

Leadership in Technical and Vocational Education: Towards Excellence Human Capital

Zairoslawanee Zaib

Faculty of Technical & Vocational Education, Universiti Tun Hussein Onn Malaysia
waneel123@gmail.com

Hairuddin Harun

Faculty of Technical & Vocational Education, Universiti Tun Hussein Onn Malaysia
hairuddin@uthm.edu.my

Abstract

Leadership in TVET education is important to develop human capital's ability to react as a leader. Technical and Vocational Education and Training (TVET) is an educational approach that is oriented by training process and emphasis on what to be done in the workplace to meet the industries requirements and also to enhance individual development. However, in this challenging world, the combination of job-oriented skills and knowledge is not sufficient in order to develop the whole of individual's potential. Therefore, to build an excellence human capital, the application should be started in early stage of education. Leadership is described as the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness in decision making process and setting the goal for the organization. Without proper leadership in TVET, the goals which to prepare excellence human capital to be self-reliance will not be possible.

Keywords: Leadership, TVET, human capital

1. Leadership

Leadership in education is one of the important things in student's education in order to become individual with enthusiasm and confidence. It is not easy to produce the adventurous human capital that is able to take risk, confidence, good in leading, and always have positive mind. The term or definition of leadership has been defined in different ways by different authors such as Ngang (2012) stated that leadership are identified as knowledge of change strategies, knowledge of curriculum alternatives and development process, skill in group process, and decision making.

According to Boonla and Treputtharat (2014), leadership is the process where the leader can use his influence to convince in decision making process and setting the goals for the organization. Leadership can be seen as a process of influence based on clear values and beliefs and leading to a vision for the school which is articulated by leaders who seek to gain the commitment of staff and stockholders to the ideal of a better future for the school, its students and stockholders (Jabor et al, 2012). Ngang (2012) stated that there are six key variables as teacher leadership dimensions which are: 1) creating energy in the classroom dimension 2) building capacity dimension 3) securing environment dimension 4) extending the vision dimension 5) meeting and minimizing crisis dimension, and 6) seeking and charting improvement dimension.

Current leadership development initiatives offer performance support and real world application of skills through such methods as training programmes, coaching and mentoring, action learning and developmental assignments (Boden, 2006). The goal of leadership development ultimately involves action not knowledge. Therefore, development today means providing people with opportunities to learn from their work, rather than from taking away from their work to learn.

2. Human Capital

Human resource development is very important to achieving stability in a country. The human resources required depend on the recent pattern and structure of the country economy. In the past, public education may be sufficient for the development of human resources, but now human resources required are different. For example, in new era, more engineers and technicians are needed as the nation develops.

The development of human capital will improve economic growth and productivity. This will leads to economic emancipation, social mobility and political stability. Training and skills development play a vital role in individual's productive capacity and are integral part of Human Resources Development (Javied & Hyder, 2009). Technical and vocational education and training can help individuals to generate income and contribute towards economic growth and social development of a country by acquiring knowledge and skills (National Vocational and Technical Education Commission, 2008). The most formidable challenge confronting the policy makers is to create conditions conducive for generating employment opportunities in the country (Arif, Kiani & Sheikh, 2001).

Economis growth of a country crucially depends on skills for producing goods and services of better

quality at competitive process (Mouzakitis, 2010). Investment in physical and human capital leads to the development of services sector, that invariably follows industrialization and modernization, requires mid-level human resource duly possessing entrepreneurial, secretarial and other skills (Javied & Hyder, 2009). Kemal (2005) mentioned three types of skills development: creative and cognitive skills (problem solving and linking creativity to action), personal and social skills (conflict resolution, refusal skills, peer mediation, coping skills, facilitation skills and navigational skills) and vocational and job skills (job career options and entrepreneurship).

3. What is TVET

Technical and vocational education is a branch of education offered at the present time. It was created to provide opportunities for students who have a tendency to science and technology education to meet the manpower needs of the industry at home and abroad. To implement the technical education programs, many related programs have been created and offered. This training system has also been introduced until secondary school level to university level.

These efforts is to enable potential students are trained to be professional workforce and semi-professionals in various fields of technology and engineering. Technical and vocational education is actually able to help school dropouts in the study of an academic nature but have the potential to become excellent in the area of skills and thus be able to generate the overall economy.

According to Oketch (2006), technical and vocational education and training refer to a range of learning experiences which are relevant to the world of work and which may occur in variety of learning contexts, including educational institutions and the workplace. It includes learning designed to develop the skills for practicing particular occupations as well as learning designed to prepare for entry or reentry into the world of work in general.

The development of technical and vocational education and training (TVET) has become one of the important strategies of education development in both developing and developed countries (Tabbron & Yang, 1997). Oketch (2006) said, vocational education and training can be a cure to youth unemployment. By providing the youth with preemployment vocational education and training, governments will not only equip them with skills that would be necessary later in the labour market but also take the youth off the streets.

The main objective of the establishment of TVET was to bring technical and vocational education and training in line with labour market requirements and to improve the quality of education through innovatives reforms (Shah et al., 2011). TVET is constituted to supervise/coordinate smooth functioning of institutions, approve development projects, procure and install equipment for institutions, update/revise curricula and arrange on-the-job training of the trainees in the institutes (Inamullah et al, 2009).

4. Challenges in Technical and Vocational Education

Technical and vocational education is a catalyst for national development. However, there are still some problems in the implementation of technical and vocational education system.

4.1 Produce Quality Workforce

The main challenge of technical and vocational education is to ensure that its products quality and meet the aspirations of philosophy of education to produce human capital who are well-balanced in terms of physical, emotional, spiritual, intellectual, social and personal balance as well as to serve on religion, race and country. The challenge is not a difficult task for educators in the field of technical and vocational education. This is because, as it is well known, technical and vocational education is emphasizes practical education. Therefore, it is the educator's responsibility to deliver creative lessons to ensure the goals of national educational philosophy are achieved.

An educational process should be managed to produce a human capital who knows the fact itself and trying to find the truth. However, in the field of technical and vocational education, to create a person with a level of self-know fact is quite difficult. This is because the lessons delivered more practical than other academic subjects, teachers are able to deliver value - spiritual values or directly in teaching and learning process. Therefore, educators in the field of technical and vocational education should undertake an active role in ensuring that students are able to recognize the fact of themselves and find the truth at optimal levels.

4.2 Strengthening Technical and Vocational Education

The next challenge is to strengthen the technical and vocational education. The importance is to provide an integrated education system. At the present, technical and vocational education is examination-oriented despite the practical aspects are emphasized. Thus, students pursuing training or teaching and learning in this field only focus on the final exam in order to pass the exam and employment purpose. It shows that the existing curriculum is not successful in producing skilled students.

Besides that, educators should have knowledge and experience in the field of teaching. The educator is seen only

carry the learning process but not involved during the drafting of the curriculum. While educators are people who would know the real situation in the schools and institutions. In addition, educators who teach in this field should have experience in the industry or have current knowledge about the industry. If these challenges were successfully overcome in technical and vocational education, then excellence human capital can be produce in line with the requirements of the job market.

4.3 The Current Changes

Technical and Vocational Education is always changing in terms of the curriculum. This is also one of the challenges in the period by the trainers, management and students in technical and vocational education institutions. This reform is inevitable because of technical and vocational education should follow the changes in the industry. Since before independence, technical schools and secondary vocational schools are separate schools. Technical schools are academically oriented school. Courses and subjects offered prepare students to pursue higher education in technical fields and work as engineers and technicians. Meanwhile, secondary vocational schools are offering basic subjects and skills subjects. Vocational Secondary School leavers can still study in vocational institutions or by working in the industry as semi-skilled workers.

However, on May 24, 1995, the Ministry of Education was present a memorandum from the Minister of Education entitled "Proposal of Restructuring Vocational High School to Secondary Technical School" to the Cabinet, and was approved. The proposed restructuring of Secondary Vocational Schools (SMV) to the Secondary Technical School (SMT) is to increase the number of students who take the courses in technical fields up to degree level. This is because Malaysia has a shortage of manpower in technical fields such as technicians and engineers to reach a critical level (Yahya, 2005).

Lately, the government announced it would restructure Vocational School (SMV) uses the concept of "Vocational Technical" or "Voctech" boosted target technical field as the flow of mainstream education. These developments place new status of vocational skills certified is relevant in the context of current workforce needs. On the horizon, the ministry reported three more SMV in the Ninth Malaysia Plan (RMKe-9) and the RMKe-10. This proposal can be considered a major transformation process is done ministry in order to provide a supply of skilled workers by 2020. (Utusan Malaysia, October 14, 2010). This transformation is two-pronged nature of the government's move to increase the participation of students pursuing education "Voctech" was channeling the efforts of male students who fail to pursue further studies in the field of public interest. The challenge of change in the education system is certainly demanded the parties involved in the process of technical and vocational education to work together to ensure a successful transformation.

On June 2013, Malaysian Government once again developed new changes which is 71 of Secondary Vocational Schools (SMV) were transformed to Vocational College (KV). The Director of Bahagian Pendidikan Teknik dan Vokasional (BPTV), Ahmad Tajudin Jab said through KV, there are 12 major, with 53 courses offered. However, until now, only 31 courses already running, while the rest will be implemented in stages. He added, KV graduate certificates and diplomas recognized by Malaysian Qualifications Agency (MQA), City and Guilds of London at United Kingdom, the Department of Skill Development, Ministry of Human Resources, Construction Industry Development Board (CIDB), and the Energy Commission of Malaysia Welding Institute (TWI).

For those students who want to continue their studies, Ahmad said five universities offers courses at the undergraduate level, which are Universiti Malaysia Perlis (UniMAP), Universiti Teknikal Malaysia Melaka (UTeM), Universiti Malaysia Pahang (UMP), Universiti Kuala Lumpur (UniKL) and Universiti Tun Hussein Onn (UTHM).

5. Conclusion

Technical education and vocational and training was found effective. It was responsive to the needs of industry, meets expectations of the students and was accepted by the employer. The graduates have necessary skills for further study and employment. The curriculum of TVET was found appropriate to industrial training and industry-institute. Nevertheless, vocational education should be faced with several challenges that can be strengthened by ensuring management of the organization and services in Malaysia to meet the country's goals towards the vision of 2020. Society attitude itself also needs to be changed so as to provide a more positive outlook on technical and vocational education. The younger generation should be planted with the attitudes and norms of good so that they can become excellence human capital.

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