

# INSTRUCTOR'S ROLE IN TRAINING FUTURE EX-SERVICEMEN TOWARDS SECOND CAREER

**Azinuddin bin Mat Din & Azman bin Hasan**

Faculty of Technical and Vocational Education

Universiti Tun Hussein Onn

Email: azinuddinperhebat@yahoo.com.my

## **Abstract**

The objective of this research is to identify the role of an instructor in providing skill training to the future ex-servicemen who will be going to end their services with the armed forces. This research is done in a qualitative method whereby five expert instructors from Armed Forces Ex-Servicemen Affairs Corporation (PERHEBAT) with more than 15 years of experience has been interviewed in an open interview. Outcome and information derived from this interview has been classified according to the themes. The outcome has been approved by the experts and cross-checked with the frequency matrix schedule and also was tested with the Fleiss Kappa analysis. The research's outcome shows that there are five elements of the instructor's role that need to be implemented in teaching and learning (TnL) toward the future ex-servicemen, i.e.: 1) Mentor, 2) Counsellor, 3) Facilitator, 4) Programme Builder and 5) Programme Manager. By implementing all these five elements during the skill training, hopefully by the end of the training it will produce a skilled worker and competitive entrepreneur from this group of future ex-servicemen.

**Keyword:** *Teaching and Learning, Andragogy, Veteran*

## **1.0 Introduction**

According to Blanchard, P.N & Thacker J.W (2004) training is a systematic or an organized process where the objective is to create an opportunity for an individual to acquire skill, knowledge, change of attitude and certain capabilities to perform ongoing job or his future employment. A systematic and proper training could build a career for an excellent individual. According to Mohd Nasir et al (2006) a career is a series of job, duty and designation trusted by Allah to an individual during his lifetime, whereas in *Kamus Dewan* (2000) a career is a job that are choose to earn livelihood, a career was also defined as ongoing job that are related to an individual attitude and experience (Suhaila Nadzri et al, 2015). The end of career is retirement, whereby according to Siti Zaharah & Foo Yuen Wah (2013), retirement refers to an individual who resign from his salaried job.

Training is a very important method in developing human resource for current and the future (Abdul Latif & Maimunah, 1997), this was frequently defined as learning and teaching process which is planned and targeted to enhance skill, knowledge and an attitude of the workers (Blanchard, P.N & Thacker, J.W .2004, Norhasni et al, 2015). However not every training which had been planned can achieve its objective, the success of the training depends on few factor, one of it is the worker or the trainee and the method of the training itself

(Buerah, Hussin & Baharin. 2011, Lunandi, 1982). Therefore, a method is need to be found to ensure that the training can produce skilled, motivated and entrepreneurship human resource in the future. The objective is to overcome the problem of shortage of work force in this country, where as a result, we need to import foreign labour.

In achieving the training objective, the instructor plays an important role. According to Suprijanto (2006) the instructors need to understand, based on the learner's requirement what are the suitable methods from the aspect of cognitive, affective and psychomotor domain. The instructor's role is but not limited to producing a skilled worker but also a future entrepreneur in line with the opinion of Zaidatol et al (2002).

## **2.0 Statement of Problem**

In every year, it was estimated in average around 5 thousand servicemen retire from their service in the Malaysian Armed Forces (ATM), most of them will retire at the age of 39 to 45 years old especially personnel from the Enlisted Rank (PERHEBAT, 2015). As a servicemen who is trained as the country defender, it is undeniable that they are an asset or source of work force who is experienced, discipline and possess a strong mental endurance (Mahmood Nazar et al. 2003), yet based on a report published by Department of Veterans Affairs (JHEV) it is estimated that 24% of them are working after retire from the ATM, the rest of 76% are not working (Normah, 2013).

Issues regarding ex-servicemen is not tomorrow's new, previous research done by Mammood Nazar & Mohd Taib (1993) shows that 15% out of 200,000 respondent are not working, 38.5% are facing poverty and half of them earn an income of less than country's per capita income in 1989. A subsequent research was also conducted on them, Mahmood Nazar, et al (2003) ex-servicemen are having critical problem in getting a job as according to the research, 59.7% respondent states that they were jobless or not having a job with fixed income, 93% are at risk and 6.3% are poor. This issue was also raised by Sarawak's JHEV director Lt Kol Monday Junid (2012) whereas around 60% ex-servicemen in Sarawak are facing poverty. Hence an appropriate role of an instructor in providing technical and vocational training skill need to be implemented in ensuring that future ex-servicemen will receive suitable training so as to overcome the issues of unmarketable future ex-servicemen.

## **3.0 Question of Research**

This research is conducted in order to identify the instructor's role that need to be implemented during the skill training session, as such the question of research which has been identified is as follow: What are the element of instructor's role required by future ex-servicemen towards their second job?

## **4.0 Research Theory Framework**

To ensure the research done is organized and focused, the researcher have built research theory framework as per chart 4.1,

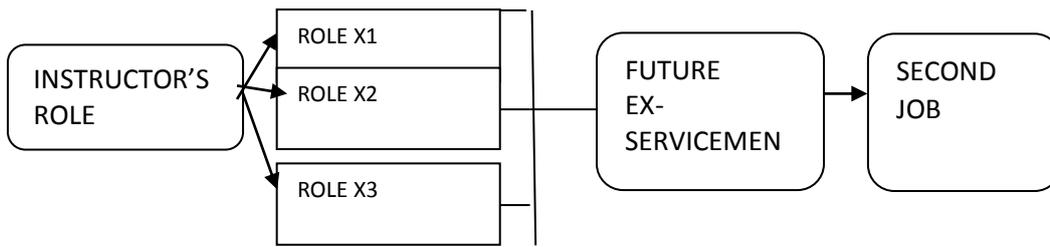


Chart 4.1 Research Theory Frameworks

## 5.0 Research's Literature

Instructor is an individual with an expertise in certain field and well versed in teaching techniques, as such their knowledge can be conveyed to those who need it. Therefore, there are various roles that need to be played by the instructors or teachers in order to achieve the teaching's objective:

### i) As Facilitator

According to Lunandi (1982) facilitator is a person who facilitate an adult learner to achieve learning objective and acted as information distributor, capabilities trainer and design creative experience for the learner. Suprijanto (2012) in his book '*Pendidikan Orang Dewasa, Dari Teori Hingga Aplikasi*', provides that an adult are comfortable with the facilitating method because they felt that they are being coached instead of being taught, this is because an adult learner is a person with life's experience and they show more interest if their experience is being appreciated. This was also mentioned by Anisah & Syamsu (2011) whereas a facilitator must identify the learner's capability from their lowest past experience before enhancing it to the next level. .

### ii) As Mentor

Mentor is a sample model and indirectly the mentor becomes a role model to the trainee in building their identity, in line with Ismail's et al (2014) opinion whereby the role of a mentor is very important in ensuring that the learner is in a right track during a learning activity in the form of coaching and training. Also, the mentor must be an instructor who is reflective and presence among the learner during the programme, the learner appreciates the instructor's experience and treats it as guidance in learning. Therefore, an instructor must possess real experience that can be shared during the learning and teaching process in accordance to Shahizan & Tsai (2004) views that mentor is an individual who share experience and knowledge with another individual based on trust.

### iii) As a Programme Builder

Suprijanto (2006) mentioned that an instructor must design the training's programme in accordance with the learner's need from the aspect of cognitive, affective and psychomotor domain. The instructor's role in developing skill training programme must be viewed as producing not only a skilled worker but also to produce a future entrepreneur in line with the opinion of Zaidatol et al (2002). The original role of an instructor is to convey the skill and knowledge as much as possible to the trainee to ensure that the trainees are capable and

outstanding in their area of practice. Lunandi (1982) was in view that a programme that is being organized must identify the target group of the programme by knowing what is the knowledge or skill needed by them, apart from it the programme must also identify how the teaching and learning (TnL) should be used.

iv) As Programme Manager

According to Saharisir (2010) in his book '*Pendidikan Orang Dewasa*', teaching an adult is not limited to building the programme's framework but the instructor must also be able to organize the learning activity. This was also mentioned by Lunandi (1982) whereby in learning and teaching, the instructor must know how to fulfil the learner's wishes and needs, the objective is to ensure that the learner are interested to continuously presence in learning activity. Apart from it, the instructor must distribute the learning resources effectively so as the objective to enhance the skill, knowledge and change of attitude is achieved and lastly to do an evaluation towards the teaching that has been conducted.

v) As Counsellor

The instructor's role as counsellor was also important, this is necessary in education process. According to Machelah (2017), he was on the view that the learner becomes comfortable with counselling method as they are being coached to solve a problem in learning. As such, during the teaching, the instructor must use motivation method to enhance the self- confidence of the learner who is under training. The instructor duty is not limited to ensuring the skill training can be conducted in an organized manner but also in ensuring that the learner's motivation is at the maximum level during the teaching session. This expert's view is in line with Suprijanto (2012) who says that an adult need to be motivated internally to create interest in learning.

## 6.0 Methodology

Outcome and information obtained by the researchers from the Literature Research and interview have been cross-checked with frequency matrix schedule's method to ascertain the appropriate elements of instructor's role based on the opinions of instructors who has experience in teaching at PERHEBAT. This is because an instructor from PERHEBAT knows better about the needs of the future ex-servicemen that are trained by them. The use of Frequent Matrix Schedule is to obtain the level of similarities between them. Information and data with the highest trustworthiness value are used to design the instructor's role needed by the future ex-servicemen. Through various method of data collection, research's framework becomes stronger and the outcomes is trustworthy and meaningful (Perone & Tucker, 2003; Rohayah Talib, 2009 & Azman, 2012). By using the interview method it will produce a clear understanding in answering question of the research (Brewer & Hunter, 1998). In overall, data from the experts interview is analyse to identify the instructor's role which are needed by the future ex-servicemen.

## 7.0 Outcome

Analysation of qualitative data that has been done shows that all aspect of instructor's role in giving technical and vocational skill training which are tested with Fleiss Kappa analysis obtained a remarkable result. Based on outcome of the research which was done through an interview, all of the expert discussed mainly on the element of training from the aspect of instructor's role in teaching and learning (TnL), which are necessary in creating

future ex-servicemen towards becoming an entrepreneur and skilful in vocational area, by implementing elements of motivation in TnL. There are five roles mentioned by the experts:

a) Instructor as Facilitator

Follows is the excerpt by expert P1 where the element of instructor's role as facilitator has been raised out:

"...means we use you tube in our class as P&P , lesser note, we do an assignment when it come to a project , the student is supposed to do a report with picture from the beginning of the project, say the module is for three week so after three week, we gave another extra two weeks, so in that group he will have his own Gantt chart, he have his own step by step, from the report we can see how the trainee present the work... so it can be seen how passionate the trainee about the project as he is reporting his own job, meaning from un assemble units... record .. record the process... in picture, previously there was no hand phone, sometimes we took picture, we bring the camera, so for sampling I took from 'poly', show it to them.." (Expert P1, Facilitator, 6 Dis 2016)

Expert P2 was on the view that from the entrepreneur aspect, the role of an instructor is as facilitator and it need to be implemented during the teaching session:

"...we need to combine between skill and entrepreneurship, indirectly as an instructor...for me *lah*, by only providing the skill, without putting the element of an entrepreneurship...I think...as an instructor...I think in providing knowledge it's not only about seeing the trainee become success but also to ensure the trainee can perform at work, so as an instructor, knowledge on entrepreneurship, although limited, still need to be conveyed to the trainee ..." (Expert P2, Entrepreneurship, 9 Dis 2016)

Beside, according to Expert P1 and P3, during the teaching, the instructor must also use the motivation method to enhance the self-confidence of the trainee:

".. so, first we need to attract his interest, once he is interested and after six months into basic skill training what will happen once the refrigerator is done?, entering the eight months.. *ehhh*...he start purchasing item, this is what I always told my friends *la*...do not expect things to be in a certain way right from the beginning, we must first build their interest ..." (Expert P1, Motivation, 6 Dis 2016)

"..motivation need to be implemented every day in each training's module, should not stop at one session...up to the end of it, entrepreneurship motivation...motivation on self-discipline will also be implemented everyday as continuous reminder and for them...to be in control *lah*, not easily influenced ..." (Expert P3, Motivation, 21 Dis 2016)

It is the instructor's role to ensure the training skill is conducted organizedly and also to ensure that the trainee's self-motivation is at the maximum level throughout the teaching session.

#### b) Instructor as Programme's Builder

The instructor's role as programme's builder and to provides an appropriate training to the trainee was voiced out by expert P4, their role in designing the skill training programme must based on an objective to produce skilled worker and also a future entrepreneur:

“...actually we have started since 2016... step taken by PERHEBAT, we have developed our on module as accordance to our future trainee where at the end of it they will become an entrepreneur...”  
(Expert P4, Programme's Builder, 20 Dis 2016)

According to expert P1, The instructor's role is not limited in designing a programme that is based on skill and entrepreneurship but also to implement the elements of motivation:

“...so how to do a 360 degree of u- turn... not it is done... as long as it is done... no... not as long as it is done... not regimental order... this is what we want to change... but that is if we follow my situation, if the programme is under my wing...” (Expert P1, Programme's Builder, 20 Dis 2016)

The original role of an instructor is to convey skill knowledge as much as possible to the trainees to ensure that they are capable and outstanding in their area of practice, as such according to expert P4, an instructor is one of the suitable individual as programme's builder:

“... actually part of the NOSS, I am part of the committee who developed it ...” (Expert P4, Programme's Builder, 21 Dis 2016)

#### c) Instructor as Programme's Manager

According to the experts, the role of an instructor is not limited as programme's builder, expert P2 is on the view that the instructor need to play his role as programme's manager in an entrepreneurship's way:

“... not to be the SKT or what... terms, but as an instructor and for each intake under my wing, I will manage a programme with a project outside, a real project... it's not necessarily to be a big project...”  
(Expert P2, Programme's Manager, 9 Dis 2016)

Instructor's role is not limited to managing programme which have entrepreneurship and skill in nature, expert P3 said that an instructor must also capable of managing a programme which will increase the trainee's self-motivation:

“...we brought them to visit their friends who have made it in that field.... it will becomes one of the most effective motivation *lah* ...” (Expert P3, Motivation, 21 Dis 2016).

According to expert P5 one of the important role of an instructor is to manage a programme that can enhance the trainee's skill, the objective is for the trainee to understand the skill that they need to enhance during the training in order to be accepted by the demand of the real industry :

“...if I want to talk about customer service, before I start by showing a slide presentation of what is customer service, what is the necessary characters of *customer service* that you need, or doesn't need and other thing. I will start by first bringing them to the field, for example I will bring them to a five star hotel so they will be able to witness what is the customer services practiced by the staff at such hotel and I will also bring them to a hotel with no star, and also to witness at how customer services is practiced towards tourists...” (Expert P5, Programme's Manager, 27 Jan 2017)

#### d) Instructor as Counsellor

Expert P4 and P5 says, an instructor is someone who involve directly with the trainee who undergo the training, hence, it is undeniable that they have more understanding towards the trainee's problem either from the aspect of skill, entrepreneurship or self-motivation :

“.....they are yet to have a direction either to be an entrepreneur or getting a salaried job once the retire, they do not have such direction yet... but as an instructor, within 6 months, 12 months, 18 months we can help by motivating them to which direction... say we want to help them to be an entrepreneur, first thing is by enhancing their self- confidence, because based on my own experience... most of the trainee at PERHEBAT, it's not that they wasn't interested in open up their own business after the end of the training, they are actually lack of self- confidence... they are afraid ...” (Expert P4, Counsellor, 20 Dis 2016)

“...these people are an adult, its un useful if we use the carrot and stick technique... to ordering them around and to scold is not the right technique. so, for me... my method is to do a discussion and approach them as a friend. However, when we use that approach it doesn't mean we are weak...” (Expert P5, Counsellor, 27 Jan 2017)

#### e) Instructor as Mentor

Experts is on the view that an instructor is an individual who is very close to the trainee, normally most of the time of the training is spent with an instructor, indirectly the instructor will become role model to the trainee in building his personality. Expert P4 says that PERHEBAT's trainee are an adults who appreciate the instructor's experience as guidance in their learning, as such an instructor must possess real experience that can be shared during the teaching and learning process:

“... we can't just stay in our comfort zone, we need to do our reading, we need to do our research, we need to find the alternative on how to be a successful entrepreneur... only then we will be able to share... that is why to be honest, I have my own business, so I know about the challenges in business, I know how it's like to be deceived by the customers. So when we share our experiences, in a way the

trainee will have some exposure on the challenges and the reality of business's world ...” (Expert P4, Mentor, 21 Dis 2016)

According to expert P1, an instructor must also be passionate about entrepreneurship and skill which indirectly will increase the trainee's motivation in learning:

“...teacher must be passionate... first is the teacher... meaning when the teacher is doing something... what does he feel about it? When he teaches about air- conditioner does he has a feeling about the air-conditioner? If he is passionate he can deliver, but if he is not passionate enough he would not be able to deliver...” (Expert P1, Mentor, 6 Dis 2016)

Instructor becomes an expert reference during the learning, expert P1 says that the role as mentor is more obvious during the skill training's session:

“... we do it in a form of an assignment, a grouping, we did not acting as a teacher, we acted as a mentor only, we sat at the table and they need to come and see us... Teacher I didn't understand how this is done... so we straight away tackle the problem.... that is the strategy that I used *la*... no more teaching...be a mentor...” (Expert P1, Mentor, 6 Dis 2016)

a) Fleiss Kappa Agreement towards Elements of Instructor's Role

For cross- check, researcher has conducted a calculation to get Fleiss Kappa's coefficient value on each element of training that have been designed, Schedule 4.2 shows that overall, out of all elements of training needed, the aspect of instructor's role obtain an excellent value of trustworthiness and agreement that is coefficient 0.92

Schedule 4.2: Fleiss Kappa's coefficient value for the elements of instructor's role

Element of training from the aspect of instructor's role	Expert's Agreement		Kappa's Value	Level of Agreement
	Agree	Disagree		
Instructor as Mentor	15	0	1.00	Excellent
Instructor as Facilitator	14	1	0.94	Excellent
Instructor as Programme Builder	14	1	0.94	Excellent
Instructor as Programme Manager	13	2	0.88	Excellent
Instructor as Counsellor	12	3	0.83	Excellent
Total	68	7	0.92	Excellent

**8.0 Conclusion**

From the outcome of the analysis, the researchers suggest the elements on instructor's role as per Chart 8.1. This is because the appropriate role of an instructor in providing training to the future ex-servicemen is very important and demand serious attention. The instructor's ability to master the elements of the role mentioned will hopefully able to help them in providing the best training and achieve the teaching and learning objective so that the instructor is able to produce a capable and outstanding future worker or an entrepreneur from the group of future ex-servicemen.

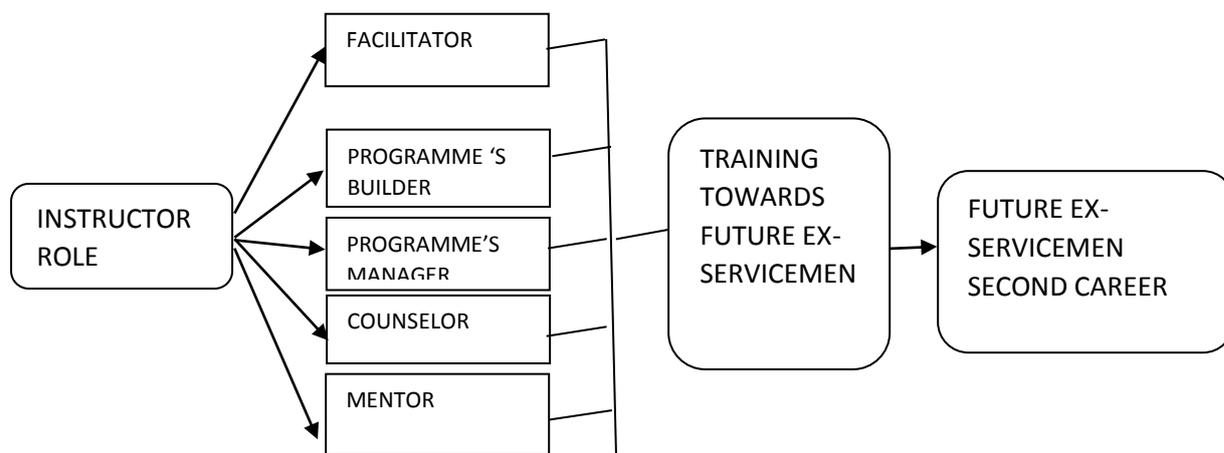


Chart 8.1 Instructor's role in teaching and learning

## Bibliography

- Abdul Latif Abdul Kadir & Maimunah Ismail. (1997). Hubungan Keberkesanan Latihan Dengan Prestasi Kerja. *Pertanika J. Soc. Sci & Hum.*5(2):73-82(1997). ISSN: 0128-7702. Universiti Putra Malaysia Press.
- Anisah Basleman & Syamsu Mappa. (2011). *Teori Belajar Orang Dewasa*. Bandung, PT Remaja Rosdakarya
- Azman Hasan, (2012). Instrument Penilaian Pembimbing Dalam Pelaksanaan Pembelajaran Berasaskan Kerja (PBK) Pelajar Industri. Universiti Teknologi Malaysia :Tesis UTM
- Blanchard P.N & Thacker J.W, (2004). *Effective Training, System, Strategies and Practice*. New Jersey. Pearson Education Inc.
- Brewer, J. & Hunter, A. (1998). *Multimethod Research: A Synthesis of Styles*. Newbury Park. CA: Sage Publication.
- Buerah Tunggak, Hussin Salamon & Baharin Abu (2011). Keperluan Latihan Dan Pendidikan Berterusan Ke Arah Pembangunan Usahawan Muslim Berteraskan Nilai Islam Di Malaysia. *Jurnal Teknologi*, 55 (Sains Sosial), Mei 2011: 121-144 : UTM Press.
- Ismail Mohamed, Soaib Asimiran, Shamsudin Ahmad & Shafee Mohd Daud (2014). Peranan Mentor dalam Program Bina Insan Guru. *Jurnal Personalia Pelajar* 17 (2014):31-40
- Kamus Dewan edisi baru* (2002) . Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Lunandi. A.G.(1982). *Pendidikan Orang Dewasa*. Jakarta, Gramedia.
- Mahmood Nazar Mohamed, Mohd Taib Arifin, Azizan Hussin, Mohamad Arafat Noordin (2003). *Penyesuaian Program Peralihan Dengan Kerjaya Pasca Persaraan Angkatan Tentera Malaysia*. Universiti Utara Malaysia : Laporan Kajian Projek IRPA.
- Mahmood Nazar Mohamed & Mohd Taib Ariffin (1993). Sumbangan Guna Tenaga Bekas Perajurit Malaysia Ke Arah Pembangunan Negara-Cabaran dan Strategi. *Jurnal Produktiviti Bil* 13 Jan 93, ISSN 0127-8223. Perbadanan Produktiviti Negara.
- Manchelah A/P Natesan (2017). Keberkesanan Perkhidmatan Bimbingan Dan Kaunseling Sekolah Menengah Di Malaysia. Universiti Malaya.:Tesis UM
- Mohd Nasir, Azmishah, Ramli, Sayed Mahussein & Zulkiflee. (2006). *Kajian Bina Sahsiah Staf Di IPTA: Kajian Kes Di UTM & USM*. Laporan Kajian VOT 71855. Universiti Teknologi Malaysia.
- Monday Junid. (2012). 60% Veteran Tentera Miskin. *The Borneo Post*. [www.theborneopost.com/2012/26/60-veteran-tentera-miskin/](http://www.theborneopost.com/2012/26/60-veteran-tentera-miskin/)
- Normah Zakaria ( 2013) . *Kompetensi Mengurus Kerjaya dalam Kalangan Pesara Tentera Berpangkat Rendah*. Universiti Putra Malaysia :Tesis UPM.

- Norhasni Zainal Abiddin, Azahari Ismail & Andi Suwirta (2015). Faktor-Faktor Yang Membantu Dan Menghalang Pembelajaran Orang Dewasa: Implikasi Kepada Pembangunan Sumber Manusia. *Jurnal Kajian Pendidikan*, 5(1) Juni 2015. ISSN 2088-1290. ATIKAN.
- PERHEBAT.(2015). *Statistik Penempatan Latihan dan Kerjaya*. Kem Sg Buloh.
- Perone, J. & Tucker, L. (2003). An Exploration of Triangulation of Methodology Of Perception of Transit Safety. *Summary of Final Report*, Bc
- Rohayah Talib. (2009). Pembinaan Dan Pengesahan Instrument Ujian Literasi Pentaksiran. Universiti Teknologi Malaysia : Tesis UTM.
- Shahizan Hasan & Tsai Chen Chien (2004). Kemahiran Mentoring. *Kaunseling DP*,Jilid 4 Bil 2/2004.
- Suhaila Nadzri, Nor Ayuni, Nor Suhaily, Nuzul Akhtar.(2015). Faktor Keluarga, Ganjaran Dan Kesukaran Memilih Pekerjaan Mempengaruhi Kerjaya Yang Diceburi Alumni KUIS. *Proceeding Of The 2<sup>nd</sup> Internasional Conference On Management And Muamalah*. e-ISSN 978-967-0850-25-2.
- Siti Zaharah Jamaludin & Foo Yuen Wah (2013). Bersara Tetapi Bekerja: Senario Malaysia Pada Masa Hadapan: 25 Kanun (2) *Makalah Disember* (2013).
- Suprijanto. H (2012). *Pendidikan Orang Dewasa, Dari Teori Hingga Aplikasi*. Bumi Aksara.
- Zaidatol Akmaliah Lope Pihie, Abd Rahim Bakar & Mohd Majid Konting (2002). Pelaksanaan Pendidikan Keusahawanan Di Malaysia: Kesan Terhadap Aspirasi Keusahawanan Pelajar. *Pertanika J. Soc. Sci & Hum* 10(1): 53-61 (2002).