WORK INTEGRATED LEARNING (WIL) AND ITS PRACTICES ON THE NATIONAL DUAL TRAINING SYSTEM

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Abstract

This study tends to the Work Integrated Learning (WIL) initiative, embedded in National Dual Training System (NDTS) program in Malaysia. In line with the government’s policy to enhance and streamline skills training in the country, the government stepped up with regards to upgrade and develop the teaching and learning methods of the skills training system. One of the endeavours is the implementation of NDTS, which provides WIL training to produce advanced skilled workers with Social Skills and Values that meet the requirements of the industry. Skills training providers are under pressure to produce more employable, or work prepared graduates, with skills that are a decent match for what employers are looking for in technical graduates. WIL for the training of NDTS consolidates the theoretical learning of the fundamentals, Social Skills and Values with their practical application in a real-world environment. This study examines the management of WIL including the definition of WIL, the different types of WIL, teaching and learning of Social Skills and Values for WIL and its practices with the presence of coaches, trainers, and apprentices in Malaysia.

Keywords: apprentice, coach, National Dual Training System, trainers, Work Integrated Learning

1 Introduction

Work Integrated Learning (WIL) is an umbrella term utilized for a scope of methodologies and procedures through which TVET training institution apprentices incorporate theory with the act of work of work. Complicating the definition of WIL, caused by various terms utilized globally to portray learning programs went for realizing which have a practical component or connection to exercises which happen in the work environment or expert practice. To add to the confuse, the articulation work-integrated learning is much of the time used them again with the other, practically identical terms, for instance, work-based learning (Groenewald, 2004); practice-based learning (Hodge, 2008); professional learning (Lawson, Fallshaw, Papadopoulos, Taylor, & Zanko, 2011); vocational learning, experiential learning, cooperative education, internship, practicum, and field education (Sattler 2011, Stirling et al. 2016). Sattler (2011) plots a typology to elucidate the different sorts of work-integrated learning experiences in technical institution, college and university, including: systematic training, in which the work environment is "the focal bit of the learning" such as an apprenticeships program.

In Malaysia, the term of WIL generally closely associated with apprenticeship programs. Studies identified with WIL programs are getting to be famous with apprentices, employers, government and training institutions. A noteworthy advantage of a WIL programmes is in term of technical and employability skills of apprentices required in the workplace (Elijido and Kloot 2015). This sort of learning usually represents a collaborative effort between industry and training institutions so as to encourage picking up applying theory to real life practice (Bates, 2011).
The Malaysia government has decided to implement the NDTS based on the German model because of its proven success. Department of Skills Development under the Malaysian Ministry of Human Resources are the stakeholder of Work Integrated Learning through the NDTS programs. The NDTS becomes a new outlook and approach for the skills training in Malaysia. The implementation of NDTS ought to reinforce the national training delivery system in creating talented and skilled manpower that can address the issues of the industry needs. The main advantage of NDTS is that it will be exposed the apprentices to the actual work situations of the industry (Wan Seman, 2007). The training is focused on preparing participants to deal with real working performance. NDTS will provide a platform for companies to train their future employees. Clearly, the NDTS training model is based on a concept of smart partnership between industry and training institutions. Hence, the need for strong collaboration between industry and training institution is required to avoid the situation that the standards used in training institutions do not meet the standards required by industry.

This study identified four key stakeholders include apprentice, trainers from public or private training institutions; coaches from industries and government (Patrick et al., 2008; Shirley et al., 2006). In light of the WIL model by Patrick et al. (2008), WIL partnerships in Malaysia are shown in Figure 1, the main stakeholders – apprentice, trainers, coaches and government – have interconnected connections under the effect of the strategy of government. The roles of these four WIL stakeholders also rely upon the orientation of the training institution and the employers towards the work experience, which will decide if the objectives of WIL are achievable or not. Subsequently, the long-term outcomes of WIL must be kept up if a stakeholder approach is embraced where partnerships between the training institutions and industry are encouraged and apprentices are considered as learners.

![Figure 1: Relationships of WIL stakeholders – apprentice, training institution, employer and government of Malaysia structure, and organization (Harvey, Geall and Moon, 1998).](image-url)
2 Statement of the Problem

There are different difficulties relating to the offering of WIL. This incorporates absence of a subsidy, industry hesitant to take an interest in NDTS programmes and absence of qualified coaches and trainers at the industries. In the execution of NDTS in Malaysian industries, the current workers of particular classification will be designated as coaches or trainers. This requires three categories of personnel: administrators, supervisors and senior technicians or senior skilled workers. The administration level will be dealing in the management of training, the supervisor level is required to screen and administer the training delivery and the senior technician level are required to complete the training in terms of facilitating, demonstrating, advising and assessing trainees’ performance (Wan Seman, 2005). Employers at times raise worries that training institution graduates don't have what it takes or experience required to enter the workforce after graduation. WIL is a key mechanism to upgrade apprentices' work-readiness. The nature of the work encounter is attached to its congruity

NDTS Programmes apprentices in Malaysia get an assortment of bundles from various training institutions and industries for WIL. A few industries have an extremely sorted out programme for WIL apprentices; others consider it as nothing but a burden. Therefore, apprentices get generally shifting training encounters. We wish to investigate the effect of the assortment of factors on the WIL and see whether these factors have any impact on the training. These factors incorporate the present organization of WIL, cooperation between training institutions, apprentice and industry, guidance and supervision, syllabus of WIL and attitude of the apprentices. The study was constrained to NDTS graduates central region in Malaysia. The study surveyed on the training of apprentices in these two institutions. Some factors that could influence its usage were researched.

3 Purpose of the Study

The study will focus on the reactions of trainers who offered the WIL segment, in the NDTS program. The following is the fundamental research address in this study:

RQ1 What are the needs of Social Skills and Values for WIL from the perspective of the trainers?

RQ2 What are the obstacles in applying the Social Skills and Values for WIL among trainers?

RQ3 Is there educational training on Social Skills and Values for WIL scheduled regularly to apprentices through a field of study during the process of teaching and learning program of the National Dual Training System from the perspective of the trainers?

RQ4 Is there inculcation of educational training in Social Skills and Values for WIL to apprentices through a field of study during the process of teaching and learning program of the National Dual Training System from the perspective of the trainers?
RQ5  Are there materials or resources that lead directly to the Social Skills and Values for WIL during the process of teaching and learning for the National Dual Training System program from the perspective of the trainers?

4  Methodology

Two TVET training institutions were chosen for this investigation. Both are present accredited to offer the NDTS Programme. In each training institutions two disciplines were chosen, Manufacturing and Service Industry. The WIL trainers, for each programs, at these two TVET training institutions were interviewed, including seven (7) participants.

The interview was utilized as the data collection instrument in the qualitative part of the research. Trainers from two TVET training institutions were interviewed and made inquiries with respect to their encounters, including inquiries on the advantages and disadvantages of the WIL, challenges, reflections on the programme and any similar inquiries that required a deep understanding of the difficulties confronted.

The semi-structured interview technique was utilized amid the interviews. Face-to-face interviews were organized with every trainer. An interview guide was prepared and, within the guidelines, more probing took place. All the interviews were tape recorded, while point by point documentation of the remarks was made and kept, without showing the name of the individual. The reason of these interviews was to get a more profound understanding of the circumstances.

During the actual interviews the interviewers requested the consent of the interviewees. If they granted their consent they were asked to sign the Consent Form. Each interview took between 30 minutes to an hour. The trainers all provided their full support during the process. The majority of the trainers were extremely open about their views and answered all the questions.

For the purposes of this study, both face and content validity were established by a panel of experts. In order to check the face and content validity of the interview questions, the interview questions was given to three experts in the field in order to make sure that the questions were both appropriate and comprehensive. Comments were received and included in the Final draft of the interview questions.

In this study, the rights of the individuals were protected by keeping the information confidential and anonymous and also by ensuring that participation in the study was voluntary.

5  Data from Qualitative Analysis (Interviews)

All the interviews were carried out face to face. The motivation behind the interview was disclosed to the participants towards the start and the participants signed a consent letter. The actual interview was tape recorded and notes were likewise taken. All the records were transcribed from the tape recording into content. Some of the inquiries and the reactions that were straightforwardly identified with the research questions are recorded below. These inquiries are grouped, based on their connection with the research questions. The inquiries are specified in sequence and the content of the responses from trainer no 1 to 7 is tabulated below the question. Toward the finish of each question conclusions are drawn or observations made, in view of the reactions given. The inquiries are as per the following:
5.1 Interview Questions Related to Research Question 1

Research question 1 referred to the needs of Social Skills and Values for WIL during the NDTS program.

What are the needs of Social Skills and Values for WIL from the perspective of the trainers?

1. We see Social Skills and Values needed by apprentices in the later work, particularly multitasking and compliance to the directions given.
2. In addition to technical skills, Social Skills and Values ought to be emphasized that apprentices balanced in both the skills required by the industry.
3. We need to produce apprentices balanced in terms of physical, emotional, spiritual and intellectual. It is critical that apprentices have Social Skills and Values to solve problems when they are in the job market in the future such as interpersonal skills, leadership skills, independence and thoroughness in carrying out the assignment.
4. Our job is to train the theoretical part and, in the meantime, exposing employability skills such as communication skills, negotiation skills, presentation skills, teamwork skills and expertise in providing feedback.
5. We let the technical training to the industry. Our errand is to deliver theoretical part.
6. Possession in Social Skills and Values will give points of interest in building relationships with their companions and the management in making a conducive workplace.
7. We are attempting to expose the Social Skills and Values to apprentices. Despite the fact that we are not clear with the skills, but at least we attempt to apply the fundamental skills, for example, self-discipline, study skills, cooperation, courteous and comply with the command.

Based on the findings, needs of Social Skills and Values among trainers in the nation is critical to be considered and this finding is consistent with a study by Quek (2005); Cox & King (2006). Studies have found the significance of Social Skills and Values will be the benchmark for job seekers in a wide range of industries. Social Skills and Values graduates makes it emerge from other candidates. Likewise, Social Skills and Values important to the achievement and career advancement in the work environment, personality and optimize employee productivity, enhance employee moral and intellectual aspect provides graduates sufficiently.

5.2 Interview Questions Related to Research Question 2

Research Question 2 alluded to an obstacles in implementing the Social Skills and Values for WIL during the NDTS program. The following inquiries from the interview guide tended to this research question:

What are the obstacles in applying the Social Skills and Values for WIL among trainers?

This study through interview data could investigate the issue of barriers in detail and the conclusions that can be made is:

1. Negative attitude of trainers because of contrasts discipline or doctrine. They think studying aspects in addition to basic skills such as Social Skills and Values is something that is an exercise in futility. In fact, this opinion is consistent with the study by Ranjit (2009).
2. Lack of information and absence of comprehension of the teaching of the Social Skills and Values will cause they can't deliver and implement aspects of Social Skills and
Values effectively.
3. Lack or absence of direct exposure of apprentices to the idea of Social Skills and Values that causes them not to value the teaching and learning
4. Applicability of conflict with the wishes of parent training centres. Parents worried with training centres that can give a shorter program focuses
5. It is a burden to apprentices and trainers. Added subjects will expand cost expenses to apprentices
6. The attitude of trainers to execute the Social Skills and Values hearted rendering it hard to run additional programs it is something that is not technical
7. Lack of knowledge of trainers on the importance of Social Skills and Values

An assortment of difficulties was distinguished. The reactions showed that the issue of lack of knowledge and understanding of the teaching of the Social Skills and Values is consistent with the discoveries of a study by Abu Darman and Magrit Oligung (2010).

5.3 Interview Questions Related to Research Question 3

Research question 3 was aimed at ascertaining the timetable for teaching and learning of Social Skills and Values.

Is there educational training on Social Skills and Values for WIL scheduled regularly to apprentices through a field of study during the process of teaching and learning program of the National Dual Training System from the perspective of the trainers?

1. There is no instructive preparing on Social Skills and Values regularly throughout the NDTS program
2. There is no particular timetable for Social Skills and Values
3. We don't teach specific subjects for Social Skills and Values
4. We did not get instructions to teach Social Skills and Values
5. We are not unveiled with the Social Skills and Values to be prepared to apprentices
6. There is no special syllabus for Social Skills and Values
7. We do not provide a schedule for Social Skills and Values but we can assess Social Skills and Values based on the skills of apprentices while they are in the classroom.

All trainers concurred that there was no particular timetable for the teaching and learning of Social Skills and Values during the NDTS Program based on WIL.

5.4 Interview Questions Related to Research Question 4

Research question 4 referred to whether inculcation of educational training in Social Skills and Values for WIL is actualized. The following interview questions identified to this question.

Is there inculcation of educational training in Social Skills and Values for WIL to apprentices through a field of study during the process of teaching and learning program of the National Dual Training System from the perspective of the trainers?

1. There is no inculcation of educational training on Social Skills and Values
2. There is no stressing for Social Skills and Values throughout the NDTS program
3. We don't show Social Skills and Values to apprentices. We clarified their roles and responsibilities throughout the NDTS program
4. We did not get instructions to teach Social Skills and Values. Log book session were
composed for the apprentices to record every day report

5. We have no clue about Social Skills and Values since the constrained time given to teach the theoretical part. There is a manual for apprentices, indicating what is expected and what technical assignment must be finished.

6. There is no special period for Social Skills and Values. We urge them to show eagerness in their work.

7. We don't provide a schedule for Social Skills and Values but we do give them the chance to display their works, cooperate with the task given, time management to manage the due date and interpersonal skills among companions and trainers.

It was noticed that there was no inculcation in the majority of cases while, in a few cases, there were log book session organized for the apprentices to report day by day task given. This thought of inculcation of Social Skills and Values could be developed.

5.5 Interview Questions Related to Research Question 5

These following research questions identified with the material or resources in the NDTS Program.

Are there materials or resources that lead directly to the Social Skills and Values for WIL during the process of teaching and learning for the National Dual Training System program from the perspective of the trainers?

1. There is a WIL guide for apprentices. In this guide, we give them with a list of possible skills that they can learn. They experience emergency treatment and safety courses before getting to the real workplace.

2. We did not get instructions to teach Social Skills and Values but NDTS induction course was carried out.

3. We have no idea of teaching Social Skills and Values since there is limited resources about it. The most critical part of the work is the need to see how a site functions.

4. There is no emphasizing for Social Skills and Values throughout the NDTS program.

5. We do not teach Social Skills and Values to apprentices. They get different training based on the company.

6. We don't give a schedule and there are no materials for Social Skills and Values instead. They require industry exposure. They diarise consistently work.

7. There is a manual for apprentices, indicating what is expected and what task must be finished. We only evaluate apprentice Social Skills and Values based on our own experiences.

It was noticed that there were negligible materials on Social Skills and Values, in a few cases, there were log book session, emergency treatment and safety courses organized. There was one case just in which the apprentices were prepared for employment and, hence, the NDTS induction course was carried out. Notwithstanding, the quality and sort of these materials appear to vary between the different disciplines and institutions. In spite of the way that apprentices were provided with some kind of educational modules or syllabus, the educational programs were found to need lucidity as to the minimum prerequisites for training.
5.6 Additional Information from Interview

The additional reactions to the interviews questions were summarised below.

What is the attitude of apprentices during WIL?

1. They want to do it. The majority enjoy it.
2. The attitude is good.
3. Attitude is good in most cases. They are dedicated as visits show.
4. The majority have a good attitude during this period of learning. The main issue is report writing
5. The apprentice must add value to the company, otherwise they become redundant.
6. Apprentices are generally very positive
7. Only shift work is a point of unhappiness

The attitude of the majority of apprentices gave off an impression of being great.

Do the apprentices reflect on what they have done during their training?

1. They just have reflection during the presentation but not in writing.
2. No, not really, but their responses are positive.
3. This ought to be an essential component to consider in future. It ought to be started. We can request that they ponder their work. There is no reflection if everything is going great.
4. During the department's interview apprentices are compelled to think about the work they have done. Lamentably, coaches are generally occupied and can't go to the interviews frequently. They make introductions and issues are specified.
5. No pattern has been found yet on the grounds that they have diverse encounters. We may have the capacity to discover a pattern in the event that we do it for all apprentices in one industry.
6. No reflection
7. They just get criticism from coaches

The outcomes demonstrated that there is no formal reflection on the work done. However, trainer no. 4 demonstrated that some kind of impression is required subsequent to training. It is basic that reflection on the procedure turn out to be a piece of the WIL training to empower persistent change. It might be useful to consider anonymous reflection with the goal that apprentices can give their opinions uninhibitedly and not stress over being punished.

Do you have any suggestions for the improvement of the work integrated learning?

Curriculum for WIL

1. More subjects ought to be PC based learning.
2. The coach at the industry must understand that the apprentice ought to acquire more knowledge into the work.
3. Give apprentices more responsibility in the work environment.
4. Make apprentice aware of new and better technology.
5. Companies/industry ought to be urged to have better/well-structured in-service training programmes.
6. More work and undertakings are required.
7. Apprentices ought to be given more responsibility regarding activities and general production processes.
8. Companies should have well-structured training programmes and refrain from utilizing
apprentices as full-time representatives.

9. Curriculum/syllabus for WIL ought to be drafted in conjunction with industry management and revised annually for different organisations.

10. For industry, a training schedule might be actualized to guarantee involvement in relevant areas.

11. Set special tasks to complete.

12. Adequate exposure on different disciplines is required.

13. Apprentices must be taught each and everything that is required, so that they can turn into the skilled workers in the future.

14. Industry experience was very broad, not specific. Industry not having proper legitimate rules for this training

15. Companies or industries don't have a proper structure for WIL; they are more in production than training

**Better liaison between training centres and industry**

1. To work as an inseparable unit with the industry

2. Better contact amongst trainers and coaches

3. Better contact with industry and government about prerequisites of WIL

4. Training centres ought to get criticism from industry to cover any crevices

5. A legitimate contact between training centres and industry should be reinforced

6. Clear communication between training centres and industry is required. Apprentice must show the schedule for his/her working in industry

**Industry support**

1. More support from industry

2. Industry must provide more coaches

3. Apprentices must acquire by experimenting, not being told each time how they ought to do it or something else.

4. The training centres focuses must attempt to comprehend the training system of the work environment and liaise with the organization.

5. Apprentices to be taken through the WIL on an observed premise and work for the most part to train purposes instead of industry needs.

6. Placing apprentices with an accomplished coach for transferring skills.

7. Dedicated coach at work environment is required.

8. Follow ups must be finished by the institutions and industry.

9. More support from the training centre, and more support from industry is required.

**Wrong attitudes**

1. There was insufficient work to be given and absence of trust

2. Not offered responsibilities to analysis and express one's potential

3. Miscommunication

4. Employees at work give apprentices trouble and unpleasant attitude, subsequently making it difficult to gain experience

5. The trust wasn't sufficient from management because of inexperience
6 Discussion

During the interview, all trainers reacted that WIL is a critical piece of the NDTS program and can't be supplanted with whatever else. At the point when the trainers were asked whether Social Skills and Values affect the estimation of WIL, they consistently reacted that both aptitudes majorly affect the value of WIL. There is by all accounts space for doing Social Skills and Values at the training centres and industry. Therefore, the advancement of the syllabus or module of Social Skills and Values should be underscored. Training centres need to remember that the nature of a work ought to be joined by the Social Skills and Values (Beckett, 2004; Lizzio and Wilson, 2004; and Quek, 2005). The inclination of organizations or unions, for example, the Organisation for Economic Co-operation and Development (OECD), the International Labor Organisation (ILO) and European Union (EU) for the reasons for Social Skills and Values should prompt training centres to produce graduates who can meet the necessities of the job market in the global era (Callan, 2003).

It demonstrated that Social Skills and Values is significance reliant on a decent contact between training centre and industry. To enhance the offering of WIL in Malaysia, we require more human resources assigned to this attempt and ideally a full sponsorship by government would bolster the (NDTS) program. Apprentices would confront less difficulties, if more support is accessible from industry. In conclusion, for the long term needs of Social Skills and Values is critical in the face of increasingly challenge of fellow workers in maintaining employment and thus obtained can achieve economic growth and globalization (Ramlee et al., 2008).

It was demonstrated that apprentices don't all get a similar service during their WIL training. Bigger organizations give more extensive encounters them in smaller firms. Our suggestion is that special consideration ought to be given to the substance of the syllabus. It ought to contain the fundamental areas of learning, as well as provide Social Skills and Values inside every zone so that the distinctive organizations or associations can give the substance required. In aggregate, an educational programs or guide is required for the training of NDTS. It must be adaptable yet particular on the technical areas of learning; and Social Skills and Values. Its assessment must be adjusted to the curriculum. There must be a consistency in various disciplines with respect to WIL. Attention must be given to the quality and substance of the materials that are provided to apprentices before their WIL training of NDTS. The minimum criteria required for the fulfillment of WIL training of NDTS ought to be determined and the duties of the role players, including the trainer, coach and apprentice ought to be cleared up. We have noticed that apprentices sign a learning contract in conjunction with the trainer and coach (Martin and Hughes, 2009).

The presence of a trainers and coaches play a very important role on the WIL satisfaction. Some trainers have hands off strategy since it is trusted that while apprentices are in the industry, it is the coaches’ duty to give the fundamental learning opportunities to apprentices. The study demonstrates that this is a cooperative work and that apprentices expect both the trainer and coach to support them during the training of NDTS. The WIL training of NDTS must be regulated legitimately and evaluated appropriately. This is the area that needs some creative thinking and adaptability. New participations and collaborations between training centres and industry must be set up to enhance the supervision circumstance.

The positive attitude that exists among the apprentice as to their WIL training of NDTS has been in charge of managing emphatically with a portion of the difficulties experienced during this period. The apprentices are skilled in their technical skills as well as Social Skills and Values.
that affect their work performance. (Rasul, Rauf, Mansor, Yasin, & Mahamod, 2013). This Inspirational state of mind towards WIL gives a right stage for practical learning however we have to screen the circumstance constantly and keep it as a reflection point. They recognized good communication skills as a vital skill during the WIL training of NDTs.

References


