

## Linking Work Integrated Learning and Competency of Graduates pursuing Graduate Diploma in Teaching Profession

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### Abstract

The objective of this research was to study the level of work integrated learning (WIL), and the competency of the teaching profession based on the standards of knowledge of the graduates at St. Theresa International College. The study group consisted of 115 graduates pursuing Graduate Diploma in Teaching Profession Program. The questionnaire was constructed by the researcher and tested for validity, which evidenced that it holds good reliability. The statistical tools used for the study were descriptive statistics and Pearson's simple correlation moment. It is found that the work integrated learning (WIL) and competency of graduates pursuing Graduate Diploma in Teaching Profession is at high level. It is also found that the relationship between work integrated learning and competency of the graduates in teaching profession is at moderate level .505, with a statistical significance value of .01. Hence, strong relationship was not found between the individual dimensions. Further measures should be taken to reduce the gaps. Recommendations are presented for the further study.

**Keywords:** Work integrated learning, competency of graduates, teaching profession

### 1. Introduction

The development of quality education and teaching profession has become a very important aspect in the competitive world. Because teacher is an important person involved in the process of education reforms. And the person plays an vital role in developing the quality of the students. Therefore, establishing teacher's competency is most essential in the teaching profession, to achieve the best efficiency (Pimphan Dechacoop and Porntip Kangkun, 2008). One way of developing a success in quality of education and teaching profession, is to develop a methodology of work integrated learning (WIL) in the higher education level (Office of Secretariat Council, 2009). It is found that in general, the work integrated learning (WIL) has 9 formats: Pre-course Experience, Sandwich Course, Cooperative Education, Cognitive Apprenticeship or Job Shadowing, Joint Industry University Course, New Traineeship or Apprenticeship, Placement or practicum, Fieldwork, Post-Course Internship. As for the work integrated learning in Thailand which is prominent, consists of the following 4 formats: Dual Vocational Training (DVT), Cooperative, Apprentice, Internship (Chinintorn P, Plaimart W., 2010; Office of Secretariat Council, 2008).

The approach to work integrated learning, used in developing the profession of teaching according to the theory of Martin & Haghes (2009:19-37) and the research work of Alderman & Milne (2008), it was found that the success factor of the study of WIL, is related to the experience of the learner, with the educational institution and the experience of work integrated learning which is related to the competency in working. This involves 3 main elements which are, an educational institution of teaching and learning, a place of practice to gain the experience in teaching profession and the Teacher's Council of Thailand, a professional organization supervising authority to evaluate the performance of professional teachers (Office of Secretariat Council, 2009).

The approach to work integrated learning enable the students to gain the learning experience, assist the students to have the opportunity to apply the knowledge, working skills and special skills related to the profession. Therefore, this approach enables the students to have a higher level of competency in education (Vygotsky, 1978).

Upon using the work integrated learning, a way to develop the teaching profession, the students learn from experience and they have opportunity to apply the working skills and special skills related to teaching profession. Therefore, the students of teaching profession must have a high level of competency in teaching. In view of the of the researcher's opinion that there should be a study of Work Integrated Learning (WIL) and the competency in teaching profession based on the knowledge standards of the graduates of St. Theresa International College. The study aims to find out the level of work integrated learning (WIL) and the competency in teaching

profession based on the standards of knowledge of the graduates, and also their relationships. This will be a useful study for future plans regarding education development for the Graduate Diploma courses in Teaching Profession and for further development of education in teaching profession.

## 2. Research objective

- ✚ To study the knowledge level of Work Integrated Learning (WIL) among the graduates of Graduate Diploma in Teaching Profession programme at St. Theresa International College.
- ✚ To study the competency level in teaching profession based on the standards of knowledge of the students in Graduate Diploma in Teaching Profession of St. Theresa International College.
- ✚ To find out the relationship between Work Integrated Learning and competency of a person in teaching profession, among the graduates who pursue Graduate Diploma Teaching Profession at St. Theresa International College.

## 3. Research Methodology

The respondents of the study were 165 graduates who pursue Graduate Diploma in Teaching Profession at St. Theresa International College. By using Krejcie and Morgan table 115 graduates were selected randomly.

The variables of the study are:

- ✚ Work Integrated Learning (WIL) which consists of 6 categories of main factors Curriculum, Teaching and Learning, Learner, Teacher, Educational place (an institution which is for practical learning and experiencing the teaching profession), Finance (Office of Secretariat Council, 2009).
- ✚ Competency in teaching profession, based on the standards of knowledge defined according to the opinion of Teacher's Council (2013), which consists of 11 standards: Being a Teacher, Philosophy in Education, Language and Culture, Psychology for Teacher, Curriculum, Lesson Planning and Classroom Management, Research to Develop the Learning Process, Innovation and Education Information Technology, Measurement and Assessment of the learning, Quality Assurance of Education, Morality and Ethics. Questionnaire was created by the researcher and tested for reliability, which has the discrimination value of .41-.83, and the Cronbach alpha value is at .89, holds good reliability. Statistical tools used for this research are Descriptive Statistics and Pearson's simple correlation moment.

## 4. Research Findings

### 1. Basic profile of the respondents

The basic profile of the respondents consists of gender, age, teaching subject, class level, educational institution, and level of education.

**Table 1 Basic Profile**

Variables	Classification	Frequency	Percentage
Gender	Male	36	31.3
	Female	79	68.7
Age	Less than 25 years old	49	43
	30-25years old	29	25
	35-31years old	23	20
	Above 35 years old	14	12
Teaching subject	English/Thai	41	35.7
	Mathematics/Science	48	41.7
	Technology/Vocational	19	16.5
	Music	1	0.9
	Others	6	5.2
Level of class	Primary	44	38.3
	Secondary	64	55.7
	Others	7	6.1
Level of education of the graduates before attending the College	Bachelor's	101	87.8
	Master's	13	11.3
	Ph.D	1	0.8

From Table 1, it is found that majority of the respondents are female (68.7%). The respondents less than 25 years old accounted for (43%), followed by respondents in the age group of 25-30 and 30-35 (25% and 20%) respectively. Least amount 12% of the respondents is above 35 years of age. And major group of the respondents teach Mathematics & Science (41.7), followed by (35.7%) English & Thai and very small group teach other subjects as well as music & vacation (5.2 & 0.9) percent respectively. While major group of respondents teach in secondary schools (64%) and primary schools (44%). The level of education of respondents before joining the institution was Bachelor's and Master's degree. Almost 87.8 percent of the respondents were graduate in Bachelor degree and 11.3 percent were completed their Master's degree. Only one candidate is doctorate.

## 2. Level of work integrated learning (WIL)

The level of Work Integrated Learning (WIL) of graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College is shown in Table 2.

Table 2 Shows the level of Work Integrated Learning (WIL) of the graduates in general) N=(115

Category	Average	S.D.	Level
Curriculum	4.533	.4771	<b>Very High</b>
Learning and teaching	4.255	.6280	High
Learners	4.281	.6704	High
Teachers	4.640	.6400	<b>Very High</b>
Place for practical learning experience of teaching profession	4.356	.6161	High
Finance	4.252	.6031	High
<b>Work Integrated Learning</b>	<b>4.386</b>	<b>.4344</b>	<b>High</b>

From the Table 2, it is found that the level of work integrated learning, in general, is at a high level (average of 4.386). While considering each aspect, it is found that the level of work integrated learning for Teachers and Curriculum are at a very high level (average 4.640 and 4.533 accordingly). As for the other aspects, which are also at high level namely; Place of Learning through Practical Experience in the Teaching Profession (4.356), Learners (4.281), Learning and Teaching (4.255) and Finance (4.252) respectively. Hence work integrated learning helps graduates to improve their knowledge level.

## 3. Level of competency in teaching profession, based on the standards of knowledge

The level of competency of graduates pursuing Graduate Diploma in Teaching Profession programme at St. Theresa International College is shown in Table 3.

From the Table 3, it is found that competency of the graduates based on the standards of knowledge is at high level (4.291). While considering each individual category, it is found that standards of knowledge in curriculum and psychology for teachers are at very high level (4.521 and 4.510). The other aspects are also at high level namely, learning and classroom management (4.382), being a teacher (4.321), research to develop the Learning process (4.252), innovation and education information technology (4.243), Measurement and Assessment (4.217), Morality and Ethics (4.204), Language and Culture (4.204), Quality Assurance (4.191) and Philosophy of Education (4.126) respectively.

Table 3 Shows the level of competency in teaching profession, based on the standards of knowledge in general (N=115)

Competency based on standards of knowledge in following dimensions	Average	S.D.	Level of competency
Being a teacher	4.321	.5967	High
Philosophy in Education	4.126	.7546	High
Language and Culture	4.204	.7577	High
Psychology for the teacher	4.510	.5618	Very High
Curriculum	4.521	.5938	Very High
Managing learning and classroom	4.382	.6699	High
Research to develop the learning process	4.252	.6399	High
Innovation and education information technology	4.243	.5862	High
Measurement and assessment of learning	4.217	.6356	High
Quality Assurance	4.191	.7392	High
Morality and Ethics	4.204	.6485	High
<b>Competency of graduates in teaching profession</b>	<b>4.291</b>	<b>.4395</b>	<b>High</b>

#### 4. The relation between work integrated learning (WIL) and competency of a person in teaching profession based on the standards of knowledge

The findings of the relationship between the work integrated learning (WIL) and competency in teaching profession based on the standards of knowledge of the graduates pursuing Graduate Diploma programme at St. Theresa International College is shown in Table 4

From the Table 4, it is found that the relationship between the work integrated learning (WIL) and competency of a person in teaching profession based on the standards of knowledge is at moderate level with the correlation co-efficient at .505 and statistically significant at P-value .01

Upon considering the relationship between each dimension, it is found that all the dimensions have moderate or low relationship between each other. They are positively correlated, but strong association is not found.

The competency dimensions with work integrated learning are at moderate or low level i.e. Quality Assurance (.423), Learning and Classroom Management (.414), Research to Develop the Learning (.413), Morality and Ethics (.389), Psychology for Teacher (.371), Being a Teacher (.352), Innovation and Education Technology (.318), Curriculum (.306). Dimensions at the lowest level are of Measurement and Assessment (.264), Language and Culture (.246) and Philosophy of Education (.181) respectively.

The relationship between work integrated learning dimensions with competency in teaching profession based on the standards of knowledge is at moderate or low level i.e. Finance (.484), Teacher (.406), Place for Practical Learning Experience of Teaching Profession (.402), and Learner (.316), Curriculum (.261), Learning and Teaching (.241).

The items which are negatively correlated are Philosophy of education Vs Curriculum and Curriculum Vs Learning and Teaching. Hence there is a relationship between work integrated learning and competency of graduates in teaching profession, but strong association is not found between the dimensions. Hence measures should be taken by the institution to reduce the discrepancies.

Table 4 Relationship between work integrated learning (WIL) and competency of a person in teaching profession basing on the standards of knowledge

	Curriculum	Learning and Teaching	Learner	Teacher	Place of practical learning	Finance	Work Integrated Learning
Being a teacher	**266.	*189.	137.	**272.	**316.	**322.	**352.
Philosophy of Education	<b>023.-</b>	092.	133.	104.	126.	**305.	*181.
Language and Culture	113.	129.	*212.	162.	114.	**295.	**246.
Psychology for Teacher	171.	126.	**285.	**265.	**275.	**423.	**371.
Curriculum	065.	<b>050.-</b>	178.	**340.	**331.	**383.	**306.
Learning and Classroom Management	178.	074.	**307.	**382.	**366.	**401.	**414.
Research to develop the learning	**246.	**249.	**321.	**279.	**315.	**319.	**413.
Innovation and Technology	170.	157.	143.	**290.	**280.	**292.	**318.
Measurement and Assessment	**290.	**250.	115.	**187.	176.	127.	**264.
Quality Assurance	**249.	**251.	**249.	**354.	**330.	**342.	**423.
Morality and Ethics	134.	**268.	**268.	**351.	**292.	**291.	**389.
Competency	**261.	*241.	**316.	**406.	**402.	**484.	<b>**505.</b>

\*\* p< .01

## 5. Summary of Findings

- ✚ The work integrated learning (WIL) of graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College, in general, is at high level. Upon considering each dimension, it is found that Teaching and Curriculum are in very high level. And other dimension like place (institution for practical learning experience in teaching profession), Learner, and Finance, are also in high level.
- ✚ Competency of a person in teaching profession based on the standards of knowledge of the graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College is at high level. Upon considering each dimension, it is found that two dimensions Curriculum and Psychology for Teacher are at very high level. And for the other dimensions, Learning and Classroom Management, Being a Teacher, Research to Develop Education, Innovation and Technology, Measurement and Assessment, Morality and Ethics, Language and Culture, Quality Assurance in Education and Philosophy of Education, are also at high level.
- ✚ The work integrated learning and competency in teaching profession based on standards of knowledge of the graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College have a moderate relationship with correlation coefficient .505 and statistically significant at .01 respectively. The relationship between individual dimensions has moderate or low association among each other.

## 6. Discussion

The work integrated learning (WIL) of graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College, in general, is in high level. Competency of the teaching profession based on the standards of knowledge of the graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa

International College is also at high level. It is obvious that producing the teacher graduates at St Theresa International College is based on Work Integrated Learning methodology, to develop the competency of the person in teaching profession in accordance with the research work of Ley, Kump, Ulbrich, Scheir, Lindstaedt (2008), found that Workplace Learning Context Model specifies an integrative view on knowledge workers' work environment by connecting learning, work and knowledge spaces. by the knowledge worker). It consists of standard of working, standard of the learning and standard of knowledge, in compliance with the research work outcome of Vilaivan Thongcharoen (2013: 79-89) who attempted a study on Learning Outcomes of Work Integrated Learning in the Course of Practicum for nursing skills for Professional Readiness of Nursing Students and found that learning with the methodology of work integrated learning could be applied in the actual practice of work, by creating a positive attitude towards the profession, which effect on the performance based competency of the person in that profession based on the standards of knowledge.

From the study, it is found that the relation between work integrated learning and competency of the person in teaching profession based on the standards of knowledge of the graduates pursuing Graduate Diploma in Teaching Profession at St Theresa International College, is at the moderate level. It is obvious that producing teacher graduates at St Theresa International College, by using the methodology of work integrated learning have effect on the outcomes of competency certainly, according to the concept of Vygotsky (1978) where it was stated that the competency of the students comes from organizing the environment by integrating with work, in accordance with the guidelines of education in work integrated learning, in line with the theory of Martin & Haghes (2009:19-37) and the research of Alderman & Milne (2008) where it was found that the success of the study of work integrated learning (WIL) is the relation between the world of experience gained by the students and the work which associates with competence, in accordance with the study by Chinintron P, Plaimart W. (2010) who made a study in The Success Factors of Work-integrated Learning on higher education in Thailand. It is found that the work integrated learning, helps the students to apply the knowledge, skills in working and special skills which are related only to the profession which creates the true competency in work.

## 7. Conclusion

From the study it is found that in general, the work integrated learning is at high level and the competency of the person in teaching profession basing on the standards of knowledge is also at high level. But the level of relation between the work integrated learning method and the competency of the graduates pursuing Graduate Diploma in Teaching Profession at St. Theresa International College is at the moderate level. The administrators of education, who are programs directors and faculty members, should develop the learning and teaching curriculum, giving the opportunity to develop with regard to gaining the experience from the WIL, which will enhance the competency to higher levels.

## 8. Recommendations

It was found that work integrated learning relates with the various dimensions of competency in teaching profession based on the standards of knowledge, which is statistically significant at P-value .01 level. The relationship among the dimensions was not strong, hence there should be further in order to address the gap for the discrepancies between Work integrated learning and competency in teaching profession. Measures should be taken to improve the relationship certainly.

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