

Holistic Approach in Correctional Education (HACE) Training Module for Prison's Vocational Instructors: Report of Peninsular Region

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Abstract

The current correctional system under Malaysian Prison Department (Pride) has implemented vocational programme as an alternative to reduce recidivism cases. However, training for inmates requires a holistic approach from the instructors as it is not like ordinary vocational education training (VET) in normal institutions. Due to that, a Holistic Approach in Correctional Education (HACE) Training Module for prisons' vocational instructors has been developed and proposed to Malaysian Prison Department as a training and exposure. The objective of this article is to report the implementation of HACE Training Module for the first and second series in Malaysian Peninsular region. Quantitative results by Pride's Course Evaluation Form had been used with some written feedback. The results from this report showed that vocational instructors who have attended the module, has a very good perception in term of knowledge and benefit gains towards their professionalism in teaching.

Keywords: Vocational Education and Training (VET), Holistic Approach, Prison

1. Introduction

HACE Training Module has been developed by researchers with the collaboration of Malaysian Prison Department (Pride) to enhance the professionalism of vocational instructor. The objective of the module is to set a holistic framework that works as a blueprint for the vocational instructors in relating their teaching with the main objective of correctional system which is to reduce recidivism cases. By implementing modified AQAL (All Quadrant All Level) Model by Puffer & Gehring (2006) as a foundation, the module has been elaborated and adjusted to suit Malaysian context..

Content of the module was explored from the works of Tessa West (1995) and Lynne Rogers *et al* (2014) on the holistic character of prison

instructors, Landrum & Gardner (2012) on holistic approach in firms, Haigh (2013) on holistic pedagogical research, and local scholars like Syed Muhammad Naquib Al-Attas (1990), Rosnani (2004), Hamdan & Najmuddin (2013), Ros Eliana (2014) on the holistic education concept in Malaysia. The theoretical framework of the Module is as shown in figure 1.

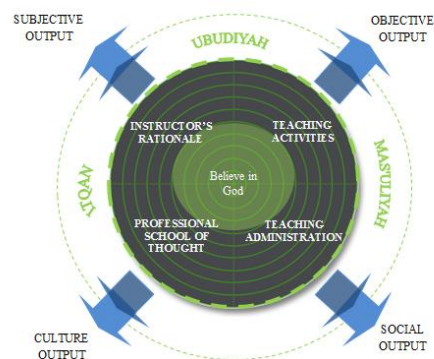


Figure 1: Theoretical framework of HACE Training Module

2. Objective

The objective of this paper is to report the feedback of vocational instructors of prison who have gone through HACE Training Module, covering data from Malaysian Peninsular region.

3. Location

In the region of Malaysian Peninsular, the administrations of staff training by Malaysian

The 3rd National Conference on Knowledge Transfer (NCKT'16),
30 November 2016 – 1 Desember 2016
Olive Tree Hotel, Penang

Prison Department are usually divided by correctional and detaining institutions under three zones. The Middle Zone consists of institutions from Johore, Malacca, Negeri Sembilan and Selangor, the East Zone consists of institutions from Kelantan, Terengganu and Pahang and the North Zone consists of institutions from Kedah, Penang, Perlis and Perak.

In this project, the participants from all zones have been divided into two groups, for two locations, on two series. The first (1st) series was at IKOM (Institut Koreksional Malaysia, Malacca) and the second (2nd) series was at PULAPEN (Pusat Latihan Pegawai Penjara, Perlis).

4. Population and Participant

The targeted population for HACE Training Module implementation are the vocational instructors in prison. Based on the provided information, until April 2014, there are about 593 people working as a vocational instructor under Pride. The number represents 135 Assistance Officer of Vocational Training (PPLV) and 458 Trade Warders. In this project, 120 names had been listed to attend the HACE Training Module from 21st to 24th of March 2016 (IKOM) and from 19th May to 22nd May 2016 (PULAPEN). However, on the dates of implementation, 47 people had registered at IKOM, Malacca and 41 people at PULAPEN, Perlis. Therefore, we can conclude that 15% of the population were participating into the program.

5. Activities

There were about 14 activities arranged in every series as shown in table 1. All of these activities were divided into six sub modules (including ice-breaking) based on the elements of the theory.

Table 1 : Activities of HACE Training Module

Activity	Sub Module	Element of theory	Output Quality
Activity 1	Ice-Breaking	Rationality	Subjective
Activity 2	Sub	Rationality	
Activity 3	Module 1:	Rationality	
Activity 4	Rationality	Rationality	
Activity 5 :	Sub Module 2 :	Teaching activities	Objective
Activity 6	Knowing purposes	Teaching activities	
Activity 7		Teaching activities	
Activity 8	Sub Module 3:	Believe in God	Subjective
Activity 9	Journey of Hoopoe	Believe in God	
Activity 10	Sub	Teaching	Social

	Module 4:	administration	
Activity 11	Application	Teaching administration	
Activity 12		Teaching administration	
Activity 13	Sub Module 5:	Professional school of thought	Culture
Activity 14	Culturing	Professional school of thought	

The activities involved some indoor and outdoor programme and conducted by two trainers and few facilitators. Photos of the programme are as attached in Appendix 1.

6. Instrument of Measurement

Course Evaluation Form by Pride had been used to evaluate immediate response from the participants. This form allows us to evaluate their perceptions by using Likert Scale and written feedback such as comments and suggestions. Constructs of this form were divided into six categories namely; Content, Methodology, Notes, Time Allocation, Objective Achievement and Level of Understanding. At the end of the form, participants were encouraged to fill up the open ended feedback if necessary.

7. Results

i. Report of IKOM: 1st Series

Table 2 reports the results of HACE Training Module implementation for the 1st series. This series which has been held at IKOM was attended by 47 vocational instructors. However, 44 forms have been returned and ready for analysis.

Table 2: Measure of mean value for participants' perception on HACE Training Module (1st Series)

Construct	N	Min	Max	Mean
Content	44	3.00	5.00	4.32
Method of delivery	44	3.00	5.00	4.20
Notes given	44	3.00	5.00	4.00
Time allocation	44	1.00	5.00	3.91
Objective achievement	43	3.80	5.00	4.19
Level of Understanding	44	3.00	5.00	4.14
Average Mean				4.13

The mean score for each construct except for the timing is above 4.00, in which indicates a very satisfying results in term of content, method of delivery, notes given, objectives achievement and level of understanding. For time allocation, the results still indicates a high mean score of 3.91 and

thus makes the overall mean of participants' perception on HACE Training Module at 4.13.

In addition, written feedback has shown a positive results as many suggest that the training improve their knowledge, beneficial to self and the inmates, and event asks for the continuity of the programme. There are also few comments on time allocation as this course is the first external course attended with fully scheduled activities from morning to late evening (Refer Appendix 2).

ii. Report of PULAPEN: 2nd Series

Table 3 shows the results of HACE Training Module implementation for the 2nd series. For this series, it has been held at PULAPEN and attended by 41 participants. From that number, only 38 of them returned the forms for analysis

Table 2: Measure of mean value for participants' perception on HACE Training Module (2nd Series)

Construct	N	Min	Max	Mean
Content	38	3.00	5.00	4.47
Method of delivery	38	3.00	5.00	4.37
Notes given	38	1.00	5.00	3.68
Time allocation	38	2.00	5.00	3.82
Objective achievement	38	3.80	5.00	4.43
Level of Understanding	36	3.00	5.00	4.06
Average Mean				4.14

The mean score for each construct except for the notes given and time allocation is above 4.00, in which indicates a very satisfying results in term of content, method of delivery, objectives achievement and level of understanding. For notes given and time allocation, the results still indicates a good score of 3.68 and 3.82. The overall mean of participants' perception on HACE Training Module is 4.14.

Participants from 2nd series implementation also gave the same written feedback as in the 1st implementation. In addition for this series, some participants wrote their commitment in applying the knowledge once they get back to their institutions (Refer Appendix 3).

8. Conclusion