

Index of Instructional Sensitivity of Holistic Approach Training Module for Malaysian TVET Instructors in Prison

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Abstract—The current correctional system under Malaysia Prison Department (Pride) has implemented technical vocational education and training (TVET) as part of their rehabilitation programme. However, training by vocational instructors for inmates requires a holistic approach, as they need to bring the inmates to go beyond employability. As part of correctional programme components, the significant role of vocational instructor is not only about delivering skills, but also to improve inmates’ attitude and perspective about life. Therefore, the Holistic Approach Training Module has been developed. This module focused on the integration of God Consciousness element as a compass of life; internally and externally without disturbing the classic objective in vocational training. The module consists of five variables or qualities which are believing in God, subjective, objective, social and cultural quality. A study was conducted on a group of 91 prisons’ vocational instructors from the East Zone of Malaysian Peninsular and Borneo under Pride. The collected data was analysed using Statistical Package for Social Science (SPSS for Windows) version 19.0 and Rasch Measurement Modelling with Bond & Fox Steps Software. 42 participants, manage to go through both pre-test and post-test. It was concluded that the result shows module effectiveness by identifying the index of sensitivity by both analysis.

Keywords—*module; vocational; prison; index of sensitivity*

I. INTRODUCTION

For many years, education creates a nation with strong identity, competent, knowledgeable, highly skilled and decent personality [1]. With this ability, education has also been recognized as panacea in a multitude of rehabilitation programme; and prisons is being one of them. Current practice of correctional programme under Malaysian Prison Department (Pride) has implemented technical vocational education and training (TVET) as one of the tool to support inmates by providing skills and thus helps their reintegration into society. In fact, TVET approximately occupied more than 60% (2 years) of the whole rehabilitation programme as in Figure 1. TVET does not focuses merely on teaching and delivering vocational skills, around 30-40% are for discipline, psychology, faith and other parts of human development needs to be accomplished within a year.

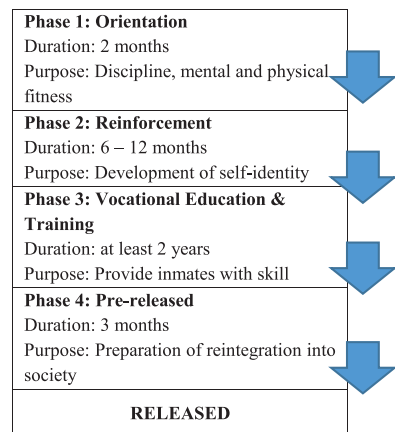


Fig. 1. Correctional Programme using TVET in Prison

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Even though most of the vocational instructors claim that they have embedded social skills in their teaching activities, it is eventually just in form of assessment rather than the real embedment. As a vocational instructor in prison, one should be able to create a positive teaching and learning environment, and to equip inmates, not only with skills but also improving their personal attitudes and perspectives about life [2]. TVET in prison should go beyond employability skills and thus need to apply an integral approach to develop inmates as a whole [3][4].

Therefore, this paper will further provide an overview of holistic human development and the role of vocational instructors in prison. Then it looks into the implementation of integral approach training module by analysing the index of instructional sensitivity after the training by implementing pre-test and post-test. The conclusions identify the effectiveness of the applied module as well as specific needs for further research on the complex interplay between instructors' holistic professionalism and the rehabilitation outcomes.

II. HOLISTIC APPROACH

A study on the subjective part of learning is still new in term of the range of approaches, techniques, methods and process [5]. One of the studies was on the Integral approach. Integral approach is a combination of internal (quality of subjective and objective) and external elements (quality of social and cultural) to form a holistic view on human development [6][7][8][9].

On the other hand, the integral concept is a holistic view that co-exists with the spiritual principle in most of the religions in this world. Believe in God as a center of life (internal factor) will determine the quality of the external existence. This is what has been called as morality, *adab* and *akhlaq* (external effect) [7][10][11].

The similarities of views on the integral concept allow us to identify five qualities and to form a modular programme through a Holistic Approach Training Module for the vocational instructors as below;

- i. Believe in God – It is a faith towards the existence of God that gives guidance and observes all the action of mankind. The quality of believing in God will bring the sense of humbleness as a servant, responsible in actions and strive for the best in working [7].
- ii. Subjective – It is about the self-awareness of vocational instructors in prison including the ability in managing self-emotion, feelings and thinking [10]
- iii. Objective – This is about the ability of vocational instructors in arranging the subject content and achieving the objective in teaching [10]. According to the prison context, the vocational instructors should be able to construct the observable outcomes in term of knowledge and attitudes.
- iv. Social – It is the interactions that exist within the system of education and training especially with the inmates [11]. The social quality is excellent when the vocational instructor managed to execute the lesson's objective in the workshops or classes [12].
- v. Cultural – It is an ability to form a professional school of thought. A vocational instructor with high cultural quality should be able to integrate experiences in teaching, connecting individual with the universal values and practices of what has been taught [12][13].

III. METHODOLOGY

The administration for staff training by Pride for correctional and for detention institutions is divided into three zones; Middle Zone, East Zone and Borneo Zone. However, this study was conducted under the East and Borneo Zone and took place at *Pusat Latihan Pegawai Penjara Perlis* (Pulapen) and *Pusat Latihan Islam Kundasang*.

A quantitative methodology was used for this study. A pre-experimental design has been selected to figure out the effect of the treatment imposed on the focus groups. In this research, index of instructional sensitivity is a term applied to evaluate the effectiveness of the module. It is quantifying by measuring the differences between pre and post-test. In

this case the average mean will be calculated on each variable and compared as soon as the data collected. In order to support the findings, the mean analysis then being compared by the analysis of item map using Rasch.

IV. OBJECTIVES

The aim of the study was to measure the index of sensitivity of the Holistic Approach Training Module by comparing;

- i. the average mean of pre-test and post-test of each quality measured in this study
- ii. the Item Map of participants' scores on pre-test and post-test.

V. RESULTS

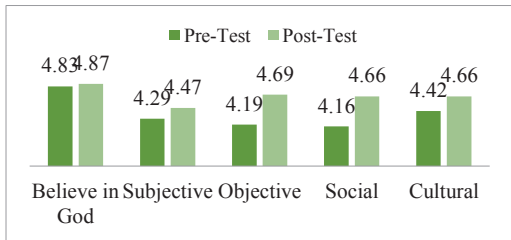


Fig. 2. Mean Values of Holistic Qualities in the Pre and Post Test

Fig.2 shows that all five qualities are measured in this study. It shows an increment in the average of mean values. The qualities that give major differences among these five are the objective quality and the social quality (0.50). In contrast, a small differences of average mean values of pre-test and post-test is shown in the quality of believe in God (0.05 increment).

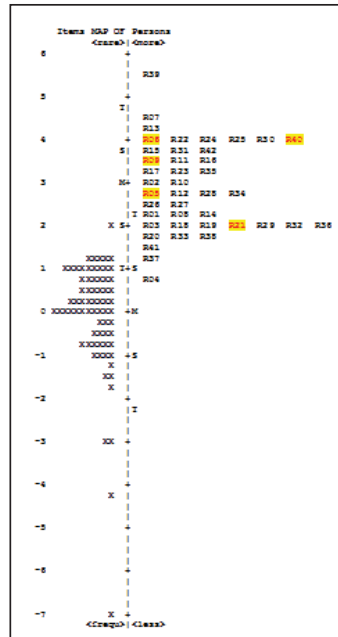


Fig. 3. Item-map of Participants' Analysis on Pre-test

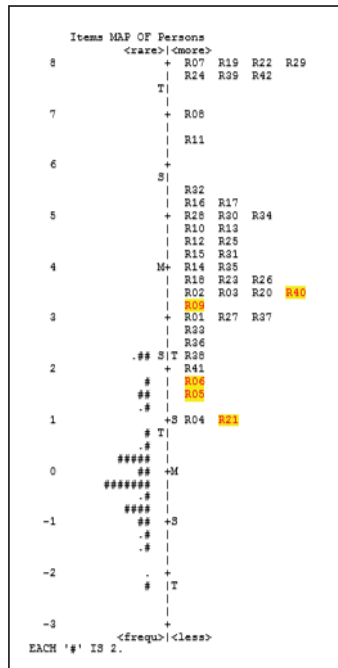


Fig. 4. Item-map of Participants' Analysis on Post-test

From Fig.3 and 4, prison vocational instructors' score for pre-test and post-test are compared. The figures show that the pre-test has score the highest Logit achieved by vocational instructors which is close to logit 5. Meanwhile the post-test scored the highest Logit attained by the same group of instructors, the better score of Logit 9. The improvement in Logit value shows that vocational instructors in prison have improve their holistic professionalism character. If we go for each participant, we can detect that the majority of the prisons' vocational instructors who involved in the training programme will perform better Logit in their post-test rather than pre-test.

VI. DISCUSSION

The index of instructional sensitivity of believing in God has been increased from 4.83 to 4.87 (+0.05). Malaysian people have a strong embedded values inspired from the National Principles, which will never isolate themselves from the sense of having God in life. This unique quality of Malaysian will always remain high and proven by the high values in both pre-test and post-test analysis.

The traditional wisdom in religion will strengthen the ethical consideration and emotions for instructors; identified as the subjective quality. In this study, the index of instructional sensitivity for subjective quality increased from 4.29 to 4.47 (+0.18). It proves that the ability in managing self-emotion, feelings and thinking could be increased by using this module.

Increasing the subjective quality will give impact on how the vocational instructors lead the classes in term of planning and execution. Using the Holistic Approach Training Module, it can be seen that the value of objective quality has increased from 4.19 to 4.69 (+0.50) and the social quality has increased from 4.16 to 4.66 (+0.50).

The last variable is the cultural quality. It has increased from 4.42 to 4.66 (+0.24). It is easy to understand why this variable does not increased much. As in definition, cultural quality is the ability to form a professional

school of thought. It also means that all other variables have been immersed into the system and becoming a common practice by everyone. It is impossible to measure the improvement within three weeks, still the module had given some positive signal in it. The overall view of improvements can be seen from the item-map of participants as in Fig.4.

VII. CONCLUSION

The mean analysis shows a relatively high scores in both pre-test and post-test. However, it is important to extent the study by finding the significant differences of the mean values to strengthen the results. In addition, it is also important to find out the differences of co-relational strength on each variables since integral theory and holistic approach is about connection and effect of one variable to another.

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