

TRAINING'S CONCEPT REQUIRED BY FUTURE EX-SERVICEMEN TOWARDS SECOND CARRIER

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Abstract: The objective of this research is to identify the required training's concept in providing skill training to the future ex-servicemen who is going to end their services in the army. The research is done in a qualitative method whereby five expert instructors from Department Armed Forces Ex- Servicemen Affairs Corporation (PERHEBAT). Outcome and information obtained from the interview has been classified according to the themes. The outcome has been approved by the experts and was cross- checked with frequency matrix schedule and also tested by using Fleiss Kappa analysis. The research's outcome shows that there are three elements of training's concept that need to be implemented in providing training to the future ex- servicemen, they are: 1) Skill, 2) Entrepreneurship and 3) Motivation. Hopefully, by implementing these three elements of training's concept during the skill training, it will produce a skilled worker and a competitive entrepreneur within the group of future ex- servicemen by the ends of the training.

Keyword: *Teaching and Learning, Andragogy, Veteran*

1.0 Introduction

Training is one of the important method in developing human resource for current and the future (Abdul Latif & Maimunah, 1997) , this was frequently defined as a plan of learning and teaching process where the objective is to enhance the skill, knowledge and attitude of the worker (Blanchard, P.N & Thacker, J.W .2004, Norhasni et al, 2015). However not every training that had been planned can achieve its objective, the success of the training depend on few factor, among of it, is the worker or the trainee and the method of the training itself (Buerah, Hussin & Baharin. 2011, Lunandi, 1982). Hence, a method need to be discovered to ensure that the training provided is able to produce future skilled, motivated and entrepreneurship human resource. The objective is to overcome the lack of work force in this country which as a result, we need to import foreign labour.

According to Blanchard, P.N & Thacker J.W (2004) a training is a systematic and an organized process with an objective to create an opportunity to an individual to obtain skill, knowledge, change of an attitude and certain capabilities in performing current job or future employment. A systematic and an appropriate training can be a career builder 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 is chosen to earn a livelihood, a career was also defined as a continuous job which related to an individual attitude and experience (Suhaila Nadzri et al, 2015). The end of a career is a retirement; according to Siti Zaharah & Foo Yuen Wah (2013), retirement refers to an individual who resigned from his salaried job.

2.0 Statement of Problem

Every year it was estimated in average around five thousand servicemen retire from their services in the Malaysian Armed Forces, most of them will reach retirement age at the age of 39- 45 years old especially personnel from the category of Enlisted Rank (PERHEBAT, 2015) . As a servicemen who is trained to be the country's defender, it is undeniable that these people is a group of an asset or source of work force which is experienced, discipline and possess a strong mental endurance (Mahmood Nazar et al. 2003). However based on a report by Department of Veterans Affairs it was estimated around 24% of them is working again after the retirement from the ATM , the rest of 76% are not working (Normah, 2013). This phenomena is a major loss to the country from the aspect of work force in becoming a developed country in the future.

The researcher found that issues regarding ex-servicemen is not tomorrow's new, earlier research done by Mahmood Nazar & Mohd Taib (1993) shows that 15% out of 200,000 respondent are not working, 38.5% are facing poverty and half of them is earning 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, 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. Therefore, appropriate training concepts need to be implemented to overcome the issues regarding unmarketable of future ex-servicemen.

3.0 Question of Research

This research is to explore the required training's concept in providing training to the future ex-servicemen towards their second career before they ended their services in Malaysia Armed Forces. Therefore, question of research that had been identified is what is the training's concept required by future ex-servicemen towards second career?

4.0 Research's Theory Framework

In ensuring the research done is organized and focused, the researcher has built a research's theory framework as per chart 4.1.

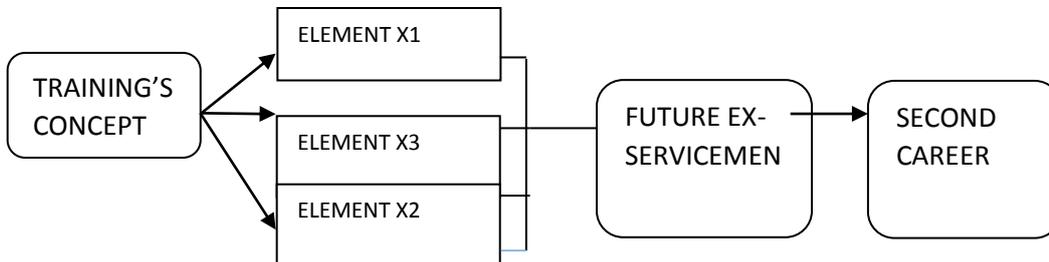


Chart 4.1 Research's Theory Framework

5.0 Literature Research

Literature research is done in order to gather information and understanding from the previous research. Many researchers have done their research and gave meaningful contribution.

5.1 Training's Model in Organization's Environment

Referring to chart 5.1 that is Training's System in Organization's Environment (Blanchard & Thacker, 1999), it is divided into 3 stages namely: stage of Input as the beginning, next is stage of Process and ended with stage of Output. There are few elements at the stage of Input there are the needs of training for the staff and organization, apart from taking into consideration about sufficient allocation of budget. Next is an important stage and a foundation for a training programme that is the stage of Process, it start with an analyzation to the training's necessity which will be done in three level namely analysis to an organization, analysis to an individual and analysis to work, for example, content of the course, training's place, trainee's selection and others. It is later followed by the process of designing the training whereby the training's basic plan towards its implementation is created. The subsequent process is developing all the training's plan by making preparation such as letter's circulation, booking an expert and other necessary preparation. Output, as the last stage is an illustration of an outcome from the implementation of the training programme,

hopefully after the training, every individual who had been trained will be able to enhance their knowledge, skill, motivation and change into a better attitude.

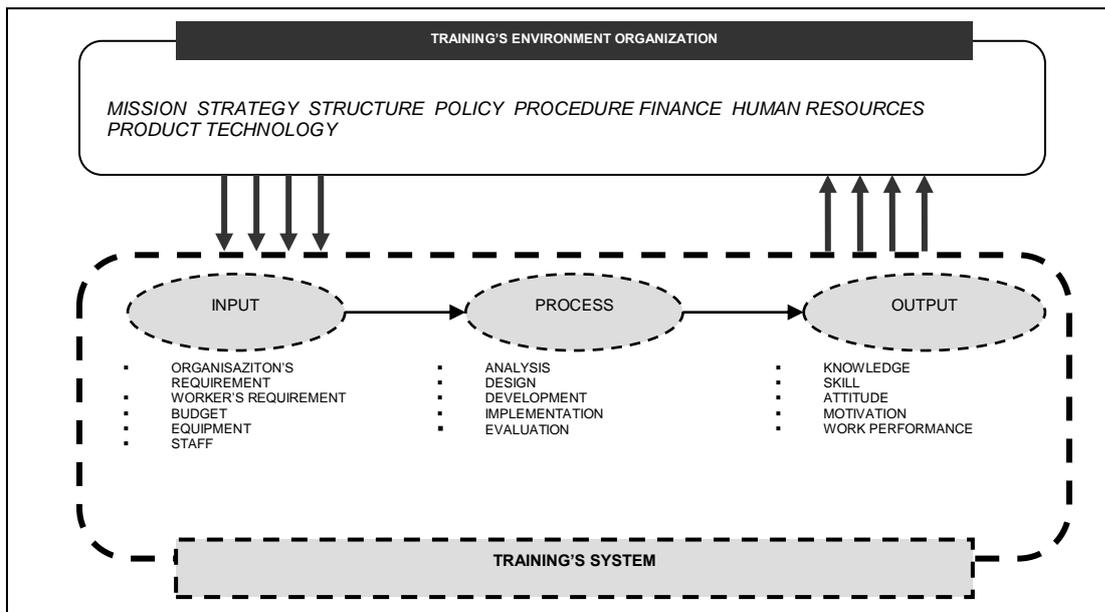


Chart 5.1: Training’s System in Organization’s Environment (Source: Blanchard & Thacker, 1999)

5.2 Systematics Training’s Model

Chart 5.2 of Systematic Training’s Model as mentioned by Ibrahim (1996) indicates seven necessary steps which need to be exercised before and during the implementation of training’s programme. The first step is an identification of training’s necessity, and the last step is an evaluation towards the training’s programme that had been done.

The evaluation of the training’s effectiveness depends on the organization or on an individual’s requirements, for a profit’s oriented organization, the effectiveness of the training depends on its acquired profit. The same goes to customer service’s oriented organization where customer satisfaction is material in its evaluation of the training’s effectiveness. In another words, this Model is an illustration of process for each steps that need to be exercised to ensure the effectiveness of the training towards an organisation or the individual itself.

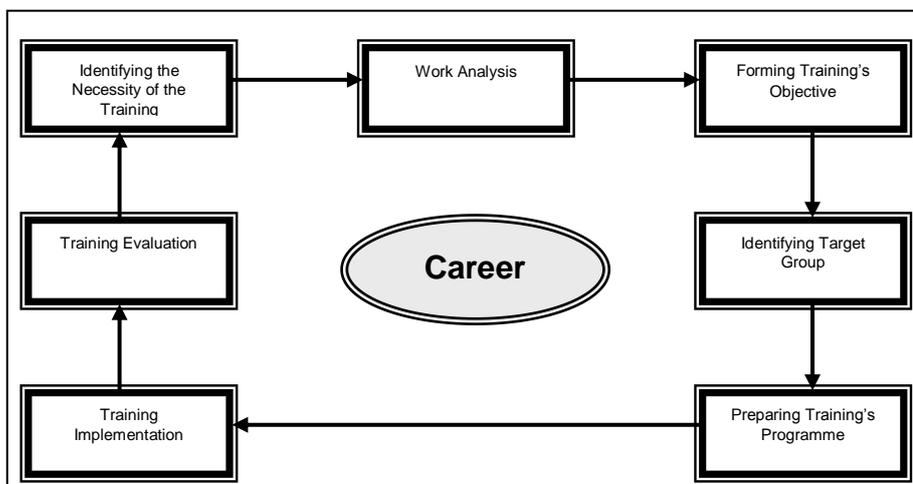


Chart 5.2: Systematic Training's Model (source: Ibrahim, 1996)

5.3 Entrepreneur's Readiness Taxonomy

According to Norashidah et al (2009) Entrepreneur's Readiness Taxonomy is a form of taxonomy which contains four important elements as follows: (i) the individual skill, (ii) ability of an individual to perform a job without obvious effort, (iii) demonstrating high willingness and desires effort, (iv) state of readiness. Their research is supported by the previous research of Action's Theory and Planned Action's Theory (Ajzen & Fishbein, 1980). According to them an entrepreneur must be able to think like a true entrepreneur where they must have the ability to analyze the environment, generating new ideas, creative thinking and alert about the market. This Entrepreneur's Readiness Taxonomy has been tested by Suhaila et al (2013) and it is proven that this theory is suitable and applicable to students who undergo training under the field of technical and vocational.

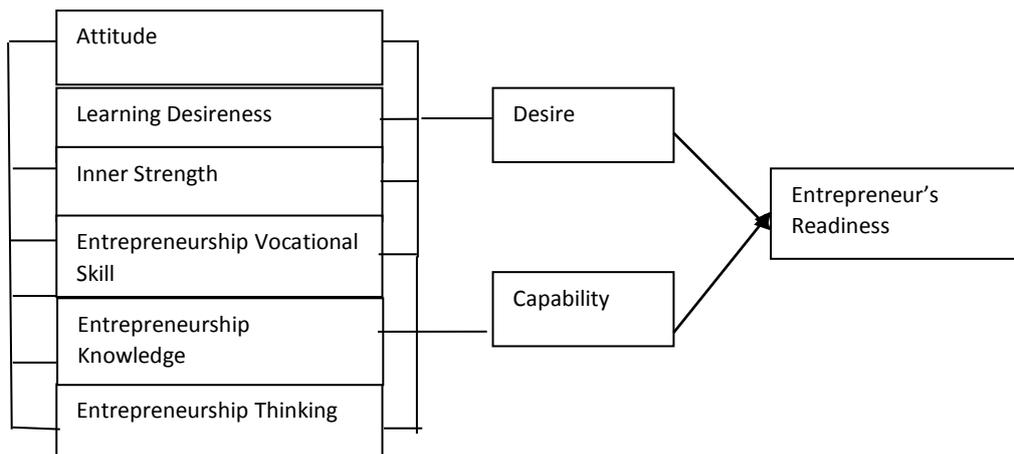


Chart 5.3: Entrepreneur's Readiness Taxonomy
Source: Norashidah et al 2009

5.4 Theory of Reasoned Action (TRA)

This theory had been developed by Fishben & Ajzen, according to them an attitude towards behaviour starts from believing in the effect of the behaviour itself. Therefore an attitude is the determine factor of a behaviour's pattern. Normally, an attitude can be measured by a person's reaction towards certain event or object. In their view, an attitude and behaviour have four elements as follows:

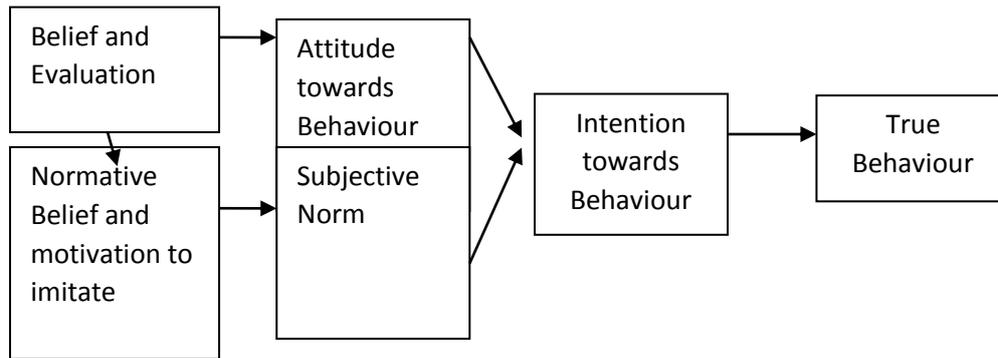


Chart 5.5: Theory of Reasoned Action (Fishbein & Ajzen 1975)

6.0 Methodology

This research is done in a qualitative method, outcome and information gathered by the researcher from the open interview is put into themes and cross-checked by using the method of frequency matrix schedule to determine appropriate elements of training based on the view of an instructor who have experience in teaching at PERHEBAT. The chosen five experts are instructors who have more than fifteen years of experience in teaching skill training to the future ex- servicemen, these experts came from different skill department at PERHEBAT, they were chosen because instructors from PERHEBAT recognize and know better about the needs of the future ex- servicemen which were trained by them. The purpose of Frequency Matrix Schedule is to obtain the level of similarities between them. Information and data with the most high trustworthiness value is used to design the elements of training's concept required by the future ex- servicemen. Through various method of data collection, research's framework becomes stronger and the outcome will be more trusted and meaningful (Perone & Tucker, 2003; Rohayah Talib, 2009 & Azman, 2012). The using of this interview method will resulted into a clear understanding towards answering research's questions (Brewer & Hunter, 1998). In overall, data from the experts interview was analyse to identify training's concept required by the future ex- servicemen.

7.0 Outcome

Analysis on qualitative data shows that elements of training's concept tested with Fleiss Kappa analysis obtain a remarkable result. The researcher discover that there are three elements that need to be highlighted in providing training to the future ex- servicemen during the transitional training session, they are: i) Skill, ii) Entrepreneurship and iii) Motivation. The objective is to design an appropriate training's concept for the trainee who are a unique

future ex- servicemen with their own problem in facing their second's career reality . This research outcome is in conformity with a statement by Ibrahim (1996) which says that it is important to choose the appropriate training's method, implement the training and evaluate it, in order to avoid waste of cost and time, and the effectiveness of the programme must be prioritized. According to Blanchard, P.N & Thacker J.W (2004) training is a systematic process in providing an opportunity for an individual to obtain skill, knowledge, change of attitude and certain capabilities to perform ongoing job or his future employment.

From the first element which is skill, an analyzation to the interview done with the expert, P1 and P4 mentioned that it is important to give an appropriate skill to the future ex-servicemen in order for them to acquire skill as demanded by the industry, this outcome is in conformity with what was said by Blanchard & Thacker (1999) where hopefully after the training, the individual involved will be able to enhance their knowledge, skill, motivation as well as a better attitude. Noorazman (2016) says that training is important, its objective is to train someone's ability to utilize the knowledge and skill which had been learned in order to perform better in his work towards achieving the objective that has been decided.

“...actually if we refer to PMAT (Malaysian Armed Forces Council's Order) for transitional training actually any personnel who have skill while in services is not qualified to choose the same course at PERHEBAT, it means if previously he is *JLJ* in military vehicle services and he want to apply for automotive he is not qualified, if previously he is *juru saji juru masak* he cannot apply for food division, so most of them who come are zero base about the field taken by him he got his own little knowledge, he has his own skill, because he is in service as part time,, the rest of his time, he is helping his friends at their workshop – an automotive workshop *lah* .. so.. he has little, but it can be said 85% - 90% are zero base *lah* so if he come to us with zero base, he won't even recognize a wrench... or any part of the engine ...” (Expert P4, Skill, 21 Dis 2016)

“...earlier when I first join, it could be seen the environment is quite similar to polytechnic *laa* .. as for polytechnic he might want to further study *kan* .. however at PERHEBAT he start as zero base .. And the person is older ...” (Expert P1, Skill, 6 Dis 2016)

“..to produce skilled work force we need as what people says our own participant's capability, or training in which the participant can perform the related activities... , so

they become more expert *la kan* .. so practical should be more than theory, at one point according to some people skill is different from supervisor or project manager, practical is necessary at skill's level" ... (Expert P2, Skill, 9 Dis 2016)

"...we divides...*aaa*...around 20% theory, 70% to 80% for practical, so...*aaa*...this thing...we...sometimes we do theory in the class...slide presentation...*aaa*...looking at product making process at so on, quality, quantity, standard and other things,... then we start training them to get the skill from one element to another..." (Expert P3, Skill, 21 Dis 2016)

For the second element that is entrepreneurship, expert P2 and P4 who has been interviewed mentioned that it is important to give serious attention to the aspect of entrepreneurship in giving training to the future ex-servicemen, this is in line with what Sri Mas Zarith (2011) and Suhaila Aliman (2013) says whereby entrepreneurship can be implemented in Technical and Vocational Education as current students should not depends wholly on paid salary. There are many researches which mentioned that education of entrepreneurship could attract student's interest towards business and they will become more successful in their area of business as mentioned by Kolvereid & Moen (1997).

"...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)

"...actually in 2016 we have start with the first step...step taken by PERHEBAT, we started developing our own module based on our future trainee's need to enable them to become an entrepreneur..." (Expert P4, Entrepreneurship, 20 Dis 2016)

"...we can't just stay at where we are, we need to read, we need to do research, we need to find out what will make a successful an entrepreneur...then we will be able to share...that is why, to be honest, I have my own business, so I know the reality of it, I know how it is when the customer lies to you. So when we share our own experience

with the trainee more or less they will know a little bit about the business reality and its challenge...” (Expert P4, Entrepreneurship, 21 Dis 2016)

The last element which is motivation is nothing less than important as mentioned by expert P1, P3 and P4, they were on the opinion that the future ex- servicemen who undergo training must be given an appropriate motivation to enhance their self-confidence This outcome is in line with what Anisah & Syamsu (2001) opinions where it is difficult for an adult learner who is 40 years old and above to learn any skill and need to be motivated constantly. According to Slavin (2000), motivation is an inner process that encourages someone to achieve something, motivation is also influenced by desire and requirement towards observation and behavioural encouragement. Norashidah et al (2009) mentioned that someone with high control will raise strong intention to commit behaviour which he think fits.

“.. 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 included 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)

“...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).

The outcome from the expert interview has been analysed by using Fleiss Kappa analysis, the analysis outcome is as per shown in schedule 6.1, all elements which receive expert’s agreement is at excellent level. The researcher found that a training’s concept that need to be implemented in teaching and learning method must apply these three elements in

the teaching session for the adult learner who are future ex- servicemen, this is because they are unique compared to learners from other group of student for example learners from private institution or public. They possess life experience, standpoint and peculiar need (Lunandi, 1982), as such, training’s concept need to be built based on these three elements.

Schedule 6.1: Fleiss Kappa Agreement Coefficient Value for the Element of Training’s Concept

Concept	Expert Agreement		Kappa’s value	Level of Agreement
	Agree	Disagree		
Entrepreneurship	5	0	1.00	Excellent
Motivation	5	0	1.00	Excellent
Skill	5	0	1.00	Excellent
Total	15	0	1.00	Excellent

8.0 Conclusion

From the outcome of the analysis, the researchers suggest the elements of training’s concept as per Chart 6.1. This is because the appropriate training concept in providing training to the future ex-servicemen is very important and need serious attention. Hopefully, the instructor’s capability to conquer the elements mentioned will 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.

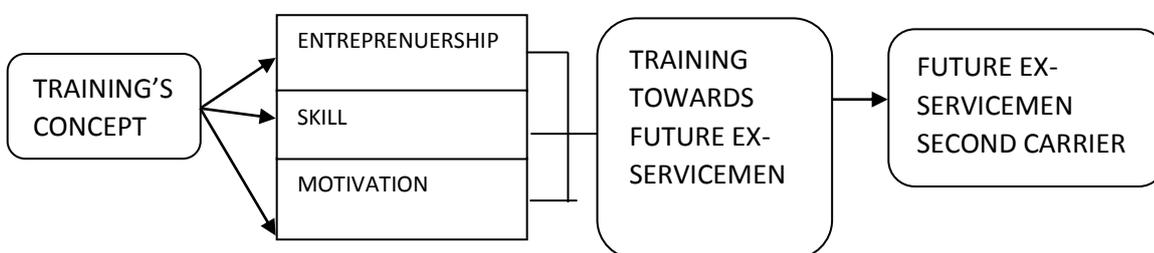


Chart 6.1 Training’s Concept towards Ex- Servicemen

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