

**THE ROLE OF LEARNING ORGANIZATION IN ENHANCING THE
IMPLEMENTATION OF NATIONAL DUAL TRAINING SYSTEM (NDTS)
IN MALAYSIA**

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ABSTRACT

The establishment of Learning Organisation (LO) practices in the Department of Skills Development (DSD) is significant in term of providing the necessary impetus for the implementation of National Dual Training System (NDTS). Within DSD the initiative will greatly foster its Enculturation of learning, procedure of learning, strengthen leadership capabilities for learning, enforce good policy for learning, establish the learning processes and ICT utilization for learning. Thus the purpose of this study is to investigate the significant variables that contribute to the level of LO practice (organizational performance in NDTS), to measure the relationships between the variables, to identify the level of LO practice in DSD and to propose improved method for the enhancement of NDTS implementation. This research design is categorised under the descriptive quantitative research, using survey, interview and structured questionnaires. Questionnaire forms were distributed to 111 out of the total of 250 DSD officers and 3 subject matter experts were interviewed. Frequency test, mean test, ANOVA test, Spearman's rho test, Multiple Linear Regression, G-Power test and factor analysis test were used to measure the inter-relationships between the variables and the level of LO practice in DSD. This research found that only 52.3% of the respondents perceived that LO practices level that enhance NDTS practice, is fairly satisfactory. This implies that the practice of LO in DSD needs to be further intensified. The research also confirmed that the level of LO practices are related with Enculturation of learning, Procedure of learning, Leadership capabilities development, Policy enforcement, Work processes, and ICT utilization. Apart from that, Enculturation of learning and, Procedure of learning and knowledge management are found to the two (2) significant predictors of the LO practices (organizational performance in NDTS). Consequently the level of LO practice in DSD could potentially enhance its functions through its active role in the enculturation and, procedure of learning and knowledge management. The value of Adjusted R Square of 0.427 indicates that Enculturation and procedure of learning and knowledge management contribute 42.7% variance in the level of LO practices that enhance NDTS. Finally the Model of the Roadmap for the Development of LO in DSD

is developed to enhance NDTS implementation so that DSD can transform itself into an agile Learning Organization to meet the demands of the twenty-first century.



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PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH

LIST OF ACRONYMS

BCG	Boston Consulting Group
BiBB	Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung)
CIAST	Centre for Instructor and Advance Skills Training
DACUM	Development A Curriculum
DG	Director General
DSD	Department of Skills Development
EPU	Economic Planning Unit, Prime Minister's Department
GTZ	<i>Deutsche Gesellschaft für Technische Zusammenarbeit</i> (German Agency for Technical Cooperation)
ILO	International Labour Organisation
JPK	<i>Jabatan Pembangunan Kemahiran</i> (DSD in Malay language)
LWA	Learn and Work Assignments
MAMPU	Malaysia Administrative Modernization And Management Planning Unit
MDB	Manpower Development Board
MLVK	<i>Majlis Latihan Vokasional Kebangsaan</i> (NVTC in Malay language)
MoHR	Ministry of Human Resources
MSC	Malaysia Skills Certificate
NDTS	National Dual Training System
NITTCB	National Industrial Training and Trade Certification Board
NOCC	National Occupational Core Curriculum
NOSS	National Occupational Skills Standard
NQF	National Qualification Framework
NVQ	National Vocational Qualification
NVTC	National Vocational Training Council
PSD	Public Service Development
SPM	Sijil Pelajaran Malaysia
TO	Training Occupation
VET	Vocational Education and Training

CHAPTER I

TRANSFORMING DSD INTO LEARNING ORGANIZATION TO ENHANCE NDTS IMPLEMENTATION

1.1 Stakeholders' Expectation of NDTS Implementation

Dynamic globalisation and rapid changes in information and communication technology had drastically changed the global economic scenario. Responding to the global challenge, the quality of Malaysia's human capital had increasingly factored in as the most critical element contributing to the achievement of the National Mission. The nation human capital development became the key thrust in the Ninth Malaysian Plan (EPU 2006a). Malaysia could only develop and progress with high skilled and knowledgeable workforce. Given Malaysia's plan for rapid growth, the country needed knowledge workers (K-workers) in order to develop a knowledge-based economy (K-economy) (Onn 2005). Only then could the government's economic goals be realized.

Report from Boston Consulting Group (BCG 2009) revealed that "Malaysia's workforce is still relatively low skilled". **Figure 1** shows that in 2007, 80% of the workforce was only educated up to the Sijil Pelajaran Malaysia (SPM) level or equivalent. Only 25% of Malaysian jobs were in the higher skill brackets. Even though this was a substantial improvement over the 1990 figure (16%), the current level is still much below that of regional peers, such as Singapore (49%), Taiwan (33%) and South Korea (36%).

Malaysia must change its economic industry structure and improve its labor productivity levels for the nation to move to a high income economy. The country's main focus need to be on up-grading the skill level of the majority semi-skilled workforce, and improvement of the educational level of up and coming workers.

Malaysia must ensure a strong supply of adequately skilled workers into the labor market in order to improve its workforce quality. Simultaneously, it must also upgrade the skills of its existing workforce.

Figure 2 shows that low skilled workers were dominant across almost all industry sectors, with the exception of the government, finance & insurance and mining sectors, which together account for only 15% of the total workforce.

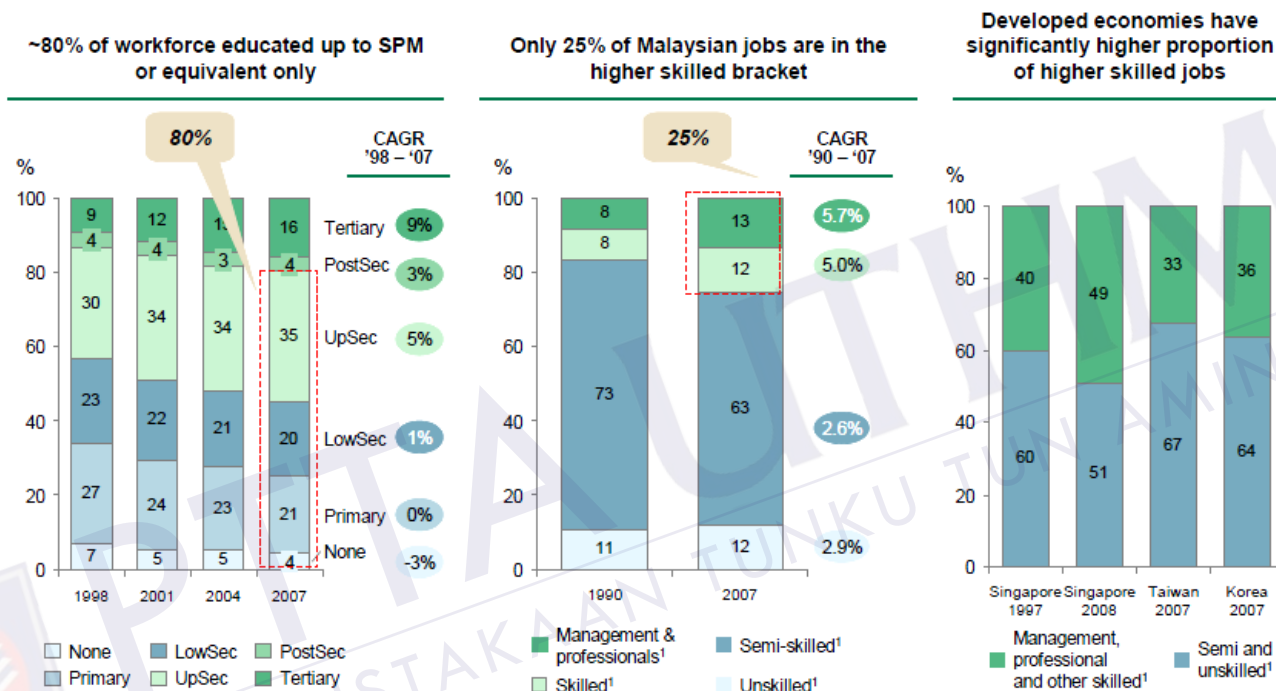


Figure 1: The level of skilled workforce in Malaysia

Note: Low Sec (School) = PMR, Up Sec (School) = SPM, Post Sec (School) = STPM, Tertiary =Diploma, degree

Source: Department of Statistics, Korea International Labor Organization, Taiwan Department of Statistics.

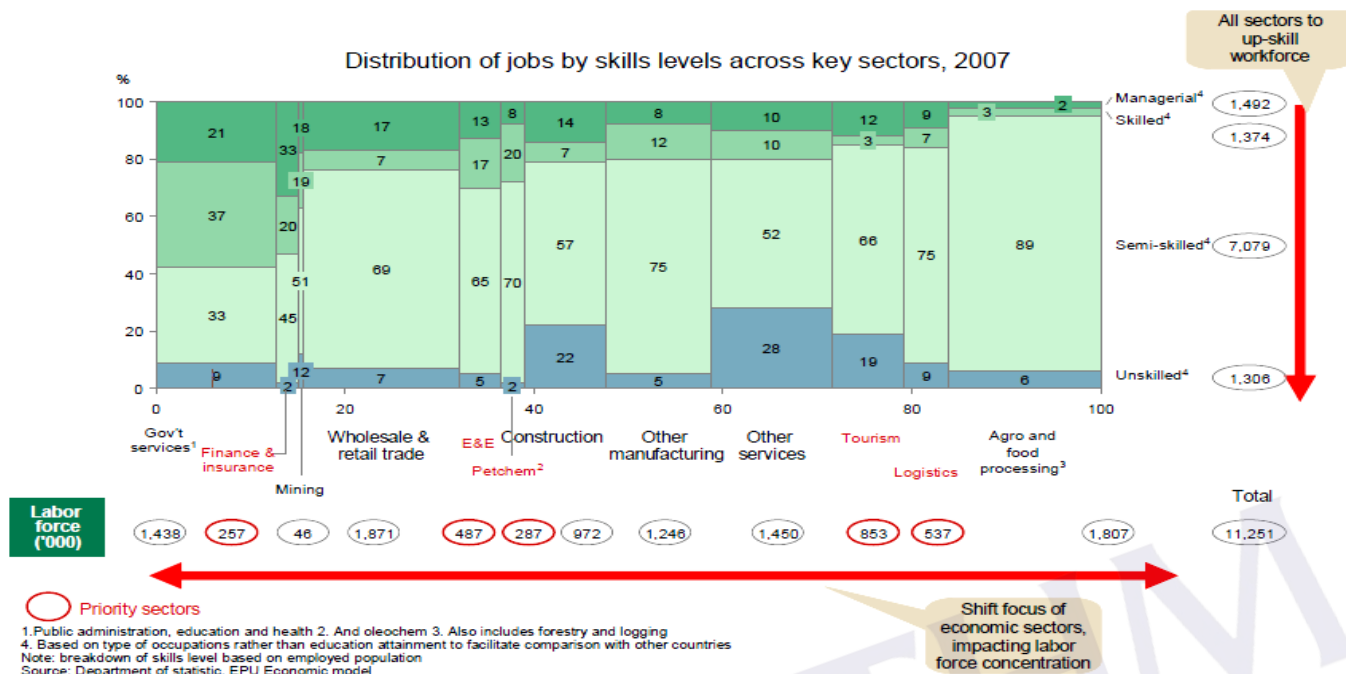


Figure 2: The skill levels across industry sectors

The information reflected on types of occupation rather than education level to provide the basis of comparison with other countries.
 Source: Singapore Department of Statistics 2007

Realizing that training for K-workers must utilize workplace as the prime learning environment, the government decided on 19 May 2004 to adopt and implement National Dual Training System (NDTS), and starting year 2005 targeted to produce 31,500 skilled workers by 2010 (MLVK, 2005).

The program planned to produce more K-workers through training schemes that would satisfy industry requirements and the overall demand for skilled manpower. Individual apprentices benefited significantly due to the experience of relevant industrial exposure they attained prior to employment (MLVK, 2005). This dual approach system involving workplace experience and institutional training was a definite advantage to the contribution of progress and development of the country (Onn, 2005). The concept of work process knowledge was used for the implementation activities (EPU, 2004). The approach required commitment from all parties especially the industrial sector to ensure success of the program (Umasuthan Kaloo et. al, 2003). The government had appointed

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