



Challenges in teaching Malaysian Skills Certificate (MSC) among Business Management Lecturers in Malaysian Vocational College

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Abstract

Training is concerned with the development of knowledge and skills, to be used immediately. However, the lack of preparation in training has resulted in the incompetencies among lecturers in the institutional of skills. In addition, the business management lecturers were also lack of experience in the industry. This research examines the challenges in teaching MSC among Business Management Lecturers in Malaysian Vocational College using qualitative methods. The instruments used in this preliminary research are semi-structured interview involving business management lecturers, coordinators of lecturers' practices and IPGKP lecturers. There are eight issues highlighted in the findings; (1) shortage of training in specific areas; (2) lack of competency in knowledge and teaching skills (3) non specific guidelines to retrained the business management lecturers; (4) non parallel of lecturers qualifications; (5) less usage of ICT; (6) lack of current information; (7) non specific training design (8) less exposure of lifelong learning. However, the most important issue is the lack of training in the specific field. Thus, the lack of skills among lecturer could be overcome by attending short-term courses to improve their skill and knowledge. Therefore, based on the issues raised, there is a need for the development of a re-training model to provide a framework for business management lecturers in achieve the optimal level in quality teaching and learning.

Keyword: MSC, Business Management Lecturer, Vocational College

Introduction

More than six decades ago, the Technical and Vocational Education (TVE) in Malaysia began with the authorization of Razak Report 1956 and Education Ordinance 1957. Followed by other education reports and education memorandum, for example, Rahman Talib Report and Education Act 1961, Mahathir Report 1979, Cabinet Memorandum 1995, 1998 and 1999 had additionally supported the arrangements, framework, educational modules and heading of specialized and professional training.



Improving the quality of vocational education is very important to contribute to a high income status for the country. The Philosophy of Education outlines some criteria that will produce balanced in terms of physical, economic, intellectual and spiritual intelligence. Therefore, to further improve the RMK11 develop TVET trainers to improve the quality of service (MOE, 2015). Professional development program for teachers will be strengthened to promote more training and placement industry.

To create the great nature of TVET at the school level, the concentration is the educators the individuals who spent significant time in their field. Many studies founded that, a considerable lot of showing staff who were utilized had essential specialized aptitudes yet no had greater chance to embrace proficient preparing (Mohammad et al., 2009).

In Malaysia, there is a deficiency of qualified specialized and professional educators in TVE systems. Most instructors are enlisted specifically after they moved on from colleges and universities in view of their scholastic capabilities and don't have mechanical work understanding (Mohammad et al., 2009).

Thus, to get knowledgeable and qualified students, a faculty need to improve their skills in advance. Recently, local scholar discovered that teachers who have knowledge in technology and industrial development can provide the most relevant training and thus can improve the students in the field of employment (Azani, 2013). While earlier researcher in this field, Yusuf (2008) also claimed an employee must have the skills, knowledge and competence in producing a generation of skilled and thus can contribute to the economy in the future.

Literature Review

Training For Vocational College Lecturers

Prominat scholar in this field indicated that instructor preparing in TVE can be characterized is the principle part in giving the aptitude (Micheal D.T & Diane R.L., 2008). Preparing is worried with the improvement of learning and aptitudes to be utilized quickly or in the precise not so distant future and manages creating individuals who as of now have or who are going to enter work.

Typically, the level of skills and knowledge as an educator or instructor of engineering and vocational regardless of the institutions of higher learning, private or even at school level, it is necessary for these people to master technical skills. The role and duties of teachers in the skills training program is different from teaching in institutions of academic focus. Apart from the theory taught in the classroom, teachers need to have the skills and the responsibility to teach practical or hands-on workshops.

Therefore, teachers must have good skills in handling operations of machinery and equipment in each skill area. According to the statement in the report and Training Master Plan Malaysian Occupational Skills Development year 2008 to 2020, a skilled instructor to demonstrate to students before they are allowed to do something practical work. This is because of the safety factor to be taken into account to avoid frequent failure to machinery and equipment.

Existing training given to lecturers in the field of business management theory and has outlined the documentation. The training provided by the Department of Human Resources skills based on previous experience with the recognition of prior achievement.

Malaysian Skills Certificate (MSC)



Lecturers at Vocational Colleges, still using labor from the original school. However, for teaching skills, they need to attend some courses to improve their skills. They need to enhance the quality of skills training instructors and also get some certificates to provide recognition for their teaching skills such as SKM issued by the Department of Skills Development (DSD).

Experience and knowledge of teachers in technical and vocational training institutions are factors that affect the quality of graduates produced. For more than a decade, Maspah and Siti Nor Azidah (1995) outlined, that quality instructors would also be a major problem. Historically, there are evidents that most trainers have limited of industrial experience and work. This phenomenon should be considered as trainers only have academic qualifications without having industry experience and work will make the implementation of the training program or technical and vocational education more theories oriented. Thus, this will produce graduates from vocational institutions that are less trained which doesn't meet the demands required by prospective employers later.

There are also lecturers who teach at Vocational Colleges that do not have certificates of eligibility to teach skills (KPM, 2011). While new lecturers sent by the ministry which lack the expertise to teach skills because they are more exposed only to academics only. The ministry should implement the courses are in house to provide knowledge and expertise in the field of skills so that they can teach well.

Malaysian Skills Certification System is one of the main functions of the establishment of the Skills Development Department under the Ministry of Human areas of (Malaysian Skills Certification Guide Implementation, 2007).

Basically, there are five registered certification programmes offered by Ministry of Human Resource;

- i. Malaysian Skills Certificate (MSD) Level 1
- ii. Malaysian Skills Certificate (MSD) Level 2
- iii. Malaysian Skills Certificate (MSC) Level 3
- iv. Malaysian Skills Diploma (MSD) Level 4
- v. Malaysian Skills Advanced Diploma (MSAD) Level 5

A certification method undertaken to CV's trainers is through Recognition of Prior Achievement (RPA) which a method of obtaining the Malaysian Skills Certification through past experience, whether working or training experience acquired with no need to sit the exam. Candidates are required to furnish proof of the skills they already have to be assessed by the Valuation Officer and approved by the External Verification Officer appointed by the Department of Skill Development.

Methodology

This study used a qualitative approach using face-to-face semi-structured interviews to six of lecturers. This research is a case study. Through this method, researchers can share their experiences thus able to explore and understand the phenomenon of a study in greater depth by immersing what is interpreted through conversation and expression of their feelings. In a similar vein, Yin (2003) describes that, through interviews facing researchers can answer the question of how or why.



The participants consist of lectures from Vocational Colleges and lecturers from Institute of Training and Technical Education Campus. Basically, they are directly involved with the Malaysian Skills Certification programmes. Using the protocol interview, data were gathered and analysed using the Atlas-ti to facilitate the themes. The themes then listed according to the level of frequencies spoke out by the participants.

Results and Discussion

Based on the results of the interview session, shows the problems faced by vocational college lecturer in business management flow are: (1) the lack of training in specific areas; (2) competency skills, knowledge, and teaching; (3) guidelines on retraining; (4) the lecturer areas not parallel; (5) less use of ICT; (6) lack of information; (7) design training is not clear; (8) less exposure of lifelong learning.

Table 1: Show the result of the interview from lecturers KV and IPGKPT

NO.	LIST OF ISSUE	FREQUENCY
1.	The lack of training in specific area	12
2.	Competency skills, knowledge, and teaching	4
3.	Guidelines on retraining	4
4.	The lecturer areas not parallel	3
5.	Less use of ICT	2
6.	Lack of information	1
7.	Design training is not clear	1
8.	Less exposure of lifelong learning	1

According to table 1, the highest frequency theme is the lack of training in specific area. Followed by competency skills, knowledge, and teaching; the guidelines on retraining; and the lecturer areas not parallel. This shows the challenge had to faced by Business Management lecturers, Vocational College (VC) in teaching for students who take the Malaysian Skills Certificate (MSC).

Some of the point that mentioned clearly about the lack of training is showed below. They agreed in terms of training that didn't well support their teaching ;

"training is to provide the course, but the problem in general terms only and no practical. Although we are not in that field"...(R1:2017)

"Mostly teachers that there is a lot of theory and they are not really hands on that basis. They are originally from theoretical or academic. When we have a change of aaa towards vocational education. So they need, they need aaa specialized training more specific to them apply to students really should be" (R2:2017)



The participant added, instead of the training, there should more frequent session must provide to the instructor. One participant said:

“There must be every year. There must be, there must be a special fund for each year, that teacher can upgrade themselves. Reason for notification of all, technology is constantly changing, so we must consider that..so it means the teacher must continue to be given additional courses related to their needs...” (R2:2017)

The teaching and training somehow are done by or without proper knowledge and competence lecturers. It clearly stated by one of the participants in this study:

“So what's the disadvantage of this thing in the first implements, but there is no teaching skills training provided. Here we prepare him first. Ok..We prepare materials must complete So what's the disadvantage of this thing in the first implements, but there is no teaching skills training provided..we prepare materials must complete..” (R3:2017)

From the facts revealed by the interview, clearly and significantly showed that the training is most crucial part in TVE system in Malaysia. The major findings is supported by Sam (2012) states that TVET lecturers should have relevant training qualification, competence and skills to work. In addition, there are a consensus among earlier researchers that insufficient knowledge, skills and lack of industry experience is main problem TVET lecturers in developing students' skills (Omar & Paryono, 2008).

Conclusion

This study determined that the lack of training in specific areas is on a high level among other issues. The need of preparing and retraining is significance keeping in mind the end goal to create imaginative TVE instructors. Some scholars in this field agreed that execute of a reasonable yet adaptable structure of instructor preparing programs on the distinctive level in view of the exclusive requirement of educators understanding (Mohammad et al., 2009).

The results of this analysis can identify gaps whether lecturers need to be more specific retraining. Thus, re-training is more focused and useful for lecturers and allocates contribution to organizations as well as to students of KV. The raised issues indicated that there is a need to develop a re-training model in order to provide a guideline for business management lecturers in achieving the optimal quality of teaching and learning.

Similarly, in study conducted by Hassan et al (2012), that there is a need for Malaysia to have a new National TVET-teacher Qualification Standards and training as a new transformation of vocational education. It is also supported by Mohammad et al (2009), good quality TVET focuses on the lecturers, those who specialize in the field and also proven that many lecturers who were employed possessed necessary technical skills but had no opportunity to undertake further professional training. Therefore retraining program to lecturer is very essential as it will enhance the effectiveness and efficiency of lecturer.

These principles ought to create as an initial step while modernizing the current educator preparing framework. Abilities accreditation programs for professional educators ought to be more which can team up with Skills Development Department in Ministry of Human Resource.

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