

## MTCP 2009

### THE TEACHING GUIDE

#### KPLI – A YES, A NO OR A HOW?

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#### **Synopsis:**

The case is about the Kursus Lulusan Ijazah (KPLI) programme which is being offered by the Teacher Training Institutions in Malaysia through which graduates are trained to emerge as teachers in the National Primary Schools. The issue however is the general opinion of schools, head teachers, officers and the general public at large regarding the quality of teachers who are products of this programme. There have been suggestions that the programme be made more effective in order to produce quality teachers by lengthening the duration from the present one year to one and a half years. However there are mixed opinions about this and various other views were surfaced by academic staff pertaining to this issue. The scenario here is of one particular institution, that intends to start ground work in finding out the opinions of administrative and academic staff with regards to this programme. The director aspires to see changes as she believes that as leaders the administrative and academic staff should be able to influence the decision makers in the Ministry of Education to bring about productive changes to the programme. She puts forward this idea during the Professional, Administrative and Management Board meeting of the institution and her proposal is received with mixed feelings from the members.

#### **Objectives**

The main objectives of this case are to enable participants to:

- Analyze the issues related to quality improvement in educational programmes;

#### **Target Groups**

This case is suitable to be used for under-graduates for problem solving and decision making processes. It can also be used with novice lecturers as sample pieces for case writing exercises

#### **Case: Leading Strategies**

The case can be approached in many different ways depending on the needs and requirement of subject content matter used by the instructor. However given below are two sets of questions; Exercise 1 and Exercise 2, to enable the case to be used as a learning tool for problem solving and decision making processes. Exercise 1 comprises four questions asked in a sequential manner to have students analyse the case in a logical flow. Exercise 2 comprises analytical questions that will require students to utilize suitable problem solving tools in decision making. For both cases the students need to be given the case at least two days before the discussion to

enable them to have sufficient time to source for relevant information pertaining to the background of the problem.

## **EXERCISE 1**

### **Questions:**

1. What are the issues that surfaced in the interviews carried out by the R&D department with the various quarters regarding the quality of the KPLI teachers?
2. What are the issues that surfaced in the interviews carried out by the R&D department with the various quarters with regards to the implementation of the KPLI programme?
3. What are the strengths and weaknesses of the KPLI programme?
4. What recommendations should the R&D department suggest if the programme should be continued?

## **EXERCISE 2**

### **Question 1:**

Examine the Case and Appendices provided and all other relevant resources. Work on the following discussion points to help the R&D department to:

- Evaluate the strengths and weaknesses of the existing KPLI programme
- Come to a consensus as to whether this programme should be continued or discontinued using the **Force Field Analysis** stating principle reasons.

### **Question 2**

Examine the Case and Appendices provided and all other relevant resources. Draw a flow chart to picture how IPGM(A) can advise the MOE to arrive at an action plan to facilitate 'CHANGE' in the KPLI programme

### **Question 3.**

Examine the Case and Appendices provided and all other relevant resources. Draw a Fishbone Chart or use other tools to explain the Cause and Effect reality that existed in surfacing the weaknesses in the KPLI programme to help the R&D department to have an overview of the situation before.

**Analysis:**

The issue of dissatisfaction among various quarters about the KPLI teachers came into picture due to the attitudes of these teachers in school. Complaints have been made with regards to their performance and attitudes towards teaching. As these teachers are placed in National Primary Schools all over the country, the probabilities of having such teachers is possible in every state, districts, towns and rural areas. These teachers are found to be lacking in motivation, enthusiasm, content knowledge, pedagogical content knowledge and co-curricular skills. These teachers failed to exhibit motivation and enthusiasm in their jobs. Hence the complainants have linked the low quality of teachers to the structure and implementation of the programme itself.

However the interviews carried out by the members of the R&D department revealed a variety of reactions. The overall reactions about the quality of the KPLI teachers were not satisfactory due to the constraints present in the structure and implementation of the programme. Most people felt that the constraints that were present in the structure and implementation were mainly due to the shortage of time. Crucial constraints such as lack of time for academic and co-curricular interactions, insufficient micro and macro teaching sessions and a short period for practicum were all due to the duration of the programme which was found to be short.

Nevertheless the interviews did reveal the fact that the students did have good interpersonal relationship with senior teachers and students. They also exhibited interest and enthusiasm in co-curricular activities. They also did make attempts to confer with senior teachers and did display a certain level of confidence when they started of their teaching as trained teachers. The strengths of the programme was also the fact that it could produce a large number of teachers to fulfill the Government's policy of having at least 50% of all primary school teachers to be degree holders by the year 2010. By doing so, the need to fulfill the lack of teachers in the rural schools can be fulfilled as well.

The programme as such can be continued by making some fundamental alterations to the structure and implementation. In fact the most recommended change would be to lengthen the duration of the programme as this would take care of several other constraints inherent in the programme. Other factors such as the structure and implementation of practicum need to be addressed too. The cooperating teachers in schools who are assigned to be mentors for the student teachers during practicum should be given a thorough orientation of the aims of practicum to enable them to guide student teachers appropriately.

## **POSSIBLE SOLUTIONS**

### **EXERCISE 1**

#### **Question 1**

- Teachers were not motivated
- Teachers lacked interest and enthusiasm
- Teachers were not competent in content matter
- Teachers were not competent in pedagogical content knowledge

#### **Question 2**

- There was insufficient time for academic and co-curricular interactions
- There was insufficient time for micro and macro teaching exercises
- The practicum period is not long enough
- Mentoring during practicum was less effective

#### **Question 3**

##### *Strengths:*

- Able to produce a large number of teachers within a short period of time to fulfill the country's aspiration of having 50% of all primary school teachers to be graduates by the year 2010.
- Able to fulfill the needs of rural schools that are facing a shortage of teachers.

##### *Weakness:*

- Producing teachers who are less competent in content and pedagogical knowledge
- Producing teachers who are less motivated

#### **Question 4**

- Lengthen the duration of the programme
- Alter the structure of the practicum period
- Practicum supervisors should meet students more often
- Cooperating teachers should be given a thorough orientation of the aims of practicum

## EXERCISE 2

### Question 1

Some of the setbacks/weaknesses of this programme are said to be:

- The short duration of the course i.e. one year of which three months is taken off for practicum and a total of about another one month is taken up for other compulsory outdoor activities.
- The selection process of these teachers are not stringent in that they are not selected according to their competence in the subject matter they aspire to pursue.
- Candidates who are absorbed into this programme have chosen to come into it for the sake of getting employed and not really for the interest in the profession.
- The mentoring process done during the practicum period is not effective in the sense that mentors fail to give constructive and progressive guidance to mould the students into effective teachers.
- These teachers are not able to meet or address challenges; they give up and become demoralized rather easily.
- KPLI is seen to be a fast track route into becoming a teacher and as such is taken lightly (not seriously) by some candidates who eventually emerge as the 'inefficient teachers'.

The strengths of the programme:

- Able to churn out teachers in a short span of time.
- Able to meet the aspirations of policy makers in having 50% of all primary school teachers as graduates
- The number of motivated teachers outnumber the number of demotivated teachers.

### **Solutions/Alternatives**

The programme can be continued by adhering to the following measures:

- The programme can be reviewed by giving attention to critical areas such as the overall training period, the duration for practicum, the frequency in which mentors meet their student teachers on sites, a proper orientation for future teachers at the beginning of the programme, a more stringent evaluation process of student performance in theory and practical aspects.
- A proper monitoring of the 'theory into practice' process.
- More emphasis on macro and micro teaching.
- A good exposure to the Emotional Intelligence course to enable student teacher to cope with challenges that come along with the job.

- Mobile more effective selection mechanisms to ensure that the candidates selected have interest and enthusiasm to become teachers.in order
- Beginning KPLI teachers are assigned to mentors or cooperating teachers in the school they are attached to in order to receive the necessary guidance and at the same be appraised accordingly through close monitoring by these mentors.

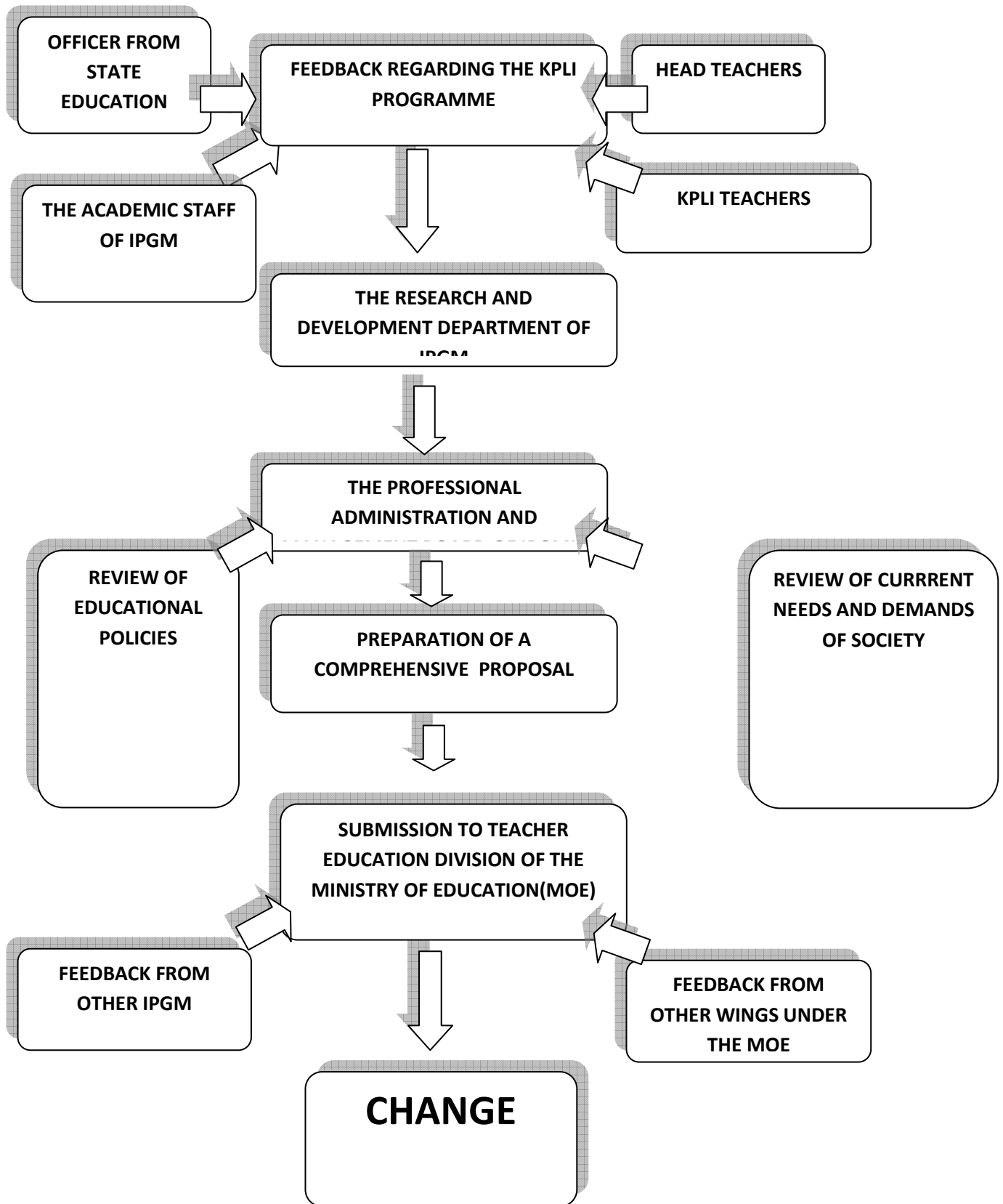
### **Reasons for deciding to do away with the programme**

- Replace with a new programme which will take into consideration the current needs of the country with regards to the National Education Blueprint.
- Design a case that will introduce and inculcate pedagogical knowledge in a progressive and contextual manner.
- Introduce lots of contextual and project based learning methods which will expose pupils to apply content matter in daily situations easily.
- Maximise the use of technology for teaching and learning in the curriculum.



**Question 2**

**AN ACTION PLAN TO PROMOTE CHANGE IN THE KPLI PROGRAMME**



**Question 3**

**THE FISH BONE DIAGRAM**

