



**UNIVERSITI PUTRA MALAYSIA**

**A TASK INVENTORY AT JOB-ENTRY LEVEL  
FOR MALAYSIAN BAKERS**

**MASAKO KURODA**

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**A TASK INVENTORY AT JOB-ENTRY LEVEL  
FOR MALAYSIAN BAKERS**

**by**

**MASAKO KURODA**

**Thesis Submitted in Partial Fulfilment of the Requirements  
for the Degree of Master of Science  
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# DEDICATION

to

**The Home Economics Teachers  
in Malaysia  
who strive to improve the image and status  
of Home Economics**



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**A TASK INVENTORY AT JOB-ENTRY LEVEL  
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by

**Masako Kuroda**

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Chairman: Assoc. Prof. Dr. Hapsah Nawawi

Faculty: Educational Studies

As Malaysia strides towards achieving its Vision 2020 to become an industrialised nation, there is need and demand for more capable, skilled and semi-skilled workers.

It has been the contention that what is taught in vocational schools do not meet the current needs of the industry; that there is a necessity for closer linkages between industry and vocational education. So it is necessary to get the employers and the job incumbents to be involved in vocational Home Economics related programmes, particularly the Bakery and Confectionery programme. A study is needed to examine the relationship between programme content and the competencies required by the industries in which the students are being trained for, especially in Home Economics because the market demand is comparatively small.

In this study the task inventory analysis technique was used. The decision rule whether to accept or reject the tasks required for job entry-level, was based on the mean score of 2.0 on scale of 1 - 3 for frequency of performance as well as level of importance. Analysis of the data indicated that all the tasks under duty statements, General Duties and Specific Duties, were accepted as job-entry tasks for a baker. As such these tasks were considered relevant for a task inventory

which could be utilised as a guide for the training of vocational education students of the Bakery and Confectionery programme in the country. However, there were differences in the ranking of tasks, on how frequently they were performed or how important the tasks were - at job entry-level, among bakers, employers, teachers and students. The responses of each group differed based on their perception of the tasks carried out.

Developing an inventory of tasks for bakers at job-entry provided the linkage between industry and vocational education through the involvement of the employers and bakers. Teachers and students in the vocational Home Economics programmes were made aware of the required competencies at job-entry level.

Abstrak yang dikemukakan kepada Senat Universiti Pertanian Malaysia untuk memenuhi sebahagian keperluan Ijazah Master Sains.

**INVENTORI TUGASAN UNTUK KEMASUKAN JAWATAN  
SEBAGAI TUKANG ROTI DI MALAYSIA**

oleh

**Masako Kuroda**

Oktober 1996

Pengerusi: Assoc. Prof. Dr. Hapsah Nawawi

Fakulti: Pengajian Pendidikan

Malaysia sedang bergerak maju untuk mencapai Wawasan 2020 menjadi sebuah negara berindustri. Ada keperluan dan permintaan untuk pekerja-pekerja yang berkebolehan, mahir dan separuh mahir.

Didapati masih ada perbalahan tentang apa yang diajar dalam sekolah vokasional tidak memenuhi keperluan industri semasa; bahawa ada keperluan untuk mempereratkan hubungan antara industri dengan pendidikan vokasional. Adalah penting untuk mendapatkan penglibatan pihak majikan dan pekerja dalam program vokasional yang berkaitan dengan Ekonomi Rumah Tangga khususnya dalam program Bakeri dan Konfeksioneri. Satu kajian diperlukan untuk menentukan hubungan secara langsung antara kandungan program dengan ketrampilan pelajar dalam bidang pekerjaan yang pelajar dilatih terutama dalam Ekonomi Rumah Tangga kerana permintaan pasarannya agak kecil.

Dalam kajian ini teknik penganalisan inventori tugas digunakan. Peraturan penentuan digunakan sama ada menerima atau menolak tugas yang diperlukan bagi taraf kemasukan bekerja adalah berdasarkan nilai min tidak kurang

daripada 2.0 dalam skala 1 - 3 bagi kekerapan melakukan tugas serta tahap kepentingan tugas itu. Daripada analisis data didapati semua tugas dalam Tugas Am dan Tugas Spesifik yang disenaraikan diterima. Dengan ini semua tugas dianggap relevan dan boleh digunakan sebagai panduan dalam latihan pelajar sekolah vokasional. Walau bagaimanapun apabila tugas disusun mengikut kekerapan perlakukannya atau tahap kepentingannya - pada tahap masuk kerja, didapati adanya perbezaan susunan tugas antara tukang roti, majikan, guru dan pelajar. Respons tiap-tiap kumpulan berbeza berdasarkan persepsi masing-masing tentang tugas yang dikendalikan itu.

Inventori tugas bagi tukang bakeri pada peringkat permulaan menghubungkan pihak industri dengan pihak pendidikan melalui penglibatan majikan dan pekerja. Guru dan pelajar dalam program vokasional Ekonomi rumah Tangga sedar akan keperluan kemahiran dan kecekapan pada tahap masuk bekerja.

# **CHAPTER I**

## **INTRODUCTION**

### **Background of the Study**

Vocational education is currently experiencing renewed interest in terms of its curriculum delivery and organisation. This is so because the Government's vision is towards achieving an industrialised nation status by the year 2020. When progress is towards industrialisation, there is need for more capable, skilled and semi-skilled workers. There is also demand for those in the technical and services occupation. In "Foundation of Vocational Education" by Evans (1978) it was stated that when there is a "recognition of these shortages" then there is a sharp increase in the federal, state and local expenditure for vocational education. In the Sixth Malaysia Plan, the government's commitment is towards industrialisation. So it is necessary for education and industry to work together towards fulfilling the ideals of the nation.

A labour supply and demand survey was carried out by The Federation of Malaysia Manufacturer's Association in October, 1987 (The Star, 1990). It suggested that to ensure effective development of skilled and semi-skilled labour appropriate with the objectives and strategies of Malaysia's industrialisation, there



must be closer linkages between training and industrial needs. This could only be achieved through greater and more direct involvement of private sector and industry in the planning and development of vocational and industrial training activities.

This very same term “closer linkages” between educational training and work experience was mentioned by the Technical and Vocational Education Division of the Ministry of Education in their Information Paper (MOE/TVED, 1988).

Often, those in business and industry would say that there are sufficient jobs for the trained people. Those in the vocational education division would say that they are providing adequate training. The problem, however, is that industry and the vocational educators state their expectations, but there is little communication or co-ordination with one another. McCracken (1986) also mentioned the little co-ordination between potential employers of youths and the schools. Hence it is the students and the future employees of the industry that are at a disadvantage. This is because they are the ones who would be missing the opportunities to contribute towards realising the country’s vision.

The challenge then is to bring together vocational educators and the employers to plan, implement but most critical of all to evaluate the programmes of the vocational schools.

There is then the debate of the content in a particular programme, and the people who should be responsible for developing the content in the programme.

It is only when educational training and work processes have been linked effectively, that vocational education would be relevant and functional to meet national development needs and help the nation stride towards industrialisation.

### **Statement of the Problem**

The main objective of vocational education is to ensure that students are gainfully employed upon completion of their training in a specific vocational programme, but the experience of many countries with vocational education is that it has not only failed to produce skilled people but graduates of vocational training programmes are not in demand. This is wasteful expenditure because vocational schools are expensive to run and call for heavy investment in materials, equipment and the training of the trainers.

In Malaysia, there are five home economics vocational programmes namely Technology of Catering; Technology of Dressmaking and Fashion Designing; Technology of Bakery and Confectionery; Beauty Culture and Childcare.

The students in these programmes, mainly girls, are selected and trained in a particular programme for two years. Upon completion of the course, they are assessed by the local Examinations Syndicate and awarded the Sijil Pelajaran Malaysia (Vokasional). Although an average of two thousand girls complete the vocational training programmes annually, not all students are gainfully employed in

the discipline in which they are trained. It is thus essential to make accurate assessment for the demand of these graduates before embarking in such programmes.

Questions about the appropriateness of the vocational training programme and the world of work are quite often asked by the people in the industry. Often schools are said to have failed to prepare youths in the skills necessary to find employment. Competencies learnt in school are not readily accepted by employers because the certificates do not clearly state the competencies needed in the job market. Students also do not possess job seeking skills and receive little assistance from both school and the work place. Besides, it is not solely the schools that are at fault. It cannot be denied that the youths of today seek approval from anyone whose opinion they value. In vocational education system it is the teacher who could best influence his students.

The assistance from employers are needed in the preparation, planning and even the evaluation of vocational education programmes. However their input may be relevant to, but not necessarily meet the needs of a particular firm or outlet, or the ever-changing occupational requirement as a whole.

What was projected as necessary and essential five years ago during the programme planning stage may not be relevant and current today. Students trained in a particular programme may leave school with skills that have been taken over by machines and computers.



Another setback for programme evaluation and more specifically, the Home Economics programmes, is that the number of students are small and a total programme review would not merit the time and money expended on it.

But programme review is necessary because it identifies weaknesses of the vocational education curriculum which is done by Vocational and Technical Division of the Ministry of Education through a committee. Although representatives from the industry are invited to participate in such committees, the response is generally poor. Representatives from the industry are reluctant to serve on such committees as they do not have the time to spare for long committee meetings. Besides, some of the experts may not be qualified or professionally trained as in the case of some bakers.

Leighbody (1972) indicated that curriculum prepared by educators tend to be more theory-oriented than job-oriented. On the other hand educators are not accurate in their perception of current skills and needs of a particular job unless they themselves have relevant work experience in that job. So educators have to go to the work place and find out what the employers need and what the employers require of their prospective employees.

While there is growing criticism with vocational education, there is no study devoted to examine how the needs of industry in relation to the vocational education which is being administered by the Ministry of Education, particularly with the Bakery and Confectionery programme. Therefore a study in this area is needed to see its relevancy to the industry.

### **Objectives of the Study**

This study attempts to determine the relevance of vocational training given to the Home Economics students, particularly the girls in the Bakery and Confectionery programme.

It is also to get the involvement of the industry which would initiate the linkage towards bringing together vocational educators and the employers in evaluating vocational education programmes.

The specific objectives of this study are as follows:

1. To identify the tasks considered to be frequently performed by bakers at the job-entry level
2. To identify the tasks considered to be of importance for bakers at the job-entry level
3. To compare the ranking of tasks according to the frequency of performance and level of importance as identified by bakers, teachers, employers and students

Specifically the study aims to answer the following research questions:

1. What are the tasks identified by bakers, as frequently performed at job-entry level?
2. What are the tasks identified by teachers as frequently performed by bakers at job-entry level?
3. What are the tasks identified by employers as frequently performed by bakers at job-entry level?
4. What are the tasks identified by students as frequently performed by bakers at job-entry level?
5. What are the tasks identified by bakers, as very important at job-entry level?
6. What are the tasks identified by teachers as very important to bakers at job-entry level?
7. What are the tasks identified by employers as very important to bakers at job-entry level?
8. What are the tasks identified by students as very important to bakers at job-entry level?

9. Is there an agreement between teachers and bakers in identifying the tasks as frequently performed at job-entry level?
10. Is there an agreement between students and bakers in identifying the tasks as frequently performed by bakers at job-entry level?
11. Is there an agreement between employers and teachers in identifying the tasks as frequently performed by bakers at job-entry level?

### **Significance of the Study**

This study is essential as it would provide feedback, ensure continuity and relevance of the Bakery and Confectionery programme in particular, and in vocational education in general. It also provides a body of knowledge in the area of Bakery and Confectionery .

This study could also be the basis for indepth study in this field or other job related areas in Home Economics, as there is no such study conducted in Home Economics particularly in the Bakery and Confectionery programme in the Vocational Education Division in Malaysia. Task analysis survey at job-entry level in Home Economics programmes has yet to be attempted.

The results of the study would provide feedback to the Ministry of Education and in particular to the Technical and Vocational Division which could use it as a guide for future development in Bakery and Confectionery programme.

This study could provide a guideline for measuring student competencies in school-based assessment.

It is also hoped that this finding will assist other relevant government agencies especially the Ministry of Trade and Industry and Ministry of Human Resources in preparing suitable candidates for a particular job. Last but not least this study provides a body of knowledge to the researcher herself. According to East (1980) the home economist's idea of progress is knowledge for doing, changing, creating and becoming. It exists to advance a valuable end.

### **Limitations of the Study**

The process of administering the questionnaire to vocational schools is limited. This is because the Bakery and Confectionery programme is only offered in four vocational schools namely;

- (a) SMV Kuala Kangsar, Perak
- (b) SMV Tanah Merah, Kelantan
- (c) SMV Sg. Petani, Kedah
- (d) SMV Pulau Langkawi, Kedah

Hence the sample size is small for generalisations.

The researcher is also unable to make an extensive survey of this study due to administrative restriction, time constraints and distance of the four schools.

### **Operational Definitions**

The following are definition of terms used in this study:

#### **Tasks**

Units of work activities which have definite beginnings and endings. Each task can be a process which involves two or more finite steps.

#### **Important Tasks**

Important tasks are tasks identified and verified to be associated with Bakery and Confectionery programmes by most job incumbents and those related to the industry including educators. Although these tasks may not be performed frequently, they are however necessary for bakers at job-entry level.

#### **Duty Statements**

Are large segments of work done by an individual that typically serve as broad categories. This is in relation to topics in the Bakery and Confectionery syllabus.

**Bakers**

It refers to workers or job incumbents (including pastry cooks and confectionery makers) who make various kinds of bread, pastry, cakes, other flour products, including sugar and chocolate confectionery.

**Employer**

One who has the authority to engage persons for wages or salary. In this context, he may also possess competencies related to the bakery.

**Job-Entry Level Occupation**

A beginning job at the lower end of a career ladder. In this context it relates to vocational education students after two years of upper secondary vocational training.

**Job**

The duties and tasks actually performed by a specific individual. A baker may have one of several job titles depending on where he works. Common titles are assistant baker, pantry-cook, food purchaser and pastry shop owner.

**Career Ladder**

A vertical arrangement of jobs within an occupational area to indicate skill distinction and progression e.g. kitchen helper, pastry worker, baker's help, second cook and sous chef.

**Task Inventory**

An instrument used for conducting an occupational survey. It consists of items of identification and background information. Most importantly it consists of a list of appropriate duty and task statements actually associated with a particular job. The tasks inventory in this study relates to the bakery.



## CHAPTER II

### REVIEW OF LITERATURE

Vocational education is generally defined as relevant technical training and counselling given to individuals to prepare them for gainful employment. Evans (1980), a leading vocational educator identified vocational education objectives as:

- meeting the manpower needs of society
- increasing employment alternatives for students
- serving as motivational drive to enhance learning

Home Economics is also vocational education because it is a field of study that provides training for gainful employment in various fields. Among them are fashion designing, specialist in consumer affairs, teaching and research. Home Economics graduates are employed in the services industry, in business and in research (Parker, 1980). According to Wadsworth and Kearst (1976) Home Economics education provides the essential knowledge for guiding and assisting each individual towards a more self-rewarding and fulfilling life.