

Shades of Gray TVET in Malaysia: Issues and Challenges

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To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v13-i6/16747> DOI:10.6007/IJARBS/v13-i6/16747

Published Date: 20 June 2023

Abstract

This research investigates the community college's perspective on the issues and challenges of TVET in Malaysia. In recent years, there has been a greater emphasis on TVET. In Malaysia, TVET is offered by several government ministries and agencies, universities, state skills development centres, and privately owned institutions. This study also explained the TVET route in the Malaysian Education System, the path of Malaysian Skills Certification earned, and the definitions of skill qualification and level of authentication. Moreover, issues and challenges were discussed in the findings. The study's findings provide evidence for the key issues and challenges of TVET in Malaysia. Therefore, all key players in TVET should be designed and implemented with proper strategic planning to strengthen the value of TVET and be proactive to overcome the negative perception and stigma towards TVET in Malaysia. For future research, more studies can be conducted on instructional design technology and curriculum design, especially in TVET. The findings will assist the government in developing action plans for reskilling and upskilling TVET talent to gear up to the IR 4.0 setting. Nevertheless, there is room for improvement in the findings and methods for future research.

Keywords: TVET, Technical Vocational Education and Training Vocational, Tertiary Education, Kolej Komuniti

Introduction

TVET, by definition, is a combination of formal, informal, and non-formal learning that provides young people with the knowledge and skills required for work (UNESCO, 2017). Education and training are essential parts of achieving the aspirations of the 2030 Agenda. To be more precise, two of the seventeen Sustainable Development Goals (SDGs) are directly related to the education and training imparted in the technical and vocational fields (TVET), based on SDG 4 (ensure inclusive and equitable education and promote lifelong learning opportunity for all (Elfert, 2019). Globally, higher education components consist of academic

and vocational. Germany's Technical and Vocational Education and Training (TVET) system is commonly considered one of the country's most prominent areas of the academic system; approximately 60–70% of students are enrolled in vocational schools.

In recent years, there has been a greater emphasis on TVET. As outlined by the 2030 Agenda, TVET is meant to address numerous demands (economic, social, and environmental) by assisting youth and adults in acquiring the skills necessary for employment, decent work, and entrepreneurship, promoting equitable, inclusive, and sustainable economic growth, and supporting transitions to green economies and environmental sustainability. In other words, TVET is an approach that focuses on developing skills in training to prepare workers for work in businesses (Subedi, 2012). On the other hand, UNESCO-UNEVOC, an international TVET hub, defines TVET as accumulating knowledge and skills to work (Ramamurthy et al., 2021).

Moreover, TVET, or technical and vocational education and training, is essential in acquiring core competencies demanded by the employment market. TVET is a programme that not only teaches skills but also focuses on competencies, particularly those competencies that are relevant to the sector. In other words, TVET is an abbreviation for Technical and Vocational Education and Training, which encompasses education, training, and skill development concerning a range of employment, production, and service industry, as well as lifelong learning (Marope et al., 2015).

In Malaysia's landscape, TVET is offered by several government ministries and agencies, universities, State skills development centres, and privately owned institutions. According to the Eleventh Malaysian Plan (Malaysia, 2015b), 545 public training institutions offer TVET programmes across seven ministries: the Ministry of Human Resources (MoHR), Ministry of Education (MoE), Ministry of Youth and Sports (MoYS), Ministry of Regional and Rural Development (MoRRD), Ministry of Agriculture and Agro-Based Industry (MoA), Ministry of Works (MoW), and Ministry of Defence (MINDEF). Particularly for young people, Technical and Vocational Education and Training (TVET) provides employment pathways (Wheeler, 2017). TVET education is knowledge and skill based. This emphasis is in line with the existing requirements for skilled employees to contribute to a nation's economic success. The framework of TVET can also equip graduates with market-relevant competencies.

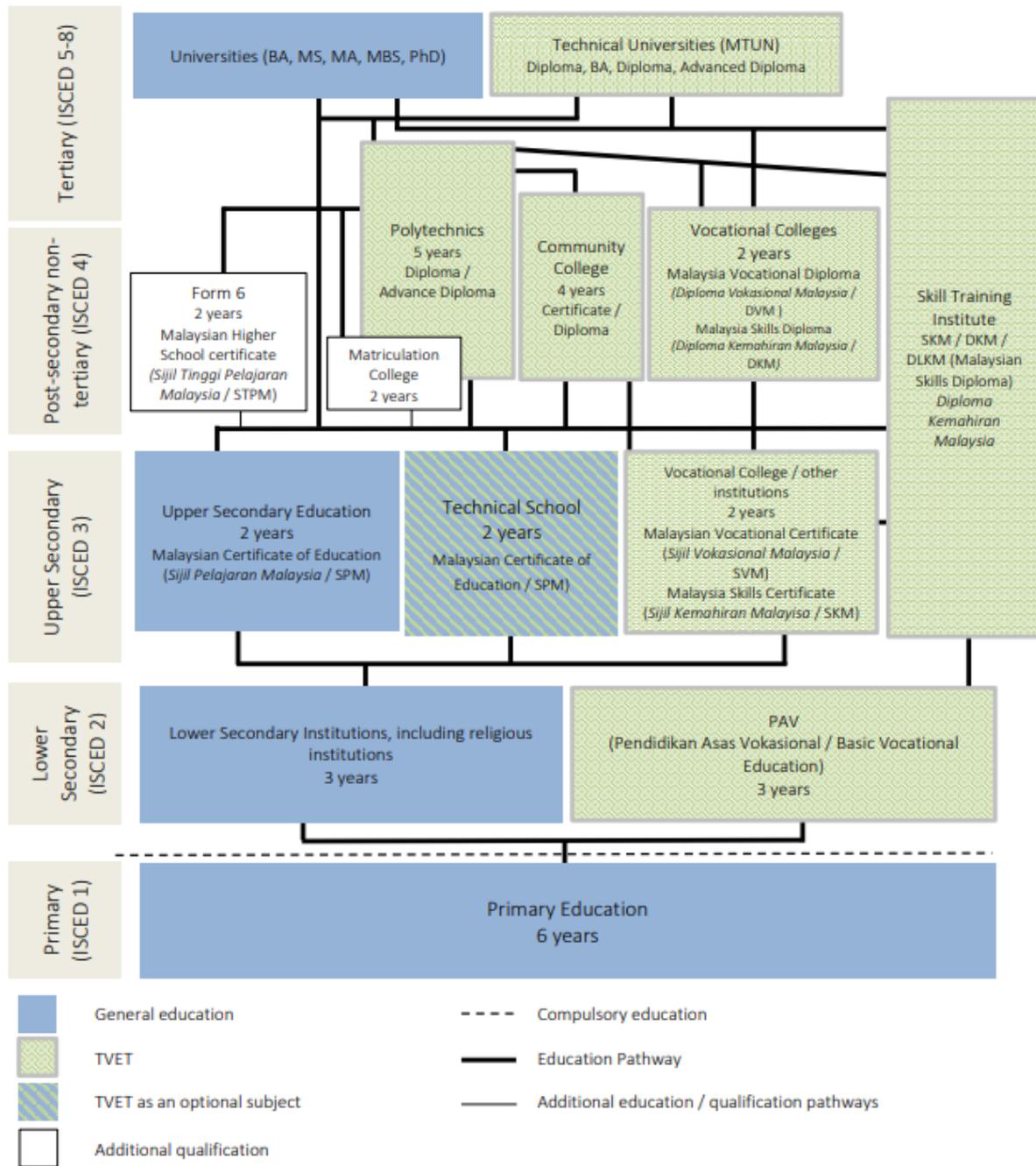
MQF LEVEL	GRADUATING CREDIT	SECTOR		LIFELONG LEARNING
		ACADEMIC	TVET *	
8	No credit rating	PhD by Research		Accreditation of Prior Experiential Learning (APEL)
	80	Doctoral Degree by Coursework & Mixed Mode		
7	No credit rating	Master's Degree by Research		
	40	Master's Degree by Coursework & Mixed Mode		
	30	Postgraduate Diploma		
	20	Postgraduate Certificate		
6	120	Bachelor's Degree	Bachelor's Degree	
	64 **	Graduate Diploma	Graduate Diploma	
	34 **	Graduate Certificate	Graduate Certificate	
5	40	Advanced Diploma	Advanced Diploma	
4	90	Diploma	Diploma	
3	60	Certificate	Certificate	
2	30	Certificate	Certificate	
1	15	Certificate	Certificate	

* Technical and Vocational Education and Training

** Inclusive of 4 credits for U1 courses from general studies

Figure 1: The Malaysian Qualification Framework (MQF)

Figure 1: The Malaysian Qualification Framework (MQF) is a measurement tool designed based on approved and valid criteria at the national level.



Compiled by UNESCO-UNEVOC International Centre.

Figure 2: TVET In the Malaysian Education System

The Malaysian Skills Certification can be earned in three (3) modes.

Table 1

The path of Malaysian Skills Certification earned.

Mode	Details Explanation
Education Received at an Accredited Organization	Through accredited training programmes at JPK-accredited centres for specific fields and skill levels.
Industry-Oriented Training (SLDN)	Through apprenticeships under the National Dual Training System (SLDN) administered by industries and training institutions.
Accreditation of Prior Achievement (PPT)	Obtaining the Malaysian Skills Certification from experience gained in the past (work or training). The candidate must produce evidence of his skills competency, which will be evaluated by the Assessing Officer and approved by the JPK-designated External Verification Officer. Candidates may reference the List of Accreditation Centres on this website for information on accredited centres and the most recent Department of Skills Development-recognized skills programmes.

Definition of Skills Qualification and level of authentication Level 1 to 5

Table 2

The Definition of Skills Qualification and Level of Authentication Level

Qualification Awarded	Level	Competent Skilled	Definition
Malaysian Skills Certificate SKM	Level 1	Operation and Production	Proficient in executing a wide variety of job tasks and work activities, the majority of which are routine and can be anticipated accurately.
Malaysian Skills Certificate SKM	Level 2	Operation and Production	Competent at completing a comprehensive range of different work activities in several settings. Some of the tasks are non-routine and require individual accountability and independence.

Malaysian Skills Certificate SKM	Level 3	Supervisory	Competent in performing a broad array of different work activities in several contexts, the majority of which are complicated and non-routine. There is a high degree of autonomy and responsibility, and the need for control or direction from others is frequent.
Malaysian Skills Diploma DKM	Level 4	Supervisory	Competent in performing various complex technical or professional work duties in various circumstances, with a high degree of personal responsibility and independence. Frequently, there is responsibility for the work of others and the allocation of resources. A superior level of technical proficiency must be proven.
Malaysian Skills Advanced Diploma DLKM	Level 5	Management Level	Competent in applying many fundamental principles and complex procedures across a large and frequently unpredictable number of contexts. Personal accountability for analysis and diagnosis, design, planning, execution, and assessment are prominent, as are considerable personal autonomy and often significant responsibility for the work of others and the allocation of substantial resources. It is necessary to display a high degree of technological specialization.

Literature Review

To compete with other countries worldwide, it is vital to have skilled personnel who are skilled in the operation of advanced technologies. Therefore, TVET has the potential to lower levels of structural unemployment while also providing the labour market with competent employees, consequently functioning as a key driver of economic growth and international competitiveness (Azzoni & Arbizu, 2013; Paryono, 2017). UNESCO places a greater emphasis on technical and vocational education and training (TVET) and the development of skills, both of which could provide opportunities for marginalized groups (UNESCO, 2012)

In general, technical vocational education and training (TVET) consist of general education, theories of technology, and practical skills pertinent to the industry's needs. The Economic Transformation Programme (ETP) focus on a 2.5-fold increase in TVET enrolment by 2025 in Malaysia. However, there is a shortfall of individuals with TVET skills in ten of the twelve industries that comprise the National Key Economic Area (NKEA). Further, TVET is less

attractive than university education, decreasing the number of students, particularly high-performing ones, who apply to these programs. However, the demand for TVET has increased over the years, mainly because the TVET stream has enabled students to become job-independent in contrast to other streams that depend on job vacancies in the government, private sector, corporate sector, or industries.

Malaysia must make the shift from a higher education system that places a significant focus on university education as the only path to success to one that places equal importance and growth on both academic and TVET pathways. The shares prosperity vision 2030 recognizes TVET as one of the enablers that can contribute towards creating a prosperous, inclusive, and sustainable developing nation.

Research Method

Since the research aims to gather insights and highlight the complexity of the crucial concerns and barriers, a case study comprised of interview sets was done. The method is thought to give experimental studies into contemporary phenomena. In addition, the aim and focus of the method are to describe the significance, provide a comprehensive comprehension, and analyse the textual information received from the interviews. In order to acquire a comprehensive understanding and reflection, interviews were performed with the main stakeholders, including TVET experts, a person working in the TVET environment and the student itself. Participants representing the three distinct categories were chosen using an approach of purposive sampling. From the Respondent's background, a unique, purposeful sampling method was applied in this study. The research aimed to understand the issues and challenges of Technical and Vocational Education and Training (TVET) in Malaysia. The informants were selected based on unique sampling, which referred to the selection of samples based on their unique and atypical characteristics and the researcher's belief that they could provide truthful responses that would assist in answering research questions and achieving research objectives.

Five TVET professionals, three working persons working in the TVET environment, and five students and TVET players were contacted and interviewed through personal connections. Their profile matched the criteria established by the researchers. Hence, they were selected as informants.

Result & Discussion

The data analysis was carried out using the method of constant comparison. This was made evident by Boeije (2002), who stated that the purpose of the constant comparison method is to identify the concepts. There were a total of four stages, which included exploration, specification, reduction, and integration. Following Corbin and Strauss (2014), the exploration phase strictly adhered to open, axial, and selective coding methods. The researchers validated the findings by having the participants approve the narrative summary. According to the findings, the following issues and challenges emerge. The summary of the findings is presented in the figure below.

Table 3

Summary of key findings

No	Theme	Sub - Theme
1	Challenges	1.1 TVET Governance 1.2 Social and Communication Skills
2	Issues	2.1 Demand-Supply Mismatch 2.2 Negative Dealing 2.3 Stigma towards TVET Education 2.4 Competencies of teaching staff

Challenges**TVET Governance**

There are a great number of providers of TVET in Malaysia. TVET programmes in Malaysia are offered at the certificate, diploma, and degree levels by numerous institutions under seven ministries and state and private skills development centres (Aziz & Zulkifli, 2020). There are currently 87 vocational colleges in Malaysia and 357 schools that offer Pendidikan Vokasional Menengah Atas. These 26 schools offer Perantisan Industri Menengah Atas, nine Sekolah Menengah Teknik, and four Sekolah Menengah Pendidikan Khas Vocational (Yeap et al., 2021). Due to the participation of many ministries in implementing TVET programs, it is challenging to segregate responsibilities. Some overlap leads to overlapping and unclear roles and emerging duplication of TVET programmes offered by several ministries with little differentiation.

As the 2021–2025 report points out, these institutions are administered by various ministries and offer multiple programmes that result in duplication and underutilization of resources. Therefore, it is difficult to comprehend the national TVET environment due to the absence of coordination across ministries and government organizations. Uncoordinated TVET governance is the greatest challenge for TVET programmes in Malaysia. This is a result of the fact that various ministries are responsible for implementing TVET for different levels of education. Due to the involvement of several ministries in the provision of TVET programmes, overlap and unclear division of responsibilities occur. This could be streamlined by clearly distinguishing the target group, skills to be trained or sector to serve.

A solution for this issue could be improved by clearly identifying the target audience, training skills, and market served. Institutional coordination with multiple public agencies undertaking TVET training could lead to many obstacles that could affect the Development of the TVET System in Malaysia. Many different systems are utilized by TVET service providers, which frequently results in duplication of academic programs and institutions, in addition to confusion for both students and potential employers.

The National TVET Council (MTVET) was established to improve the coordination of the country's TVET agenda. On top of that, Malaysia's Ministry of Human Resources takes over National TVET Council Secretariat. The move was essential due to confusion in implementing TVET in the current setting. The TVET accreditation is certified by two regulatory agencies: the Skills Development Department and the Malaysia Qualification Agency. It believes the agenda of making TVET standardization and empowering is achievable by placing it in a suitable governance setting. It is aligned with the findings (Mokoena, 2020) that governance plays an essential part in technical and vocational education and training (TVET) colleges. Enhancing coordination across the Ministry's numerous TVET providers to avoid duplication of programmes and resources, promote increased specialization in competence areas, and

increase cost efficiency.

Social and Communication Skills among graduates

Technical and Vocational Education and Training (TVET) graduates may have learned specialized professional skills. The World Economic Forum's Report on the Future of Jobs in 2020 highlights that workers will also possess entrepreneurial, critical thinking, problem-solving, and interpersonal skills.

However, those lacking communication skills are likely to stagnate in their careers. Graduates of technical and vocational education and training (TVET) are less employable due to a lack of technical communication skills (Hanapi & Nordin, 2014; Osman et al., 2015). On top of that, according to studies on unemployment in Malaysia, graduates from tertiary institutions and Malaysian graduates have less employability due to their weak communication skills. TVET graduates are equipped with good technical skills but lack good communication skills. In addition to academic qualifications, industry employees expect their employees to have strong social skills and the ability to communicate effectively with others.

Past researchers have identified a variety of elements that contribute to the challenges faced by students in technical and vocational colleges, polytechnics, universities, and other skills institutions, for example possessing poor language proficiency (Khatib & Maarof, 2015; Tati et al., 2013) lack of confidence among TVET learners (Abdullah & Majid, 2013). Research conducted by (Song & Tang, 2016) revealed that the views from labour market stakeholders, the three primary skills challenges in Malaysia are a lack of quality skills-based and job-relevant training, outdated curricula, and poor soft skills, particularly declining English proficiency. Nowadays, the labour market has grown more competitive and increased its demands on TVET graduates. TVET graduates are expected to have relevant technical abilities, proficiency in the English language, and strong interpersonal skills (Trzmiel et al., n.d.).

In addition to skills in their respective fields, TVET graduates need additional packages such as computer literacy and technology skills. Graduates need to master these skills to make themselves relevant to the market: This needs to be addressed quickly. Industry experts identified poor social and communications skills among TVET graduates and interns. Similar research by (Rosina et al., 2021) suggested that students who aim to work in the logistics industry should develop their soft skills accordingly: negotiating skills, managing stress, presentation skills, critical thinking skills, time management, oral communication, teamwork, the ability to prioritize and to be comfortable with change

Issues

Demand Supply Mismatch

The mismatch between supply and demand causes issues with TVET. Industry claims that educational institutions do not supply them with graduates who are qualified to manage their organizations. To overcome the issues of demand-supply mismatch, having a good partnership between both parties between industry and TVET entity is required. Even though the country has a lot of TVET providers, despite the fact that about 29,0282 graduates emerged from public and private educational institutions in 2018, despite the numbers growing every year, the production of trained labourers is not keeping pace with the demand. The number of skilled workers required exceeds the number of ones being created. The government is concerned about this issue because a mismatch between the rising number of graduates and the number of new jobs could exacerbate the nation's unemployment situation (Azmi et al., 2018) and eventually lead to an imbalance between the supply of labour and the

demand for labour. Instead, several instances of a demand-supply mismatch partly contribute to the industry's unfilled employment vacancies. In these issues, skills institutions and industry should align their objectives and labour market demands based on knowledge sharing, learning, and collaboration.

By having strong linkages, it can decrease skill mismatch by improving the quality of skills and competencies. On the other hand, The success of this partnership depends on the strategic and tactical approaches taken by skills institutions and industry (Ashari & Rasul, 2014). The collaboration between both parties will contribute to the fulfilment of a significant number of beneficial results, such as providing students with exposure to the latest innovations and knowledge. Otherwise, collaboration also provides students with the necessary skills that fulfil industrial demands (Raihan, 2014). Thus, collaboration between vocational institutions and industries is essential to produce graduates with the skills required by industry. However, it was discovered that there is a gap between the skills required by industry and those acquired by graduates, particularly those enrolled in TVET programmes. This is a consequence of the lack of industry input in curriculum design (Aring, 2015). As a result, the majority of educators are misinformed about market needs. They are unable to design modules that aid in producing graduates who are prepared for the industry. In addition, educators are encouraged to collaborate with industry specialists to develop their educational programmes with input from the industry (Grosch, 2017).

In brief, collaborating between industries and TVET players is a mechanism for both parties to achieve mutual benefits. For the situation, there is a lot of improvement in the TVET setting, such as the program of National Dual Training System (NDTS); in this term, the dual means training in two learning situations. NDTS is a method based on an industry-driven learning framework administered by companies and training institutions in collaboration, whereby the actual will cover 70% to 80% of practical training for the performance indicators. In comparison, the training centre will cover 20% to 30% of the theory for the knowledge indicator. NDTS also expose the students to real job experience while completing the study (Sauffie, 2015). From other's perspectives, this collaboration between vocational institutions and industry is crucial for curriculum development to harvest quality TVET graduates. Conversely, according to Amin (2016), the lack of industry-input curriculum design has resulted in a mismatch of skills required by the industry and the skills attained by TVET graduates. However, it was discovered that there is a mismatch between the skills required by industry and those obtained by graduates, particularly those enrolled in TVET degrees.

Negative Dealing

The TVET pathway is commonly perceived as the second or last choice after the conventional academic stream. There are some misperceptions by society itself in labelling the TVET as a "second class". Although it may be true that TVET is ideally equipped for people who are not "academically inclined," the Vocational and Technical Education and Training (TVET) sector should be seen as a significant chance for the next generation to become fortunate in life. This should not be interpreted as a quality with a negative connotation. In addition, some people still assume TVET to be a pathway exclusively reserved for individuals who are not "particularly brilliant," do not possess proper academic qualifications, or do not have an academic interest.

Due to these misunderstandings, many parents now put undue pressure on their children to work hard in school and submit applications for traditional college majors. Moreover, students and parents misunderstand that TVET education is a "last resort"

opportunity for higher education. This is not the scenario in economically developed nations like Germany and Japan.

TVET is seen as a less prestigious educational path than the academic stream. A group of parents and students still assume TVET is a last choice or last resort for further education. The Technical Vocational Educational Training (TVET) education pathway is considered a less prestigious alternative to the academic route. This misunderstanding leads to a low number of people enrolling in training programs, inhibits the development of additional TVET activities carried out in the business sector and eventually contributed to a shortage of skilled employees in the labour force.

Henceforward, the negative perception leads to situations whereby most employers do not recognize the qualification of skill training Rasul et al., (2015) due to the social perception stated earlier. The companies assume the graduated students from TVET consist of weak students (Cheong & Lee, 2016). As a result, a lot of TVET graduates have problems with unemployment. In addition, those in technical or vocational professions earn less money than those with university degrees (Mou et al., 2018).

The stigma associated with the TVET Education

In the first place, social perception refers to judgments about other individuals that could have a negative impact on someone's future. Low pay, 3D works (especially dirty), lack of reputation, uneducated and worthless. These words are associated with the TVET in Malaysia. Most Malaysians see the TVET education system negatively. That can be considered part of the misperceptions and stigmatization against TVET. The stigma associated with TVET education comprises the meaning of TVET programs and parents' attitudes toward TVET education. In Malaysia, the community typically assumes that TVET is an education designed to occupy weak students (Amedorme & Fiagbe, 2013). This statement aligned with Ismail & Hassan (2013), where findings highlighted assumptions that vocational institutions or colleges, especially TVET, are designed for particular populations, such as underperformers or drop-outs. This impression is made worse by believing that TVET graduates are likelier to work in 3D jobs (dirty, dangerous, and demeaning) than white-collar jobs that receive higher pay. People believe that the TVET curriculum produces poor performers and socio-economic consequences, is inadequate for academic accomplishment, involves dirty labour, and is unstructured (Hong, 2021; Yeap et al., 2021). Due to this misconception, TVET has a bad perception as a viable career path and as a means of achieving an education. In fact, the most recent survey conducted by the Education Ministry revealed that 42.8% of skilled graduates emerged from the TVET stream (Azahar, n.d.). In addition, most parents believe that students who enrol in TVET schools are stereotypical of low socioeconomic level and low academic achievement.

Other than that, the TVET education pathway is considered less prestigious than the academic one. Parents and the community influence most students' motivation to pursue TVET education. This viewpoint causes very few individuals to enroll in training programmes, impeding the development of more TVET activities in collaboration with the corporate sector. From a global perspective, research on the situations in Ghana and Nigeria has highlighted the low public opinion of TVET programmes in many African nations, where enrollees are believed to have the low intellectual ability and to consist mainly of school drop-outs or illiterates.

Besides that, Aryeetey et al (2011); Essel et al (2014) it was observed that many Ghanaian parents discouraged their children from enrolling in technical and vocational

education and training (TVET) programmes due to the limited academic options and lack of social prestige (Yeap et al., 2021). Additionally, it is a prevalent misconception that TVET is the final option for individuals who choose to continue their education. Sometimes, negative parental attitudes are also influenced by community perceptions. Additionally, TVET qualifications and abilities are not widely recognized in the industry, making it difficult to have a bright future in the workforce (Ismail & Abiddin, 2014).

In conclusion, TVET has always been regarded as lower to academic education (Leong, 2011), and the general public and parents have traditionally viewed TVET in Malaysia as the profession of choice for those who have fewer educational achievements instead of viewing it as a necessary strategy for the development of competent persons. Besides, numerous employers do not acknowledge the certification, and "academic" education receives excessive focus and resources compared to vocational education. The same goes for recognition and career. Consequently, the graduates of TVET may lack confidence in their competence and capacity to enter the job market. This scenario may result in inadequate performance (Hong et al., 2019).

Competencies of teaching staff

A TVET Educator is responsible for teaching or training students or trainees in a TVET institution. The competency of TVET instructors is a primary concern. It is crucial to have competent, knowledgeable, skilled vocational lecturers, teachers, and trainers for an efficient teaching and learning process. TVET mainly provides students with the technical knowledge and skills necessary to prevail in the job market (Ismail et al., 2018).

Educators could specify teacher, trainer, or lecturer in the definition of the term. Many TVET institutions in Malaysia train people to be highly skilled workers. Nevertheless, to provide a good and effective TVET setting, the competence of the educators is part of the main criteria that should be highlighted, as a highly skilled labour force is required to support the transformation of the country's whole economic sector (Ismail et al., 2017). Additionally, the competencies are essential for producing TVET graduates who can fulfil the requirements of industry and professional organizations.

The most critical element in Malaysia's TVET programme's success is the presence of competent instructors in their respective fields. Therefore, TVET training must emphasize the specific occupational field of the TVET Educator and integrate critical technical skills and innovation components. In other words, teaching for TVET programs must demonstrate professionalism, knowledge, abilities, an extensive social network, a pleasant character, and excellent interpersonal skills. The industry linkages benefited both parties academicians themselves. This engagement can promise the latest knowledge and skills that the industry might need. Industry input can be used in content development, and while curriculums are being upgraded, instructors' credentials should also be upgraded.

It was discovered that most public institution TVET instructors are inadequate in skills and industry exposure. This has been recognized as one explanation that has hindered the effectiveness of training in fulfilling industry requirements. It can be suggested that TVET institutions are enforced of their trainers and instructors to have specific skills and knowledge in their field.

Currently, the intake for the community college is under Suruhanjaya Perkhidmatan Pendidikan Malaysia, well known as The Education Service Commission (ESC), where the commission acts as the appointing authority in the education service by Article 144 (1) of the Federal Constitution and the main functions to appoint applicants to be permanent,

contractual or temporary posts in the education service. There are various backgrounds, such as those with working experience in the industry, and some have postgraduate academic qualifications. Regardless of background, community college lecturers are expected to serve the community by providing short courses. Regardless of any background, a technical lecturer is expected to have good networking with the industry, for example, consulting on a particular field, securing research grants and performing research and development work. These qualities show that technical lecturers should be able to conduct research and work collaboratively with stakeholders such as the industry. Technical lecturers should work closely with the industry, either in the research and development of a product or in improving services. Other than that, technical lecturers should also be able to write and publish, as the core business of a university is to generate and disseminate new knowledge. Some teachers lack experience in teaching technical and vocational fields due to being fresh graduates from university (Mou et al., 2018)

Most lecturers are encouraged to attend certified training to gain qualities, such as in the hospitality sector. American Hotel & Lodging Association offered the Certified Guest Service Professional: Making Connections. The certification is the value added to recognize the skills and knowledge of the trainers, lecturers/ instructors in the TVET institutions. Besides that, Professional Membership, such as the culinary association and Malaysia Speciality Coffee Association (MSCA), the benefits of joining all the organization most associations the offers such as networking opportunities, professional development and idea sharing. Some professional qualifications can be obtained in Malaysia, such as the Malaysia Board of Technologists (MBOT), a professional body under the Ministry of Science, Technology and Innovation that gives professional recognition to Technologists and Technicians in technology and technical fields recognized by the Board.

Conclusion and Research Implications

The study's findings provide evidence for the key issues and challenges of TVET issues in Malaysia. Generally, it can be concluded that the TVET system is still significant and necessary as a supplier of a highly skilled workforce that needed both development and emerging to compete in a global economy. Therefore, all key players in TVET should design and implement proper strategic planning to strengthen the Value of TVET and be proactive to overcome the negative perception and stigma towards TVET in Malaysia. It can be said that graduates of TVET programmes have a better chance of finding employment since they are better prepared for the market and meet the industry's requirements. TVET can help address the skill gap that facing by industries by providing students by the relevant skills, and training.

For future research, more studies can be conducted on instructional design technology and curriculum design, especially in the TVET curriculum. The findings will assist the government in developing action plans for reskilling and upskilling TVET talent geared up to the IR 4.0 setting. In other words, policymakers and stakeholders play a significant part in improving the current TVET system to overcome these issues and challenges. Nevertheless, there is room for improvement in the findings and methods for future research.

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