

# Challenges and Strategies in Technical and Vocational Education and Training

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## Abstract

This article discusses some of the challenges to be faced and addressed by technical and vocational training in support of the government's efforts to achieve a developed nation status by 2020. Authors also highlight the steps and strategies set by the Ministry of Education to implement a training curriculum technical and vocational able to produce skilled workforce based on three main factors, namely attitude, quality and quantity.

**Keywords:** TVET, challenge

## 1. Introduction

Malaysia has set the target of becoming a developed country by the year 2020. Accordingly the development of human resources addressed vigorously as only the abilities, skills and initiative only people of a country can be developed. Therefore, what should be emphasized is fully focused on the development of human resources especially in technical and vocational education. This in turn puts up big on training and technical and vocational education in realizing that. This is in line with the views of the author of the opinion that the shortcomings in the system of training or technical and vocational education will lead to lack of skilled manpower which in turn will affect the country's economic growth.

The purpose of technical education is to provide students that tend to field level technical upper secondary education to enable them to pursue high in the technical field. In addition, this area also allows students to obtain employment in the technical, industrial and commercial.

The purpose of vocational education is to produce students who tend to vocational upper secondary education level. The courses are held to enable students to acquire basic vocational knowledge and skills to enable them to find employment as skilled and semi-skilled workers in the industrial, trade and agriculture.

On a broader basis, vocational education and training opportunities enhance lifelong learning and help maintain the individuals' economic competitiveness. There is also a social and/or cultural development potential in educational programs and a number of countries are attempting to balance these roles against the rational economic role.

## 2. Interest In Technical And Vocational Education Training (Tvet)

Interest or passion is an important factor in ensuring the success of someone which participated in technical and vocational fields. This subject is very important because education has become a pressing need for a workforce that truly skilled. This in turn can meet the targets Malaysia for providing the workforce by 2020.

## 3. The attitude of the society towards technical and vocational education.

Society is seen by the author as still have this view when they consider vocational students are only those who fail academically. This phenomenon has also raised concerns Maspah and Siti Nor Azizah (1995) in their paper that:

"A major problem is to attract students of vocational education. Parents give more attention to education in academic schools. Vocational Education in schools is regarded as " Second Class ". Graduates from vocational schools are also considered inferior even SPVM recognized certificate with SPM . vocational school is for students who are weak or who have dropped out. "

Such perceptions are not always accurate due to technical and vocational education to provide a bright future to our graduates, whether in employment or education level. The newspaper reported that Malaysia had trained more than 32.166 engineers public tertiary institutions in 2020 (The Star, February 10, 1993), whereas by 2000 only the industrial sector requires a total of 51,000 engineers (The Straits Times, January 31, 1993).

The terms of the opportunity for continuing education, equal recognition for SPMV with SPM has given the same opportunities for graduates to pursue SPMV centers of higher learning such as the Polytechnic, ITM, UTM and others (Maspah & Siti Nor Azizah, 1995). Government initiated program Look East, through its agencies

like MARA has sent his skills to pursue post-graduate institute job training in Japan. All these efforts are aimed at encouraging the community to work positively towards national vocational and technical education.

#### **4. Technical and vocational education to produce skilled manpower.**

In the area of human resource development, the author tries to highlight the importance of the role of technical and vocational education in producing skilled manpower to meet market demand. They must be able to work professionally and to be able to accept and master new knowledge related to quick. According Isahak Haron (1992), the manpower needed in the community would have the manpower industry efficient and professional, open-minded to receive and review the information and knowledge and be able to make adjustments right. In order to develop an appropriate curriculum with industry needs, the close cooperation of the private sector is needed. Through this collaboration, programs and courses related content consistently monitored and adjusted to meet the demands of the job market is changing. This view was shared by Maspah and Siti Nor Azizah (1995) says that technical and vocational education should have a close relationship and collaboration with the industry to ensure the success of the training program and compile kurikulumya. Significant industry support that the school system can keep up with changing technology and to meet the needs and demands of their working conditions. These programs are conducted in cooperation between educational institutions and the private sector techniques capable of improving the quality of technical and vocational education.

#### **5. Improving the quality of skills training.**

The author argues that the experience and knowledge of instructors in technical and vocational training institutions, the factors affecting the quality of graduates produced. Maspah Siti Nor Azizah (1995) says that qualified instructors are also a major problem. They are taken directly from the local university and college special technical or vocational training. Most trainers no industrial experience and work. This phenomenon should be considered as only trainers who have no academic qualifications and work experience industry will make the implementation of the training program or vocational and technical education more oriented theories. This will produce graduates of vocational institutions are poorly trained to meet the demands required by prospective employers later. This is based on the following reports:

"... That existing training institution in this country Especially vocational schools, offer some practical very little content in their courses that's Standard and Poor Lack the new graduates frequently some practical skills required by the industry, and from findings of TRACER some studies, it appears that's on average about 40 % of the trainees are employed in jobs not related to Their training. " (The Star, February 10, 1993).

Consequently, the authors recommended that the system of recruitment of instructors do more openly in any academic qualifications but did not become a major factor to take into account the industry experience and technical skills possessed is worth. This is because the government, through the Ministry of Education has also created more flexibility in hiring staff and working closely with the industry to get teachers as temporary employees or loan (Maspah & Siti Nor Azizah, 1995). Twinning programs with local learning centers and abroad can also be implemented for the training of teachers of polytechnics and Secondary Schools Technical / Vocational. This can improve on the quality of technical and vocational education through high teaching quality and more efficient.

#### **6. Increase the quantity of technical and vocational education.**

Authors see increasing number of technical and vocational education institutions is necessary to meet the needs of the local workforce. Percentage of students who have the opportunity to study in this field is still very much less than the amount of opportunity that should be open. This is in line with a statement saying that only 7% of students to enter vocational and technical schools than in other industrialized countries, where over 40% of students in vocational schools or technology, for example in Germany (Shahril Marzuki, 1993). The total enrollment is due to the small quantity of technical and vocational institutions remains inadequate compared with the entry application. Based on the data presented for the year 1992, it appears there are only 70 vocational schools can only accommodate 46.980 students only (Daily News, December 1, 1992). Polytechnics are a total of 7 when she put only 9,404 students (Shahril Marzuki, 1993).

Accordingly the government with the assistance of private widen the establishment of technical and vocational education under the provisions of either the government or private funding. This view was also raised by Deputy Prime Minister stated that:

"The private sector to invest in establishing more vocational or polytechnic schools to meet the needs of skilled manpower, the government's aspiration to make the country developed in the year 2020." (Daily News, February

17, 1993). Therefore, the establishment of private colleges in an effort to produce skilled manpower to meet the country's economic growth to limit the amount of energy released by the trained centers of local public education.

## 7. Conclusion

In conclusion, the authors assert about the challenges faced by technical and vocational education in response to the government by 2020. Communities urged to change their opinions of technical and vocational education. However, continued efforts should be made to change the attitudes and values of society into a more positive direction. These include instilling good attitudes and norms among those that can afford to be a highly skilled workforce. In addition, the government and private sectors are advised to strengthen cooperation to address the employment problem in the field of technical and vocational. Finally, the authors feel confident that if the three main aspects of the challenge of attitude, quality and quantity can be resolved, then the success in achieving the vision 2020 is promising.

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