

TVET's Instructor Competencies Towards Competent Instructor

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Received Oktober 2023;
Accepted November 2023;
Available online December
2023

Abstract (English): This study examines the views of eight instructors and seven management staff, employed by the Ministry of Human Resources (MOHR) and the Ministry of Youth and Sports (MOYS), on the competencies deemed essential for Technical and Vocational Education and Training (TVET) instructors, particularly those related to skills programmes. This study is conducted to obtain initial information to develop a skills instructors' competency model. This study aims to determine skills instructors' characteristics at the Malaysian Public Skills Training Institutions (MPSTI) and their perceptions about competencies. Data is collected through semi-structured interviews and analysed using thematic analysis. The results reveal the perceptions of TVET instructors regarding competency, emphasizing the importance of technical expertise, namely, knowledge and skills; pedagogical competency consists of pedagogical and classroom management; personal and social competency namely efficacy, creativity in instruction, teamwork, verbal communication, Islamic work ethics, intrinsic motivation; and emotional intelligence. Thus, this research attempts to develop a competency model for TVET instructors at the MPSTI under the MOHR and MOYS based on NOSS training programme.

Keywords: TVET instructors, Public Skills Training Institutions, Perceptions of TVET Instructors and Management, Competency

Abstrak (Malay): Kajian ini meneliti pandangan lapan orang pengajar dan tujuh kakitangan pengurusan yang bekerja di bawah Kementerian Sumber Manusia (KSM) dan Kementerian Belia dan Sukan (KBS) mengenai kompetensi yang diperlukan oleh pengajar Pendidikan dan Latihan Teknikal dan Vokasional (TVET) berdasarkan program kemahiran. Kajian ini dijalankan untuk mendapatkan maklumat awal bagi membangunkan model kompetensi pengajar kemahiran. Kajian ini bertujuan untuk mengenalpasti ciri-ciri pengajar kemahiran di Institut Latihan Kemahiran Awam (ILKA) dan persepsi mereka terhadap kompetensi. Data dikumpulkan melalui temubual separa berstruktur dan dianalisis melalui analisis tematik. Hasil dapatan persepsi pengajar dan kakitangan pengurusan TVET mengenai kompetensi adalah pengajar TVET berasaskan program SKPK perlu mempunyai kompetensi teknikal iaitu pengetahuan dan kemahiran; kompetensi pedagogi dan pengurusan kelas; kompetensi peribadi dan sosial iaitu efikasi, kreativiti dalam pengajaran, kerja berpasukan, komunikasi lisan, etika kerja Islam, motivasi intrinsik; dan kecerdasan emosi. Justeru, kajian ini bertujuan untuk membangunkan model kompetensi pengajar kemahiran di ILKA di bawah KSM dan KBS berdasarkan program SKPK dapat direalisasikan.

Kata Kunci: pengajar TVET, Institut Latihan Kemahiran Awam, persepsi pengajar TVET dan pengurusan, kompetensi

1. Introduction

A quality Technical and Vocational Education and Training (TVET) education is an important element to generate a productive workforce. It served as one of the change drivers during the Malaysia Plan to equip students to succeed in the workforce. Furthermore, aligned with the objectives of

the 11th Malaysia Plan, it strives to meet industry demands, contribute to economic growth and align with globalisation, a knowledge-based economy, technological advancement and global workforce mobility (EPU, 2015). The Economic Transformation Programme Report in 2014 stated that TVET is an important pathway and the Malaysian Government emphasises the effort to support TVET institutional growth

alongside streamlining TVET sector related programmes. Under the 11th Malaysia Plan, 60% of the 1.5 million jobs planned to be created are expected to require TVET related skills. It is also targeting 35% of highly skilled workers by 2030 and 100 percent by 2050 to meet the needs of National Transformation 2050 (TN50). Therefore, competent instructors are very much required to realise an effective teaching and learning process, and generate knowledgeable, highly skilled and high employability among the youth in Malaysia.

1.1 Criteria of TVET Instructors

The criteria of TVET teachers or instructors have been outlined in the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and International Labour Organisation (ILO) reports. The report from UNESCO-UNEVOC in 2014 stated that a TVET teacher should be able to embrace the pedagogy and enhance his vocational skills from time to time. The criteria of a quality TVET instructor are dedication, a great facilitator, leading the teaching process, knowledgeable and skilful in the field, confident, positive thinking, expert in ICT and competent in pedagogy (UNESCO, 1999). The competency of a TVET teacher can be observed when he portrays his professionalism in his field, is skilful, knowledgeable, and has good social skills and personality. The criteria of a TVET teacher are being knowledgeable in his area of expertise, ICT and the technological process, presentation of generic knowledge to students, teamwork, practical in teaching, good communications and being innovative in teaching (ILO, 2010). Thus, a TVET instructor must be competent in pedagogy, classroom management, knowledgeable in the curriculum, expert in subject matter content, skilful in constructing, knowledgeable towards learning systems and have a mission in career development. Therefore, the quality of TVET education implemented at TVET institutions is related to the competency of its teachers (Loose & Spöttl, 2015). Table 1 illustrates the criteria of an instructor based on previous research.

Table 1: Criteria of Instructors

Researchers	Instructor's Criteria
Semjonovs et al. (2015)	Knowledgeable, communication skills, practical in the area, pedagogy skills, theory and practical balanced
Baartman & De Bruijn (2011)	Knowledge, attitude and skill in producing professional work
Kelemen (2012)	Competent in teaching methodology, management, communication, knowledge and psychology
Caena (2013)	Knowledge, skills, trust, attitude, values and commitment
Charalambous & Hill (2012)	Knowledgeable in subject matter content, curriculum and teaching aids to teach effectively
Thi et al. (2023)	Teaching skill, subject content, scientific and subject-related information, multidisciplinary knowledge, research procedural knowledge, collaboration skills, English language; ethical manner; motivation; and self-reflection.

Shobha, Shankara, GowthamNb (2019)	Expert in subject matter, Planning and execution, knowledge of students, Professional development.
Sulaiman & Ismail (2020)	Personal characteristics, pedagogy, professional, information and communication technology (ICT), management and development, professional competence
Pahrudin, P., Martono, T., & Murtini, W. (2016)	Pedagogical competence, personal competence, professional competency, social competency.

Table 1 illustrates that an instructor should have the three elements of knowledge, skills and attitude, which can differentiate whether every worker is competent or incompetent in an organisation (Ginns, Arief D Liem, & J Martin, 2011). A competent worker combines and integrates skills, knowledge and attitude. Competency can measure work performance among each worker in an organisation whether he belongs to the excellent category or is in line with performance indicators for professional development, recognition and improvement for incompetent workers to become more competent. A quality and competent instructor is able to teach effectively (Sakarneh, 2015). Based on the literature review, the researcher has identified three key components of a skills instructor, which are technical competency, pedagogy competency and personal and social competency.

1.1.1 Technical Competency

Technical competency comprises knowledge, skill and ability to complete a task using knowledge and information technology, such as technical processes, machines and equipment, materials, languages, symbols and texts (Winterton, Delamare-Le Deist, & Stringfellow, 2005; Bader-Labarre, 2014). Skill is defined as practical skills of cognitive applications for problem-solving and work completion using tools, machines, methods, materials and information (Brockmann, Clarke, & Winch, 2009). The Korean National Competency Standard of Technical Competency comprises technological literacy, technological selection method and technological application skill (Jin, 2014). Technical skill is an individual's skill in a technical field and cognitive skill (Torr, 2008). Besides knowledge, a skilled instructor must also have skills in his area, such as performing demonstrations. This is in line with the views of Hoepfner, H. D. & Koch (2015) who state that skill is a combination of mental and physical abilities in executing a task by knowledge implementation. Technical skill is the aptness and ability of a person in completing a task and evaluation based on specific knowledge and skill in his area and it is in line with Wahba (2010), the characteristics of a competent person are the ability to execute his job activities, and the ability to make use, apply and demonstrate the results of his knowledge and skill in his job.

1.1.2 Pedagogy Competency

Pedagogy competency is an important element in the TVET teaching and learning process. Knowledge is an important component for an instructor. UNESCO-UNEVOC (2014) mentioned that the principles of pedagogical theory in TVET consist of an apparent goal in vocational education, understanding and mastering the subject taught, a clear goal on what to achieve or master based on the learning objectives,

understanding the best and most suitable teaching methods during the teaching process, understanding students' natural conditions, instructors' experiences and implementing standardisation in learning. In 2008, the European Commission Institute of Technology and Education set the competency and knowledge in pedagogy that must exist in every instructor of the European Union. In Malaysia, instructors under MPSTI undergoing pedagogy training for TVET-I (instructions) and TVET-M (management) at the Centre for Instructor and Advanced Skill Training (CIAST) to develop the instructor competency to become a competent instructor for TVET programme.

1.1.3. Personal and Social Competency

Personality is related to attitude towards the instructor and his teaching goals. Yusoff., Esu-Ossai-Igwe-Lucky & Mohd Yusoff (2013) stated that competency, character (or personality) and qualifications are important elements in determining an instructor's performance. According to Rahim Bakar & Hanafi (2007), social skills are used by an individual to interact and communicate with others to develop his status in the social structure. Social skills are connected with communication, problem-solving, decision-making, self-discipline and interpersonal skills. Based to ILO article "Developing occupational profiles and curricula based on skills needs assessments" stated in Germany, "competence means the ability and willingness of the individual to use knowledge and skills as well as personal, social and methodical capabilities and to behave in a thoughtful and individually and socially responsible manner". Thus, social and personal competence is a crucial element for a competent workforce. Rahim et al. (2008) stated holistic K-workers have social skills and social values which it is implemented for National Dual Training System (SLDN) coach and trainer in Malaysia. The social skills namely communication skills, conceptual skills, interpersonal skills, learning skills, leadership skills, multitasking and prioritizing, self-discipline and team work. While 16 elements for social values namely communal spirit, compliance, cooperation, courage, diligence, gratitude, honesty, justice, meticulous, moderate, patience, politeness, punctuality, rationality, respect and self-reliance.

1.2 Objective

The objective of this article is to describe the views of the management and skills instructors at the Public Skills Training Institutions (PSTI) towards the following three competencies namely technical competency, pedagogy competency and personal and social competency. The interpreted data provides a wider picture about the concept and development of ideas (Bogdan & Knopp, 2003); particularly information about the competency criteria needed by a TVET instructor at the PSTI under the accredited programme based on National Occupational Skills Standard (NOSS) under the Department of Skills Development (DSD).

2.0 Methodology

The researcher applied the semi-structured interview to obtain information about competencies required by a skills TVET instructor. At the semi-structured interview stage, the researcher obtained views from the informants about the sub-themes and concept for each competency that a TVET skills instructor should have based on the NOSS programme. Ethics, which is the main basis for conducting a qualitative study, comprises brief information of the subject, identity of the subject, agreement form and personal security data (Rankin & Brown, 2016). This study used a purposive sampling method

with semi-structured interview that involved 15 informants consisting of seven management staff and eight instructors from the Ministry of Human Resources (MOHR) and the Ministry of Youth and Sports (MOYS). The informants in this study were those who have knowledge and experience in specific fields (Neuman, 2003). The interviews took approximately 55 minutes to 1 hour and were recorded with a recorder. The data was analysed using 'NVivo' software, focusing on the descriptive information, and brought about meaningful experiences to the participants. The data was transcribed in detail to identify the themes and sub-themes or concepts of this study.

3.0 Results and Discussion

The findings of the analysis indicate that a competent skills instructor is essential to produce skilful and highly employable students working in industry. The summary of the analysis findings is discussed in the following sub-sections.

Theme 1: Technical Competency

In this study, technical competency consists of knowledge (specific knowledge and general knowledge), skills and professionalism development through self-reliance learning.

a. Knowledge

An instructor who has the technical competency is an instructor who has specific knowledge (theory and practical) and general knowledge. With knowledge, it is possible for the instructor to teach because he is an expert in his field. A TVET instructor who is knowledgeable in his taught subject, whether theoretical or practical, is able to apply theory into practice; which is highly required (Lipsmeier, 2013).

An instructor must have knowledge in his field specifically and generally. An instructor must have a sound knowledge and applied with practical...knowledge must know about the theories of robots, components, hand equipment, machines and technology

(Mr H, ILP Instructor)

In specific job areas, for example, welding, the instructor must have the skills and knowledge about welding. With knowledge and skill in welding, the instructor would be a good one. Theory wise, the instructor must be able to teach the theories stipulated in NOSS. The normal theory might be a problem, practical part might be a hassle. First and foremost, the instructor must be a subject matter expert. I agree that the instructor must have a general knowledge about his field. An instructor should not have limited knowledge or whatever is stated in NOSS. He has to learn new knowledge in his field.

(Mr J, CIAST Management)

Therefore, a skills instructor must have the combination of knowledge and skills in their specific area in order to be competent. Rauner (2007) explained that a competent worker has a deep knowledge and able to execute functional complicated work as well as able to solve problems. He is also able to integrate theory and practical knowledge to achieve his goals. Consequently, knowledge and skills are a good combination whereby a person who is knowledgeable can execute into functional form (Winterton, Delamare-Le Deist, & Stringfellow, 2006). As a result, knowledge in technical competency is specific knowledge (theory and practical) and general knowledge.

b. Skills

Skill is an extremely important element which is also a combination of cognitive (knowledge) and psychomotor movement to do something. A skilful instructor is the instructor who can demonstrate step by step, make practical evaluation, practise workshop safety, know how to handle and use handy tools, equipment and machines, able to interpret the content of NOSS, can read the manual, is able to make installation, troubleshooting, and make measurement.

Technical field must be more sophisticated in terms of hands-on and organized skills in management. The instructor must be practical in the field and during student assessment. Must know about workshop safety, components being used, dress ethics at workshops, student management at workshop, handling of machines and equipment. Always try to improve the teaching method into something more effective.

(Mr A, CIAST Instructor)

Technical competency is the competency in teaching of theories and practical. The instructor must be hands-on, knowledgeable in his area, knows how to handle machines, knows the content and NOSS module, knows how to do maintenance, basic machines troubleshooting, knows hands tool, reads the manual on how to use the machines and hand tools correctly. The instructor will demonstrate and the students will follow suit.

(Mr A, IKTBN Instructor)

The instructor needs to know the demonstration, ability to do assessment of the student... If the project is for level 4 to 5 and the instructor needs to have supervisory and management competencies, the ways to prepare the work well.

(Mr J, Management)

TVET learning which is job-based must be implemented by a highly technical skills instructor and has an established basic pedagogy. This is because action-based TVET teaching and learning method, work process, work assignments and projects can only be executed successfully by an instructor who possesses practical expertise in his field. Technical competency is based on the knowledge and skills in the field. Thus, a person who practises in his area is skilful in (i) use of technology, equipment and methodology, (ii) skilful in job, (iii) social relationship in the organisation. Skilled instructors must have the skills in the usage of handy tools, materials and its uses, method and technique, planning and work ethics (Lindberg, 2003).

c. Professionalism - Development through Self Reliance Learning

Instructors are encouraged to enhance their professional development in their field. The informants mentioned that skilled instructors need to have the initiative to enhance their knowledge and skills though self-learning in their field. The informants also agreed that self-directed learning or self-reliance learning is the attitude that instructors should possess in order to become successful.

Have to explore the field to gain knowledge and skills...have own initiatives. If the employer does not provide any courses, then the instructor has to look for it...on his own initiatives...there should be initiatives to improve oneself.

(Mr H, ILP Instructor)

If I don't understand, I would learn on my own (own initiatives

to learn). Even if I don't teach the subject, I can teach the students. I can teach and tell the students what I know. The instructor who does not upgrade himself will teach obsolete things because he doesn't want to learn, difficult and cannot capture new technologies. Students become the victims.

(Mr T, ADTEC Instructor)

... Instructors need to know the technicalities (managing workshops, managing students, managing machines, managing people, deal with people... Gen Y... so different). Instructors must have skills and technology. The sensitivity of the instructor to the technological changes in machines, hand tools, work processes can help them in the teaching process.

(Dr Ir A, Management)

Professional development for TVET instructors is important especially in the skills areas. The impact of professional development on instructors includes the enhancement of teaching practices in the classroom, provide opportunities for continuous and active learning, enhancing vocational instructors' competency in professional enhancement with adult learning application principles. Therefore, instructors can plan, execute, evaluate and take action on developing their competency which consists of knowledge, skills and attitude. Professional self-learning among instructors is encouraged by instructors' commitment in the teaching process; instructors are actively developing their professional knowledge, support and facilities at the organisation (Tang & Choi, 2009). Instructors who make their own effort in professional development would understand better and can make reflection in teaching because they know what they have gone through previously and their knowledge would expand.

Theme 2: Pedagogy Competency

An instructor should have the skills in teaching techniques and good classroom management. The informants mentioned that an instructor should know the background, make lesson plans, know how to interpret NOSS, know suitable techniques for theory and practical teaching, know the concept of competency-based training, able to teach theory and practical, proficient in evaluation, can motivate the students during learning, able to explain the teaching objectives and able to make written instructional material which consists of paperwork, description paper and test paper.

An instructor should know pedagogy...the correct teaching techniques...before teaching he should attract students' attention, explain the teaching objectives, implement theory and practical teaching, and make evaluation. An instructor must know NOSS, write the written instructional material, plan the lesson before teaching. In addition, an instructor must undergo vocational training management or pedagogy (lesson plans, teaching aids)

(Mr R, IKTBN Instructor)

We need to refer to NOSS in making written instructional material (WIM), so we have lesson plans. Must prepare before teaching.... an instructor writes teaching notes, paperwork, explanatory paper, theory and practical test papers. When we start teaching, we must make sure that the classroom is in perfect condition. Teaching aids are ready and complete, the lesson plans are our guidelines. During teaching session, we must ask the students for feedback.... once done and everything has been achieved, we would test the students. We review what have been taught, if there is anything left out. There are four steps pattern that should be followed while we teach. Here, the

scenario is more to instructor-centred but we are moving towards student-centred learning.

(Mr E, IKTBN Instructor)

The informants informed that a good TVET instructor must be able to control the classroom so that the learning process is not being disturbed or too noisy. The instructor must be smart in classroom discipline, ensure that the classroom is conducive, neat and comfortable.

An instructor must know how to manage classrooms because it is part of the pedagogy. We are taught to manage our teaching and students. If the class cannot be controlled, the teaching session would not go well. Even if only one student is causing troubles (noisy and talking), the whole class will be disturbed.

(Mr A, IKTBN Instructor)

Classroom management is vital for an instructor. He must make sure that the classroom is in conducive condition, not messy, comfortable and these make us feel more comfortable. An instructor must also know how to manage teaching so that the teaching objectives can be achieve.

(Dr R, Management)

An instructor must have the knowledge in pedagogy because teaching is guide and controlled by the instructor. Pedagogical knowledge is the principle and strategy of classroom management during teaching. Knowledge about pedagogical content is the knowledge on how to deliver the subject content using the appropriate method to students and how an instructor transforms learning according to subjects into appropriate teaching strategy. An instructor's teaching competency is measured by interactions with students, teaching strategy suitable with students' background and effective class control (Wheelahan & Moodie, 2010). Competence in pedagogy is being proficient in subjects, the use of teaching aids, classroom management and students' evaluation; plans his teaching, handles the teaching and learning process and evaluation; uses teaching techniques, teaching methodology, suitable procedure in classrooms and workshops (Azizinezhad, Hashemi, & Darvishi, 2013); teaching strategy and classroom control (Ibrahim & Amin, 2014). Therefore, competencies in pedagogy that are teaching methodology and classroom management are important elements for skills instructors.

Theme 3: Personal and Social Competency

Attitude is an important element of a skills instructor, along with efficacy, creative teaching, teamwork, verbal communication, work ethics, intrinsic motivation, and emotional intelligence.

a. Efficacy

An instructor who has high efficacy level is a successful instructor and can overcome any obstacles during the teaching process. An instructor must be confident in teaching and possess a positive attitude to effectively teach within their areas of expertise.

I agree that an instructor must have the spirit and confidence because those things are the competence and self-initiatives needed to teach...an instructor must be responsible. If he is not confident to teach, how do you expect the students to trust you, how do you expect the students to be confident.

(Dr A, IKTBN Management)

I completely agree that an instructor must have the confidence, motivation and capability to execute the tasks given. I have met instructors who have all these elements and also those who do not have any of them. The instructors with all the three elements are excellent instructors.

(Mr J, CIAST Management)

Instructors needs to be confidence, enthusiasm and ability to perform his duties as an instructor. Such confidence should be given with the right facts to the instructor.

(Mr F, ADTEC Instructor)

Self-efficacy is professional identity and personality that an instructor must have to enhance motivation, job satisfaction and work commitment (Canrinus, Helms-Lorenz, Beijgaard, Buitink, & Hofman, 2012) and achievement in students' academic success (Tschannen-moran & Woolfolk, 2001). In education, efficacy is related to the confidence of a instructor in his teaching for learning achievement and to motivate students who are difficult to control and less motivated (Tschannen-Moran & Johnson, 2011). An instructor with high self-efficacy can influence achievement, attitude and effective students' development. This is because an instructor has various methods in teaching which can enhance students' interest, objectives towards students' achievement and efficient in classroom management (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010), an instructor who has the efficacy is a instructor who is satisfied with his job.

b. Creative teaching

The informants perceived that an instructor's ability to be creative during teaching is manifested through the varied use of teaching methods. An instructor with creativity during teaching can attract students' interest during learning process, able to identify effective teaching method to prevent students from getting bored, creative in preparing the teaching materials, creative during practical teaching using existing sources and able to cultivate students' creativity.

We use simulation in the system, power point in teaching, electrical simulation must be used...it is easier to explain. The latest is hybrid technology and it is exhibited in a form of easy-to-understand practical illustrator. Simulation helps instructors and students to teach and learn faster. Other than explanatory notes, students are not that interested...students prefer pictures and slides... an instructor should use those kinds of technology to teach the students. We need to explain in that way to attract the students' attention.

(Mr F, IKTBN Instructor)

Instructors need to be versatile ... the instructor should have creativity... Teaching approaches need to be diversified.

(Pn. D, Management)

Instructors need to be creative. If you teach the same method, students will be boring... Bring humour in the lesson to interest students.

(Mr Z, ILP Instructor)

The importance of providing creative learning opportunity in the classrooms has long been practised. A creative instructor varies his teaching method so that he can teach smoothly. Creative teaching and learning can benefit from flexible space and time, teaching approach for deeper students' comprehension, close-knit relationships between instructors and students, learning with peers and awareness to be

responsible in learning (Davies et al., 2013).

c. Teamwork

The informants' perceptions towards teamwork and its spirit are important in facilitating the delegation of work and teaching modules. Competent team members would cooperate, interact, knowledgeable and skilful in their fields for any tasks given and avoid conflicts.

Teamwork is also needed... to encourage instructors to come up with a good team in teaching and to avoid any conflict.

(Mr A, CIAST Instructor)

There should be teamwork. A leader must create teamwork work environment so that students are able to practice their training. Instructors sometimes are on leaves and have to take care of other matters...this is when teamwork plays a role. Not only the leader who has to instil the spirit of teamwork but the instructors themselves have to work in team. Every instructor should be able to instil teamwork element among the students.

(Mr J, CIAST Management)

Every team member should interact and cooperate with one another. In teamwork, each member must have the knowledge and skills so that team performances can be predicted. Competency in teamwork requires behaviour such as cooperation, tolerance and conflict avoidance. Conflict and failure in executing a task is an obstacle to high performance teamwork. According to (Campion, Papper, & Medsker, 1996), high performance teamwork has a high self-management level, depending on one another to complete a given task, has goals and each member provides feedback, confident with each member's ability, supporting one another, good communication, full cooperation with team members and sharing of work burden.

d. Verbal communication

The informants agreed that instructors must have the competency to speak during teaching and learning process. Instructors with communication skills would be able to answer theory or practical questions orally. These instructors would not hinder students from asking lots of questions in class.

An instructor should be able to answer theory and practical questions. In addition, questions during class sessions could enhance the instructor's knowledge and skills in his field. In my opinion, an instructor should be open to an effective teaching process.

(Mr E, IKTBN Instructor)

An instructor needs communication. If an instructor has communication problems, how is he going to teach. An instructor must share his knowledge with the students especially if he already has some work experiences...they like to ask questions. There are instructors who dominate the class without giving any chances for the students to ask questions...no opinion or suggestion. To me, we should share views, opinions and information with the students.

(Mr F, IKTBN Instructor)

Communication involves skills, knowledge and motivation that bring about efficiency in various contexts. Effective communication includes the ability to adapt, be responsive in conversations, and managing self-awareness during listening and speaking (Schirmer et al., 2005). An effective communication occurs in the classroom when there

is an interaction between the instructor and students. Through such process, students' intellectual activities are stimulated, positive feelings among students are boosted, students are able to take part in active learning and a positive teaching and learning environment is created. An instructor who is competent in communications and has high spirits to teach can teach properly, knows the obstacles to communication and provides positive feedback for students (Blašková, Blaško, & Kucharčíková, 2014). This is because instructors are contributors to positive social climate that is formed through communication in the classrooms.

e. Work Ethics

Work ethics is an essential element that is required for all skills instructors. The informants agreed that skill instructors must have punctuality, highly disciplined, work integrity, have spiritual belief in God, have work commitment, ethical while speaking, teach wholeheartedly, work hard, abiding to rules set by the organization and be a role model to students.

Work ethics is more to integrity. This is religious background...in social competence, we Muslims use religion as our work ethics...at the same time, integrity would provide instructors with the discipline to become better.

(Dr A, IKTBN Management)

An instructor must have spiritual belief in Allah. To me, a good instructor is someone who understands the concept of looking for sustenance, punching-in in the morning and punching-out in the late afternoon or at night, teaching wholeheartedly, working wholeheartedly... working from 8 am to 5 pm is not necessarily good but if many problems are solved, teach well and sincere, he is a good instructor. A good instructor is not selfish. He sacrifices a lot while teaching... he gives a lot to people and Allah gives him back double. An instructor must feel satisfied if his students succeed as a result of his teaching.

(Dr Ir A, IKTBN Management)

A person's work ethics that are related to morals, commitment and values make that person more committed and responsible in his job and organisation (Behroozi, Qasemi, & Fadaiyan, 2014). Among the work ethics are honesty, responsibility, loyalty, sympathy, equality and justice. These work ethics must be emphasized by instructors because the teaching profession itself shows someone of high morality and becomes role model, educator to moral and guides the students towards moral life and shaping the culture in the organisation. Therefore, an instructor's words and behaviour often become the centre of attention among students. An instructor is a role model and idol for students (Ahmad Rahimi & Baba, 2013). In the perspective of Islam, ethics is closely related to attitude which is personal behaviour based on the set principles (Ragab et al., 2017). Therefore, an instructor needs a standard in work ethics that could serve as a guidance and source towards ethics inconvenience and dilemma in teaching practice.

f. Intrinsic motivation

In this study, a person with intrinsic motivation would show interest, enjoyment and goals in the job. A skills instructor who has intrinsic motivation is more influenced to perform in his job and is willing to sacrifice his time. He tries to give the best training to his students; he is not hoping for job promotion and other incentives for the sake of producing highly skilful students. It is job satisfaction for the instructor when his students are working and leading better lives; the students' success is a motivation to the instructor. An instructor

must be sincere in his job and always gives advice to the students to succeed and an instructor is willing to overcome any hurdles to ensure the students get the best education.

I feel really satisfied when my students become managers and some even have their own workshops. I feel satisfied and proud of them. They studied until diploma level and their skills certification allows them to have good jobs on their own efforts. As their instructor, I feel satisfied and proud of them. They bring with them the institution names and my name while working in the industry. So, I feel proud to see them succeed.

(Mr F, IKTBN Instructor)

Skills instructors cannot be too calculative in terms of working hours.... for the students.... For me, I am all-out for my students because it gives me satisfaction and I am not embarrassed if my students get more knowledge and skills.... I like to encourage my students. I like it if my students succeed and it gives me satisfaction...although I don't get promoted, only for my job satisfaction...such as Excellence Service Award for two times.... there are many challenges in working.... working 8-5 is such a bore and I like challenges in my job.

(Mr H, ILP Instructor)

Motivation is a mechanism system for self-supervision which comprises selection, activation and continuous behaviour pathways towards certain goals (Nokelainen, Kaisvu, & Pylvas, 2014). A worker who has the competency also has high motivational aspect as the success drive. Motivational factors also affect the organisation and instructors' teaching and learning practices. Horodnic & Zait, (2015) supported positive relationships between intrinsic motivation and workplace which is related to the result of productivity in the research.

g. Emotional Intelligence

In this study, instructors should identify and effectively manage their emotions. Emotional intelligence is defined as the ability to monitor one's or other people's feelings and emotions for the purpose of educating the thinking and action of somebody (Salovey & Mayer, 1990). According to Bar-On (2000), emotional intelligence is one's ability to understand one's own and others' feelings successfully. D Mayer & R Caruso (2000) stated that emotional intelligence competence depends on the type of thinking that generates towards inner strength to enable a person to overcome frustrations, hardship and depression in life. The teaching at TVET institutions is based on appropriate emotions rather than the delivery of knowledge and skills to the students.

Emotional control in TVET is higher than those at the universities. This is because some of TVET students have poor personality.

(Mr J, CIAST Management)

An instructor should know how to manage anger.... if not, he would beat the students. At times, instructors tend to get angry easily at the workplace.

(Mrs D, IKTBN Management)

Personal characteristics that an employee should have are self-confidence, emotional control and remaining calm; which are the characteristics and willingness of someone who is personally competent in executing the tasks given (Cheetham, 1998). Emotional control is an important element to preserve

relationships between humans. A stable emotional intelligence highly influences the behaviour of a skills instructor. The informants mentioned that emotional intelligence competence is important for a skills instructor. A skills instructor must control his emotions, is able to control his anger and is able to manage stress. These can be caused by the factors that the instructor cannot control his emotions, anger and stress during the teaching and learning process. The instructor may lack empathy towards the students, less patience in entertaining students' behaviour, difficult to control students with discipline and attitude problems, an instructor who is hot-tempered and less tolerant towards students.

4. Conclusions

The quality of instructors and their teaching delivery are important factors towards students' learning as stated in OECD (2005) which states that the instructor's efficiency will determine and differentiate between institutions. An instructor must be proficient in delivery of knowledge to guide students' learning process in Competency Based Training (CBT) and able to teach effectively. No doubt, instructors' effort in the classroom shows the educational excellence. This clearly shows that a competent instructor is needed in TVET institutions for an effective teaching and learning process. TVET learning involves knowledge application, practicality and attitude; whereby instructors who are knowledgeable and skilful are needed to realise effective teaching and learning. The findings from this study consist of three competency domains which are technical competency, pedagogy competency and personal and social competency. These are relevant to the competencies of TVET instructors at the PSTI based on the NOSS programme.

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