

Universities and Emerging careers: Its implication on training

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Abstract: *The emergence of new career options in the labour market arising from the rapidly changing job requirements among employers has placed institutions of higher learning on microscopic and telescopic radar. This is slowly bringing about anxiety and agitation for immediate solutions. A red flag has been raised to institutions of higher learning for failing to meet the demand of these emerging career choices while casting doubt on their ability to deliver. The thirst and quest for job fulfillment among employers and job seekers continues to draw a divergent equilibrium pattern in the job market analysis. The question at hand is whether institutions of higher learning have the capacity to offer solutions to the rapidly changing job requirement needs arising from demand for these emerging careers?*

The objectives of this paper is to critically explore the role of university instructors in meeting the dynamic labour market demand arising from emerging careers. Further, the implication of these emerging careers is discussed. The study is analytical and comprises secondary data which was collected from books, periodicals, journals, literature reviews and content analysis. The paper concludes that; university instructors have to continuously update their pedagogical skills to meet the dynamic labour demands; professional development is a requisite for instructors in order to familiarize themselves with changing labour demands and above all, they must have a deep subject mastery. The paper recommends that for university instructors to effectively deliver, industry/institute relationship has to be deeply strengthened. Instructors on the other hand have to take a proactive role in keeping themselves abreast with the latest technology in the industry

Key Words: *Emerging careers, Job requirement, Labour market demand, university instructors*

I. Introduction

There is no doubt that no specialized training can nowadays suffice a preparation for a career. Education is continuous processes and therefore personnel have to always update their skills. The acquisition of these specialized training is coupled with many challenges. World Bank (2008) notes that ‘virtually all nations today, rich and poor alike, find themselves in the clutches of deepening educational crises’. It is in essence a crisis of maladjustment of disparities taking many forms-between educational systems and their environment’. In this respect, the work environment in institutions of higher learning where students get most of the theoretical skills differs significantly from that of the real work environment in which most students will eventually be required to function. The need for real work experience means that institutions of higher learning have to strengthen their relations with the industry if these goals have to be achieved. More so the training in these institutions has to meet the current global market requirements. However the challenge is that ‘instructors ; the conduits by which the ‘stuff of learning’ gets piped into the classroom may not be abreast with the latest developments in the industry. This is a real concern because it is the instructor who is to assess the students to the industry standards. While the instructor struggles to be at breast with the happenings in the industry, the constant job changes ever more owing to changes in technology, economic structures and organization ‘has far reaching implication on the methodology of training itself. It is generally a cornerstone rule that instructors must be experts in two arts; the art of teaching and the art of a craft or trade (Beidel, 1993). The success of training depends on whether the instructors has mastered both these arts. This argument means that instructors within the institutions of higher learning sector must know the technique of the trade to command respect of employers and foremen in the industry. Prosser and Quigley (1949) observed that the abilities of instructors to teach, supervise and examine students on practical oriented courses are in proportion to the operational process they undertake to teach. Institutions of higher learning should therefore put an eye on the curricula while strategically placing their ears in the industry. Perhaps the question that we should ask is; who is to be on the lead? Institutions of higher learning that have the mandate to deliver curricula that is often not dynamic and irrelevant or industries that are always by nature ahead in terms of technology yet have no mandate to train. It is within the context of knowledge-intensive societies and demand for ‘hands on’ experienced and skilled labour force that improved pedagogical skills should become more prominent on the agenda of institutions of higher learning if they have to remain relevant in this globally competitive world (Martin & Gundmund 2001).

Methodology

The study is analytical and comprises secondary data which is collected from books, periodicals, journals, literature reviews and content analysis.

II. Implication of Emerging Careers

Critical to the training system is the fact that institutions of higher learning will have to allow the market to determine its own career directions and therefore be impartial on the kind of courses they offer and focus on much more individuals beyond the classroom and work environment; those who are unemployed. Educators on the other hand will have to put their taste buds in the industry to find out not only what the industry wants but rather what emerging careers are already in the market. How did these careers get into the market without the notice of institutions higher learning? An instructor with purely academic touch may not be fitting for the 21st century training. On the other hand there is an increasing demand for instructors who have a wide knowledge for the world of work, its requirement and challenges. Every instructor needs to engage in an ongoing professional development to meet the changing needs of learners. Instructors who are constantly learning and improving tend to support their learners achievement most effectively (UNESCO, 2012) This ensures that they remain relevant to the content matter. The worth of a craftsman is measured in the quality of what he does.

Psachoropoulos and Woodhall (1985), observe that 'while jobs frequently change, they rarely disappear altogether, nor do completely new jobs often come into being'. Although technologies may change, occupations may not significantly change. On the contrary this technological changes may bring a new set of job requirements altogether. Institutions of higher learning have to be aware of this dynamics.

Co-operation between university institutions, enterprises and local authorities are a key factor in ensuring the responsiveness and relevance of training provision to the needs of local labour markets the process of consultation, consensus-building and policy-making aimed at upgrading the overall skill profile of the nation through massive improvements to the education and training systems. Building a skill base responsive to existing demand is one challenge, but laying the basis for new demand is even more vital in a society where there is simply inadequate demand. This calls for greater professionalization of the teaching profession. There is need for professional development to familiarize with the changing demands of learning. Increased 'push' into education as a result of a lack of jobs implies that university the institution of higher learning have up their game. There will be exponential enrolment in institutions of higher learning and therefore they have to be prepared. The higher levels of technology, and shifts from manufacturing to service industries requires that institutions of higher learning trains entrepreneurial skill more than ever.

Since direct transition from college to work has all but collapsed in the last decades (Young, 2007), new approaches to training should be innovated and adopted. Vocational career guidance is necessary condition for university posterity. institutions of higher learning have to analyze complex issues, identify the core problem and the means of solving it, to synthesize and integrate disparate elements, to clarify values, to make effective use of numerical and other information, to work co-operatively and constructively with relevant stakeholders to ensure they remain relevant. Improved pedagogical skills are as important in institutions of higher learning as they are in all other educational matters. Career information, career counseling and career education a way forward is institutions of higher learning will persist with the supply approach. The best training should be one that incorporates a range of training learning interventions, and support lifelong learning and career development

III. Emerging Careers

The nature of jobs is changing along with corporations, societies and other environments in which we do the work. At a time when family and social structures are changing, with often adverse effects on learners, the institutions of the twenty first century must be able to anticipate the new needs by according a special place to the teaching of artistic values and subjects in order to encourage creativity, which is a distinctive attribute of the human species (UNESCO, 2001). The argument that formal teaching and learning in university institutions needs to be strengthened if there has to be a meaningful results holds true to this day (Gamble, 2002).

The essence of emerging careers from the view point of parents require that students have the best information that will enable them make career choices that will not lead to regret. This requires career guidance that should give career information, career counseling and career education (Watts, 2002;Billet, 2002). It has been argued that career guidance is relevant in moving from a supply driven to a demand driven approach and addressing the relationship between institution of higher learning and occupational flexibility (Watts, 2002; OECD, 2005). The university instructor should be ready to meet the labour market goals of reducing mismatch between supply and demand and ensure labour adaptability in response to market conditions in terms of both geographical and occupational mobility. Emerging careers may be as a result of; state of national development index, structural reforms in a country, economic liberalization, growth of international trade and foreign

investment, development of market economies and emergence of democratic political institutions. (Sweet, 2009; sultana and Watts, 2007). What we should ask ourselves is whether the jobs being created add to the total number of jobs available rather than merely changing the distribution of jobs in favor of those who have received training! For the student, what matters on the job is the ability to think through various processes and systems, learn along the way and adapt to changes in technology or production as they arise (Bertrand, 2004). On the contrary, the lack for suitable jobs for the young people can be a result of general labour market trends such as decrease in demand for entry level qualification or a rise in the surplus of experiences workers. On the other hand the labour market is segmented by different opportunity structures which are based on educational credentials that serve mainly the interests of ruling coalition's.

The dilemma of university system is the kind of education it is supposed to offer to its learners. The changing job requirements may require that students acquire broad knowledge and generate skills applicable to a number of occupations within the given field so that a student is not limited during his working life (UNESCO, 2001). Opponents of this proposal argue that the current employer is job and skill specific; that training should only focus on the employment gap in the market and therefore target the specific requirement. In fact what is most needful is not an applicant's educational specialization but rather the ability to do well whatever is asked of them. It is suffice to say that bearing the cost of university, the training mode should ensure that skills and competencies are transferable and tangible (Watts, 2009). On top of this, the best training should be one that incorporates a range of training learning interventions, and support lifelong learning and career development; the kind of training that is not test based but rather taste based and thereby giving career pathways that have long lasting fruitfulness on the part of an investor of education. This kind of training should have the component of occupational flexibility and mobility. It is observed that the majority of skill training takes place in the informal system (ILO, 1998). In our efforts to train, we should give room for navigational support to allow students move in whatever career direction they so desire in order to meet their academic and professional desire (Young, 2007). However this can only be possible if the examination system and the qualification system allows for linkages and pathways for credit transfer and give opportunity for individuals to move from one sector to another (UNESCO, 2011).

The issue of career is not merely centered on placing a student on a learning programme provided by institutions of higher learning. Career involves deeper issues of what student are, what their values are, how they position themselves in respect to others and social; groups, , what they think of a as worthy life (Grubb, 2002). This includes social and emotional understanding and wellbeing, appreciation of and participation in culture and arts, lifelong learning approaches, science technology and the environment. The need for life skills such as flexibility, resourcefulness, independent and critical thinking is a prerequisite. This will require that institutions of higher learning to not only offer the academic component of a learner but much more on the other issues of education that make one a whole person.

IV. Teaching as a Art and Craft

Teaching is an art. The teacher is simultaneously a composer, performer, conductor, improviser and audience. Teachers give expression to one's values, beliefs, and intellectual interests, where one works with raw materials to fashion objects of enduring value. Through the art of teaching, teachers develop students' ability to reason and to think critically as well as creatively. They develop their communication and collaborative skills, as well as skills in using different forms of technology. This deepens their appreciation of diverse perspectives and develop the ability to approach others with openness and flexibility. They also learn to approach issues and present ideas in new ways, to teach and persuade, to entertain, and to make designs with attention to aesthetic considerations. A teacher's art helps students develop their ability to listen and observe, and enables them to become more self-aware and self-confident. It encourages them to take risks, to solve problems in creative ways, and to draw on their resourcefulness (Ontario, 1999).

As a "craft" its metaphor is likened to a potter working at the wheel with clay. Through the master craftsman's sense of "feel," the potter knows whether to add more water or clay, precisely when the object is nearing completion and what additional work is yet required, or whether to recognize that this particular object is a failure and that it's time to start over. Instructors need to be learning experts and have to master the craft of teaching. This means having deep subject mastery. Miller, (1985) states that educational personnel should be occupationally and professionally competent. As learning experts, instructors need to keep growing in their knowledge of both the subject and a wide repertoire of teaching strategies.

University instructors therefore need to identify a range of strategies that can be used to augment learning and address particular workplace requirements they have to ensure that students develop competences and build their career in an environment that is workplace-based and practice-oriented (Billett, 2002). Existing university educators need professional development to familiarize them with the changing demands of learning because a change in the pedagogical practice will require a e change in instructional methods? (Billett, 2002)

Grubb (2008) observes that there is a persistent fear that institutions of higher learning programme will lose contact with employers, that universities will be supply driven rather than demand driven or dominated by the needs of the employers. The skills, knowledge, values and attitudes that learning and teaching promote must reflect and respond to the needs and expectations of individuals, the global population, a country and the world of work (UNESCO, 2013). There is need for universities to ensure that learners' decision making is well informed in terms of both self-awareness and opportunity awareness. Is it true that upon admission a student already knows the future prospects of his/her career? (UNESCO, 2013) argue that the admission procedure tends to focus more on academic selection rather than the skill formation. Preparation for work gradually becomes the responsibility of the enterprises, individuals' students and workers/employers (Barnett, 2006). What entails the orientation programme usually done to new students who have been admitted in an institution of higher learning? Do they have the chance to change their choices upon admission and after the orientation programme? Does the orientation programme give them career guidance or basic survival skills and life skills that will require them to go through the training system without posing a discipline challenge to the administration? Further still is decision pertaining to careers based on what is on the brochures or what other institutions of higher learning can offer for a student who does not find what he/she came for? There is no doubt that the admission procedure for most institutions of higher learning in Kenya does not give room for a wider career choice. Students are forced to eat on what is on the menu within the periphery of the institution and not outside. obviously this gives them limited career choice and by the time they discover they would have taken a different course in a different college, time and other resources would have lapsed. It also worth of noting that career guidance in most high schools focuses on immediate educational decisions rather than on educational decisions on long term career implications (Watts, 2002). The education system is often based on rigid tracking based on examination results with few students being guided into the university. Once admitted, rarely do they go through career counseling in order to understand future prospects for their courses.

V. Conclusion

It is no longer business as usual for institutions of higher learning. Its time trainer realized that the supply driven era no longer exists and that if there is no demand, there should be no training. Secondly, training is more complex than before. To meet the needs of emerging careers, adaptable pedagogical skills have to be employed to meet this demand. Institutions will have to do more than training instructors, preparing training materials, build structures and purchasing equipment Training will no longer be closed in workshops, thinking of tools and pedagogical matter. They have to look at costs and markets, work and critical contents to be taught. The training process is more like a black box giving information that one so desires at the very critical moment in his or her lifetime.

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