

The Factors that Influence the Readiness of Final Year Social Work Students for Industrial Training

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Abstract— Industrial Training is one of the compulsory course taken by final year social work students. This course is aimed for social work students to make thorough preparations before joining the real work environment. Using data obtained from online surveys, this study focused on factors influencing their readiness to undergo industrial training as well as the knowledge and skills needed. Data were obtained from 152 final year social work students subdivided into groups of 129 females and 23 males and the data was analyzed using descriptive data. The descriptive data were reported as frequency and percentage to show the student readiness. The results show that final year social work student is ready to undergo industrial training due to the most influential factors which is students received a great support from the lecturers. Therefore, it was recommended in this study that industrial training is necessary and compulsory as a requirement to fulfill the university's curriculum.

Keywords— Social Work Student, Readiness, Industrial Training

I. INTRODUCTION

Industrial Training has been recognized as one of the important methods of preparing students for their future careers [1]. The time frame will be set by the university and students will be able to gain experience in a real work environment[25]. Through industrial training, students can enhance their personal knowledge, skills, attitudes, and values in line with the demands and changes that take place in the field of work[2].

According to [3], industrial training was introduced in the curriculum to educational institutions as one of the efforts to make an education program in training with more skills in Malaysia. Students have also been able to apply existing knowledge to be of additional value in the experience [4]. This means industrial training has been able to help produce the behavior and personality of the student while the student's soft skills will improve throughout the course[26].

Skills and knowledge learned in class by final year social work students enhance their willingness to conduct the industrial training. The required skills that they should possess are able to solve problems and conduct task independently, able to apply knowledge and conduct problem solving and possess critical thinking and creative in the field[27].

II. LITERATURE REVIEW

As stated by [5], industrial training offers students the opportunity to apply knowledge, skills as well as test theories and to modify their understanding. Additionally, in earlier studies, it has been proven that students or potential employees are attentive during industrial training[28]. Thus, there are positive values as a result of industrial training which has been widely documented in related previous research[6]. According to [7], students can master the knowledge, skills and abilities learned in industrial training will have better opportunities to improve their careers. They acquire greater leadership qualities and professionalism. For it to be more effective, [8], also found that practical programs can strengthen the teaching curriculum and activities between universities and industries. It was also supported in previous studies by [9], which demonstrates that practical programming is relevant and forms a very important component in evaluating the effectiveness of the curriculum. As in the case of [10], the importance of industrial training acquired through hands-on experience is a fundamental way to sharpen the student's skill as well as acquire new literacy of their respective professions. [11], note that industrial training is essential for the purpose of effective assessment of the quality of a program. Their study found that internship or practical programs can generally develop positive values on faculty and organizations. [12], in their study, revealed that industry training also a way of preparation for students to gain exposure to the real work environment and it also bridges the gap between theory and practice. [13], mentioned that industrial training is an effort that is designed to facilitate learning that is relevant to the work efficiency and knowledge, skills or behaviors that are important for good performance.

Therefore, they are a few factors that influence student readiness for industrial training such as social skills. [14], defines that social skills as a set of competencies that can allow an individual to initiate and maintain their positive social relationship. With this understanding, researchers seek to evaluate and build student's social skills within a variety of social contexts. The classroom is one of the environment students must learn to navigate. Furthermore, social can have a big impact on a student's ability to succeed in an academic and real-job environment. The classroom can become both a training ground for student's development of social skills and

an arena forth to get in which those skills are put to use. Skills have also acquired the knowledge of students and applied through the activities of 'hands-on' to the next thinking 'minds-on' [15]. Besides that, literature focusing on particular aspects of preparation for practice, for example, the development of communication skills [16].

They highlight that the complexity of knowledge and skills required and the variety of ways in which they might be assessed. Previous research on communication skills among university students have been stated by [17]. In this case, they found that a positive communication environment can provide an opportunity for students and learn how to communicate. Thus, they have better communication skills. University students need to be given some opportunities to communicate because in order to be well prepared for the job market after getting into industrial training.

Confident of self-discipline is also one of the factors that influence student readiness. Self-discipline is a self-control and the ability to avoid unhealthy excess of anything that could be lead to a negative consequence [18]. It is also found that student achievements in university might be better predicted based on their self-discipline [19]. Getting a low level of individual self-discipline or self-control can lead to a different problem in social and personal life [20]. The student also might not get a better performance in industrial training if they had a low of confidence. Furthermore, students are able to apply work ethics and value as a factor that influences their willingness to undergo industrial training. [21], defined that values as principles, fundamental convictions, ideals, and standard or life stances which act as a general guide to behavior. The discussion of ethics also has a tendency to be more centered on values with a better focus on the application or outcomes of adherence to value systems [22].

III. METHOD OF RESEARCH AND FRAMEWORK

3.1 Method

The sample of the study contained 152 final year social work students. The 152 students were aged in the range between 22 to 26 years old. The data was then collected using an online survey program. The researcher used descriptive research to get the results of the factors that influence student readiness. Descriptive research is a method that can describe the characteristics of the population that is studied. The researcher used quantitative research in descriptive form to explain in this paper. The respondents are comprised of final year social work students in University Sultan Zainal Abidin. Feedback shown are based on the 3 Likert types, which is Yes, No and Not Sure. All data from questionnaires were analyzed descriptively by using a pivot table in the google form. The data were obtained more systematic and accurate findings in the form of frequency and percentage distribution methods.

IV. FINDINGS AND DISCUSSION

Table 1 below shows the frequency and percentage that used to calculate and measure the factors that influence the readiness of final year social work for industrial training. Based on the results, the highest factor of the readiness is 'Received a great support from the lecturer'. A total of students said 'Yes' representing 96% of 152 students. In addition, the lowest factor of the readiness is 'Have gained enough knowledge and theories of social work'. A total of students said 'Yes' representing only 72.4% of 152 students. This is because knowledge and theory are sometimes just being used interchangeably but are rarely defined in social work texts.

The results from the study can be summarized as follows, all final year social work students have been prepared to undergo industrial training. This is because they have been taught the knowledge as well as the skills about their courses to enable them to adjust themselves to real jobs. In addition, they had received a great support from the lecturers about the industrial programs.

Table 1 : The factors that influence the student's readiness

Factors	Frequency	Percentage
Have enough social skill	152	73.7%
Confident of self-discipline	152	79.6%
Received a great support from lecturers	152	96.0%
'Program Siap Siaga' provides effective inputs	152	86.2%
Have a high self-confident	152	75.7%
Obtained information about organizations that offering an industrial training program	152	89.5%
Have gained enough knowledge and theories about social work	152	72.4%
Able to put workplace values and ethics	152	88.8%

Skills can be developed through a problem-based approach. Computer skills, reflection and the ability to effect theoretical perspectives and practice models [23], will potentially strengthen the provision of students in terms of 'learning to learn' and 'learning for practice' [24]. With the existence of an industrial training course, students are able to practice the skills and knowledge learned while in university and also expanding the experience of working in the outside world. Hence, the factors that influence the readiness of students to undergo industrial training are also more dependent on the skills and knowledge that they had learned in class. If they are capable of processing such skills and knowledge, they are able to cope with good industrial training and gain work experience.

V. CONCLUSION

The reason for this study is to investigate the readiness of final year social work student with a sample size of about 152 students in the class with differences in the range of their age.

The questionnaire was distributed using an online survey program (Google Form) and has been used since beginning the research

This shows that the industrial training program has been given a very useful input towards readiness for practice. With an industrial training program, students can take it as their first experience before getting into the real job environment. However, in order to make the program effective, the university needs to know the factors that encourage student readiness prior to industrial training.

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