to give a formal education to the students in schools and as part of the community the teacher has an obligation to the community itself. Thus, a teacher plays an important role not only to determine their future but also as a role model to them. An individual whom we called a teacher should have some good qualities like knowledgeable, open minded, disciplined and compassionate when faced with a challenge. A research by Abdul Rahman and Jaafar [1], stated that a majority of teachers (51.6%) admitted that they were in competent in every aspect of the living skills component and this indirectly had affected the evaluation procedures. This research is in line with a research done by Mohd Kosnin and Che Ahmad [7]. Their research shows that the majority of the male respondents are more ready compared to the female respondents in terms of knowledge in the technical skill component, whereas the majority of the female respondents are much more ready in the knowledge for home economic compared to the male respondents. Hence the living skills teachers should always equipped themselves with the skills in the related field to enable them to be more confident to deliver the content either in theory or practical. It is in similar to the statement made by Sulaiman, a teacher should always have the knowledge especially in their related subjects [12].

The teachers of this subject who are involved in the KBSM system are faced with problems where they are not able to finish the syllabus as they have to give more time to topics which are meant for evaluation. Saad in his research finds that other than the lack of knowledge in certain fields, the teachers also do not have enough time to give extra attention to the weaker students and to redo the certain criteria that was evaluated [10]. To ensure that the students are able to carry out the evaluation process, the Living Skills teachers have to make some adjustments in time so that it will be suitable with the students achievements hence there will not be any students who are left out or who are not able to finish their evidence for their evaluation. In other words, it is crucial for the teacher to be able to manage his/her time wisely and to plan the teaching and learning activities to ensure that the needs to finish the syllabus and the evaluation procedure could be balanced.

4. Objectives

The objectives of the survey are:

1. To identify the professional skills needed by the teachers to carry out the teaching and learning and the evaluating process;
2. To identify the teacher's professional level in carrying out the teaching and learning and the evaluating process.

5. Methodology

The survey carry out through descriptive observation which uses questionnaires as the instrument for the survey. This method is suitable to explain certain condition or phenomenon that happen when the survey was carried out [4]. In addition, the person who carry out the survey will also be able to analyze the documents in regard to the teachers' professional skills.

The respondents who are involved in a survey should be able to represent the actual condition for the whole

population. The population of the survey are 30 teachers who are teaching the integrated living skill subjects in the secondary schools in Batu Pahat, Johor. Random sampling technique is used in this survey where the listed population in the sampling has a chance to be chosen as a sample. The rationale in using this method is to enable the person who array out the survey to get the information needed based on the questionnaire because the sample are taken from teachers who are teaching Integrated Living skills subject in 5 different secondary schools in Batu Pahat, Johor.

The survey is using a 35 items questionnaire with a 5 scale range. The respondent have to choose the answers based on the scale given. All the items require the respondent to use to the Likert scale which are 5 – really agree , 4 - agree , 3- not really agree , 2- disagree , 1- totally disagree. The format used will enable us to get a uniformed answers which will help us to processed the data better. The scale can be used to measure attitude, opinion and perception [5].

6. Results and Discussion

Table 1 shows the distribution of the mode and the mean of the professional skills of teachers surveyed integrated living skills.

Table 1: Professional Skills of ILS Teachers

<i>Professional Skills</i>	<i>Mean</i>	<i>Mod</i>
Learning Skill	4.30	3
Thinking Skill	4.33	4
Management Skill	4.41	4
Teaching Skill	4.48	4
Assessment Skill	4.31	4
Planning Skill	4.48	4
Communication Skill	4.53	4

Based on the table, the highest mean was 4.53 of communication skills. This means that teachers use communication skills in teaching and learning activities. Meanwhile, most of the respondents choose the mode 4, which agreed to most of the skills studied. This means that all respondents agreed to use all of the skills listed to implement teaching and learning.

7. Conclusion

From the survey, we are able to identify the professional skills needed by teachers to carry out evaluation and their professional skill level to carry out School Based Evaluation (SBE) for Integrated Living Skill (ILS) subject. In order to do that, the teachers who are teaching the subject should improve themselves in theory as well as practical. This is to ensure that the teaching and learning process will be able to achieve its objectives and the school based evaluation that are carry out would run smoothly and transparent. The teachers should be able to think positively and regard the problems as a challenge that they have to face and the best solution for the problem should be the best way which will be beneficial to both the students as well as the teachers.

8. Future Scope

Transformation occurring in education demands for more skilled teachers in all areas and ready to face the challenges

to come. It is hoped that this study can serve as a guide to other researchers who are review the scope and the same research question. Further research is related to the teacher's professional skills can help the relevant authorities develop strategies to enhance their professionalism. Teacher training programs will be conducted focusing on weaknesses professional teacher skills identified at an early stage.

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