

Traning for Womens towards Management in TVET

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Abstract

This paper discusses on gender and the implications for gender in management by building upon current research on doing gender well and re-doing or undoing gender and argue that gender can be done well and differently in technical and vocational education and training (TVET) as well as skillsdevelopment in rural areas, mainly pertaining to agriculture and related activities and exploresexisting gender differences.Recently, there has been a renewed interest in training and skills development because of increased evidence that a minimalist approach to microfinance for poverty reduction and enterprise development did not lead to sustainable growth. The paper argues that many training interventions do not cater for the specific needs of women who are under-represented in formal training programmes and often directed towards typical female occupations. It reviews vocational and skills training in several supported programmes and explores how these target the poor and most vulnerable and to what extend gender differences in training provision,

Introduction

Almost all of our understanding of conflict management comes from research in the industrialized West (Weiner, 2005). While conflict exists in all societies, those who manage conflict may utilize behaviors that are consistent with the unique qualities of their respective cultures (Ng and Burke, 2004). For example, Gabrielidis et al. (1997) found in Mexico that a highly complex relationship exists between culture and gender roles in styles of conflict resolution. Their results suggest the appropriateness of certain approaches to conflict resolution may depend on the cultural context as well as the gender of the individual within that context. Another example of differing conflict resolution styles in contrasting cultures is Doucet et al.'s (2009) study of Chinese and American managers. Their study found that Chinese managers embarrass colleagues to teach moral lessons while American managers are more likely to exhibit hostility and vengefulness in managing conflict. Americans and Chinese managers also have very different intentions when using confrontation versus avoidance as a conflict resolution strategy. A third study that addresses the interface between culture and conflict management is Metcalfe's (2008) study of women in Islamic nations. This study found that religion and recognition of the family are important determinants of female identity and the most appropriate way to improve leadership capabilities.

Empirical studies of gender differences in conflict resolution strategies in the cultural context of African nations such as Uganda are nearly nonexistent. What we do know from qualitative research is that women have followed a much different path to finding their way in organizational life than their western counterparts. African women reportedly lost ground during British colonial rule because they were initially excluded from missionary and government sponsored schools. When they were admitted, instruction focused on sewing, cooking, and other domestic skills (Fallon, 2008). Colonialism also imposed European forms of patriarchy in Africa by giving men more authority and opportunity to participate in economic and political activity (Gordon, 1996). However, a major difference between African and Western cultures is that African women were not encouraged to remain in the home because their productivity was critical for maintaining local economies (Fallon, 2008). This point is reflected in Uganda where women outnumber men in the economically active workforce by 4.8 to 4.3 millions (Lucas, 2007).

Patriarchy continues to be the primary Career choice is critical for students since it will determine their future. There are many factors that could determine student's career choice. The main findings from this study show that there is no significant difference for selecting career choice in technical fields based on gender. From the literature review about the issue of gender imbalance in technical and vocational education it can be summarised that the interest shown by male and female students towards the technical fields is relatively high. However, the main factor that influences them to choose a technical field is the exposure to information regarding technical fields in school. Thus, teacher factor is critical in giving appropriate advice to the students. In addition, the nature of technical career does not hinder female students from choosing that career. A high percentage of the female respondents indicated that they are capable of competing with males students.

What is TVET?

Addressing the closing session at the Seoul Congress in 1999, Mr Colin Power, then Deputy Director General for Education, UNESCO stressed that "today, more than ever before, technical and vocational education and training has become a necessity not only for young people who will have to prepare themselves for the challenges of the next century, but also for the entire population of each country so that every individual can play

an active role in the world of the 21 st century, which will seek to narrow economic and gender disparities while preserving the integrity of the environment." *The Revised recommendation concerning technical and vocational education (2001)* ratified during the 31 st General UNESCO Conference, defines TVET as 'a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

- (a) an integral part of general education;
- (b) a means of preparing for occupational fields and for effective participation in the world of work
- (c) an aspect of lifelong learning and a preparation for responsible citizenship
- (d) an instrument for promoting environmentally sound sustainable development

The role of human capital in a country's growth is the subject of prolonged debate, and a number of authors have tried to provide an empirical demonstration of the relation between education and vocational productivity in developing countries. There is a link between poverty reduction and skills training and increased growth, productivity and innovation, in particular for the informal sector (Fluitman 2002). Skills development improves output, quality, diversity and occupational safety and improves health, thereby increasing incomes and livelihoods of the poor. It also helps to develop social capital and strengthens knowledge about informal sector associations, rural organizations and governance.

For example, individuals make individual choices concerning their education, but this choice has a strong economic impact through the resulting increase in total factor productivity and improved livelihoods. It is now widely asserted, though not so far evident in policy change, that women are not a marginal interest group, but the priority group for human capital development (e.g. World Bank 2000a, b). This is not based on gender equality arguments, but in terms of pro-poor growth and economic growth in general.

The vocational training programmes in rural areas that appear most successful in terms of enhancing employability and contributing to the human development of their trainees are those where teaching activities are directly targeted at specific groups. Vocational and skills training need to be comprehensive in nature, thereby focusing on the needs and potential of the trainees, aim for social equity in access and be sustainable in terms of technical, financial and environmental feasibility (White & Kenyan 1980).

Any training and basic adult education activity faces the challenge of how to adjust training methods, curricula and training style to the needs of the target population. When the clients are poor, illiterate, female, have only minor schooling and speak a minority language, this becomes even more difficult. While there are some successful experiences on adult basic education with poor and illiterate women and men that focus on practical methods and empowerment or "conscientization" in the tradition of Paolo Freire, these are not widely known and discussed in the development and international education context (Freire 2000).

Women in Management

According to Hammond and Viki (1993) the number of women working in the United Kingdom increasing both in terms of the actual amount in the labor market. This study found that a woman's chance to hold management positions depending on the industrial sector, where a large number of involved in the 'retail distribution', followed by hotels and catering.

In a survey conducted by the British Institute of Management found that companies take women executives increased from 49% in 2006 to 64% in year 2010. study also reported that the anticipated need for managers, professionals and associated personnel will be increased and the void will largely be filled by women. Japan also saw the trend of women in executive management positions in almost every organization except in large organizations (Steinhoff and Tanaka,2003).

Women are often seen holding managers in small and medium and usually owned individually. Most women in office managers in the organization involved in the production of women's clothing and children. Although Japan has a number of women who are in labor market, the main obstacle to taking women for management positions rooted to the tradition of the occupational structure of the staffing system fixed and the family idea of the 'ideal'. Both of these views resulted in women acceptable to have working with the hope that they would get married and start a family before the increase in rank.

RECOMMENDATIONS

Based on the results of the study, several suggestions are put forward to attract female students towards the careers in technical fields. The findings of this study could be used as a guide for all parties, namely school, parents, teachers, Guidance and Counselling Unit, and the Technical Education Department.

The Role of School

Schools should set up a high quality Career Guidance and Counselling Unit for students and must ensure that the operation and activities of the Unit are carried out professionally. School should hire a qualified Career Guidance teacher so that he or she can assist the students in making career choice.

The Role of Parents

Parents need to play a greater role in determining their children interest in choosing a career. Among the respondents' parents are those who work in technical field. Therefore, the parents' interest could be passed down to their children so that they could consider the technical occupation as their career. The nurturing of working culture among family is needed so that the experience and knowledge in the family could stimulate and motivate their offspring towards more challenging careers. Consequently, the family has to play a critical role in rejuvenating interest in their children towards technical fields. Parents should encourage their daughters who are technically inclined to explore technical fields.

The Role of Teacher

Teacher should facilitate the process of career making decision among the students. A teacher is a trusted source and could provide much information to their students. Teachers have to be able to:

- (a) relate the real situation with what is taught to the students without considering the gender factor,
- (b) identify the students' interest in career indirectly during the teaching and learning process,
- (c) list down and provide examples of suitable jobs which are liked by the students,
- (d) provide explanation about career indirectly during the teaching and learning process to form a positive career interest among students
- (f) make a guideline which consists of the aspects that the students need to fulfil or acquire in order for them to pursue a career in the technical fields.

Conclusion

In many development programmes and operations, training is one of the most expensive interventions and should be implemented in a manner that maximizes impact in terms of the priorities and objectives. Projects should set criteria, that give priority in selection to those participants who are capable to utilize the training productively. There is a need for better targeting and selection of trainees and follow-up support in form of technical input, credit and mentoring.

1. Improve collection of basic information such as sex disaggregated data on TVET and other forms of training (such as farmer field schools) and address gender differences;
2. Strengthen concerted efforts of donors, Governments and the private sector to achieve better quality in training and fill the gap of years of neglect, also with regards to certification of vocational training and skills training; Provide infrastructure support and facilities to improve the participation of rural poor and young women in training including hostels, stipends, transport facilities, child care centres, tool kits;
3. Support a people-centred pedagogy in the development of vocational and skills training should that maximises locally available techniques and thus remains closely linked with local production practices;
4. Introduce special mechanisms in the delivery of training to increase participation and take-up by women, including mobile training units, extension schemes, and in-plant training; Monitor progress in increasing the participation and integration of women in training and employment and hold training institutions accountable for equitable intake of women;
5. Expand significantly training provision for rural poor, young women and men and vulnerable groups in poor rural areas. This should be achieved through greater equitable integration into existing institutions, structures and facilities. Promote training in non-traditional fields for women through the establishment of specific training programmes and pilot support schemes; training programmes for women and rural poor should include personal development and life skills training modules and literacy training
6. Increase the pool of women trainers and provide certification for training; Design targeted interventions to address vulnerable groups though such as young excombatants; orphans, and people with disabilities, to increase their economic empowerment;
7. Combine income skills training with provision of technical inputs, credit and supplies, careful selection students that are capable of using the supplies and providing continuous support and mentoring schemes;
8. Introduce more work-based learning and linking trainees with mentors/masters to gain

experience of a specific trade; integrate business, self-employment and entrepreneurial concepts into training activities, especially in follow-up phases, and search for trainers with relevant backgrounds and familiarity with both the formal and informal sector.

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