



AN EVALUATION OF CURRICULUM COHERENCE
OF KPLI MORAL EDUCATION CURRICULUM
IN TWO MALAYSIAN
TEACHER EDUCATION COLLEGES.



SUBRAMANIAM PERIANNAN

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2011





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Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



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A THESIS PRESENTED IN FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE DOCTOR OF PHILOSOPHY

THE FACULTY OF EDUCATION AND HUMAN DEVELOPMENT
UNIVERSITI PENDIDIKAN SULTAN IDRIS

2011



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DECLARATION

I hereby declare that the work in this dissertation is my own except for quotations and summaries which have been duly acknowledged.

Date: 27 July 2011

Subramaniam Periannan
P20021000735





This Thesis is most gratefully dedicated
to my late father

PERIANNAN SINNASAMY

and to my late mother

PAPPAYEE RAMASAMY

who have been my greatest inspiration. They were enormous positive influence in
my life, as they believed strongly in education, and in me.





Acknowledgement

First and foremost, I thank **Almighty Lord Muruga** for His grace showered on me to carry out my research work patiently and intelligently.

I also sincerely believe that an individual, who undertakes any ambitious journey, if it is to be successful, is often aided by others along the journey.

This journey which I took which ends here with the completion of this study was made possible by several people whom I will be forever grateful to their guidance, energy, time, encouragement, and belief in me, and in my ability to succeed.

I would like to thank the Ministry of Education for granting me the opportunity to pursue this study by offering the scholarship.

My research supervisor, **Prof. Dr. Nagendralingan Ratnavadivel**, who guided me with his continuous efforts. I hold him with deep personal and professional regard for his academic direction and concern. No words of praise and gratitude can match the magnitude of his continuous support given to me in producing this thesis.



My deepest appreciation to the Dean, lecturers and the staffs of the Institute of Graduate Studies for their valuable guidance and assistance.

I wish to express my deepest appreciation to Prof. Dr. Othman Lebar and Prof. Dr. N.S. Rajendran for their scholarly contributions.

Special thanks are due to the Directors, Deputy Directors, lecturers of the Institute of Teachers Training and the KPLI Moral Education Secondary School programme trainees (2005) for their assistance and co-operation.

My deepest gratitude to my family members and my friends who had been very supportive and helpful.

Most of all, my loving wife, **Malathi Arjunan**, my two lovely daughters, **Ganesheni** and **Mirasheni** and my beloved son **Krisna** who have been my anchor. Their unselfish love, patience, and support have made me accomplished this journey.





ABSTRACT

The purpose of the research is to evaluate curriculum coherence of KPLI Moral Education Curriculum in Two Malaysian Teacher Education Colleges. Curriculum coherence is viewed in terms of the continuity between the written curriculum, the supported curriculum, the taught curriculum, the assessed curriculum and the learned curriculum. In order to study curriculum coherence in teacher education there is a need to ground it in a particular teacher education curriculum. For the purpose of the study the Post Graduate Teacher Education Programme (KPLI) Moral Education Secondary School curriculum was chosen as a case study to explore curriculum coherence. This curriculum was designed by the Teacher Education Division (TED) of Ministry of Education and implemented in three Teacher Education Colleges in the year 2005. The study focused on the management and development of the curriculum in two of the Teacher Education Colleges. Since curriculum is process based, it was felt that Stake's Countenance Model will be appropriate to study curriculum coherence in terms of the three phases – antecedent, transaction and outcomes based on logical contingency and empirical contingency. The coherence was viewed in terms of logical coherence relating to theoretical perspective and empirical coherence which based on actual practice. A multi-method approach involving document analysis, interviews, observations and questionnaire was used to collect data. Both qualitative and quantitative analyses of data were used. Documents, interviews and observation reports were analyzed using qualitative techniques. Whereas, quantitative data obtained from questionnaire were analyzed using simple descriptive statistical procedures employing SYSTAT programme. The findings of the study show that although there is theoretical coherence based on logical contingency, there are gaps in practical coherence based on empirical contingency. The study concludes by exploring possibilities for strengthening curriculum coherence.





ABSTRAK

Tujuan penyelidikan ini adalah untuk menilai koheran kurikulum Pendidikan Moral KPLI di dua Maktab Perguruan Malaysia. Koheran kurikulum dilihat sebagai suatu kesinambungan antara kurikulum bertulis, kurikulum yang disokong, kurikulum yang diajar, kurikulum yang diuji and kurikulum yang dibelajari. Untuk mengkaji koheran kurikulum pendidikan guru adalah perlu untuk bersandar pada suatu kurikulum pendidikan guru. Jesteru itu, kurikulum (Kursus Perguruan Lanjutan Ijazah (KPLI) Pendidikan Moral Sekolah Menengah telah dipilih untuk ditinjau koheran kurikulum. Kurikulum ini di bina oleh Bahagian Pendidikan Guru (BPG) Kementerian Pelajaran Malaysia. Kurikulum ini dilaksanakan pada tahun 2005 di tiga buah Maktab/Institusi Perguruan. Oleh kerana, kurikulum adalah berasaskan proses, Model Countenance Stake didapati sangat sesuai digunapakai untuk mengkaji koheran kurikulum berpandukan tiga fasa iaitu “antecedent”, “transaction” dan “outcomes” berasaskan kontigensi logikal dan kontigensi empirical. Koheran dilihat dari segi logikal koheran yang berkait dengan perspektif teori dan koheran empirical yang berasaskan pada aspek praktikal. Pendekatan kaedah pelbagai telah digunakan untuk mengumpul data iaitu analisa dokumen, temubual, pemerhatian dan soalselidik. Kaedah kualitatif dan kuantitatif telah digunakan untuk analisa data. Kaedah kualitatif telah digunakan untuk menganalisa dokumen, temubual dan pemerhatian. Manakala data kuantitatif dianalisa mengikut prosidur statistic diskriptik mudah dengan menggunakan program SYSTAT. Hasil penemuan kajian mendedahkan bahawa walaupun terdapat koheran pada teori tetapi ada jurang koheran praktikal berasaskan kontigensi empirical. Kajian ini juga telah meninjau cara-cara untuk meneguhkan koheran kurikulum.



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CHAPTER ONE

THE BACKGROUND OF THE STUDY

1.1 Introduction

Globalization is fast impacting on many countries. More often than not, people tend to focus on the benefits of globalization particularly in relation to economic development and the growing importance of knowledge as the basis for development. However, globalization is actually a process of reculturization, because underlying globalization is the introduction of a new culture, particularly, that brings along with it not only new knowledge and new skills but also a change in value systems. This change in value systems is the basic challenge of not only developing nations but also developing “mind set” which are often touted as positive measures that can enable the advancement of an individual and the progress of the nation.

The schools and teachers have an important role to play in relation to the process of reculturization. We are now in the knowledge era where the demand is for knowledge workers. Knowledge workers are people who are able to think reason and take appropriate measures that can help to not only address issues but also bring about development. Schools and teachers are facilitators in ensuring that national education





policies are actualized in the context of teaching and learning. National educational policies are actually translated into school curriculum and have to be realized through teaching and learning processes. The quality of teaching impacts on the quality of learning. It is the quality of learning that ensures the kind of human capital that we are developing to meet the challenges of globalization and knowledge era. It is how teachers teach and manage the curriculum that impacts on the quality of learning. A teacher has to have curriculum skills which include knowledge of content, pedagogical skills and ability to do relevant assessment.

The quality of teachers very much depends on the quality of teacher education. In that context, teacher education curriculum has got to enable the teacher trainees to become not only effective beginning teachers but also equip them with the competence required for a growing teacher. Teacher education curriculum has to be viewed as a dynamic process which has to have coherence between the written curriculum, taught curriculum, assessed curriculum and learned curriculum. Hence, the focus of the study is on curriculum coherence in teacher education.





1.2 Country Profile

Malaysia is located in South East Asia, the Peninsular Malaysia bordering Thailand in the north and northern one-third of the island of Borneo, bordering Indonesia, Brunei, and the South China Sea. This is depicted in diagram 1.1.



Diagram 1.1: Map of Malaysia

Malaysia is a rapidly developing economy in Asia. Economically, Malaysia, a middle income country, transformed itself from 1971 through the late 1990s from a producer of raw materials into an emerging multi-sector economy. The Government of Malaysia is continuing efforts to boost domestic demand to wean the economy off of its dependence on exports. Nevertheless, exports - particularly of electronics - remain a significant driver of the economy. There is now an intensified effort towards investment and growth in capital intensive and technologically sophisticated industries. However, the Gross Domestic Product (GDP) in Malaysia contracted 3.2





percent in the first quarter of 2011 over the previous quarter. From 2000 until 2010, Malaysia's average quarterly GDP Growth was 1.20 percent reaching an historical high of 5.70 percent in September of 2009 and a record low of -7.80 percent in March of 2009 (Economic Planning Unit, 2010). Healthy foreign exchanges reserves and relatively small external debt make it unlikely that Malaysia will experience an economic crisis.

The population of Malaysian is estimated to be around 27.6 million (2010) continues to grow at a rate of 2.17% per annum (Years 2000 – 2010); about 27.2% of the population is under the age of 15 (Department of Statistic, Malaysia, 2010). Malaysia's population comprises of many ethnic groups, with the politically dominant Malays and non-Malay indigenous comprising a majority.

The national objectives of education in Malaysia are to achieve national unity; to produce quality manpower for national development; to achieve democratization of education; and to inculcate positives values (Ministry of Education, 2004). Educational policy in the country had been primarily driven by the need to foster harmony and a sense of national identity, as well as to develop a world class quality education system which will realise to the full potential of individual and fulfil the aspiration of the Malaysian nation (Ministry of Education, 2001 and 2004 and Prime Minister Department, 2010a). The role of education in instilling positive values too cannot be marginalized. Values education, which has been given greater emphasis by the leader of the nation and concerted effort in forming moral society in recent educational reform policy, as well as national policy, has become one of the most challenging parts of the school curriculum.

The importance given to education is reflected in the national budget. Education consistently receives the highest budget, at about 20% to 25% of the





government expenditure (Abdullah Ahmad Bandai, 2004). For the period 2000 to 2010 the total national expenditure for education ranged from 18.05% to 25% of the total budget (Jabatan Penterangan Malaysia, 2003, Kementerian Pendidikan Malaysia, 2004, Abdullah Ahmad Badawi, 2007 and The 2010 budget Speech,). In the 2010 budget RM 30 billion was allocated for education that is 15.7 percent of the total budget of RM 191.5 billion (The 2010 Budget Speech).

1.3 An Overview of Teacher Education in Malaysia

The nineties was an era of unprecedented change in educational development in Malaysia. The previous thirty years were spent on nation building and on enhancing national unity based on democratic principles and equity through the development of a national curriculum and the use of Bahasa Malaysia, the national language as the medium of instruction and communication. The last decade of the 21st century focused on consolidating and expanding our horizons to meet the challenges of the information millennium (Ministry of Education, 1996 and 2001).

The Malaysian government is fully committed to the social, economic, cultural and intellectual improvement of her people. It believes in the universal and democratic right of all, irrespective of race, creed and origin to education, consistent with the United Nations Declaration on Human Rights. Education in terms of national planning has always been given a huge slice of the annual budget. The Sixth Malaysia Plan (1990 - 1995) focused on expanding educational opportunities and increasing access to all levels of education, strengthening and improving the quality of education. The Seventh Malaysia Plan (1996 - 2000) strived to strengthen and improve upon the previous initiatives to meet the manpower needs of the nation, particularly in the field of science and technology. Continued emphasis is also given to expand and make





available educational opportunities to those in the rural and remote areas as well as to the urban poor. Under the Eight Malaysia Plan (2001 -2005), the objectives of education and skill training programmes was to produce an adequate number of skilled and quality work force to meet the manpower requirements of the country as well as to produce citizens, who are disciplined, possess high moral values and good work ethics. In line with this a number of measures have been identified, some of which are of direct relevance to the upgrading of teaching performance. These are:

- i) strengthening the delivery system through the provision of qualified, experienced teachers and instructors as well as greater utilization of modern technologies and computers so as to improve overall quality;
- ii) improvising accessibility in order to increase participation at all levels through the expansion of physical facilities and the distance learning programme;
- iii) improving the management and implementation of education and training programmes through enhancing managerial capability as well as strengthening the monitoring and evaluation system;
- iv) strengthening research and development within the existing institutions of higher learning as well as collaboration with R & D institutions locally and abroad;
- v) inculcating positive values and the right attitudes as well as innovativeness, communication and analytical skills among students and trainees; and
- vi) improving teachers' morale and performances by reviewing their certification schemes and the provision of incentives, identifying appropriate awards and recognition to be given to dedicated teachers as well as improving teachers overall welfare.

(Seventh Malaysia Plan 1996 - 2000 pp. 31 – 32, Eight Malaysian Plan Mid Term Review 2001-2005 pp 34)

These efforts are further strengthened in the Ninth Malaysian Plan (2006-2010) (9MP), in which about RM 50.6 billion has been allocated for Education and training (Economy Planning Unit, 2006). Realising the quality of the nation's human capital will be the key determinant of Malaysia's future success as a knowledge base economy; various measures are taken under the 9th Malaysian Plan. One of the measures was to improve the access to and quality of education system at all levels.





This includes reviewing the curriculum, to increase the teaching and utilisation of ICT in schools and to enhance teaching skills.

In the Ninth Malaysian Plan period, efforts were intensified to develop the country's human capital in order to drive the transformation to a knowledge-based economy. Programmes and projects that were undertaken to deliver the National Mission's priorities of improving the education system, increasing innovation and ensuring holistic human capital development particularly related to education and teacher education are as follows (Economy Planning Unit, 2006):

1.3.1 Thrust Two of the 9th Malaysia Plan: Improving the Access to and Quality of the Education System at All Levels



i. *Curriculum and Teaching*

During the Ninth Malaysian Plan period, the implementation of the National Pre-school Curriculum is been accelerated to ensure standardisation and quality. At the school level, the curriculum and extra-curricular activities were reviewed to ensure that it provides a strong foundation for the development of core competencies and is relevant to changing needs. The teacher training curriculum was reviewed which among others, will improve subject content, enhance pedagogical skills and enable greater application of ICT in education.

ii. *Infrastructure and Facilities*





Access to pre-school education has been expanded with the provision of more pre-school classes, particularly in rural areas. With respect to primary and secondary education, better facilities is been provided in rural areas as well as in Sabah and Sarawak. More classrooms were built to ensure the achievement of universal primary education. In addition, the capacity for university education and advanced skills training is been expanded.

iii. Producing Tertiary Institutions of International Standing

Efforts had been taken to enhance the quality of tertiary education to become of international standing. For this purpose, local institutions of higher education are benchmarked against international standards and a rating system has been introduced.

The institutions are required to conform to the standards for quality assurance procedures set out in the Malaysian Qualifications Framework (MQF). The quality of the academic personnel is been improved through more staff development programmes. In order to increase the quality and global outlook of universities and their academic staff, international engagements with renowned international institutions are being pursued, including through research collaborations.

iv. Teacher Development.

The implementation of the Special Teacher Certification Programme (PKPG being its acronym in the Malay Language) was accelerated to increase the quality and professionalism of teachers and to achieve the target of making all secondary school teachers and 25 per cent primary school teachers as graduate teachers by 2010. The





teacher training curriculum is been constantly improved and reviewed to improve subject content, enhance pedagogical skills and enable greater application of ICT in education. The teaching school concept will be introduced to provide greater opportunities for lecturers and trainees to experiment with teaching and learning innovations in an actual classroom environment and to conduct collaborative research. In addition, advanced training programmes in various aspects of education are been implemented to encourage teachers to continuously enhance their professionalism.

v. *Enhancing Quality*

Measures will be undertaken to enhance the quality of public and private institutions of higher education to be at par with world renowned universities.

Towards this end, the quality of institutions of higher education will be benchmarked against international standards to enable these institutions to become globally competitive. Institutions of higher education will continuously audit their quality through a rigorous rating system to nurture competition in the pursuit of excellence. To support the implementation of the MQF and to establish a unified quality assurance system, the Malaysian Qualifications Agency was established on the 1st November 2007.

Institutions of higher education are designing their academic programmes and develop their curricula based on market requirement to ensure the employability of graduates. These programmes are been implemented with greater collaboration and active support from industry and employer associations. In addition, students will be given early exposure to workplace environment through a minimum of four months





internship and structured attachment programmes. The quality of academic staff is been improved through more staff development programmes in order to enhance their knowledge and skills including pedagogy and assessment skills. The number of academic staff with PhD qualification in public universities will be increased to achieve the target of 60 per cent of total academic staff by 2010. Private education providers will also be encouraged to employ more academic staff with Ph.D qualification and upgrade the qualifications of their staff.

Institutions of higher education are undertaking measures to increase the proficiency of students in English and enhance their ability to access knowledge and undertake research. Languages such as Mandarin, Tamil and Arabic as well as other foreign languages are been offered to undergraduates to encourage multilingualism in order to be competitive in the global market.

Public institutions of higher education and their academic and non-academic staff will increase global outlook and international engagement with renowned international institutions to enable them to benchmark with best practices globally. The public university governance system is been reviewed to create an environment that encourages, among others, institutional diversity, creativity and innovativeness in the pursuit of excellence. The use of ICT and technology mediated methods are been intensified to facilitate intellectual engagement as well as discovery and application of knowledge.

Greater collaboration in research is been undertaken between public institutions of higher education and the local industry and research institutes as well as





with reputable foreign research institutions, universities and firms. Private institutions of higher education will be encouraged to collaborate in research with public institutions of higher education. *Universiti Malaya, Universiti Putra Malaysia, Universiti Kebangsaan Malaysia* and *Universiti Sains Malaysia* were designated as research universities. These universities will be further developed to be at par with world renowned universities. In line with this, *Universiti Sains Malaysia* was given the status of APEX university recently.

vi. *Progressive Outlook, Strong Moral and Ethics.*

Human capital development programmes that emphasise ethics, moral and spiritual values is been implemented. *Islam Hadhari* are been promoted to nurture a progressive developmental outlook in society. Programmes to develop a moral and ethical society have been made an integral and critical part at all levels of development planning to complement the physical development programmes as well as enhance national unity. In this regard, values of tolerance and moderation as well as a sense of belonging and pride in the nation, which are crucial in a multi racial country is given emphasis. This is evidence where the *1Malaysia* concept has been promoted nationwide by our present Prime Minister.

Programmes to internalise moral and ethical values will be wide in coverage encompassing all segments and age groups in society. The implementation of these programmes will also be broad-based involving family and religious institutions, educational and training institutions, the workplace and community as well as media. Employers will be encouraged to develop a corporate code of ethics and design a





suitable implementing mechanism to give effect to the code. In addition, greater emphasis will be given to enhance appreciation for tradition and heritage.

The quality of the nation's human capital will be the most critical element in the achievement of the National Mission, and thus human capital development is been a key thrust in the Ninth Plan period. Human capital development will be holistic; encompassing the acquisition of knowledge and skills or intellectual capital including science and technology (S&T) and entrepreneurial capabilities as well as the internalisation of positive and progressive attitudes, values and ethics through education, training and lifelong learning.

The efforts of the government is also reflected in the Thrust 5 of the Education Development Master Plan where steps were taken to strengthen the teaching profession by improving the quality, career, and welfare of the teachers. The objective of the MOE is to strengthen the teaching profession in line with the trust shouldered by teachers to mould the nation's future generation.

To achieve these objectives and policies, the focus of efforts to elevate the teaching profession is on:

- i. Improving the selection system of teacher candidates
- ii. Strengthening teacher training
- iii. Enhancing the teaching career
- iv. Improving the working environment and welfare of teachers
- v. Strengthening human resource planning and management





The MOE also aspires not only to produce quality teachers but to ensure that they remain in the national education system throughout their period of service. All teachers' training colleges were upgraded to institutes of teacher education in 2006, and the pre-service and in-service training programmes have been expanded. In line with this effort these three new units were form in the year 2008, the function of the division also expanded. It is responsible for the management of pre-service and in-service teacher education, which covers the following aspects (MOE, Annual Report 2008):

- i. Preparing: a) teacher education training policies, (b)teacher education planning (c) projection of teacher candidate intake
- ii. Managing the intake and placement of teacher candidates in institutes of teacher education
- iii. Managing student registration, welfare, discipline and guidance and counselling services
- iv. Planning, designing, implementing and monitoring the implementation of the curriculum
- v. Managing the planning, formulation of questions, administration and monitoring of the implementation of assessment, which covers course work and examination
- vi. Planning staff development training and monitoring its implementation
- vii. Managing development planning, infrastructure maintenance and the infrastructure
- viii. Planning and supporting the implementation of information and communications technology programmes
- ix. Managing the planning and handling the management of staff establishment, services and welfare
- x. Planning, managing and regulating the distribution of allocations as well as monitoring the expenditure allocation
- xi. Planning and managing development expenditure of the division and institutes of teacher education and implement monitoring
- xii. Monitoring the overall teacher education programme on a continuous basis
- xiii. Planning and implementing research activities for teacher professionalism development purposes
- xiv. Managing the counselling services, serving as secretariat and monitoring officer and staff integrity programmes as well as disciplinary cases of the division and institutes of teacher education
- xv. Managing the establishment services of professional officers and members of the support staff as well as coordinating the management of institutes of teacher education, preschools and teaching schools





- xvi. Planning and coordination matters relating to the establishment, inspection, services, quality management, finance and administration of the division

This shows that the government is very serious in the development and enhancing our education system at all levels. The government had placed great responsibility on the teachers to achieve its objectives of developing the human capital. Teachers are view not only just as disseminators of information or even facilitators but designers of the learning environment. Therefore, teacher education plays an important role in preparing teachers who are prepared to deliver the curriculum to develop the human capital the nation is looking for. So, the curriculum designed for teachers should fulfil the aspiration of the government whereby in the process of delivering the teacher education curriculum there should be coherence between the written curriculum, taught curriculum, learned curriculum and assessed curriculum. This is to ensure the curriculum designed to produce a quality teacher is achieved.

1.3.2 Vision and Mission of Teacher Education Division (TED)

The Ministry of Education (MOE), in particular the Teacher Education Division (TED) and local universities, share the vision of producing a world-class teacher education system which can fulfil the aspiration of Malaysia and high quality teaching professionals in sufficient numbers to meet the challenges as envisioned in Vision 2020 and to attain the aspirations enshrined in the National Philosophy of Education (Elaborated elsewhere in the Introduction of the study). The MOE has also taken great





efforts to implement a world-class teacher education system to ensure that teachers continue to be competent to fulfil the aspirations of the Ministry of Education.

The aim is to enable the life-long professional development of teachers who are noble, progressive and scientific-minded teachers who are prepared to support the aspiration of the nation as well as its culture heritage, ensure the development of the individual and preserve a united, democratic, progressive and disciplined society. These aims have also been incorporated into the Philosophy of Teacher Education which was documented in the year 1982. It aims to produce:

The teacher, who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservations of a united, democratic, progressive and disciplined society (Ministry of Education, Malaysia, 1982, pp. 14).





(Annual report 2002/2003, Teacher Education Division pp 1-2)**1.3.3** Objectives
of TED

The vision and mission of teacher education in Malaysia is to develop a system of education that is on par with world standards in producing teachers who are constantly striving to achieve excellence and who are willing to work diligently towards fulfilling the aspirations of the nation. The Ministry of Education (MOE) through the Teacher Education Division (TED) identifies three main objectives:

- i) To train teachers of high calibre in sufficient numbers to fulfil the requirements of all pre-school, primary, secondary, vocational and technical education within the National Education System;
- ii) To constantly upgrade and update the knowledge, competency and efficiency of trained teachers and lecturers in both academic and professional areas;
- iii) To institutionalize and develop teacher training colleges (TTCs) as centres of professional development in teacher education.

(Annual report 2002/2003, Teacher Education Division pp 3)

1.3.4 Functions of the TED

Both the teachers training colleges and the local universities undertake the task of teacher education, though the local universities focus on programmes for teachers basically for the secondary school. However, recently few universities have started degree programmes producing primary school and pre-school teachers. Local universities and International Islamic University are involved in the initial or pre-service training of teachers. They conduct Bachelor of Education Programmes. In addition, the universities offer postgraduate courses leading to a Masters or Doctorate in education. However, of recent beginning 2008, TED undertake the role training





teachers for primary schools and the universities have been entrusted with conducting teachers training programme for secondary schools. Universiti Pendidikan Sultan Idris is currently playing a big role in training teachers for almost all the subjects taught in schools.

The TED, however, acts as the central agency in the training of both primary and secondary school teachers in all government and government-aided schools at the 27 teacher training colleges (Beginning from the year 2006 Teachers Training Colleges have been upgrade to Institutes of Teacher Education (ITE)) in the country.

This also enables the ITE to award degrees. Its functions are as follows:

- i) to conduct training for all pre-service teachers and in-service teachers selected according to criteria and specifications laid down by the Ministry of Education to meet the needs of the country;
- ii) to plan and draw up curriculum and assessment guidelines for all its courses, both pre-service and in-service, at certificate and diploma levels to meet current requirements of the schools;
- iii) to plan and coordinate on-going staff development programmes, both at the ministry and college levels and also both in-country and overseas courses to enhance the quality of training;
- iv) to coordinate and monitor all teacher education initiatives conducted both at the ministry and college levels to ensure effective implementation;
- v) to liaise and collaborate with all divisions of the Ministry and relevant educational institutions to ensure a coherent system of training and education.





1.4 Overview of Teacher Education Structure and Curriculum in Malaysia

Teacher education in Malaysia can be viewed according to various periods stretching from colonial period to the present. The development of teacher education in Malaysia has been dictated by the demands of the educational system prevalent during the particular period. The educational system in turn is influenced by the changes in political, economic and socio-cultural factors of the country as well as by the global trends on educational changes. The development of the national education system with the progress of Malaysian society changes the recruitment of prospective teachers, the duration of training, content and methods of training with the changing needs of the school system (Lee, 2002). In the early years of independence with the rapid expansion of the school system, the immediate challenge was to train enough teachers to meet the acute shortage of teachers for the newly built primary and secondary schools. Gradually, after the initial expansion, more attention has been given to the quality of teacher education programmes, the correct mix of subject specialists and the professional development of practising teachers.

1.5 Vision 2020 and Internationalization of Teacher Education

The rapid process and continuous change and the phenomenon of globalization catalysed by the beginning of the information age have seen an influx of ideas and innovations on the future directions of Malaysia. The ambitious of Malaysia becoming fully industrialized and developed country and also a leader in the information age had force Malaysia to reskill its people, reshape its product portfolio, redesign its processes, and redirect its services. These had prompted Malaysia to introduce Vision





2020 by the then Prime Minister of Malaysia, Tun Dr Mahathir Mohamad (Ratnavadivel, 1999). In order to make this vision a reality, Malaysia need to make fundamental shift towards a more technological literate, thinking workforce, able to perform in a global work environment and use the tools available in the information age. It is this vision that has resulted in Smart Schools becoming one of the flagship applications of the Multimedia Super Corridor (Mohamad, 1991).

In line with this, the Ministry of Education embarked on a number of infrastructure and curriculum innovations which reflected the changes taking place in the society. Central to the infrastructural changes was making education technological consistent and seriously exploring the institutionalisation of ICT in the education system with the emergence of Smart School. One of the pedagogical implications of Smart Schools for teacher education is that teachers must be able to develop critical thinking and creative students. In congruence with revamped focus of education and its implications for teacher education and innovations in pedagogy and pedagogical skills, the government has upgraded the status of the Sultan Idris Institute of Teacher Education to that of a university (Universiti Pendidikan Sultan Idris) specialising in pedagogy (Mohd Najib, 1998). Another change in teacher education is the introduction of Malaysian Teacher Education Diploma Programme to replace the five semester Pre-service Teacher Education Certificate and the Special Teacher Certification Programme (PKPG being its acronym in the Malay Language). It is a three years degree programme offer to non graduate teachers both in primary and secondary school. The Ministry of Education has also reiterated the need to create a “knowledge culture society” as a prerequisite for the development of a successful and progressive nation. The Ministry of Education is also continuously conducting in-





service training for teachers to be competent in ICT to enable teachers to use ICT in the teaching and learning. These efforts are crucial to the success of Vision 2020. It requires a mindset shift in all aspects of teaching-learning process. The teacher had to become the facilitator of learning and the acquisition of knowledge. Therefore, the teachers had to adapt to the new environment. So, the training provided will enable teachers to dispel fears among teachers and instead devote considerable attention to changing the mindset of teachers to understand that Smart Schools must provide the best environment for self paced, self directed and self-accessed learning (Ministry of Education, 1997).

The impact of globalization on education is also reflected in the quality of national educational systems which are increasingly compared internationally (Carnoy as cited in Lee, 2002). This has led the Ministry of Education to borrow educational policies and practices from other countries with the aim of meeting international standards. This can be seen with form and identifying of 30 Cluster Schools based on the British model and other countries and in January 2010, 20 schools (16 are from the first phase to third phase of cluster schools of excellence category) have been chosen as High Performing Schools by the Education Ministry. At least 30 more schools would be named next year and another 50 by 2012, to make up a total of 100 in three years. This schools stand gain financial where a whopping RM20 million is set aside for these schools.

This strategy is also been used in teacher education to enhance the standard of teacher education by conducting twining programme between Teachers Training Institute and foreign universities.





1.6 Challenges of Teacher Education in the Knowledge Era

There is worldwide concern over the quality of education and it is imperatively linked to the knowledge, intelligence and professional competence and expertise of teachers (Ratnavadivel, 1999, Lee, 2002). Education is also one of the most important factors in achieving the National Mission and teachers play vital role in making the National Mission a success (Kementerian Pelajaran Malaysia, 2006). As the most significant resource for school improvement, improving the efficiency and equity of schooling depends on ensuring that the teachers and their teaching are of high quality, and students have access to high quality teaching. Teacher quality in turn is associated with the quality and character of teacher education. Therefore, the challenges that the teachers face today; are to be creative and innovative to make the delivery of teaching and learning more effective, attractive and fun.

These challenges require teachers to adopt new approaches to the management and development of curriculum in classroom contexts. It is not just about Information and Communication Technology (ICT) in schools but it is about the development of thinking persons who are critical to the success of National Mission to be a developed nation. There is a need shift to learning for understanding founded on critical and creative thinking employing Higher Order Thinking Skills (HOTS). Teachers must be able to develop critical thinking and creative students who can not only acquire but also process and apply knowledge in varying context (Ratnavadivel, 1999 & Rajendran 2001). It is clear that teachers now have to play the role of “a guide along the side”, rather than the traditional role of “the sage on the stage”.





Global processes had affected the teacher education in Malaysia both directly and indirectly. With the advancement of ICT, schools have become the only one of the many educational agencies in society (Lee, 2002). This, in turn, led to increase sources of information and the rapid access to information and rapid access to information present teachers with the problem of selection and prioritisation of relevant information for themselves and their pupils. Therefore, teacher educators have to take into account the changing roles of teachers in this information and knowledge era and to learn how to make use of new technologies to enhance their performance.

The Ministry of Education, in the National Education Blueprint 2006 -2010 to enhance the status of teachers, has highlighted the need to improve the selection system of teacher candidates for training and to improve the teachers training.

Although, this effort had to be applauded, it is important to take note that the quality of teacher education does not only depends on the quality of the student intake and teacher educators but more importantly, on the content and methods of training. The future development of the teacher education programmes should move away from the traditional technicist approach to a reflective practitioner approach and from a consensus approach to a critical approach. Teacher educators must also promote more practical reflection and critical reflection rather than technical reflection. In conclusion, there is a shared responsibility of teacher education among the Teachers Training Institute, universities and schools to shift from a technical-rational approach to teacher education to a reflective practitioner model. It is crucial to ensure that there is curriculum coherence between the planned, supported, taught, assessed and learned





curriculum. This is because; the coherence between these curricula has been identified as a key to successful improvement effort in teacher education (Turner, 2000).

1.7 The Conceptual Model of Teacher Education

The Conceptual Model of The Teacher Education has been constructed based on National Philosophy of Education (NEP) and Philosophy of Teacher Education (PTE) which emphasizes the importance of three basic aspects: knowledge, skill and values. These three aspects are integrated across all subject disciplines and programmes planned. This is shown in the diagram below.





Figure 1.1: The Conceptual Model of Teacher Education



Source: Ministry Of Education, KPLI. Moral Education (Major) syllabus (2005)

The Conceptual Teacher Education Model emphasizes the teachers' accountability in three main dimensions, namely, Self, Society and God. The essences of these three dimensions that are incorporated in the programme planned are as follows:

- God: Promote acquisition of knowledge in an individual, internalize and practice as a human being with belief and adherence to the teaching of the religion.
- Society: Emphasize the role of a teacher as an educator, leader and agent for change.





Self : Towards building of a healthy physique, stimulating patriotism, instilling the culture of knowledge, the shaping of personality and good character.

In line with National Education Philosophy and Philosophy of Teacher Education, the Conceptual Model of Teacher Education visualizes an effort towards developing the teacher's strength and self endurance base on obedience to God and peaceful and prosperous society. This aspiration would be achieved through the implementation of the teacher education curriculum which integrates the various aspects of knowledge, professional skills and values.

The KPLI curriculum is developed taking inconsideration, the purpose of interpreting the three aspects mentioned above, that are knowledge, skills and values in an integrated manner as defined below:

Knowledge: Encompass the general knowledge and the content knowledge of KBSM subject including professional pedagogical knowledge.

Skills: Encompass professional skills directed to the development of communication skills, study skills, thinking skills, computer literacy and pedagogical skills. Forms and reinforces the 'how to' aspects of teaching and learning, focusing on the integration of information technology in the implementation of the curriculum.

Values: Refers to observing, the formation and practice of positive teacher values and qualities which indicate the teachers as being





caring, being noble, resilient, patriotic, innovative, creative, competent, and being committed and adhere to the teaching profession.

1.8 Moral Education in Teachers Training Colleges/Institute and the Preparation of Teachers for Moral Education in Schools.

Moral Education has always been part of the curriculum at Teachers Education colleges, where it has been treated as a separate subject. The Moral Education programme has undergone various changes in response to the changing needs of the society especially the last 5 years (2001 to 2005) (Chia, 2005).



The current Moral Education Programme at teachers' education colleges was revised in 2000 with its full implementation in 2001. The Moral Education syllabus for Post Graduate Teaching Certificate course (primary school) was introduced in 2003. The latest development to the Moral Education programme was the drafting and implementation of Moral Education curriculum as teaching option or major subject with its full implementation in the year 2005 at selected teachers training colleges.

1.8.1 Types of Moral Education Programmes

Currently at teachers training colleges, there are three types of Moral Education Programmes described below:-

1. Moral Education programme for enrichment (for all non- Muslims trainee teachers).
2. Moral elective or Moral minor preparing teacher trainees to teach Moral as a minor or second option subject in schools





3. Moral major preparing teacher trainees to teach Moral as a major subject in School

1.8.2 Objectives of the Moral Education Programmes

1. Objectives of the Moral education Enrichment Course are as follows:

- i. Understand basic moral concepts
- ii. Understand Moral and values from the perspective of different religions in Malaysia
- iii. The socialization process and its role in shaping moral character
- iv. Discussion on current local moral issues and global Moral issues
- v. Appreciate moral contribution of various individuals at local, national and international level.
- vi. To practice moral values as professional teachers.

2. Objectives of the Moral Minor / Elective Course are as follows:

- i. Understand basic key moral concepts and its importance to the development of Moral Character.
- ii. Identify and understand Moral issues in schools or concern with students. Moral issues at the community and global level are discussed briefly
- iii. Apply various approaches, strategies, technique and resources in the teaching and learning of Moral Education in schools
- iv. Plan implement and manage various moral projects in schools.
- v. Understand the role and contributions of professional Moral teachers in school community and to the nation.



3. Objectives of the Moral Major Course are as follows:

- i. Understand basic moral concepts and its importance to the development of Moral Character
- ii. Understand and apply various techniques, methods and approaches in the teaching of Moral education in schools,
- iii. The socialization process and its role in shaping moral character
- iv. Discussion on current local moral issues and global Moral issues and suggest coping strategies.
- v. Plan and implement Moral Education programmes in schools and community.
- vi. Use of Information Communication Technology (ICT) in the teaching and management of Moral Education Programmes in schools.
- vii. Conduct basic evaluation and assessment of moral education programmes in schools
- viii. Plan and conduct action research in Moral issues or classroom teaching practices and issues.

1.8.3 Curriculum content of the Moral Education Courses

The Moral Enrichment course gives strong emphasis on the understanding the basic Moral concepts this includes basic Moral and Ethical theories and Moral from multi faith perspective. Understanding both local and global current moral issues is another area of emphasis in the curriculum. The role of socialization in influencing the formation of Moral character is also being discussed. The emphasis of the curriculum is on how to apply various moral concepts and values in the daily lives of the trainee teachers. To strengthen the practice of Moral values, moral projects such as community services are part of the required coursework assessment. Even though, this course do not teach specific moral values directly but moral values are being imparted



indirectly while discussing and reflecting on topics such as character building and application of basic moral concepts into everyday life.

In the Moral Elective and Moral Minor course, the emphasis is on the building of moral character through understanding and practice of basic theories and concepts. Teacher trainees taking this course is expected to be competent to teach Moral Education as a second option in schools, hence the pedagogy of Moral education which includes teaching methods and approaches, lesson planning, are given substantial training.

Due emphasis is also given the thorough understanding of the primary and secondary Moral Education school curriculum which consists of 5 learning areas and 7 learning areas respectively. The mastery of the primary and secondary schools pedagogical content knowledge is a vital component in training competent moral education teachers for the schools. The Moral Minor programme also covers management and assessment of Moral Education learning in schools to prepare teacher trainees to be competent in handling moral education programme in schools.

The Moral Major course gives strong solid foundation to the basic concepts and ethical theories. Pedagogical techniques, methods, approaches in the teaching of Moral Education as well as assessment of teaching, are dealt with in great depth. Mastery of the pedagogical content knowledge of both the secondary and primary schools is also expected of trainees taking this course.





The theory and actual practice of organizing Moral projects is given due emphasis so that the trainee teachers will be carrying out moral projects and not just theories. Training of teachers in teaching Moral as a major subject will not be complete without given sufficient training on conducting research in current moral issues or pedagogical aspects of Moral teaching. Every trainee teacher is expected to undertake a simple action research topic of their choice on Moral Education.

To sum up, the Moral course for enrichment emphasized, on moral character building with strong understanding of moral theories and concepts. This course stressed the importance of moral knowledge coupled with appropriate moral feeling and the practice of moral actions. The Moral Elective and Moral minor course place great importance on the pedagogical aspect of Moral teaching besides strong Pedagogical content knowledge of the Moral Education syllabus used. As for the Moral major course mastery of additional competencies such as organizing moral projects and Moral research are expected.

1.8.4 Pedagogical aspect of Moral Education

In order to make deep and meaningful learning experiences during Moral education lessons on trainee teachers, multi-pronged teaching approaches have been recommended. Activities such as simulation, group discussion, role plays, project work, reflection and journal writing are to be taught. All courses are taught with a strong emphasis on the use of information and communication technology (ICT). The lecturers teaching them minor and major Moral courses are expected to be well versed with the current development of Moral Education trends and technology so that they





can nurture trainee teachers to be competent both in pedagogical content knowledge as well as latest teaching methods.

1.8.5 Problems and challenges in the implementation of Moral Education Programmes

According to Chia (2005) there are a few pressing issues in the implementation of moral education programmes in the teacher training institutes. She stressed that as the Moral Education programme emerges from the status of enrichment subject to a Major subject, there is an urgent need for lecturers who are well versed in the various aspects in Moral Education. This calls for an urgent need to recruit moral education specialists especially who can handle the Basic concepts and moral theories part of moral



education competently.

Currently, lecturers who are teaching the various Moral Education Courses rely heavily on the internet facility for sourcing references both for teaching and research purposes. There is still lacking of written material and references especially in the pedagogy and evaluation of moral education in the Malaysian context. This calls for more local writers of moral teaching materials in the Malaysian context.

Most colleges do not have lecturers who specialized in teaching Moral Education as a major subject. They usually teach other main stream subjects such as Islamic religious knowledge or languages. With the limited time and resources, the emphasis tends to be given to the more established main stream subjects rather than





Moral Education. In fact many lecturers will opt not to teach Moral Education if they were given a choice due to the unfamiliar pedagogical content knowledge.

However, with the development of Moral education achieving the status of a major subject at teacher education colleges, it is hoped that more concentrated effort will be given to this subject. Competency of lecturers teaching the subject will be built up through time and experiences as they continue to teach this subject as a major subject over a period of time.

1.8.6 Summary

The teaching of Moral Education at the teacher education colleges has emerged a long way from the status of an enrichment subject meant for non-Muslim students to a minor / elective subject then to a major option subject today. This is a good trend for the development of the teaching of this subject. It will not only strengthen the need for more and competent lecturers teaching this subject but also will encourage more development of teaching material and pedagogical experiences.





1.9 THE STUDY

1.9.1 Introduction

Malaysia is long been aware of developing quality human capital could contribute to national development. Malaysia gives a great deal of importance for the role of education in preparing quality human capital. The human capital is one that is holistic in nature and is nurtured through the principle of lifelong learning. This is evidence in the National Philosophy of Education (FPK being its acronym in Malay Language) which reads as follows:

Education in Malaysia is an on-going effort towards further developing the potential of individual in a holistic and integrated manner; so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable, of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, society and the nation at large.

Ministry of Education, 1996

It is apparent that in focusing on the holistic development of the individual the Philosophy emphasizes the balanced, integrated and harmonious development of the intellectual, physical, spiritual and emotional potentials of the individual. The spiritual and emotional aspects are basically predicated on values. In addition, the development of the intellect enables thinking particularly reasoning and this relates to the developing of spiritual values and emotional intelligence which helps to stabilize the individual and thereby enable him or her to contribute effectively towards a nation that is ethical.





The Integrated Primary School Curriculum (KBSR being its acronym in the Malay Language) which was introduced in the year 1983 and the Integrated Secondary School Curriculum (KBSM being its acronym in the Malay Language) which was introduced in the year 1989 are both based on the National Philosophy of Education, although FPK was only documented in 1988 and amended in 1996. The FPK actually draws from the National Ideology (Rukunegara in the Malay Language). The Rukunegara is made of five basic principles which all reflect the values. There are as follows:

- i) Belief in God,
- ii) Loyalty to the King and Country,
- iii) Supremacy of the Constitution,
- iv) The rule of law,
- v) Good social behaviour and morality.





Similarly, Malaysia's Vision 2020 also reinforces the need for ethical and moral society among its nine challenges. The nine strategic challenges are:

1. Establishing a united Malaysian nation with a sense of common and shared destiny;
2. Creating a psychologically liberated, secure, and developed Malaysian society with faith and confidence in itself;
3. Fostering and developing a mature and democratic society;
4. Establishing a fully moral and ethical society;
5. Establishing a mature, liberal and tolerant society;
6. Establishing a scientific and progressive society, innovative and forward looking, not only as a consumer of technology but also as a contributor to the scientific and technological civilization of the future;
7. Establishing a fully caring society and caring culture;
8. Ensuring an economically just society, and
9. Establishing a prosperous society, with an economy that is fully competitive, dynamic, robust and resilient.

(Mahathir, 1991 and Jabatan Penerangan Malaysia, 2000)

The school curriculum is to ensure that values do not just become an appendage; the concept of values across the curriculum is one of the three major concepts that transcend in the curriculum. The three major concepts are as follows:

- i) Values across the curriculum. – the teaching of values to be infused into every subject of the curriculum.
- ii) Language across the curriculum – as the Malay Language is the official language the usage of the language in the teaching all





subject will help to not only develop the utilisation of that language but also it will elevate its status to that of a language of knowledge and learning.

- iii) Thinking across the curriculum. – it implies that it is the function of curriculum process to develop the thinking capacity via all disciplines. This will help create a thinking society that will become creative and innovative. In this context thinking is viewed as a skill that can be taught to facilitate the realisation of the full intelligence and potential of the Malaysian.

To further reinforce the development of positive values among the school population of the country, the Ministry of Education of Malaysia also introduced Moral education as a subject both at primary and secondary school levels. This is a core subject and is compulsory for all non-Muslim students. For the upper secondary form, form four and form five, Moral Education was made an examinable subject at the Malaysian Certificate of Education level (SPM being its acronym in the Malay language). The Muslim students are offered Islamic Religious Education. It is hoped that the teaching of Moral Education in schools will help contribute towards the development of moral society. However, there appears to be a growing concern pertaining to the social issues that are ever increasing among the young of today's Malaysia. Statistics pertaining bullying, gangsterism, theft, assaults, and sex crimes are fast increasing.

Hence, there is growing concern for the need to address the problem through school curriculum. In order to ensure that Moral Education in school is taught in a





systematic manner that will help inculcate and nurture positive values that will then help alleviate some of the moral issues and problems, it is necessary to ensure that teachers who are assigned to teach Moral Education in schools have the skills, knowledge, values and dispositions that are essential to bring about effective and meaningful learning for the students. This requires us to focus on teacher education, particularly on the management and development of the teacher education curriculum vis-à-vis in terms of curriculum coherence for the teacher education programme for the preparation of Moral Education teachers.

Hence, this study attempts to analyze curriculum coherence by doing an evaluation of the management and development of the Moral Education curriculum used for the training of teachers in the Post Graduate Teacher Education Programme (KPLI) conducted by the TED in Teacher Education Collages. It attempts to do so by doing a content analysis of the curriculum and analysing the teaching-learning process both in collages and in actual classroom situations. The study primarily attempted an in-depth focus on the management and development of the curriculum in two Teacher Education Colleges, herein will be referred to as College A and College B. The data from the evaluation will form the database by exploring the problems and issues pertaining to curriculum coherence in teacher education. It investigated the curriculum, how it is received by the teacher educators and translated into teaching and learning processes for the trainee teachers. It will then look at how the trainee teachers are able to manage teaching and learning in the secondary school where they did their practicum (Teaching practise)





1.9.2 Statement of the Problem

The issue of curriculum coherence is a perennial one experienced in most education programmes. Ratnavadivel (1995) and Zubir (2003) have drawn attention to the issue of curriculum in teacher education in particular reference to KPLI programmes. When there is lack of curriculum coherence in any programmes the logic of the programmes in terms of intended, transaction and outcomes will be disjointed. There will be curriculum disjuncture.

The ability of the teacher educator to implement the written curriculum is often neglected. Translation of the written curriculum into the taught and learned curriculum involves the process of mediating which is very much depend on the knowledge, skills, value and perception of those who implement the curriculum in the context of teaching and learning. Often there is disjuncture between the written curriculum, the taught curriculum, the assessed curriculum and the learned curriculum (Glatthorn, 2000). So, the issue of curriculum coherence arises. I am using KPLI Moral Education Teacher Education secondary school programme curriculum to study the curriculum coherence. I wish to state that this study is not to study moral education but to evaluate curriculum coherence of KPLI Moral Education Curriculum as a mean of gaining an insight into.

Curriculum is designed centrally in Malaysia by the Curriculum Development Centre (CDC). Similarly, the curriculum for teacher education colleges (now is known as Teacher Education Institute) is by Teacher Education Division (TED) coordinated by Curriculum Unit Committee of Ministry of Education (MOE). When curriculum is designed centrally, personnel or lecturers from teacher education colleges or universities, or other professional divisions of the ministry sit on the committee that





draws up the curriculum. Although the deliberation of curriculum is done before the curriculum is formulated, the deliberations are not documented. Hence, the lecturers who received the curriculum and who are entrusted with the role of operationalizing the curriculum do not know the reasons or the justifications underlying the curriculum. The structure, content, methodology and assessment are taken as given. And the rationale behind it, is seldom clearly explained to the lecturers or open to the scrutiny and question of the lecturers. The curriculum that was given to the colleges are in the form of document known as syllabus with the objectives, rational and other prescriptions (Ratnavadivel, 1995 and Zubir, 2003).

The basic assumption here is that the lecturer in the colleges will be able to implement the curriculum as expected. However the process of implementation is not an automatic one. As the old saying goes ‘Messages are transmitted, meanings are interpreted’. The basic issue is “How do the lecturers make sense of the curriculum?” and “How do they understand the curriculum?” These raise the issue of clarity of the curriculum (Ratnavadivel, 1995). The clarity of the curriculum relates to whether the lecturers who are going to implement the curriculum in the colleges not only understand the content of the curriculum but also understand the basic philosophy and the rational of the curriculum in the context of the content, the teaching and learning strategies and the assessment. The lack of clarity impacts on the nature of curriculum coherence.

More often than not, those who implement or manage the curriculum, the lecturers in the colleges have very minimal understanding of the way in which the curriculum should be managed and developed. Hence, there is a tendency for lecturers to function as technicians merely implementing the curriculum and not as reflective practitioner who reasons to get situational understanding and make situational





judgements that will ensure the curriculum is operationalized in the context of its original spirit and purpose. Glathorn (1987 & 2009) asserts that syllabus and course content if seen in isolation without referring to the curriculum philosophy, aims and objectives, the coherence of the written curriculum and operational curriculum will be in jeopardy. The coherence of the curriculum from the written curriculum to the learned curriculum depends on various factors such as the knowledge and the expertise of the lecturers, available resources and other supports resources (Ratnavadivel, 1995).

Hence, the focus of my study is to evaluate curriculum coherence of KPLI Moral Education secondary Programme Teacher Education curriculum and I am exploring the KPLI Moral Education secondary Programme Teacher Education curriculum and the school Moral Education syllabus to give me an insight into the curriculum coherence.

Malaysia has taken the stand that values education should be an integral part of the school curriculum and that values are to be firmly based on universal values. Malaysia believes that all education is values laden. The importance given to values education reflects the notion that for individuals to be truly developed values has got to transcend the intellect, spiritual, physical and emotional of the individual, which is to be based on values (KBSR, KBSM and National Philosophy of Education). The direct teaching of values education is actualized in Moral Education. The inculcating of values through the process of teaching and learning is complex process that borders between moral development through awareness and indoctrination. Hence, the moral education teacher is always walking the tightrope. It is common sense that moral





values should not be imposed but nurtured. It should be done in the spirit of ensuring that the students will be able to think for themselves and make their own moral conclusions on issues or dilemma faced. This is indeed a mammoth task as experienced by many teachers.

It is assumed that Moral Education teachers are trained in the methodology of teaching values. The Moral Education syllabus clearly states that teaching it needs to use the problem solving methods (Kementerian Pendidikan Malaysia, 1989 & 2000), and as far as possible there should not be moral imposition. However, that being a complex and sometimes personal process, the teachers may be faced with the dilemma between practicing and nurturing, between diagnosis and prognosis. The end result might be very well being the teaching of values by focusing on content and not the development of sense of moral responsibility through cognitive realisation. Hence, students may know the moral principles and yet not subscribe to it.

Another point of concern is the strengthening of values education. KBSM emphasizes values across the curriculum, and all teachers are moral education teachers. Here, many questions may arise. For example, how serious and how successful are teachers in inculcating values? How far can they integrate values which are contrary to their existing beliefs? The end result, teachers may take the easy way out, only referring to or mentioning the values as listed. A lot of care and special training may be needed for teachers to infuse values in their teaching effectively. Informal survey has shown that teachers are lost and hardly knew what was expected of them at the initial stages of teaching Moral Education (Rahimah, 1998). They were evidence when trainee teachers were observed during their practicum. This is discussed in chapter four and five.





When talking about teaching of values, it is known that teaching values is a complex process, which involves several phases from understanding, acceptance before finally internalizing. Teachers are individuals, each with different beliefs, attitudes, and values, which differ from one person to another (Habib, 1997). This might lead to integrating values; they will then inevitably be influenced by their own beliefs and will not give the same emphasis to values identified in the Moral Education.

Another important point which is pertinent to the teaching of values is the hidden curriculum. Values are transmitted a lot by behaviour and non-verbal messages (Brady, n. d.). A teacher is always a role model in the school, and yet teachers are individuals with different values. This may influence the teachers in their direct teaching, even when the teachers consciously try to be neutral, they might promote values which may even contradict the values that are listed in the syllabus.

Another important concern is can moral education change the mindset of the students and is the teacher clear about the content of the curriculum? Examinations result of Moral Education appears to improve. However, there is also increase in the criminal activities involving juveniles. Is the training of Moral education teachers geared in a manner that will enable to contribute towards the reduction of the problems? In line with this, it is important to look at the curriculum of moral education teachers. This will shed some light on present curriculum's capacity to nurture positive values on students.

The flurry of changes and policy implementation has raised more dilemmas. The dilemma of teaching values in school is now added with that opening up of the skies, and a whole new scenario of retraining teachers. The fact that Malaysian schools cannot ignore world developments cannot be refuted, and in fact the





government through the MOE has taken bold move in moving ahead and trying to be ahead of world developments, by adapting modern technology and strategies, but making sure that developments are in line with our stated philosophy and goals. However, the most pertinent question is how much has been done to ensure that the implementers, the Moral Education teachers are well prepared and willing. So, I am interested in evaluating the management and development of the KPLI teacher education curriculum programme for preparing Moral Education teachers and to evaluate to what extent does curriculum coherence is present in process of implementing the Moral Education KPLI curriculum.

1.9.3 Purpose of the Study



The purpose of the study was

- i) To provide a descriptive characterization of the management and development of the KPLI moral education curriculum used in Malaysian teacher education colleges,
- ii) To analyse the strengths and weaknesses of the curriculum management in relation to enabling the trainee teachers to effect the teaching and learning linkage in teaching Moral Education.
- iii) To evaluate curriculum coherence in the KPLI Moral Education Secondary School curriculum in terms of written, taught, assessed and learned curriculum by looking at antecedents, transactions and outcomes.
- iv) To assist the development and management of curriculum in Malaysian Teacher Education colleges by providing feedback on its effects and constructive critique of curriculum coherence.



1.9.4 Research Questions

Considering the purpose of the study, the research questions that were addressed by this study were as follow:

1. What is the KPLI Moral Education Secondary School curriculum offered in the Malaysian Teacher Education Colleges?
2. How is the curriculum managed as an educational process to enable the trainees to effect the Theory-Practice linkage in the teaching of Moral Education?
3. Is there curriculum coherence between the written curriculum, supported curriculum, taught curriculum, assessed curriculum and learned curriculum?
4. What are the issues pertaining to curriculum coherence in teacher education?
5. How can curriculum coherence in Teacher education be improved through the process of curriculum management and development?

1.9.5 Significance of the Study

Why curriculum coherence is important? Every time curriculum change occurs the purpose is to bring about more relevance and effective learning. Curriculum change involves changes in content, teaching and learning strategies and assessment. A curriculum has to be viewed in a holistic and developmental manner where there is



coherence between content, teaching strategies and assessment. There is also a need to ensure that the curriculum is logical in the sense that it can be operationalized as planned. The question of curriculum coherence also relates to the question of effecting the theory-practice linkage in the context of learning. Many curriculums failed to deliver due to lack of curriculum coherence (Ratnavadivel, 1995). Hence, there is the issue of differences existing between the written curriculum, taught curriculum, assessed curriculum and learned curriculum. This study explores the basic issue of curriculum coherence so as to provide inputs and recommendations that will contribute towards ensuring there is continuity and coherence in the curriculum management and development so that the espoused, practiced curriculum and learned curriculum are not plagued by these junctures. There is a need to construct a data base that will provide the context in which curriculum coherence can be discussed. For this purpose the moral Education of Teacher Education was chosen.

Why Moral Education was chosen? Moral education is becoming an increasingly popular topic in the fields of psychology and education. As mentioned earlier, media reports of increased violence juvenile crimes, teen pregnancy, incest, and suicide have caused many to be convinced that we are faced with a state of crisis. While not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solution for these and related social problems to the teaching of moral and social values in our schools. However, considerations of the role schools can and should play in the moral development of children in itself is open to debate.





In the Malaysian context, the subject of Moral Education has been entrusted with the responsibility of developing a moral and ethical society and rightfully the content of the subject focuses on moral and ethical values. Consequently, moral education in Malaysia has become very much grounded in moral and ethical contexts and focuses purely on moral reasoning. This is to be applauded. In this context a related question pertains to the strategies that are being employed in moral education to inculcate and nurture moral values and ethical principles among the future generation. It is not so much the question of whether values are taught or caught but it is more focused on whether the strategies used in moral education allude to reasoning or employ impositional power and coercive strategies to inculcate moral and ethical values. Is the focus on enabling students to do the 'right thing' by indoctrinating them or developing their capacity to reason? This is of importance because strategies by which a value or skill is developed largely determines whether it is internalized or only given lip service. Internalization of values requires commitment and commitment can only be developed through willingness and not by enforced compliance. In order for willingness and commitment to be developed it is necessary for the students to believe in what they are encouraged to profess. In our zealousness and crusading spirit to instil moral values and ethical principles we have to be cautious not to fall or slip into the pitfalls of adapting indoctrination and proselytization as a pedagogical strategy for moral education. Basically the problem is not about what moral education is. The syllabus is very clear about that. It is also clear, to a certain extent, about the how of moral education. The issue is about how teachers teach Moral Education and activities and strategies such as those pertaining to values clarification are being used.





As mentioned previously, the main aim of Moral education as in the Moral education Syllabus (1988 and 2000) is to mould individuals of good character possessing good moral values through the nurturing, and internalisation of moral values and the ability to apply moral values relevant to be the Malaysian society. The cohesion of society will be determined by the effectiveness of how individuals have learned rules of social action; and the individual's welfare and happiness will depend on his or her ability to discern right from wrong and to feel committed to certain values (Brady, nd). It is expected then to help produce good citizens, who can make decisions and are responsible members of the society, and able to cope with moral issues in the modern and challenging world. We want to produce a civic minded society which will act accordingly in different situation and have respect for other person or any living being. Therefore, there is a need to evaluate to what extent the syllabus Moral Education for teachers would achieve its aims and objective.

Furthermore, if one were to examine the teaching of moral education in schools, it is sad to say that the teachers are selected not based on their ability to teach the subject but to make up the number of periods to teach only. These in turn will affect the quality of teaching. So, trainee teachers views are important because they are the ones who will be directly involved in the process of teaching values later. Teachers must be given sufficient training to help them acquire the knowledge, skills and practice required to assert them in their attempts in infusing values. More specifically, the views of colleagues are of very important to teachers and those involved in making policy regarding education especially regarding moral education.



One of main concerns of doing this study is to determine curriculum coherence in teacher education programme using KPLI Moral Education programme curriculum in the Teachers Training colleges as data base. Curriculum coherence determines the quality of the teachers the programme will produce. So, it is vital to study the coherence in the process of implementing the programme. The models of the curriculum we use should not just look at the input and output only but should focus on the process because ultimately it is the process that determines the quality of output.

Moreover, KPLI programme is one of the most important teacher education programmes to fulfil the need of producing graduate teachers in both secondary and primary schools conducted by TED. The government spends millions of Ringgit to conduct the programme. The KPLI programme trainees receive RM 1400.00 a month as stipend and no fees is charge. Since, huge amount of money is spent; it is wise to study the effectiveness of the programme and the quality of the programme and the teachers produced specifically by the KPLI Moral Education programme. The findings of the study would contribute towards improving the programme in future.

Another important consideration in doing this study is to contribute to the corpus of knowledge pertaining to the teaching of moral education and teacher education in general. Mukherjee (1981), Bastion (1980), Abdul Rahman, Chung (1994) and Chia (2005) said that since there is plenty of concerns regarding Moral Education among the public and educationist lately, more research should be done on moral education, particularly on teaching and learning of Moral Education and teacher education.



Last but not the least, this study is not just a research. It is necessary to look at curriculum coherence in Moral Education because ultimately what matters is whether the written curriculum is actually the learned curriculum. However good the design of the curriculum maybe but whether the quality of the curriculum is actually translated into learning very much depend on coherence between the curriculums.

1.9.6 Limitations of the Study

This study is limited by the following facts:-

1. The study relies on the sample which represents a relatively small percentage because it is a case study using the qualitative paradigm.
Therefore, the study will be context bound.
2. Since the sample and the location of the study are predetermined, therefore, the conclusion of the study may or may not be generalized to other places. Thus, the study findings may be unique to the population to be studied.
3. It will be impossible to assure the complete accuracy as well as reliability of the information obtained from the Interviews.

Despite the above mentioned limitation, it is hoped that this study will provide valuable insight to the issue of curriculum coherence.

1.9.7 Definition of Terms



1. Pre services teachers. The Pre services teachers are those teachers who are presently undergoing teacher training in teachers colleges.
2. In services teachers. The in services teachers are those trained teachers who are presently undergoing training in teachers training colleges.
3. Postgraduate Teacher Education Programme (KPLI being its acronym in the Malay Language). A one year programme for the training of secondary school teachers.
4. Trainee teachers. Teachers undergoing one year KPLI programme majoring in Moral Education.
5. Conducive learning classroom. A setting whereby the teacher uses the language of thinking or words in a language that refers to mental process and mental product. Words that describe and evoke thinking.
6. Written curriculum. The written curriculum is the curriculum embodied in approved curriculum document provided by TED for KPLI Moral Education for Secondary School.
7. Taught curriculum. The taught curriculum is the delivered curriculum. what teachers actually teach in the classroom. (Glatthorn, 1987)
8. Assessed curriculum. The assessed is that set of learnings which are assessed in teacher-made classroom tests, and in standardized tests (Glatthorn, 1987).
9. Learned Curriculum. This term is used to denote all the changes in values, perceptions, and behaviour that occur as a result of school experiences. That is what the students actually learn (Glatthorn, 1987).
10. Hidden curriculum. Experiences that are not taught but or learned but that students know, at least in a general way.



11. Evaluation. Evaluation is a process for describing and judging the merit of, an educational programme.
12. KBSM. Integrated Secondary School Curriculum.
13. KBSR. New Primary School Curriculum
14. Moral education. A formal and non-formal programme to inculcate in children universal moral values in accordance with the five principles of Rukunegara (National Ideology) so that they could contribute fully for the good of the society and nation (Ministry of Education, 1979).
15. Moral Education. Moral Education refers to as a subject in the KBSM whereas moral education refers to a discipline in education.
16. KPLI Moral Education. The Moral Education Syllabus (major) at the TEC.
17. Curriculum management and development. Curriculum for Teacher Education Colleges (TEC) is centrally developed and prescribed for use in TEC. However, this is not meant to prevent teacher educators from developing the curriculum on site and in the specific context. The process of mediating and translating into teaching and learning process can either be done in a mechanistic and technical manner or in a reflective manner. Ratnavadivel (1999) draws attention to Elliot's interpretation of the phrases curriculum planning and curriculum management as suggesting that the teacher educators' role is one of conforming their practice to a set of external requirement of plans. On the other hand, curriculum development suggests the continuing reconstruction of the forms in which the teacher educators present knowledge in the classroom in collaboration with trainee teachers as they reflect on their teaching. Ratnavadivel argues that the concept of curriculum management and development implies that the development of the curriculum has been completed by the external group as a process of management. If the concept



is curriculum development and management, then it implies that development is actually the implementation of a developed curriculum. He further argues that, curriculum management and development subscribes to the view that the development of the curriculum occurs simultaneously with the management of curriculum as continuous and dialectical process. Hence, the curriculum acts as the medium for the professional development of both teacher educators and trainee teachers. He then goes on to relate the former to technical rationality and latter to a process of reflection as the basis for professional development. This process constitutes the concept of reflection and action and learning in action. As learning is largely contextual now, the quality of teaching and learning depends on how the teacher educator perceives his role in the context of education. The professional believes and norms of the teacher educators will influence the process by which curriculum is translated into learning through engaging pedagogical process. If the process is restricted to their mere implementation of the prescribed curriculum complete with implementation strategies that it is a technical process and refers curriculum development and implementation. However, if the process involves reflection and meta-cognition it refers to curriculum management and development because the actual process of development of curriculum occurs simultaneously with management in varying context. For the purpose of the dissertation my focus will be on ascertaining the extent to which the process of curriculum mediation is actually in the form of curriculum management and development.

18. Curriculum coherence. Coherence in the curriculum is about the sequence of courses and the content of those courses and also about the way those courses are delivered, assessed and linked to other courses. A coherent curriculum effectively



organizes and integrates important ideas so that students can see how the ideas build on or connect with other ideas, thus enabling them to develop new understandings and skills.

1.10 Conclusion

In this chapter I have presented an overview of the country profile and teacher education in Malaysia and teacher education curriculum in Malaysia. I have also discussed the challenges and issues of the teacher education and particularly Moral Education in Teachers Training Institutes, the preparation of teachers for Moral Education in schools and on the study. In the next chapter the review of literatures related to the study is presented.

