WOMEN IN VOCATIONAL EDUCATION: A PANACEA FOR DOMESTIC VIOLENCE

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Abstract

There is an imbalance in the modern curriculum system. One of these is the emphasis in orthodox education over the vocational. As well, the perception about vocational education is such believed to be practiced by men alone. There is then a need, considering the economy, to restructure the curriculum to incorporate more women in the vocational sector. The white collar job system has not helped the family unit and the consequence is the domestic violence, stemming from lack. The paper then is a position one, arguing that Vocational education should then be structured in a manner that it can contain such a term as ‘family economy from the vocational stance’; for only by this, thus women contributing to the family economics can domestic violence be checked.

A. Introduction

Domestic violence does not only stem from the frailty of men. More often than not it is reactional, either as a means by which humans purge themselves of the days’ stress or show their dissatisfaction.

It then remains that this broiling side of humans can be checked, especially as it concerns home making. In other words, women play a great role in keeping the family unit, but then, when only one of the partners brings victual indoors, it continually paves way for agitation. So then, times are changing. The era where only the men provided for the family unit has come and gone. As well, the white collar job system is largely occupied with the male character. There is then a need alternatives be created so that both partners can gainfully contribute to the family unit. One way to do this then is for the educational system to restructure her curriculum, incorporating such a unit as family economics. Here the women will be shown the relevance of vocational education and how they can use it to contribute to the family unit.

B. Conceptual Issues of Vocational Education

A nation’s gross domestic product has much to do with the labour force. Besides the type of economy practiced by the people and individuals on their own, to a great extent decide the economy; although not withstanding that the forces of productions are many a time in the hands of the privileged class, especially again as seen in the capitalist state. In such a system, internal economic growth has so much to do with the availability of labour.

Thus, in such capitalist states emphasis about labour is usually geared towards consumer goods and not so much with technical production and craftsmanship. For one again, not all capitalist states embrace vocational studies. Besides, even when this is done, the unit of labour falls more on the male folks. The women usually gear towards corporate industries where the day to day business is all about administration.

It then follows that the emphasis of vocational education in Nigeria calls for restructuring, especially as it concerns the girl child who may be seen to be a weaker vessel, the consequence of this is that more of the male folks are in the industry. As well, this dominance has a way of shifting the entire domestic needs to the man.

It then remains that the concern to vocational study in Nigeria is the concern of practical acquisition of skill for the entire industry, which is capable of adding to the nation’s economy; for while every one of us is not given to the liberal art studies, some humans including women, are more at home with the aptitude. In Oranu (2004) vocational education is nothing but the search for self reliant skilled men and women who can be gainfully equipped in general technical knowledge for self reliance. This knowledge also cuts across the scientist and production engineer who are gifted with technical know-how.
In Uwaito (2009) vocational education is the training and retraining of skill oriented individuals who would further drive the economy in gross based terms. For as earlier said, the development of any economy depends so much on her men of skill. These ones will be drift enough to imitate and facilitate development. For apart from the skill possessed by these individuals, a number of them have the entrepreneurial spirit to be self reliant without muzzling the government for white collar jobs. Although, there is no gain saying that the government has a role to play in seeing that some of them who need initial capital kick off their own businesses have such an enabling environment to establish the ideas in their minds. In other words, besides the skill and spirit to be self reliant, an enabling environment is required. This also includes emphasizing the curriculum in favour of vocational studies, for it is no longer a doubt that part of the reason young people throng into the university to seek theoretical education is on the premium given to such professions in the liberal arts, health studies and the engineering. It is believed convention-wise that such disciplines are well read. Besides, the class system exalts those of them in theoretical disciplines rather than the vocational. This is not to say that orthodox education has no relevance. The researcher is of the position that there should be a balance. None should be blown beyond proportion or above the other.

In order words, while everyone will have to acquire a measure of class by getting involved in corporate jobs, this should not be to the detriment of the economy, in that consumption alone does not grow the economy. The growth of the economy is in her production capacity. But then this production spirit can never be, except the academic system is restructured in such a manner that young people are willing to go into production. In Ojimba (2012) much emphasis in orthodox education has been the major hindrance to our production level in Nigeria. Every one tends to think towards the mad throng and the status quo. It then remains that the oriented disciplines should be given some sense of value and pre-eminence in the eyes of the world; for basically vocational disciplines are designed to empower the young ones so that they can, in return, empower the economy (Nuru, 2007). One then will posit from the above remarks that vocational education in Nigeria is yet to be embraced by the government (May, 2007). The perception of Nigerian youths about vocational education begins with a change in the attitude of the government and the education structuralists. There should be an over hauling in the curriculum together with a balance position between orthodox education seekers and vocationalist. According to Ojimba (2002) this is the only way we can urgently redirect the attention of the labour force.


It is not enough for the educational system to structure her curriculum towards vocational studies. There is need to consider the family as a base for such a course. But as earlier raised, the Nigerian current system of education has missed it in area of direction and value-attitude. As touching direction, for instance there is the need to shift her emphasis from orthodox and move to the vocational, but not without the urgent need to understand the nature of labour force system, for as cited from Marx, class-conflict is one hindrance to the economy of any nation, for every member of the society especially in the world states would love to give himself a measure of class. It is believed that government owned staff are more economically favoured and respected than private owned businesses. As such, many of these young minds, a larger number of them who constitute the work force unit not only go to school on the basis of class struggle and white collar job. In Reko and Onyenwe (2006) not every one of these folks needs university education. Some are better of more field orientation than academic. As well, the system is not large enough to engage all her graduates.

There is then the need that the system must diversify her study for the sake of economic impact, especially as it concerns grass-root economy, like the family; one again the whole essence school is economic impartation. Whereby the university is not able to provide the individual with an enabling environment for grass-root economy then the society will at conflict. But then, this is can never be done without the system changing her direction and emphasis, in that as touching the availability of work force, there is the need the age group be taken into considerations as well the natural demand common with such an age group. Many of these folks, well capable enough, are what the state needs to affect her economy (May, 2007). In Yang (2008) employers of labour now seek more skills from these young ones than they would go for among the aged class.
It then follows that the actual problem the work force system is never the irony of availability of labour, but the issue of direction in the Nigerian education system. The work force is ever available but would not embrace labour unless there is a shift in direction.

**Challenges Militating Against the Vocational Skill Acquisition Among the Work Force**

A number of factors, aside from direction and attitude, also at variance with vocational studies among the work force. In Eze (2013) and Oranu (2014) there are challenges of insufficient funding of vocational facilities, brain drain of local contents to the outside world; poor staffing and training, etc. Each of these forces, to a great extent, has brought about the set back that vocational school has endured over the years. These factors then include

**Insuffiecient Funding of Vocational Schools**

The nation's economy, no doubt depends largely on the vocational schools. For one the establishment of various industries both cottage and sectorial cant be equated or denied in any way. A number of graduates churned out by these schools are contributing their quota to economic growth and development of the nation through their works Odu (2013), However, despite enormous constitutions, the nations value system has not allowed vocational schools to thrive. Once, a while we see an overwhelming emphasis in the establishment of the general school, thereby paying little or no attention to the demands of the vocational schools, such as the establishment of laboratories, maintenance of equipment and workshops; employing of well experienced staff and so on. (Agenta, 1985) the consequences of this is the over drifting of local content to more lucrative and payable jobs or the issue of in service and lowering of standards and committed to labour. The truth then is that it requires a measure of attitudinal balance on the part of the government for the vocational schools to come back to work. But so long the general schools have continually receive attention there will always be a decline of interest among the labour force.

**Non-Functional Facilities**

Many of the vocational departments in our tertiary institutions are devoid of workshop centers and laboratories. The consequent of this is the churning out of half baked graduates who have not been able to meet the rising demands for skills in the labour market. (Orno, 2016). As well, not being able to fit in has continued to posses these folks as nuisance to the social system. It then requires that the issue of functional facilities is what distinguishes the vocational schools from the general knowledge.

**Brain-Drain of Local Contents**

There is now an over rush of local contents to foreign universities. A number of our academics have being trained abroad but have withheld their services from the country due to an unfavourable environment. At such a time like this, the vocational schools are likely to lack competent hands and the results is that many of the students who are more vocationally oriented than academic would literally drift to the general schools. The effect of this then is that the nation now drops in her technological and vocational man power. It then remains that the state must change her direction as that is the only to increase interest in vocational courses.

**Poor Staffing and Training**

Apart from the mobility of local contents to foreign universities, those of them who have received their training bat home are poorly trained. According to Ojimba (2012) this also leads those of them who will want to update their knowledge acquisition to foreign lands.

**Issues of Curriculum Plan**

In Reko and Onyenwe (2016), a true structured curriculum will require an average of 67% of practical workshops and 33% of theoretical knowledge. Olunloyo (2002) then added that as concerning vocational education, the demands in the economy and in information communication world, calls for shift among educators and the state.

Curriculum planning, education must know, should be able to address the urgent need especially in the area of domestic violence owing to lack. The curriculum should be structured to favour both family and national economic
Theoretical Framework

The theoretical framework of this paper is that of the magic bullet theory, also referred to as hypodermic needle or the stimulus-response theory. The theory espouses the unconscious assimilation of the mass media messages through the instrument of importunity of thought. Although some scholars argue for the spontaneous and unified responses audiences give the message coming to them.

In other words, there is the belief that with this theory that importunity of message overcomes resistance with time. The paper then posits that it will take a continual relay of vocational studies to have a change of attitude and value among the labour force.

Methodology

This paper addresses the imbalance in the vocational education. The paper adopts secondary sources for its position.

D. Conclusion

The paper then concludes that the issue with the vocational schools in Nigeria is that of direction, value problem and attitude. To effect this will help arouse the interest of the labour force. As well, this dichotomy requires both the state agencies and the academics to follow their legitimate roles.

Recommendation

To make the labour force embrace vocational education, with high level of interest as to promote national development. Also, domestic violence can be checked if both men and women can begin to provide for their homes, rather than cumbering it alone on one person. There should be then an emphasis in the curriculum structure for the women to come into vocational disciplines.

References


