

Conference Paper

Challenges And Expectation For Implementation Of Technical And Vocational Education Training (TVET) In Malaysian Prison Institutions: A Preliminary Study

Mohd Rizal Ramly¹, Muhamad Afzamiman Aripin^{2*}, Mohd Fahmi Adnan², Mohamad Rasidi Pairan²

¹Jabatan Penjara Malaysia, 43000, Kajang, Selangor, Malaysia

²Fakulti Sains Sosial dan Kemanusiaan, Universiti Teknologi Malaysia, University, 81310, Skudai, Johor, Malaysia

ORCID ID

Muhamad Afzamiman Aripin: <https://orcid.org/0000-0003-3969-2895>

Abstract.

The Malaysian Prison Department offers rehabilitation programmes for inmates that include guidance and counselling, disciplinary, religious and moral education, vocational and skills training and pre-release programs before they return to society as law-abiding citizens, and the success of this program is based on the recidivism rate. Implementation of Technical dan Vocational Education Training (TVET) in the Human Development Program (PPI) depends on the professional development of the instructor and must be in line with the national level requirement. Prison vocational instructors need to possess different teaching competencies due to their unique environment. This study aimed to identify and provide a new approach for training vocational teachers according to the needs of different stakeholders such as instructors, trainers (inmates) and related parties involved in TVET training. This study used a qualitative approach to collect the data. It used a semi-structured interview strategy with the educational experts in TVET, including training module developers, teaching experts, national industrial experts, prison senior officers, NDTs coaches, NDTs trainers and NDTs coordinators. The interview was to develop in-depth knowledge to enhance the data on the important domains of teaching competencies by thematic analysis. Analysis using NVivo, this study identified five core teaching competencies challenges faced by vocational instructors in prison: planning and preparation competencies, classroom preparation competencies, carrying out professional responsibilities' competencies; instruction competencies; and assessment competencies. This study can be useful to Prison Vocational Instructors, Prison Management and also Prison Institutions that pursue accreditation on TVET teaching and learning.

Keywords: Teaching Competency; Education; Prison; TVET

Corresponding Author:

Muhamad Afzamiman Aripin;
email: afzamiman@utm.my

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1. Introduction

Malaysian Prison Department is the correctional institution that is responsible for the rehabilitation for inmates before they return to become part of the society as law-abiding citizens [12]. The function of Malaysian Prison is to provide rehabilitation program to the inmate, as well as to control and isolate them until release. Since offenders are in involuntary legal custody by order (not by will), the prisons authorities have no abilities to chose their customers to put them in treatment and rehabilitation program [15]. Rehabilitation programs conducted as part of rehabilitation process for inmates such as care and protection, guidance and counselling, disciplinary, religious and moral education, vocational and skills training and pre-release programs. The successful of rehabilitation program conducted by Malaysian Prisons based on the recidivism rate. Prison Department has determined to adhere their rate of recidivism not exceeding 10% in order to indicate that successful of rehabilitation programmes [13]

The Vocational and Skills Training Program for inmates is implemented to provide required training for inmates as a preparation for them before returning to the community and society upon release. The program has a positive impact on residents and the community and reduce recidivism [8] [13]. With the knowledge and skills that will possessed to inmates, it can help them to explore job opportunities and can contribute for new careers and development for them. Besides that, it also contributes semi skilled manpower to the country to achieve a high-income nation. All the program that conducted align with mainstream Technical and Vocational Education Training (TVET) and meet the regulation and standard.

Conditions at workplace involves the use of equipment, workspace, temperature, adequate light and so on [14]. Different environment workplace is a major challenge to vocational instructors in Prison Institutions compared to the others vocational and skills training centres outside the prisons. Due to this situation, it is more challenging for vocational instructors in the prison department. According to [1] characterize workplace conditions as a factor “hygiene” that can motivate employees to be satisfied or dissatisfied with their work. In conclusion, the atmosphere at work should be comfortable so that employees feel happy to go to work. This feeling will affect the level of job satisfaction of employees

Vocational Instructors in Prison’s Institutions come from different backgrounds and service scheme which Assistant Vocational Training Officers (PPLV) appointed by Public Service Department (JPA) and Prison Officers are also known as Warder Trade. To ensure that they have the same level of competence, it is necessary to have a

specific guideline to determines the level of skills and knowledge that they need to have. Vocational instructors need to demonstrate positive attitude in the teaching and learning process, including dedication, determination, discipline, and ethics as well as the knowledge and skills in the respective fields. Vocational instructors in Malaysia encounter several challenges that should be critically addressed, such as their disinterest in teaching new subjects that they have not mastered, the lack of industrial experiences [11].

To make sure that vocational training programs can be implemented effectively and efficiently, it is important to have competent instructors even from different backgrounds. The effectiveness implementation of the Prison Rehabilitation Programs (PPI) can be measured through the numbers of recidivism or repetition of admission to prison [9]. One of the key elements in the PPI program is the provision of skills training programs to inmates. The main purpose for the skills or vocational training in phase 3 of the PPI is to provide an opportunity [6]for prisoners to start a new life after release by applying the skills and knowledge that they learned thereby to preventing recidivism. Hence, competent instructors will produce effective quality training.

Thus, this study aimed to explore the challenges and expectation for implementation of Technical and Vocational Education Training in Malaysian Prison Institutions.

1.1. Background of TVET in Prison System

Prison as rehabilitation centre begin with spiritual strengthening activities through religious programmes. Inmates will go through the orientation phase of remorse for mistakes made and repenting from the sins committed. The form of religious rehabilitation programs then shifted toward mastery of reading and communication skills as the beginning of the era of religious reform in the West [1]. The first transformation of the prison rehabilitation program was initiated by Brockway in 1876 where he proposed a theory of rehabilitation for the implementation of prison rehabilitation programs through academic education (Reagen & Stoughton, 1976). The idea was later adopted by a prison institution in Elmira with an emphasis on academics and vocational training, and subsequently became a model for prisons throughout the United States and the world [1]. In 1879 the first prison was established in Malaya, specifically in Perak known as the Taiping Goal. The establishment of this 'detention centre' was initially to put pressure and torment in the hope that the community would be deterred from committing crimes. This concept contradicts with the idea of recovery through education brought by Brockway in 1876. Recovery through vocational education was only introduced in

Malaya in 1881 by implementing the concept of companies through the labour work such as stone breaking and carpentry [6]. The concept of the companies in prisons continue to grow until the Japanese occupation of Malaya in 1941 and 1945 in which the system and the previous record was abolished and the torment of detainee's system being reintroduced. With the end of the Japanese invasion, the system of rehabilitation through education was restored and the youth rehabilitation education system was introduced in 1948. A Juvenile rehabilitation institution was introduced in Muar, Johor under the name of the Advance Approved School. However, the school was relocated to Telok Mas Melaka in 1950 and named as Henry Gurney School in honor of Sir Henry Gurney, British High Commissioner in Malaya [6].

The post-independence recovery system reflects ongoing changes to suit the needs and development of the current recovery approach. Recovery based on the concept of modern service was introduced to replace the old system as well as strengthen the existing system [12]. The role of prisons is not only to punish or give skills, but to restore prisoners to society. This was followed by the introduction of the Ibrahim System to allow inmates to work outside of prison on a conditional basis [9]. The beginning of counselling began in 1980 when the counselling officer post was introduced. The focus of the counselling service at that time was on inmates who were involved in drug addiction symptoms. This was followed by the Community Therapeutic System in 1992. The basic content of the system is behavioural, emotional, psychological, intellectual, spiritual and vocational as it is today. In 2002, the system was repowered with the Human Development Program (PPI) aimed at shaping people's morale through an effective and efficient rehabilitation system in the hope that they could return to society as ethical, productive, knowledgeable and skilled individuals. Among the main focuses of PPI is to conduct recovery processes through multiple phases of orientation programs, character strengthening and skills training [12]. Vocational instructors in the Prison Department come from different backgrounds and service scheme which is PPLV and Wader Trade. To ensure that they have the same level of competence, it is necessary to have a specific guideline to determine the level of skills and knowledge that they need to have. Vocational teachers need to demonstrate positive attitude in the teaching and learning process, including dedication, determination, discipline, and ethics as well as the knowledge and skills in the respective fields. Vocational teachers in Malaysia encounter several challenges that should be critically addressed, such as their disinterest in teaching new subjects that they have not mastered, the lack of industrial experiences [11]

1.2. TVET Implementation in Prison Institutions.

Vocational or skill enhancement phase under PPI programme is one of the longest phases of the prisoner's recovery period in Malaysian prison rehabilitation programme. They are placed under the management of the Vocational and Industrial Section, Inmates Management Division and can select appropriate skill within six sectors which are manufacturing, textile, food and beverage, agriculture, livestock and fishing that apply the skills training syllabus in the National Dual Training System (NDTS), Skills Training Program under CIDB (SKK), Community College Certification, Malaysian Skills Certificate (SKM) training and Business Basic Training (LAP). Training in several areas of entrepreneurship was conducted in collaboration with the National Institute of Entrepreneurship (Insken), Business Group Economic Fund (TEKUN) and University Utara Malaysia (UUM). These certification programs were introduced in 2007. In 2012, the focus was on the SLDN certification programme. 37 prison institutions involved in certification programs offered with 44 focus areas covering six management zones of the Malaysia Prison Department (Pride). The skills certification program is aimed at producing high-quality people with good social values. Eventually, the execution of skills training for inmate carried out by prison's by qualified vocational instructors, known as Assistance of Training Vocational Officer (PPLV) and Trade Warder and generally have been trained by CIAST in term of teaching skills and pedagogy [2].

Realizing the importance of the prison's vocational instructors role in the rehabilitation programme, it is very important to look into their professionalism development. Researchers could not figure much on any published material about the ideal characteristics of prison's teacher or instructor especially at the national level which is almost none [2]. However, references has been made from the writing of. Tessa West highlights (as cited in UNESCO-Basic Education in Prison, 1995) that there are six major elements that make a holistic characters for an instructor. It is actually a guideline that need to be understood by every single teacher or instructor who works in a prison environment. The significant role of the vocational instructor is not only about delivering skills but also improving inmates' attitudes and perspectives about life [9]. [10] mentioned that training for instructors will be given a major role in preparing employees skilled workers in various industrial sectors of the country. The implementation of vocational instructor training based on industry needs curriculum and teaching competencies conducted by the Center for Instructor and Advanced Skills Training (CIAST) which provides similar training content across the nation through Vocational Training Officer (VTO) Certification and pedagogy. [2] reported that the vocational instructors in prison

should also possess different teaching competencies due to their unique environment. Thus, teaching competencies for vocational instructors in prison become an interesting area that needs further exploration.

Element	Explanation
Prison as a place of learning	<ul style="list-style-type: none"> i. Understand prison's function ii. Understand that education contradict with punishment
Education for all	<ul style="list-style-type: none"> i. Education for all inmates ii. Understand that there is no prison where every inmate is determined to abandon crime. But in all prison there are some
Educating the whole person	<ul style="list-style-type: none"> i. Prisoners like anyone else, are capable of exhibiting attitudes and behaviours which range from pro-social to anti-social. ii. Understand that their previous progress has been interrupted by surrounding.
The relationship between prison officers & Prisoners	<ul style="list-style-type: none"> i. Understand the 'whole' prison system and prisoners ii. Avoid stereotype
The educational role of prison officers	<ul style="list-style-type: none"> i. Don't become teacher ii. Become a role model iii. Listen iv. Work in teams/with others
Achieving the sense of community	<ul style="list-style-type: none"> i. Some things work for some people ii. It is proposed that the skills of prison officers should be valued, developed and used to promote a community ethos within prisons

Figure 1: Six major elements that make a holistic characters for an instructor.

1.3. Vocational Instructors' Competencies

The development of prisons vocational instructors' framework for teaching competencies will be based on Danielson's framework for teaching [5]. Danielson's framework for teaching identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Since teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into

four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.

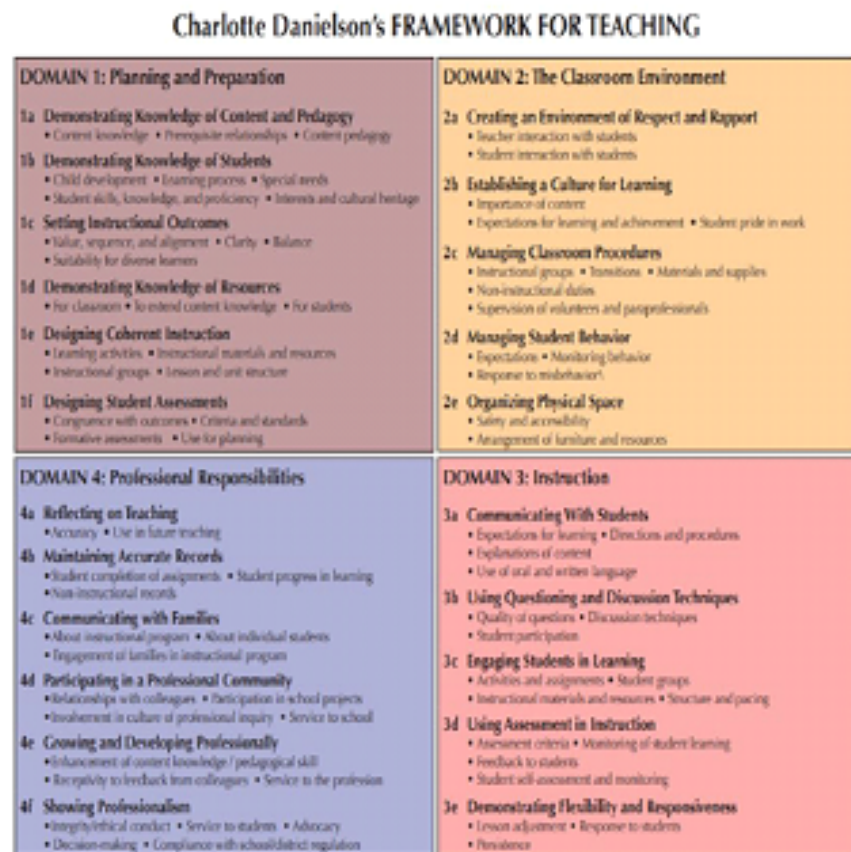


Figure 2: Charlotte Danielson's Framework for Teaching.

The selection of Danielson's framework as the basis of the development of vocational instructors' framework for teaching competencies is because it is a well-rounded and dynamic tool in current educational study. Most of the current studies applied Danielson's framework in educational observation, predicting student achievement, make inference about teacher, measuring teaching effectiveness, and even in validating technology integration in teaching. Therefore, the details of prison's vocational instructors' competencies framework is another interesting area to be further explored especially in the context of professional development of staff under Malaysia Prison Department.

Malaysia Prison Department committed to reduce recidivist cases to the upmost minimum number. In fact, this effort may also support the National Blue Ocean Shift (NBOS) since one of the initiatives is to focus on community rehabilitation programme and to reduce recidivist cases by holistic approach through vocational training. NBOS in Malaysia places paramount importance on increasing safety and security in the nation.

The concern on National safety & security should not only limited to enforcement such as armed forces and cops, but also continue joint work in community through education and other possible areas. In addition to the previous effort, one of the new strategic thrusts of shared prosperity vision 2030 highlighted the development of social capital (Strategic Thrust 7) in which indices by crime prevention index which is one of the aim of the long term outcome from this proposed study.

2. Method

The data collection, using semi-structured interviews. The sub-topic guides were developed and explored with the main focus of the big themes namely as Planning and Preparation, Classroom Environment, Interaction, Assessment and Professional Responsibilities. The expert were selected based on with at least ten years of experience in TVET training programme included training module development, teaching experts, national industrial expert, Prison Department senior officers, National Dual Training System (NDTS) coaches, NDTS trainers and NDTS coordinators from the Prison Department and also Department of Skills Development, Ministry of Human Resources and interviewed sessions were done face-to-face, at the participants' offices or through online session using google meet.

Participation in the intervention was monitored by independent monitors, who were not among the research team to avoid bias. Information from this independent monitoring was used to select the participants of the intervention and its quality The interviews were audio recorded and notes were taken during the data collection process. The interviews were undertaken in national language (Bahasa Melayu) and with some English description (as a second language use in Malaysia) depending on the preference of the participant in the study.

After the interview, there was a debriefing session with the interview team to adapt the topic guide when necessary to improve data collection. The digital audio material was transcribed by interviewer in verbatim. The data were analyzed thematically by researchers and coded accordingly. The analysis of the data was supported by the new QSR NVivo version 12. At the different stages of the analysis, the codes, subthemes, and themes were discussed with experts in qualitative research and being finalised.

3. Result and Discussion

Based on the interview sessions held with the participants, five main teaching competency challenges faced by the vocational instructor in the prison institutions were identified and the teaching competency will be discussed in the following sub-sections.

3.1. Planning and Preparation

The planning and preparation of the vocational instructor is an important element in ensuring that the learning process will be carried out according to the needs and in line with the requirements of National Occupational Skills Standard (NOSS). In addition, vocational instructor also must have adequate knowledge and skills in the respective fields and also strong interests in the subjects that they were teaching which motivates them to deliver effective teaching.

Vocational Instructors need to have knowledge in relevant fields to ensure planning and teaching preparation can be implemented effectively. Instructors need to have a higher skill level or at least the same level in the relevant field of teaching to ensure that teaching process can be carried out effectively- (Instructor 1)

The other participants (NDTS coordinator) revealed that vocational instructor must review and evaluate writing instruction materials (WIM) before class.

Vocational instructor are responsible for reviewing and evaluating all the writing instruction materials (WIM) consist of Theory Lesson Plan, Practical Lesson Plan, Information Sheet, Assignment Sheet and Work Sheet before starting the teaching session to ensure that all the WIM are updated in line with the current NOSS requirements.- (NDTS Coordinator)

According to Prison Department senior officer, vocational instructors should also have basic skills in preventive or corrective maintenance the equipment that will be use.

Additional knowledge and skills in carrying out preventive or corrective maintenance activities with related equipment that be use will give an advantage and also a higherlevel of confidence for the vocational instructor's in carrying out their tasks - (Prison Department officer)

It is imperative that the vocational instructor in prison institutions are able to master and teach in their designated fields. The vocational teachers are likely to be demotivated if they were required to take on new subjects or designated position that are beyond their expertise. They should be provided the opportunity to enhance their knowledge and skills through courses or training. Additionally, these vocational teachers should

be initiative in their learning if they were required to in line with the implemented policies. Vocational instructor are also advisable to become subject matter experts in pedagogical approaches like how to handle class and workshop session through the process of delivering knowledge and ensure the process is smooth and student able to comprehend the knowledge and practice the knowledge and skills for life.

3.2. Instruction

Instruction, focuses on the interactions among instructor and apprentices around educational material, discussing issues related to instructional capacity. Instruction also a statement or explanation of something that must be done. Instruction is that when instructor always show caution and emphasize cleanliness and safety precaution during lab work, so teachers will always remind the students and be practical. In order for instructor to make a good instruction, they need to be aware of changes and improvements to NOSS so they will teach relevant with industrial need.

For me, vocational instructor needs to be competent in knowledge and skills and they need to be proactive in seeking new knowledge and get updated with new technology due to demand from industries and follow NOSS requirement and changes. - (NDTS Coach)

While conducting the training, the vocational instructor needs to carry out reflection related to the training module for details explanation and also as a guided to show the related skills and knowledge required to be practices by each apprentice.

They need to show reflection and implement it directly in the class during the learning session.- (Expert Teacher)

Vocational instructors in prison institutions have a uniqueness compared to other instructors in accredited centres. Beside perform tasks in practicing the skills that are required but they also need to applied in the production of real products. They need to be versatile and perform tasks other than teaching. They also need to perform other tasks such as being involved in inventory management and raw material stock management and also being involved in the product marketing process

One of the uniqueness of vocational instructors in prison institutions compared to other TVET training centers is that apart from focusing on training according to the set modules, they also need to apply skills in producing real products.- (Prison Department officer)

In prison institutions, vocational instructors need to be prepared to perform tasks other than teaching such as stock management and inventory of raw materials, equipment and machines. not to be left out, they also need to carry out marketing activities for the products produced by the apprentices in the workshop.

(NDTS Coordinator)

3.3. Assessment

Assessment is important part in education. These roles encompass issues of both accountability (how well students have learned) and instruction (how to promote higher levels of learning). However, assessment can yield more; the potential of assessment for teacher learning, as a result of both designing of student assessments and evaluating of student responses, has been generally overlooked. At each stage in the process of student assessment—design, calibration, analysis of student responses, and use of assessment results to plan future instruction—opportunities abound for vocational instructor to extend their practice.

They are requested to be proficient in managing students profiling and filing system. They also needs to equip themselves in preparing exam question and summative as well as a formative assessment to the students and keep their grading results in student's file and place them in the file room - (NDTS Coordinator)

Assessment of the level of understanding of apprentices done through continuous evaluation that involve theoretical and practical evaluation and also summative evaluation / final exam

NDTS assessments is a process to assess the level of skill achievement of an apprentice who follow this program. Apprentice skills include Technical Competence, Learning and Methodology, and Social and Humanitarian Competence. Assessment too will be done with various methods that have been outlined by prison institutions The evaluation system is important to implemented to ensure that an apprentice has reached a skill level which is standard and eligible for the award of the Certificate. - (NDTS Couch)

Assessment for apprentices are carried out in line with the qualifications required by NOSS and the emphasis on teaching during classroom will helps them succeed during assessment

Every job requires workers to be knowledgeable and competent in order to perform well in it. The findings revealed positive feedback from the trainers on the NDTS apprentices' job competencies. However, a few trainers acknowledged that some

apprentices might need more time to understand theoretical elements of given tasks. Providing more drills during training might trigger the interest of apprentices to learn additional knowledge to enrich their daily tasks. - (Expert Teacher)

3.4. Classroom Environment

Classroom environment is a blend of the social, emotional, and instructional elements of your class. Research shows that many aspects of your classroom environment can affect student motivation and that students who are more motivated, put more effort into learning activities (Ambrose, 2010). Due to the different environment in the prison training centre, the emphasis on environment safety factors needs to be prioritized to reduce the risk of harmful things happens.

For additional safety requirement in classroom environment, they need to be aware and sensitive and also make sure always take safety measures strengthen safety in classes and workshops regularly. - (Prison Department officer)

Civil servants such as PPLV (DV) who perform teaching at workshops in prisons institutions need to be ensured that their safety is guaranteed. Whenever they are in class, prison officers (KA) will always accompany them in addition to ensuring that the level of security is guaranteed. - (NDTS Coordinator)

3.5. Professional Responsibilities

Vocational instructors in the public skills training institutions require continuous training in order to enhance their knowledge and skills in the specific fields. Knowledge and skills enhancement through relevant courses is a continuous effort towards producing quality teachers (OECD, 2005; Clarke & Hollingsworth, 2002). It is imperative that vocational instructor are provided with opportunities to attend relevant courses, mentor-mentee programmes, seminars, and industrial attachment programmes, locally or abroad, which can serve to develop their professionalism. Alternately, vocational instructors should have the initiative to practice self-learning in enhancing their professional knowledge and skills. Self-learning and reflection are strategies to enhance professionalism among teachers.

For me, each of officer can be appointed as a personal who will involved in the implementation of the NDTS if they have successfully attended the NDTS induction, as well as the NDTS coach or trainer course. This is a mandatory course attended before personal appointment. - (Prison Department officer)

Vocational instructor must be interested and have practical experience in their field in order to teach well. When a teacher has the interest in the field that he is teaching, he will be inspired to teach and be able to facilitate the students through the NOSS modules. Furthermore, they also required to upgrade their knowledge and skill from time to time.

For instant, Warder Trade who are appointed as coaches and trainers can follow the Vocational Training Officer (VTO) course conducted at CIAST to provide exposure and skills to them in carrying out skills training. - (Expert Teacher)

To me, instructor need to have the knowledge and technical skills, because without specific knowledge and skills, how the instructor deliver the knowledge to student..they need to comprehend the knowledge. Instructor need to explain the content clearly and demonstrate the practical work and know-how techniques on practicalities...therefore, it is necessary for a instructor to master the topic first. - (NDTS Trainer)

Instructors who have a Malaysian Skill Certificate (SKM) in the field they teach or have a professional certificate will value the level and confidence in the instructor himself.

...must have at least SKM one level higher in the field taught and if having a professional certificate is an added bonus.- (Expert Teacher)

...apart from that they can also follow modular short-term courses and then have SKM through the Prior Achievement Assessment (PPT) method.- (Prison Department officer)

Vocational Instructor need to take a further step to improve the level of professionalism, a skills instructor must always equip himself with the latest knowledge and skills in line with the development of time and can also act as a counselor when needed.

We can see that social interaction skills are important skills for an instructor. This skill requires an instructor to collaborate and work with others, especially with the industry...So, having all skills related to social interaction like communication, build connection, collaborate, managing collaborative matters are vital - (Expert Teacher)

The instructor may need to enroll in certain courses to enhance their knowledge and skills in light of the technological changes in the industry. As I mentioned earlier, we need support and cooperation from the industry...instructor needs to be skillful in maintaining relationships with industries with good communication skills and others - (NDTS Coordinator)

4. Conclusion

Vocational instructor competency is crucial and most challenging in implementing TVET in Prison Institutions and highly emphasized in the TVET system. The effective teaching and learning performance will validate the capability of the instruction and eventually will reassure the apprentices' quality and preparedness before release and readiness to enter the employment sector. Due to the rapid change in technologies and equipment in industries has called upon a necessity for instructors to be knowledgeable about the usability and application of the facilities. On top of that, the characteristic and unique environment in prison institutions are also a challenge for instructors. This study can be useful to Prison Vocational Instructors, Prison Management and also Prison Institutions that pursue accreditation on TVET teaching and learning.

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