

Technical and Vocational Education Transformation in Malaysia: Shaping the Future Leaders

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Abstract

In accordance with the concept of lifelong education, the Technical and Vocational Education (TVE) system is one flow of that is recognized or known as a system whose role is to develop individuals with high technical skills as desired by the industry nowadays. Changing times and technology development at this time require changes to the TVET system to form a capable generation of leadership. This paper discusses the transformation of the Technical and Vocational Education (TVE), in shaping future leaders. To achieve these goals, efforts and modifications in the implementation of Technical and Vocational Education (TVE) to prepare high calibre individuals in the area technical skills and knowledge while in shaping individuals who have credibility as a leader.

Keywords: TVE, Leadership, transformation

1. Introduction

Nowadays, technological developments, social and economy occur very rapidly. At the same time, humans have a desire to expand the skills and knowledge that they have continuously so that ability to working order with a maximum in daily life, employment and interaction in society. Therefore, education and training can also help individuals improve their lives by providing the skills and knowledge to improve productivity in employment. Hence, investment in education and this training is an investment for the future to prepare well-rounded individuals.

Technical and vocational education (TVE) is an educational system that provides specific training for technical skills and a few other skills. Laugho and Lillis (1988), Vocational also means the efforts of an organization to produce students who have the knowledge, basic skills and also prepare them to become skilled workers in future. When a skilled employee is recognized as a skilled worker, indirectly this group will be responsible to forming and produce a new skilled worker.

2. Technical and Vocational Education (TVE)

Technical and vocational education is one of the branches of education offered at present in Malaysia. 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 both locally and abroad. Technical education stream is designed to prepare students who tend to the technical field at the upper secondary level to enable them to pursue their studies to a higher level in the technical field while vocational education stream aims to produce students who tend to vocational at upper secondary level. Specialized fields are offered to enable students to get a job as a skilled and semi-skilled worker (Abu Bakar, N.N. & Hamzah, R. & Udin, A., 2011). To realize technical education, many related programs have been created and offered. This training system has also been introduced at the secondary school level to the tertiary level. These efforts is to enable potential students are trained to be skilled and semi-skilled workers.

Technical and vocational education also is actually able to help school dropouts in education based academic, but has great potential to become excellent individuals in the areas of skills and thus be able to generate the national economy. The development of Malaysia's economic growth achieved an increasing growth rate especially for skilled and semi-skilled workers (Hafizah, 2012). This is certainly pose significant challenges to the State education system especially for technical and vocational education in the supply of skilled manpower and ability includes having leadership qualities. The manpower needed in the management of an organization that is based on industry manpower certainly efficient and professional, open-minded to receive and review the information and knowledge and be able to make adjustments quickly. Given the industrial activities in the future is based on the high technology is a must for the government and private sectors involved in technical and vocational education to make a careful and comprehensive planning in order to create a good education system so that it is able to meet current needs (Nur Hafizah, 2012).

The main challenge of technical and vocational education is to ensure that its products quality and meet the aspirations of the national philosophy of education to produce citizens who are balanced in terms of physical, emotional, spiritual, intellect, social and self-balance and prosperity as well as to serve the religious, racial and countries (Abu Bakar, N.N. & Hamzah, R. & Udin, A., 2011). This challenge is not a light task for educators in the field of technical and vocational education. This is because, as is well known, technical and

vocational education is education that emphasizes practical. Therefore, it is the responsibility of educators to deliver creative lessons to ensure the goal is achieved national education philosophy.

2.1 *Basic Function Technical and Vocational Education (TVE)*

The development of the idea for establishing the Technical and Vocational Education (TVE) in Malaysia started in the 1890s. In 1897, a meeting was held regarding procedures for the establishment of trade schools to train Malay people especially men to work as mechanics and laborers who work to repair train which the main transportation at that time is. Nowadays, Technical and Vocational Education (TVE) looked as a stream of education who only prepare an individual to dominate technical skills purely and less focused on the formation of the personality of a person. Basically, an individual is trained to repair the trains which become the main transport, without having fixed curriculum and the process of learning as it stands nowadays.

On 1919, governments have agreed to form a committee to review the requirements for Technical and Vocational Education (TVE) and suggest a few things to improve the quality of this training in this country. Amongst the recommendations is to expand the elements of knowledge in the technical field and suggest a few things to improve the quality of this training. Based on the early development of Technical and Vocational Education (TVE) in this country, the main function is initially to prepare individuals with the hands-on skilled compared to other skills. Nevertheless, the quickly of developments especially in the field of technology and education to Technical and Vocational Education (TVE) is no longer a trend that only providing hands-on skills training to the individual but also to apply the education flow values in each individual. Indirectly it's able to form self-confidence to be useful someday.

2.2 *Leadership*

Leadership in the lifelong learning is a process where the leaders are getting cooperation from the followers in order to achieve objectives in certain situation (Jamaluddin et al. 2003). Leaders are the main cause of failures if leaders do not understand organizational objectives or fail to deliver organizational objectives to the employees. So that, leader need to be effective in many areas such as planning, decision making, communication, controlling and managing conflicts (Roald, 1983). Leadership also is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse & Yukl, 2010). Fry (2003) also explains leadership as use of leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development. Lee and Chuang (2009), explain that the excellent leader not only inspires subordinates potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Stogdill (1957) also defined leadership as the individual behaviour to guide a group to achieve the common target. Hersey (1982) suggest leadership means as a process which affect the human activities related to what they need to accomplish towards achieving the objectives of the organizations the belong to. This process includes the attitudes of responsibility, commitment, self-confidence as well as having togetherness attitude amongst the employees.

2.3 *Vocational and Technical Education Leadership*

The implementation of the school curriculum is the main way to implement values in the students. To be a leader, a person must have a strong value in their own personal. According to Kirkpatrick and Locke, (1991), there are six characters or distinguishing trait of a leader with a non-leader which is the direction, motivation, integrity, confidence, cognitive capabilities and job knowledge. Therefore, to be a leader they should have six characteristics in order to help them to become a successful and respected leader.

There are several elements to be considered in the formation of a curriculum which is in terms of community-based the formation of social skills to enable students to communicate in a positive way (Atan Long, 1984). Other than that, Atan also emphasis on vocational aspects in curriculum development based on mastery of work skills which are suited to citizen energy to national development. From these two aspects, it is seen that the curriculum in school is an effort to develop leaders among the younger generations and in turn strive to embed a developed country through a skill mastered.

At the beginning, the formation of system of Technical and Vocational Education (TVE), have a propensity in the skills and technical knowledge only. Nowadays, Technical and Vocational Education (TVE) not only presses on the skills and technical knowledge, but also produce people who have personal development and also produce future leaders in various fields. Leadership is not only given to certain people only, but leadership it belongs to all people. The leadership characteristics within a person can be formed if a person wants to be a leader.

"Leadership development is everyone's responsibility,"

-John Baldoni (2004)-

John (2004), he said that the first step in the formation of a leader is to cultivate a sense of

responsibility for a given task in the working environment and he believes that every human being has strengths to take personal responsibility for their own. According to his stated, this pattern of leadership can motivate followers. He also emphasizes that leadership is how we prepare ourselves and organization for the future.

In the education system, Technical and Vocational Education (TVE) has differences from the general education system because Technical and Vocational Education (TVE) more emphasizes on aspect of technical skilled and technical knowledge. In terms of curriculum, there is little difference from the regular school because there are some subjects that are not offered in the regular school but offered at technical and vocational schools. Hence, the core and compulsory subjects like moral and civic education still taught in schools of technical and vocational.

United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO), are two of the few international bodies responsible about Technical and Vocational Education (TVE) in the entire region. During 2002, both of these bodies have suggested that in case of the needs and aspirations of individuals, Technical and Vocational Education (TVE) should be carrying out its functions to build personality and character, build spirituality and human values, ability to understand something that happens and teach individuals to be able to think critically and able to appreciate ourselves.

Besides that, Technical and Vocational Education (TVE) also should help develop the capacity of individuals to make decisions and participate actively, builds teamwork and leadership in the workplace and generally in society. UNESCO proposes the application of values in the following after the reviewing and makes a revised on the implementation of TVE proposed in 2002. This is further strengthened with former UN Secretary-General PBB, Kofi Annan speech, in a book published by UNESCO warned that education is the key to release us from the sufferings in life and to form the desired future. According to Benis and Nanus (1985), in a report on leadership in TVE stated that the difference between managing and leading is in terms of functions *“To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct...Leading is influencing, guiding direction, course, action, opinion...Managers are people who do things right and leaders are people who do the right thing.”*

(Bennis and Nanus 1985)

Based on this excerpt, it is consistent with the concept that Technical and Vocational Education (TVE) able to produce individuals with highly skilled and competent. So that, a leader should know how doing something well or have a level of mastery of knowledge and skills in specific areas before teaching others and be able to do things correctly.

2.4 Innovations in Technical and Vocational Education

Technical and Vocational Education (TVE), have three basic objectives of TVE system formation which is to fulfil reasonable public expectations of employees, increase the resources available options in educating of students and service as a medium of high motivation to improve various forms of learning (Evans & Herr, 1978).

Hence, the learning just based on theory is insufficient for individuals to abilities and become a competent or proficient in hands-on skills. In general, most practical in the real working environment is different from the theory have learned. Besides that, industry demand for skilled labour nowadays not only to students who master the purely theoretical, but to the students who mainly dominating practical to the works. So that, this will make the person will be seen as a leader when able to form the people who skilled in his work.

To align the ability of students to the needs of industry, a system known as the Dual System was introduced in TVE. In 2005, Malaysian government has introduced the National Dual Training System (NDTS) in TVE, which aimed to expose the pioneering to the actual employment situation in the industry. Other than emphasis on the aspects of efficiency in technical, National Dual Training System (NDTS) also emphasizes on the efficiency in the human and social aspects such as cooperation, self-control, sharing the responsibilities and equality. National Dual Training System (NDTS) concept in preparing individuals with highly skilled is to expose the pioneering to the 70 per cent up to 80 per cent of industrial training performed in the industry itself, while another 20 per cent to 30 per cent in learning through training in the curriculum of the institution in accordance with a predetermined by National Occupational Core Curriculum (NOCC).

Through the implementation of National Dual Training System (NDTS), Technical and Vocational Education (TVE) is clear that efforts in preparing individuals are really capable of leadership in their working environment. Besides that, they also can learn how to reflection ourselves during in the real work which always faced with various pressures and different behaviours. National Dual Training System (NDTS) also aims to train the pioneer how to solve every difficulty faced in their jobs. Nowadays, there are various efforts to implement the subjects of leadership in institutions which is offered Technical and Vocational Education (TVE). This shows that the flow of Technical and Vocational Education (TVE) not just focus on one aspect which only to produce professionals, but also to produce professionals which versatility in all aspects like technical skills, information technology and also produce a leader from Technical and Vocational Education (TVE).

2.5 Leadership in Career of Technical and Vocational Education

Technical and Vocational Education (TVE) is capable of forming and producing a group of proficient in the industry. According to Knut Phillips (1994), in a book entitled “Learning to work, working to learn” said that vocational training can provide a basis for young people to careers in the future. Vocational training is first-level training in a particular field of employment. This statement clearly shows that individuals who are involved in vocational training are a person with fundamental and strong knowledge in mastering a particular occupational field.

In an organization, generally an individual who is appointed to be the manager or become a leader in the field of work are individuals who have skills in a field. Nevertheless, not all the skilled individuals that have the ability to lead. In the reality of a company, the supervisor may assume that individuals with skills in the technical skills, qualifications or ability to lead and be eligible to make a decision in such a situation.

Not all individuals have the skills or high technical qualifications successfully led an organization because of the leadership skills and technical skills should not be seen as something similar. This is because the skills needed to lead a person should have self-confidence and have extensive knowledge about something before deciding on something.

3. Conclusion

As a conclusion, Technical and vocational education (TVE) in the early implementation is more focused on the formation of skilled workers within technical areas which is focus on the hands-on skill. However, the advent of time and technological developments requires changes in order to necessary changes in the Technical and Vocational Education (TVE) to forming generation that has various abilities, not only in the technical skills and knowledge, but in producing leaders of the future with integrity.

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