

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

M.F.Lee & C.S.Lai

**Universiti Tun Hussein Onn Malaysia
2015**



Contents

- ❖ **Introduction**
- ❖ **Objectives**
- ❖ **Methodology**
- ❖ **Results and Discussion**
- ❖ **Conclusion**



Introduction

- ❑ Special education is the education that planned and designed for special kids. According to the Education Act 1996, it provides special education and facilities for students with learning disabilities, visual and hearing problems.
- ❑ In this case Teachers must **master the skills** related especially ways to educate, nurture and guide the special needs students. But 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.
- ❑ In an effort to educate the special needs students, rhetorically effective implementation is urgently needed in order to assist them in learning.
- ❑ The rhetoric is the art of using language that is beautiful and attractive to persuade or influence the thinking listener. Thus, the value rhetoric teacher or educator can have a **big impact** on students **during the process of information delivery**.

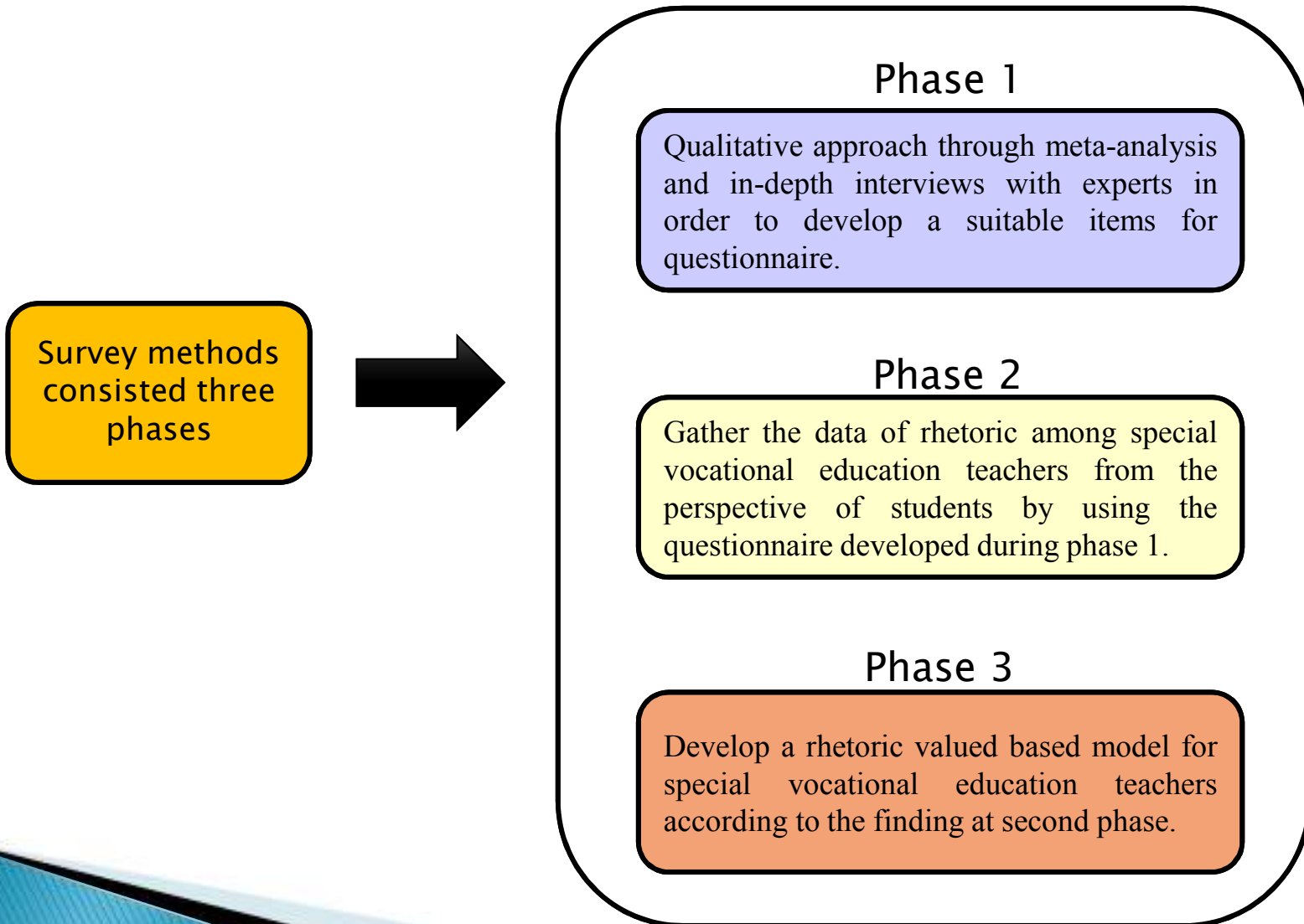


Objectives

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



Methodology: Research Design



Methodology: Samples

1. SMPK Vocational Indahpura
2. SMPK Vocational Shah Alam
3. SMPK Penang
4. SMPK Setapak

The samples were random selected with a total numbers of **298** students that having vision, hearing and learning disable.



Results And Discussion

1. To determine the pattern of rhetoric among special vocational education teachers.

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

From the table 1, 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.



Results And Discussion

- To identify the level of the rhetorical dimension (Ethos, Pathos and Logos) among special education teachers.

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

The finding in table 1 and 2 indicated that students' perceived the teachers were implemented rhetoric domains and elements at a high level. It can be concluded that teachers who teach in these schools have the high rhetoric in the process of teaching and learning.

- ✓ 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.

Results And Discussion

3. To recommend a standard model for special education teachers by the rhetoric

Table 3: Cronbach Alpha for Domains and Elements of Rhetoric Value

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

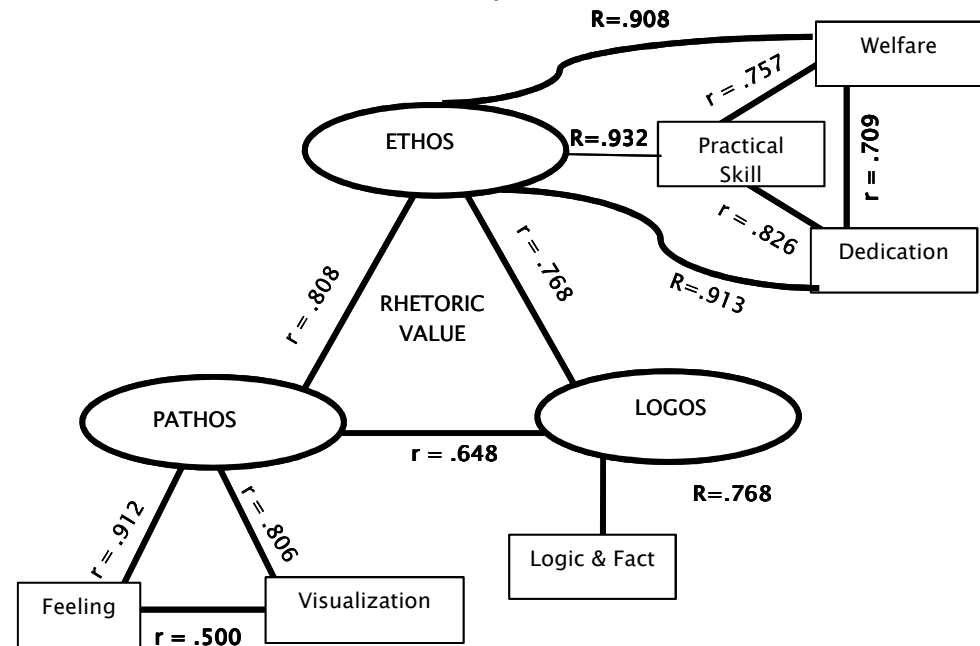



Figure 1: Standard Model for Special Vocational Education Teacher

According to Table 3 and Figure 1. 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.

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.
- 

Thank You

