



INDUSTRY-BASED
Certification Programme
(Program Pentauliahahan Profesional)

PROGRAM PENTAULIAHAN PROFESIONAL (3P)

Suatu Kajian Impak



UNIVERSITI ISLAM ANTARABANGSA
MALAYSIA



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A B S T R A C T

Program Pentauliahahan Profesional or 3P was started in 2006 as a joint collaboration between the Ministry of Higher Education Malaysia (MoHE) and Prestariang Systems Sdn Bhd to provide ICT training and vendor-based certification to university students, lecturers and technical staff. For university students graduating from ICT-based academic programmes, this certification will complement the degree or diploma awarded by their respective institutions, hence increasing their industry-specific skills, professional market value and employability. Offered only to Malaysians, 3P is fully sponsored by MoHE, and open to three categories of participants: (i) final year students from ICT and ICT-related faculties, (ii) lecturers of ICT-based specializations, and (iii) ICT-based technical and support staff. 3P is now in its fifth year, and sees the participation of 14 universities, 21 polytechnics and 16 community colleges from all over Malaysia. It was recorded that by mid 2010, more than 13,000 students had been trained in 3P.

The present study was conducted to examine the impact of 3P on Malaysian graduates' employability. For this purpose, a comparison was made between 3P and non-3P graduates in terms of their beginning salary and period of unemployment prior to securing their first job. In addition, the programme's return-on-investment (ROI) was computed using a cost-benefit ratio to establish its worth in the production of human capital for the country's workforce. The study also sought to determine the relevance of the 3P curriculum to the needs of the industry.

A mixed-method design was adopted involving the conduct of three separate surveys (N = 1049) and a series of interviews with the employers of selected 3P graduates (N = 15). The findings indicate that (i) the period of unemployment was shorter among certified 3P graduates (mean = 1.1 months) compared to non-certified 3P graduates (mean = 2.1 months) and non-3P graduates, i.e. those who never attended the programme at all (mean = 4.4 months), (ii) certified 3P graduates from community colleges appeared to have benefited the most as they experienced the briefest period of unemployment (1.5 months) compared to their non-certified and non-3P counterparts (2.4 months and 8.2 months respectively), (iii) in general, non-3P graduates secured an average beginning salary of RM 1,844.00, which is higher than the figures secured by certified 3P graduates and non-certified 3P graduates, which are RM 1,737 and RM 1,639 respectively. However, for certified 3P graduates from community colleges, their beginning income was recorded to be higher (RM 1,427.91) than that of their non-certified counterparts (RM 1,215.15) and non-3P graduates (RM 1,347.00).

A cost-benefit analysis performed on the beginning salaries of 3P graduates, both certified and non-certified, produced a return-on-investment (ROI) index of 221%. This means that for every ringgit spent on the training of a single 3P graduate, the nation earns a return of RM 2.21. The return is especially high for 3P graduates at the diploma level (255%). This is an indeed encouraging finding which shows that 3P is most beneficial for the nation's diploma graduates. In addition, it was found that more 3P graduates are employed by multinational organizations and companies listed in Bursa Malaysia compared to non-3P graduates.

Both 3P graduates and lecturers also gave a positive review of the programme, reporting that it was effective in enhancing their self-concept and self-beliefs. A further analysis of the impact of 3P using Structural Equation Modeling (SEM) indicates that the programme has had a significant positive influence on their self-efficacy, preparedness for lifelong learning and perception toward their career path.

Based on the findings, the following recommendations were made: (i) 3P should continue to be offered to Malaysian graduates, and should be offered to *all* ICT-related public university graduates rather than to only selected ones; (ii) a systematic study needs to be conducted to examine the impact of 3P on graduates coming from non-ICT related specializations; (iii) the positive reactions of 3P lecturers toward the programme suggest that the Ministry of Higher Education (MoHE) should perhaps increase the participation of public university lecturers in 3P, either as participants or facilitators, and finally, (iv) since 3P is relatively unfamiliar despite its enormous potential and contributions, efforts to publicize it and make it known to a larger higher education population would be of great benefit to all parties – the industry, public universities, the government and nation at large.