

Rhetoric Value Based Model for Malaysian Special Vocational Education Secondary Schools' Teachers

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Abstract – *Special Education in Malaysia is an ongoing effort to create a better skilled, visionary, faithful, independent, and capable of designing and managing daily life and realize the potential of selfaligned with the National Education Philosophy. Technical and vocational education are not exempt students who have special needs. Therefore, special education teachers should have the skills to teach a special character of this group of students. However, there is still not a standard model for special vocational education teachers. Thus, this study aims to develop a new standard model suitable for special vocational education teachers based on rhetoric value, which comprises three elements, namely Ethos, Pathos and Logos. The design of this study is a survey by using a set of questionnaires as research instrument. The items in the questionnaire was adapted by the results of the meta-analysis and in-depth interviews with experts. The sample consisted of 298 students in all secondary schools Special Education (SMPK) in Malaysia. Results showed that the majority of students thought that their teacher had adopted the rhetoric of the various approaches that generate an effective teaching and learning session. For the application of ethos, the students thought the teacher has a good practical skills. Student welfare are taken care of by the teacher through the teacher's concern for the health and financial assistance. In addition, the teacher shows passion to educate special education students. For pathos approach, teachers have shown their warmth, patience, and respect for the students through storytelling methods in the process of learning. For the implementation of the logos, the students thought the teacher had adopted this value through knowledge. The standard model of special vocational education teachers has been developed based on the rhetoric from the perspective of students. This model can be used as a reference for teachers to master the rhetoric in order to help students to explore knowledge effectively and to have a positive impact on student achievement.*

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Keywords: Special education, Special vocational education secondary schools, Rhetoric value; Standard characteristics, Special education teacher

1.0 INTRODUCTION

Special education is the education that planned and designed for special kids. Ministry of Education, according to the Education Act 1996, Regulations of Education (Special Education 1997 Part II 3 (2)) provides special education and facilities for students with learning disabilities, visual and hearing problems. In order to enhance the ability of students with special

needs, teachers are faced with the challenge of convincing the students the information presented in the teaching process, whether consciously or not [4].

To ensure the education provided is in good quality, the teachers who taught special education should be equipped with knowledge and appropriate teaching methods to help students with disabilities [3]. According to Rodrigues [8], teacher should select teaching methods that dominant category of disability for special education students to ensure that the process of learning to become more attractive, effective, and efficient in helping students with special needs. Value rhetoric teacher or educator can have a big impact on students during the process of information delivery. Implementation of the rhetoric practiced by teachers can help in achieving the objective of teaching at the same time making it as important to the teachers to make teaching and learning process more effective.

The rhetoric is the art of using language that is beautiful and attractive to persuade or influence the thinking listener. Thus, the rhetoric plays an important role for educators to make teaching and learning more effective. Given the government's policy on the concept of "No Child Left Behind" and "Education for All" has affected the number of students with special needs are in nature of the education system. However, there is no exposure and knowledge on special education during the teacher training colleges causes most fear and less confident. Rhetoric value is composed of three elements, namely ethos, pathos and logos. Each element is divided into several dimensions. Elements of ethos consists of three dimensions which are practical skills, welfare and dedication. Element of pathos consists of feeling and visualization dimensions. While the logos element has dimensions of logic and facts. The implementation of the rhetoric value effectively is able to overcome the problems that occurred during the process of learning.

Teachers must master the skills related especially ways to educate, nurture and guide the special needs students. The problems that arise in the special vocational education is not all teachers have the skills to teach special education students. This is because the approach to teach special vocational education students are different and require greater care. When teaching ordinary students, the teacher's mission is usually to complete the given syllabus. However, for students with special vocational educational needs is not to focus on the content but the individual must be educated and given guidance during the process of learning. In an effort to educate the special needs students, rhetorically effective implementation is urgently needed in order to assist them in learning. Therefore, this study was aim to determine the implementation level of the rhetorical approach in teaching and learning process among teachers of special vocational education schools. Based on the gathered findings, an appropriate standard model for special vocational education teachers was developed. To be more specific, objectives of this study were:

- a) To determine the pattern of rhetoric among special vocational education teachers.
- b) To identify the level of the rhetorical dimension (Ethos, Pathos and Logos) among special education teachers.
- c) To recommend a standard model for special education teachers by the rhetoric.

2.0 METHODOLOGY

The design of this study was a survey methods consisted three phases. First phase was a qualitative approach through meta-analysis and in-depth interviews with experts in order to develop a suitable items for questionnaire. Second phase was to gather the data of rhetoric among special vocational education teachers from the perspective of students by using the questionnaire developed during phase 1. While the third phase was to develop a rhetoric valued based model for special vocational education teachers according to the finding at second phase.

This study was conducted in all four schools of special education secondary school in Malaysia, namely SMPK Vocational Indahpura , SMPK Vocational Shah Alam, SMPK Penang, and SMPK Setapak . The samples were random selected with a total numbers of 298 students that having vision, hearing and learning disable. To achieve the research objectives, the items in the questionnaire were analyzed using descriptive statistic. Mean scores were used to determine the level of implementation of the rhetoric in the process of teaching and learning, meanwhile the correlation coefficient and Cronbach alpha were used to certify the relationship among each domain, elements and dimensions of rhetoric value to develop the standard model for special vocational education teacher.

3.0 RESULTS AND DISCUSSION

Table 1 and 2 illustrated the finding on rhetoric domain and element implementation of teachers during the teaching and learning process from the perspective of students. Findings indicated that students' perceived the teachers were implemented rhetoric domains and elements at a high level. From the findings, it can be concluded that teachers who teach in these schools have the high rhetoric in the process of teaching and learning. The findings also showed that the ethos within schools is high in carrying out the teaching process in the classroom. Positive character exhibited by teachers during the learning process is very prominent and comprehensive. According to Barrett [1] suggests that the character of the presenter considered an effective means to deliver one. Presenters need to demonstrate the power delivery that can attract attention and interest in learning. This suggests that a more effective presenter can give inspiration and confidence in his character and create trust and acceptance of the listener. As mention by Hussin [5], which states are required to have a quality education better personality, of our knowledge, the practice of lifelong education and positive workplace culture.

Pathos value indicated by the teacher are also at a high level. Pathos domain is very important in the process of teaching because the pathos is seen as something very rational in the teaching process [2]. It also refers to a method of controlling feeling good teachers to students during or even after the teaching and learning is carried out. This includes feeling good, patience, care for the students, friendly, and sincere. Teachers need to instill patience in educating students with high special needs. This was stated by Razhiyah [7], teachers have to be prepared to repeat something that is being taught to special needs students as a teacher should be aware of in special education, there are students who have a deficiency in problem and difficult to understand and remember. Even so, there are teachers who are not able to control the emotions and get angry with students who make mistakes. When this situation occurs, the student will be hurt as special education students have instinctively sensitive [7]. Therefore, teachers should always be patient to special education students.

Table 1: Level of rhetoric domain implementation in teaching and learning process

| Domains | Mean Score | Standard Deviation | Interpretation of Score |
|---------|------------|--------------------|-------------------------|
| Ethos | 3.24 | 0.374 | High |
| Pathos | 3.19 | 0.460 | High |
| Logos | 3.23 | 0.519 | High |

Table 2: Level of rhetoric elements implementation in teaching and learning process

| Domains | Elements | Mean Score | Standard Deviation |
|---------|------------------|------------|--------------------|
| Ethos | Practical Skills | 3.26 | 0.38 |
| | Welfare | 3.20 | 0.45 |
| | Dedication | 3.24 | 0.39 |
| Pathos | Feeling | 3.30 | 0.43 |
| | Visualization | 3.09 | 0.63 |
| Logos | Logic and Fact | 3.23 | 0.52 |

Table 3: Cronbach alpha for domains and elements of rhetoric value

| Domains | Elements | Dimension | Cronbach Alpha |
|---------|------------------|------------------------------------|----------------|
| Ethos | Practical Skills | • Demonstration | • 0.872 |
| | | • Pedagogical skills | |
| | | • Teaching Aids Usage | |
| Ethos | Welfare | • Interaction | • 0.763 |
| | | • Expertise | |
| | | • Delivery skills | |
| Ethos | Dedication | • Concern | • 0.865 |
| | | • Problem solving | |
| | | • Delivery | |
| Pathos | Feeling | • Amiable | • 0.710 |
| | | • Interest | |
| | | • Positive attitude | |
| Pathos | Visualization | • Patient | • 0.635 |
| | | • Friendly | |
| | | • Fair | |
| Pathos | Visualization | • Respect | • 0.635 |
| | | • Good initiative | |
| | | • Story telling | |
| Logos | Logic and Fact | • Creative and innovative | • 0.750 |
| | | • Subject matter | |
| | | • Methods of teaching and learning | |
| Logos | Logic and Fact | • Knowledgeable | |

For the logos domain shown by the teacher is at the high level too. Teachers need to master the subject being taught and presented the content clearly so that students more easily understand. The best teachers are those who are knowledgeable and highly skilled in technical and efficient discharge of its duties as a teacher. This was agreed by Haskin [4] the teacher should show good control with related subjects are taught in order to attract students. The decline in the delivery of a teacher would cause disharmony in the classroom, and more aggravating when

the outbreak of violence and will eventually lead to a lack of respect among students to one teacher [4]. Razhiyah [7] stated that the logos of special education teachers need to have knowledge in the development of special education students as this can help teachers deal with students. Study by Saad [9] also found that teachers who underwent the course will have a clearer understanding of the subject they teach. This coincides with the opinion of Hussin [5] mentioned that teachers must be willing to increase their knowledge and skills level by attending courses, workshops, seminars, conferences and forums in education. This opinion is also supported by Jalil [6] that teachers have to master a lot of information and knowledge which will facilitate a teacher in the teaching and learning process.

The value of the correlation coefficient and Cronbach alpha has been used to certify each domain, elements and dimensions to develop the standard model for special vocational education teacher based on the perspective of students enrolled vocational courses in SMPK Malaysia. Domain, elements and dimensions of this model is an adaptation from the characteristics of effective teacher, traits of special education teachers and rhetorical value. Results of the study presented Table 3 and Figure 1.

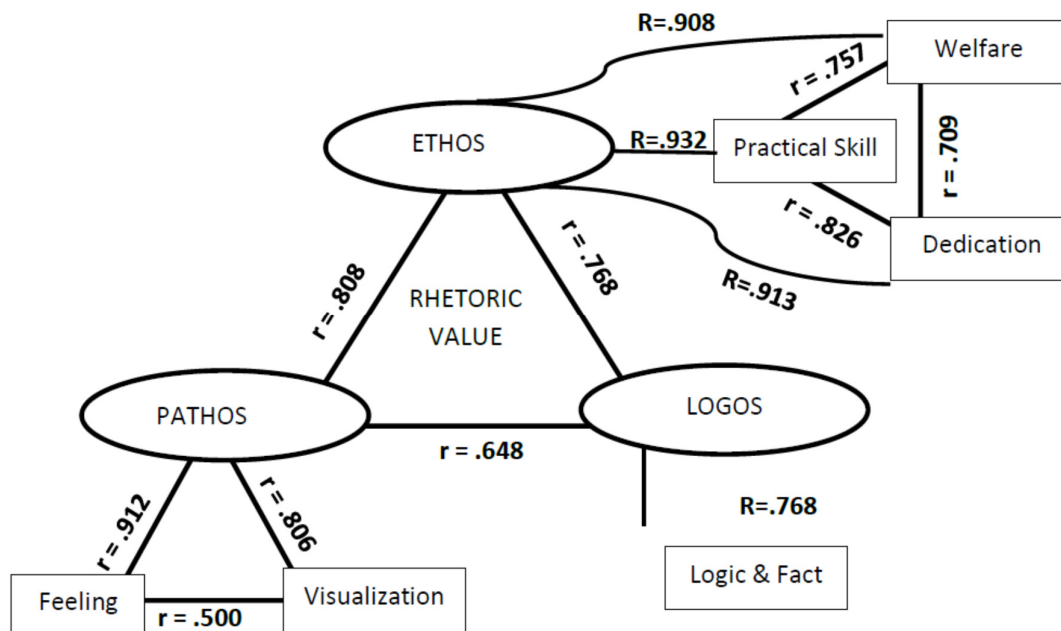


Figure 1: Standard model for special vocational education teacher

4.0 CONCLUSION

The rhetoric value based model for special vocational education teachers is the findings from the perspective of students. The model describes the characteristics that are needed by teachers who serve for special vocational education schools. A quality education personality is required to have good knowledge of practice of lifelong education and positive workplace culture. To equip themselves with the characteristics of quality educators, teachers should have a strong identity, be more committed to the profession and eager to face the challenges of an increasingly

demanding education. It is hoped that this study can provide useful information to all relevant parties in order to improve the quality of special education teachers in Malaysia and uplift the education system in Malaysia through the implementation of the rhetoric by teachers.

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