

# **Competency and Readiness of Trainers in Integrating the Employability Skills Into the TVET Training Program**

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*This study aims at exploring the competency and readiness of TVET trainers in embedding employability skills in the skill training program. In the implementation of technical and vocational training programs, trainers are the key player at either workplaces or training institutions. Trainers are expected to play an important role as facilitators to develop the employability skills required by the trainees. The findings showed that the experienced trainers and novice trainers who took part in this study showed a high level of readiness and competency in integrating employability skills. The findings suggest that the competencies and readiness of TVET trainers regarding employability skills integration imply the improvement in the development and performance of TVET graduates in their workplace. There is evidence that re-evaluation of curricula could contribute to improving the employability and productivity of TVET graduates by increasing trainer competency in the learning achievement of TVET students based on attitude, knowledge, skills, and institutional support.*

*Keywords: competency, employability skills, readiness, TVET trainer program*

## **INTRODUCTION**

Technical and Vocational Education and Training (TVET) aims to produce a globally competitive workforce, equipped with the technical knowledge and skills needed for the industry. Human resource ability building is a key success factor to being a developed nation, as it will produce knowledgeable and competent human resources and a highly skilled workforce. The impact of global change and rapid development of technology had created a need for a skilled workforce to be competitive in the world market. The ability in preparing the country's workforce to become world-class knowledge workers (K-worker) will be crucial as it will be the most important asset for creating a competitive advantage and future

economic well-being. In the 21st century, employability skills are the most required skill besides technical knowledge to compete for employment and sustain a job in the industrial global market.

Employability can be defined as the knowledge, skills, abilities, and attribute including behavior and other characteristics not only to get employment but to fulfill its potential and contribute to the organization's strategic directions with the success that an individual need to perform roles or succeed in their professional duties (Aliyu, et al.,2016). K-workers can be described as highly qualified, intelligent, motivated, innovative, and entrepreneurial individuals enabling them to engage in a rapidly evolving and increasingly advanced complex work process to provide the best quality work. But, at the same time, several reports issued by employers have urged educational organizations to make more explicit efforts to develop the 'key', 'core', 'transferable', 'soft', 'employable', and/or 'generic skills' needed in many types of employment. The current system of development and skills training needs to be re-evaluated and improved to ensure the supply of K-workers produced by all training agencies fulfills the needs of the industry. It was seen that the requirements of the industry in terms of skill requirements kept on changing due to technology development, this suggests that education and training should investigate the curriculum and review or make changes to include employability skills into the new curriculum (Yorke & Knight, 2004; Cranmer, 2006). It is recognized on a global scale that 21st-century learners need to acquire the ability to communicate effectively, think critically, solve problems, and work in a team as some of the skills and competencies to be successful in the job market (Teh, 2011; Kamarudin & Teh, 2017). However, an important challenge facing educators in tertiary education institutions is the best way to transfer, facilitate, develop, and maintain these skills among their students. Vast studies have agreed on the fact of competent, knowledgeable qualified educators or trainers as the thrust force in processes of teaching and learning, to ensure efficient teaching and learning processes at TVET institutions (Kleickmann et al. 2012; Spöttl, 2009). Without a doubt, a competent TVET trainer is vital to an effective teaching and learning process in a vocational training institution which is in line with the concept put forward by Baartman and De Bruijn (2011) that the learning process in TVET implies the application of knowledge in practice. This leads to the question of whether trainers have the knowledge and skills to embed the employability skills relevant to the standard curriculums in training institutions and the workplace.

## **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

The trend of globalization has led to different demands for employee skills to be able to meet the needs of the 21st-century workforce. The productivity of K-workers is the most asset of the management challenges of the 21st century. Due to globalization and the competitive era, graduates need to fulfill the needs of employers where new skill sets are created that can respond rapidly to market demands. Quek (2005) states that graduates must transfer learning from the classroom to the workplace to meet job requirements. TVET graduates are not only being evaluated based on their qualifications or certificate, but their personality plays an important part in deciding whether they will be employed. As the number of TVET graduates increases significantly, the unemployment rate among youths increases in many countries, especially in developing countries. Robinson (2000) says that employers have difficulty recruiting potential workers with employability or job preparation skills that allow them to integrate into and support the organization. Both technical skills and employability skills play significant roles in employment. Technical skills are the skills needed to perform specific tasks, while employability skills are the skills needed to become employed, remain in employment, and progress in a chosen career. According to Seetha (2014), a study on the need for soft skills in the Malaysian workplace found that a lack of skills is said to account for high graduate unemployment. Employers and human resource practitioners reported that Malaysian graduates still lack relevant soft skills and competencies demanded by the competitive workplace (Salleh et al., 2008). There is a strong demand for educated people with high employability and technical expertise (Robinson et al., 2007; Salleh & Sulaiman, 2019). Hart and Mark (2003) believed that the application of soft skills in the workplace could produce sustainable development.

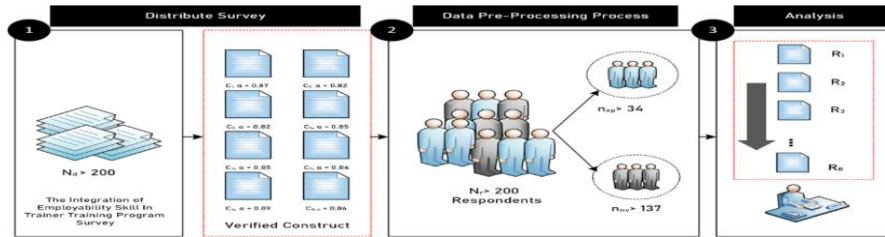
Trainers play an important role in the development of human capital that will be a skilled workforce to contribute to strengthening the country's economy. The trainer's competency in employability skills is

important in imparting to students the knowledge and skills needed in the labor market. The study by Norazman, Nor'ain, and Nur-Fazliana (2012) showed that teachers need to be intelligent in the delivery of their lessons, have a knowledge of their subject matter be highly creative in ensuring a supportive learning environment. As a result, to prepare students for today's challenges, a range of proper opportunities and challenges that promote the development of high-level employability skills and learning, should be provided during the study years. Trainers' knowledge in the integration of employability skills has a direct impact on students' learning situations and outcomes in skills training institutions. Trainers need to have the knowledge and understanding to deliver employability skills attributes to student learning. Lack of knowledge and understanding limits the opportunities for students to acquire skills and affects their ability to apply these skills continuously. Furthermore, trainers who had sufficient knowledge of employability skills were able to integrate them well into their teaching. The greatest challenge in integrating employability skills was teachers' knowledge, skills, and attitudes. However, the competence of educators especially TVET trainers is a key consideration to ensure excellent and effective TVET, where their performance as a highly skilled workforce supports the transformation of the country's entire economic sector (Rasul et al., 2015). Weinert (2001) defined trainer competencies as the individual skills and knowledge required by training specialists so that they can carry out their roles effectively and have a basis for developing their roles and their performance. There are sufficient reasons to believe that competency means competence, ability, skill, a combination of the aspects of knowledge, skills, and personal characteristics that must be owned and put into practice in the performance of the work position (Tekian et al., 2015; Saedah & Mohammed Sani, 2012; Salleh & Sulaiman, 2015). Whereas Mustafa (2013) had a broad definition; competency is the readiness of a person for employment, application, and demonstrating the mastery, knowledge, skills, and attitudes needed to perform the tasks and take on responsibilities which may be measured by certain accepted standards at certain levels.

## **METHODOLOGY**

There are three main phases were designed for the method of this study as illustrated in Figure 1. The Integration of Employability Skill in Trainer Training Program Survey was used to assess the belief of experienced trainers and novice trainers on their competency level of employability skills and their readiness in teaching employability skills. Prior to the data collection, the reliability of the questionnaire was analyzed during a pilot study. From the analysis, the Cronbach's alpha showed the questionnaire to reach acceptable reliability, the Cronbach's alpha ( $\alpha$ ) value are ranging from 0.82 to 0.89 for the employability skills, i.e. Communication skills,  $\alpha = 0.87$ ; Teamwork,  $\alpha = 0.82$ , Multitasking and prioritizing  $\alpha = 0.85$ ; Conceptual skills  $\alpha = 0.89$ ; Interpersonal skills,  $\alpha = 0.82$ ; Leadership skills,  $\alpha = 0.85$ ; Self-discipline skills,  $\alpha = 0.84$ ; Learning skills,  $\alpha = 0.86$  that involved in the survey. This survey was distributed to two different respondents, which is trainers or instructors (experienced trainers),  $n = 34$  of the TVET trainer training program (Vocational Training Operation program) from the main public TVET trainer-training center: Centre for Instructors and Advanced Skill Training (CIAST). Also, this survey was distributed to trainee trainers (novice trainers) that participated in the trainer-training program,  $n = 137$ . All populations were selected from the main campus in Selangor and the CIAST satellite campus located in 12 states: Melaka, Pahang, Negeri Sembilan, Johor, Terengganu, Kelantan, Perak, Kedah, Penang, Selangor, Sabah, and Sarawak. All recent trainee trainers: who graduated from the year 2018 to 2019 were included in the study.

**FIGURE 1  
OVERVIEW OF THE METHODOLOGY**



**RESULTS AND DISCUSSION**

**Trainers’ Perception Regarding Competency Level of Employability Skills**

Table 1 presents the ranking of competency level of employability skills perceived by both groups of trainers which illustrates the ranks, means, and standard deviation for each employability skill. Self-discipline skills were the highest competency level for both experienced trainers and novice trainers, followed by teamwork skills, experienced trainers, and novice trainers. Leadership skills were the least competent perceived by experienced trainers followed by learning skills. Novice trainers perceived learning skills as the least competent followed by leadership skills.

**TABLE 1  
LEVEL OF COMPETENCY IN EMPLOYABILITY SKILLS (N=171)**

| Rank* | Experienced Trainers (n=34)          |      |     | Novice trainers (n=137)              |      |     |
|-------|--------------------------------------|------|-----|--------------------------------------|------|-----|
|       | Items                                | M    | SD  | Items                                | M    | SD  |
| 1     | Self-discipline skills               | 4.44 | .61 | Self-discipline skills               | 4.36 | .64 |
| 2     | Teamwork skills                      | 4.42 | .58 | Teamwork skills                      | 4.35 | .60 |
| 3     | Multitasking and prioritizing skills | 4.34 | .58 | Communication skills                 | 4.26 | .64 |
| 4     | Interpersonal skills                 | 4.31 | .53 | Interpersonal skills                 | 4.24 | .68 |
| 5     | Communication skills                 | 4.28 | .64 | Multitasking and prioritizing skills | 4.23 | .63 |
| 6     | Conceptual skills                    | 4.22 | .59 | Conceptual skills                    | 4.21 | .64 |
| 7     | Learning skills                      | 4.18 | .56 | Leadership skills                    | 4.19 | .71 |
| 8     | Leadership skills                    | 4.15 | .63 | Learning skills                      | 4.18 | .68 |

\*Note: Rank is based on the mean values

Further analysis, 25 abilities/items according to eight main constructs of employability skills were measured: Communication Skills (4 items), Teamwork skills (3 items), Multitasking and prioritizing skills (3 items), Conceptual skills (3 items), Interpersonal skills (3 items), Leadership skills (3 skills), Self-Discipline skills (3 items) and Learning skills (3 items).

Table 2 presents information for all respondents on the competency level of employability skills perceived by experienced trainers. Rankings on the perception of competency of employability skills were based on the mean values. Experienced trainers perceived that they were most competent (top 5 ranked items) in the ability to respect other’s attitudes, behavior, and beliefs, ability to build a good rapport with others, ability to work effectively as a team member in a group, ability to provide feedback in a constructive and considerate manner, and ability to manage time.

**TABLE 2**  
**TRAINERS' PERCEPTION REGARDING COMPETENCY LEVEL OF EMPLOYABILITY**  
**SKILLS FROM EXPERIENCED TRAINERS' PERSPECTIVE**

| Rank* | Experienced Trainers  |                               |      |     |
|-------|---|-------------------------------|------|-----|
|       | Items   | Employability Skills          | M    | SD  |
|       | <i>Top 5 items</i>  |                               |      |     |
| 1     | Ability to respect others' attitudes, behavior, and beliefs.          | Teamwork                      | 4.59 | .50 |
| 2     | Ability to build a good rapport with others.                          | Self-discipline Skills        | 4.50 | .62 |
| 3     | Ability to work effectively as a team member in a group.              | Teamwork                      | 4.41 | .61 |
| 4     | Ability to provide feedback in a constructive and considerate manner. | Multitasking and prioritizing | 4.41 | .58 |
| 5     | Ability to manage time.   | Self-Discipline Skills        | 4.41 | .61 |

\*Note: Rank is based on the mean values

Meanwhile, Table 3 presented the rankings for the top 5 abilities on the perception of their competency based on the mean values from novice trainers' perspective. Novice trainers perceived that they were most competent (top 5 ranked items) in the ability to respect other's attitudes, behavior, and beliefs, ability to build a good rapport with others, ability to work effectively as a team member in a group, ability to practice ethical attitudes in taking responsibility for society, and ability to provide feedback in a constructive and considerate manner.

**TABLE 3**  
**TRAINERS' PERCEPTION REGARDING COMPETENCY LEVEL OF EMPLOYABILITY**  
**SKILLS FROM NOVICE TRAINER'S PERSPECTIVE**

| Rank* | Novice Trainers   |                               |      |     |
|-------|---|-------------------------------|------|-----|
|       | Items   | Employability Skills          | M    | SD  |
|       | <i>Top 5 items</i>  |                               |      |     |
| 1     | Ability to respect others' attitudes, behavior, and beliefs.                | Teamwork                      | 4.43 | .59 |
| 2     | Ability to build a good rapport with others                                 | Self-discipline Skills        | 4.42 | .60 |
| 3     | Ability to work effectively as a team member in a group.                    | Teamwork                      | 4.36 | .59 |
| 4     | Ability to practice ethical attitudes in taking responsibility for society. | Self-discipline Skills        | 4.36 | .63 |
| 5     | Ability to provide feedback in a constructive and considerate manner.       | Multitasking and prioritizing | 4.35 | .66 |

\*Note: Rank is based on the mean values

### **Trainers' Readiness in Integration of Employability Skills**

Table 4 presents the trainers' readiness to integrate employability skills in their training program based on four main domains: attitude, knowledge, skills, and institutional support. This part consists of 16 items that focus on trainers' readiness to teach or embed employability skills in their core training program. Most of the trainers agreed that their readiness to integrate employability skills. Experienced trainers and novice trainers agreed that trainers' readiness to integrate employability skills based was based more on their attitude.

**TABLE 4**  
**TRAINERS' READINESS IN INTEGRATION OF EMPLOYABILITY SKILLS (N=171)**

| Rank* | Experienced Trainers (n=34) |      |     | Novice trainers (n=137) |      |     |
|-------|-----------------------------|------|-----|-------------------------|------|-----|
|       | Items                       | M    | SD  | Items                   | M    | SD  |
| 1     | Attitude                    | 4.75 | .44 | Attitude                | 4.59 | .56 |
| 2     | Knowledge                   | 4.46 | .61 | Institutional Support   | 4.41 | .58 |
| 3     | Skills                      | 4.41 | .63 | Skills                  | 4.34 | .60 |
| 4     | Institutional Support       | 4.32 | .65 | Knowledge               | 4.31 | .60 |

\*Note: Rank is based on the mean values

Table 5 presents the results regarding the experienced trainers' readiness to integrate employability skills in the training program. Rankings on the perception of trainers' readiness were based on the mean values. The data provided the top-ranked for experienced were based on attitude. The item "I believe that employability skills are important for my trainees" attained the highest mean score for the respondents' readiness in integrating employability skills for experienced trainers. The second highest was attained by the item "I am interested in embedding employability skills into core courses". This was followed by the item "I am confident to embed employability skills into the core courses", and the item "I believe I am very clear in explaining why it is important to learn employability skills".

**TABLE 5**  
**TRAINERS' PERCEPTION REGARDING TRAINERS' READINESS TO INTEGRATE EMPLOYABILITY SKILLS FROM EXPERIENCED TRAINERS PERCEPTIVE**

| Rank* | Experienced Trainers   |                  |      |     |
|-------|--|------------------|------|-----|
|       | Items  | Readiness Domain | M    | SD  |
|       | <i>Top 4 items</i>   |                  |      |     |
| 1     | I believe that employability skills are important for my trainees.                         | Attitudes        | 4.79 | .41 |
| 2     | I am interested in embedding employability skills into core courses.                       | Attitudes        | 4.76 | .43 |
| 3     | I am confident to embed employability skills into the core courses.                        | Attitudes        | 4.74 | .45 |
| 4     | I believe I am very clear in explaining why it is important to learn employability skills. | Attitudes        | 4.71 | .46 |

\*Note: Rank is based on the mean values

Table 6 presents the results regarding the novice trainers' readiness to integrate employability skills into the training program. Rankings on the perception of trainers' readiness were based on the mean values. The data provided by the top-ranked were based on attitude, which is similar to experienced trainers.

**TABLE 6**  
**TRAINERS' PERCEPTION REGARDING TRAINERS' READINESS TO INTEGRATE**  
**EMPLOYABILITY SKILLS FROM NOVICE TRAINERS PERCEPTIVE**

| Rank* | Novice Trainers  |                  |      |     |
|-------|--|------------------|------|-----|
|       | Items  | Readiness Domain | M    | SD  |
|       | <i>Top 4 items</i>   |                  |      |     |
| 1     | I believe that employability skills are important for my trainees.                         | Attitudes        | 4.79 | .41 |
| 2     | I am interested in embedding employability skills into core courses.                       | Attitudes        | 4.76 | .43 |
| 3     | I am confident to embed employability skills into the core courses.                        | Attitudes        | 4.74 | .45 |
| 4     | I believe I am very clear in explaining why it is important to learn employability skills. | Attitudes        | 4.71 | .46 |

\*Note: Rank is based on the mean values

### **Relationship Between the Competency and the Readiness of Trainers in Integrating Employability Skills Into the Trainer Training Program**

A Spearman's rank-order correlations were computed to investigate the relationship between trainers' competency and trainers' readiness in integrating employability skills into their training program. The results in Table 7 show that there was a strong, positive correlation between trainers' competency and trainers' readiness, which was statistically significant ( $r_s = 0.711$ ,  $p < 0.01$ ).

**TABLE 7**  
**INTERCORRELATIONS, MEANS, AND STANDARD DEVIATIONS FOR TRAINERS'**  
**COMPETENCY AND READINESS**

| Variable      | 1       | 2       | M     | SD   |
|---------------|---------|---------|-------|------|
| 1. Competency | --      | 0.711** | 22.00 | 2.54 |
| 2. Readiness  | 0.711** | --      | 22.88 | 2.31 |

### **DISCUSSION AND IMPLICATION**

The results revealed that the competency of both trainers was high, and the level of integration of employability skills within the trainer training program was also high. It also revealed that both trainers perceived that they were ready in integrating all the employability skills based on their attitude, knowledge, skills, and institutional support. Competencies are the skills, knowledge, and attitude that make a trainer/educator successful. Trainers should be empowered to use their professional knowledge, skills, and ability in a broad range of skills to deliver the curriculum effectively. Research confirms the common belief and reveals that educators play a vital role and most powerful influence on students' learning and accomplishment (Babu & Mendro, 2003). The best teachers are proficient within the technical competencies of teaching and may equally be significant. They should master a set of social skills at several levels that students recognize and that lead to better learning (Attakorn et al., 2014). The proficiency standard for TVET trainers, whether specific skills or non-technical skills, should be of an excellent level. This includes a set of tasks incorporating aspects of knowledge, competencies, and values using specific tools, materials, and techniques to perform work-related duties (Abdullah et al., 2019). The findings also present a strong correlation between competency and the readiness of trainers. Thus, trainers are competent

and ready (prepared) to integrate employability skills into their vocational training program. As mentioned earlier, developing students' employability skills requires a trainer with suitable skills, knowledge resources, and awareness of current industry practices. It implies the importance of pedagogical content knowledge, presenting the subject with a suitable approach that makes it comprehensive to others and makes the learning of specific topics effective. As discussed earlier, there is a significant and positive relationship between teacher readiness and learning achievement (Morris, 2018). In addition, with this competency and readiness, the teaching can be delivered effectively with institutional support, their attitude, knowledge, and skills, which in turn can have a positive impact on the teaching and learning process. Effective teaching and learning of employability skills are also reliant on the knowledge, skills, and attitude of the trainers. As an implication, TVET institutions need to equip their trainees with intellectual capabilities, but also applied practical soft skills which make them more ready to work (Khalid et al., 2014). As such, the competence of TVET educators is critical because they are the primary entity to carry out the mission.

This study reveals a satisfactory level of novice trainers' performance in terms of the importance, competency, integration, and readiness of trainers in integrating employability skills. Even though they are novice trainers but their competency in employability skills is not much different compared to their experienced trainers. An assumption that can be made is that the novice trainees were graduates with at least an SKM3 certificate from several skills training institutions or colleges that have implemented the integration of employability skills into their curriculum. Thus, it indicates that the vocational and technical training system in Malaysia has equipped its students with adequate employability skills needed to enter the working world (Bakar & Hanapi, 2007; Salleh, Sulaiman & Gloecker, 2015). However, instead of having knowledge in employability skills, these novice trainers have less experience in teaching methodology that they will learn and practice in the trainer training program. Trainers themselves need to develop employability skills to be able to teach these skills, provide models of these skills in practice, and instill these skills in practice (Subramaniam, 2013). This training can help trainers deal with any challenges they may face in teaching non-technical skills as reported by the lecturers and academic university students involved in the Tang study (2020). The development of these skills was perceived by these participants as necessary for delivering quality and effective teaching and for encouraging students to develop their soft skills. Teaching employability skills requires trainers to change the way they teach to encourage stronger group work, better project planning, more effective feedback, and the use of well-framed questions to elicit authentic surveys of concrete problems (Lucas, 2016). Interestingly, the research findings focused on the readiness and attitudes of instructors towards the integration of soft skills into the teaching and learning process have shown positive attitudes with a high degree of interest and readiness (Hassan et al., 2014).

The concept of TVET requires that trainees have sufficient technical and employability skills. Education policy is expected to enable TVET institutions to help graduates acquire the skills necessary to make them employable (McGrath, 2012). The Malaysian Institute of Higher Education has developed a framework suggesting the approach to be taken to implement and introduce elements of soft skills and integrate them into the undergraduate curriculum. This is not possible when trainers have little knowledge of modern industrial and technological developments in the workplace. The Malaysian Institute of Higher Education has developed a framework suggesting the approach to be taken to implement general competencies. Effective TVET programming is expected to integrate employability-related skills and this calls for instructors to have proper pedagogical skills and technical training as well as knowledge to incorporate the employability skills to be provided to their trainees. The challenge is that most trainers lack work experience within their field of specialization to incorporate the employability skills that trainees need. Lack of adequate teaching approaches to teach employability skills could negatively affect the quality of graduates. According to another survey, Anindo (2016), some TVET teachers have not received on-the-job training since they left their training colleges. As a result, teachers are unaware of the new demands of the job market. The study explained that the qualification of teachers significantly influences the acquisition of employability skills by students. In this regard, Majid et al. (2012) believe that improving general skills/employability can contribute to improving employment opportunities for students. The reviewed



studies have proved that adequate training of instructors in soft or employability skills is critical in the production of market-oriented skills in trainees.

The outcomes of the desk research and need analysis done by Simona (2015) revealed the importance of teacher training for embedding employability skills into specialist subject teaching. Both trainers and learners should be aware of the employability skills most needed for improving employment prospects, and of their own learning needs and attitudes in terms of employability skills. Practical training is needed for TVET educators for raising self-confidence and providing individual support for disadvantaged learners, particularly related to communication, problem-solving, literacy, attitude, and resilience. The training program should be focused on helping trainers to develop learners' positive attitudes toward the job, interpersonal skills, and job skills. Hence, embedding soft skill components in the curriculum design will be a better solution. In line with this, all the public universities in Malaysia have been instructed to review their existing curriculum where employability skill components must be reflected in every course design. On top of that, teacher trainees often overrate themselves and believe that they are well qualified and do not lack any necessary skills coupled with the belief that employability skills are part of their personal traits that are not possible to be enhanced (Tang et al, 2015). Faculty of education must create awareness among teacher trainees on the needs and expectations of the requirement and demands in their workplace, which is school. Acknowledging the fact that these employability skills should be part of the teacher trainees when they graduated, the lack of these employability skills is attributed to the education system as they do not promote employability skills amongst their students. Thus, teacher trainees must be aware of their shortcomings so that they are able to identify the weaknesses and limitations of their employability skills and take the opportunity to acquire as many employability skills as possible while in university to prepare them for the demanding workplace. More importantly, student teachers must be made aware of the importance of improving their general skills so that they can compete in a borderless world. At present, there are no clear guidelines on how to assess the level of employability skills amongst teacher trainees, future research should focus on the proper assessment method to facilitate the effective implementation of employability skills development.

There are two essential rationales for strengthening the employability skills of undergraduate students, in particular teacher trainees in higher education institutions. First, critics of school administrators as novice teachers are usually academically competent, but lack general skills such as ethics, moral and professional skills, communication skills, critical thinking and problem-solving skills, teamwork skill, and leadership skill (Tang et.al, 2015). Second, the increasing globalization of the labor force and the labor market is placing much more competitive skills on graduate teachers (Shakir, 2009). Besides producing teachers trained with academic excellence, public universities specifically on the faculty of education need to ensure that their trained teachers have relevant personal and ethical development.

To summarize, this study showed that the TVET trainers involved in this study demonstrate a high level of readiness and competency in integrating employability skills. Even though they are novice trainers but their competency in employability skills is not much different compared to their experienced trainers. However, instead of having knowledge in employability skills, these novice trainers have less experience in teaching methodology that they will learn and practice in the trainer training program.

## **CONCLUSION**

The findings suggest that the competencies and readiness of TVET trainers in relation to employability skills integration have an implication for the improvement in the development and performance of TVET graduates in their workplace. Undoubtedly, to produce a more skilled and semi-skilled workforce for the nation, a TVET trainer must examine and be very competent in acquiring knowledge, developing skills, and prospering positive attitudes. They also need to have teaching planning and strategies to overcome the difficulties and challenges in the teaching and learning process. It is suggested that the authorities should take due care in enhancing the student's generic skills either through the training of trainers, the curriculum, and the implementation of co-curricular activities.

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