THE PROBLEM FACED BY UNIKL MIAT STUDENTS DURING ON JOB TRAINING (OJT) - STUDENTS AND INDUSTRIAL’S PERSPECTIVES

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Abstract: There are many terms used to describe about On the Job Training (OJT), including Industrial Training, Industrial Internship, Practicum and many others. It is one of the compulsory courses that all aviation students in University Kuala Lumpur, Malaysian Institution of Aviation Technology (UniKL MIAT) need to complete for their Diploma or Degree. By having this training, the students are exposed to the real life experience of being trainees who will integrate the knowledge and theory that they learned in the classroom and apply practically the skills. Despite having all these advantages of industrial training, the students still have faced some challenges during their On the Job Training (OJT). This paper aims to discuss the issues and challenges faced by UniKL MIAT students during their OJT from two different perspectives, which are from industry supervisor and also OJT students’ perspectives. In order to study those challenges, few in-depth interviews have been conducted. The results are expected to give some guidelines to improve the quality of the students before they have their industrial training and the institution can provide more effective preparation to their products to fulfill the Aviation Industries' needs.

Keywords – On Job Training, Issues and challenges, Students, Industrial supervisor.

I. INTRODUCTION

In an attempt the university aims to provide the graduates with the knowledge, skills and attitude in a globalized and knowledge-based economy, On the Job Training (OJT) is one of the course requirements for student to fulfill. According to A.Ayub (2012), he states that OJT will give a positive benefit to both trainees and companies as to focus on the economic contribution of higher education through developing the graduate employability. The trainees learn about the skill sets required, identify the latest demands in the industry and the most important is, work ethics. At the same time, DrKhoYauHee (2012) states that the OJT gives mutual benefits for employers because they may benefit from the high quality of support, fresh ideas and positive energy that the student brings into the work environment. In UniKL MIAT, the students have to go through the OJT within the durations of 6 months.

As mentioned in one of the Course Learning Outcomes (CLO) in the Student Learning Time document, the students supposed to demonstrate the ability to work professionally with leadership quality and group work skills with consideration on safety and health during the OJT. In the other hand, Norina Ahmad Jamil (2012) mentions that the companies are expected to provide hands on training working with aircraft and expose this student working with professional mentors. This will give students an opportunity to apply practically with what they have learned at their university. The objective of this paper is to identify the issues and challenges faced by UniKL MIAT students during their OJT from two different perspectives, which are from industry supervisor and also OJT students’ perspectives.

II. LITERATURE REVIEW

2.1 Definition of On the Job Training (OJT)

On the Job Training, Industrial training, internship, practicum. These are some of the words used interchangeably, which referred to a placement for student at the industry to gain knowledge and experience in the real professional working environment. According to Furco (1996), OJT can be defined as program which engaging students with the industry for the purpose of providing them with the technical and hands-on experience.

Burnett (2003) states that OJT can be defined as the best outside classroom learning activities. OJTs are seen as valuable learning experience for students to do more hands on at the aircraft. During the 6 months period, NorazahYusof (2012) states that students are required to get involve with the work or project that related to their major field, solve the given problems professionally, work in a team, interact and communicate effectively, and demonstrate excellent ethics and integrity in their work conducts.

2.2 Advantages On the Job Training (OJT)

While,Shariff et al., (2008) states that the OJT involves three main parties; firstly, the trainee undergoing the OJT, secondly, the University supervisor that will evaluate the students during the OJT duration, and thirdly, the Industry Supervisor that offers the OJT placement for students. There are many well-known advantages that have been discussed earlier in the previous related research.
Based on the Simone J Van Zolinger (2000) study, he has mentioned that with a strong link between the training and the practices during the OJT, it will give the positive impact on trainees’ motivation. Besides that study which is done by M.Z.Omar (2008), he highlights that, OJT improved communication and students’ work attitude. The students are exposed to the real working environment and feel more confident to work with aircraft. This is agreed by Nora Muda (2012), she states that OJT provides an opportunity for the students to feel the environment to work in the real situation. This will give them some overviews what they want to do after graduate. According Norina Ahmad Janil (2012), OJT is the best opportunity for students to gain valuable applied experience, and these might give them considering their career paths while make connections in professional field. Jamaludin Jalani (2016) also states that the students can use the theoretical knowledge that they have learned at university and apply them in the form of technical skills at aircraft. In the purpose to make this advantage achieved, Norazah Yusof (2012) states that the industrial supervisor should guide and assess the trainees in term of performance and soft skill. Some of the soft skills that can be evaluated are such as team working, communication skills and also commercial awareness.

2.3 Other related research
In UniKL, the duration of 6 months OJT will help the students to get familiar with some of the aircraft systems and get better understanding, compared to what they have learned at University. This is agreed by Mihail (2006) from his study, the most appropriate OJT period should be six to nine months, instead of 3 months. During the attachment with the industry, the students are expected to follow all the rules and instructions from the Industrial Supervisor. The Industrial Supervisor is part of the stakeholders who is important component in university’s accreditation programme. Their views and recommendation would help in maintaining and improving the quality of curriculum as well as synchronizing it with the market demand. Nora Muda (2011) in her study mentions that the feedbacks from the industries are very important to determine the marketability of the students. Meanwhile, as Industrial Supervisor, according to Shazaitul Azreen Rodzalan (2012), they should assist the students to develop the communication skill, teamwork skill, critical thinking and problem solving and moral and professional ethics.

III. RESEARCH METHODOLOGY

The study: A fully qualitative case study was employed in order to investigate the problem faced by UniKL MIAT students during On the Job Training (OJT) from two different perspectives, the students and industrial supervisor. There were 7 students that have been involved in this depth interview. They have completed their OJT during their Diploma level. They shared from many aspects, such as, daily assigned tasks and, their working experience under their Industrial Supervisor. The other part, 5 Industrial Supervisor was chosen randomly to share their views and opinions about students UniKL MIAT who did the OJT at their workplace.

Data Collection: Interview transcription became as the primary data sources in this study. According to Corbetta (2003), this technique was employed to allow the researcher to probe the view and opinions that can get from the respondents. The semi structural informal interviews were individually conducted to each participant in order to get the participant’s view and opinion.

Data analysis: For this study, the interview was audio taped and transcribed verbatim. The researcher listened to the answers which were given by the participants. Then, the process of re-listening to the tape recording and coding were carried out. The analysis from the answers, grouped and interpreted has been done in the same categories of problems.

IV. RESULT & DISCUSSION

Most of the respondents were from bachelor students that did their OJT during their diploma level. All of them have done their OJT for 6 months in aviation industry in Malaysia. In order to get the clear and honest answer from the respondents, the interview was did separately even they went to the same company. While, the Industry Supervisors from the industrial company were selected randomly. With the analysis of the data collected through the interview that has been conducted, the issues and challenges faced by UniKL MIAT students during OJT from students’ perspective and industrial supervisor perspective are listed like below.

4.1 The issues and challenges faced by UniKL MIAT students during OJT – students’ perspective

4.1.1. Task given was not related with their field

One of the biggest problems that have been mentioned by the respondents was, they were given tasks that are not related to their background of study. Apart from that, the respondents also added that the tasks given by their Industry Supervisor were not giving value to them. In other words, they did not learn as what they expected as a maintenance aircraft technician. One of the respondents said that she was located at procurement department which involve with authorization of purchase request, purchase order acknowledgement and also inquiries receipt of the quotation.

“I am not happy during my OJT because the company put me in procurement department and does not give me a chance to involve with the maintenance
department. I felt very down and of course, I will not go to do OJT at the same place for my degree”

This situation will make the trainees feel that they were not succeed to fulfill their objective of the OJT. At the same time, it also will not motivate the trainee to come and enjoy their work. A.Ayob (2012) states that the most important aspect to obtain a relevant OJT is to match the trainees with the suitable work provide by company. In order to apply the knowledge that they have learnt in their university, it is important for them to apply it practically in the accurate environment and field. JamaludinJalani (2016) states in his study that, he agreed that these trainees should work only relevance of engineering work especially in maintenance aircraft since their background is aircraft maintenance engineering. E.L Daugherty (2011) also mentions that Industrial Supervisor should know the guidelines contents for OJT.

4.1.2. No allowance

Besides that, majority of the respondents agreed that no allowance also can be considered as a challenge that they have to face during OJT. Some of the companies did not pay any allowance to the students.

“I am not happy with the company in KLIA that I went for OJT because they didn’t give me allowance compare with my friends get the allowance RM400 from other company in Subang”

For students, the allowances will give more motivation for them to start their day as trainees and focus on the task given. It will help them to reduce the budget and the cost of living. This was agreed by Richard Bukalya (2012) states that industry that offer the placement for OJT student should offer to give some allowance as a small token to cover their daily expenses.

4.1.3 Lack of information given by OJT Coordinator

One of the issues that mentioned by the respondent was OJT Coordinator did not brief and explain the detail information about OJT.

“The Industrial Supervisor briefed us about OJT only one time and it is still lack of information. Not enough guidelines before I go for OJT”

This trainees feel that they were not given complete guidelines before they start their OJT. Mohd.Shariff and Saad (2010) expose that one of the weaknesses in the current practice is the objectives and the structures of the OJT were not defined clearly to the trainees. The OJT Coordinator should brief the students on the Course Learning Outcome (CLO) of OJT which stated in the Student Learning Time document, the job scope, the log book and the important part that should be highlighted is the work ethic during the OJT. Basedon Shazaizul Azreen Rodzalan (2012) study, the students should clearly understand the CLO of the OJT that it is not only to integrate theory and practical in a real workplace setting but also must include the skills development such as communication skill, teamwork skill, critical thinking and problem solving and moral and professional ethics.

4.2 The issues and challenges faced by UniKL MIAT students during their OJT – Industrial Supervisor perspective

4.2.1 Lack of communication skill

Some of the students need to improve their confident level regarding communication and reporting to superior. Based on the interview, one of respondents gave a comment that the students did not have communication skill when they asked the superiors regarding work matters.

“The Students look not confident when communicate with me and other staff especially when they are asking about the theory they have learnt and task given.”

According to Nora Muda (2011) in her study, she states that the employers give feedback that the students need to improve their communication skill.

Lack of skills and knowledge of Aircraft Maintenance Manual (AMM) usage

Besides that, there was a comment from the industry supervisor that the students lack of skills and knowledge on usage of AMM.

“Students from UniKL MIAT are lack of skill to read the AMM. They did not know how to use the AMM, for example when they were given a task to troubleshoot the system”.

It is a mandatory for every aircraft maintenance personnel to refer the aircraft maintenance manual (AMM) when they carry out the maintenance work on aircraft. According to the aviation glossary, AMM can be defined as a manual developed by the manufacturer of a particular airplane that contains information necessary for the continued airworthiness of that airplane. Failure to follow the procedures in AMM, it can lead cause of maintenance that related with aircraft accidents.

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should be achieved in OJT. The quality of the OJT can be achieved when the student give a full commitment, good ethics, be socialized with the staff and shows enthusiasm for work.

There are few suggestions from Industry Supervisor during the interview. The trainees are required to have more practical training at Unikl MIAT before they go for OJT. At least they will have some basic knowledge how to use the voltmeter and able to do simple wiring. Career talk also should be conducted to expose the student to the wide area of aviation with proper training and guidance. It may increase the chances of employment. The speaker must be a person who had many experience in maintenance or management level in aviation that will give inspiration and motivation to the student.

CONCLUSION

In this paper, it is found that the challenges faced by student or industrial supervisor during the OJT need to be ongoing discussion between the University Supervisor and Industrial Supervisor. The outcome from the discussion should be win-win situation to both parties that involved. There are few solutions to make this OJT be beneficial especially for students:

a) Industrial and University Supervisor should finalize the suitable job and contents of OJT. All companies that offer placement for OJT trainees have to understand the expectations of the University during the training period.

b) University should develop the structured of OJT so that the trainees will have a guideline during the training period.

c) University Coordinator must do briefing about the Course Learning Outcome, Evaluation from University and Industry, work and professional ethics before the student go for OJT.

Like other research, this study also faced some limitation, such as, firstly, the number of respondents which are limited. The findings are not represent the population as a whole especially for those who went to telco or oil and gas industry. Secondly, the respondents also were those that have completed their diploma. Not degree. The results might be different if it focuses on degree level students. For further research is needed to do the comparison between OJT during diploma and degree level. Secondly, some investigations are needed if the duration time for OJT from 6 months must be lengthen to 12 months.

REFERENCES


