

Culture and Impact of Culture in Operations Management in Vocational Education Sector of United Arab Emirates

Mahmoud Salem Al Alawi

Abstract: *The research seeks to extensively discuss the UAE's multi-culture environment and the role it plays in the operations management in regards to vocational institutions across UAE and GCC. UAE is a cosmopolitan country that encompasses people from all walks of life. It is therefore important to clearly outline the different roles played by operations management, which in turn help in identifying the cultural diversity in Vocational Education across UAE. The respondents of this research proposal are local emirates and overseas Professional experts in Operations Management in Education Sector. Cultural diversity is inseparable from any vocational institution. Clear guidelines should therefore be in place to ensure that the professional objectives of the organizations are attained. Different challenges arise when carrying out various mandates. This is because UAE has strict policies pertaining to cultural diversity. It is important to tame them to ensure impeccable service delivery.*

Keywords: Culture, Diversity, United Arab Emirates, Vocational Education, Operations Management

1. Introduction

1.1 Background of Study

It is apparent to anyone who has gone through the vocational education sector that there is a profound impact of culture in its operations management. This culture affects all the structures of UAE and how the activities are carried out. Vocational education seeks to instill specific skills to learners for them to participate in nation building and hence there is a great need to minimize the negative impact of culture in their operations management to enable their feedback to be more presentable (Iqbal, 2008). Once this has been achieved, most countries will reap much benefit from UAE. In most developing countries, this vocational education is an important tool that is used to boost the economy. It helps in reducing unemployment thereby improving the lifestyle of its citizens. Over here, it is important to examine that there is misconception in the third world country that certain tasks are only handled by the specific gender; and thus, other gender does not able to perform that task at any cost. This has a great effect of multi-cultural environment created by multi-national staff (manpower), and they are leading, managing and controlling vocational education system of UAE. Hence the consequence of culture factor on the operations management on UAE is far reaching and this calls for every country to come up with measures to curb this menace before it is too late (Wilkins, 2010).

1.2 Aim

The aim of this research proposal is to identify cultural diversity and its impact on vocational educational sector. For the research purpose, this study covers local emirates and overseas Professional experts in Operations Management in Education Sector.

1.3 Objectives

The objective of this research is also to study cross cultural differences in risk perception and how they influence risk taking and decision making in multicultural organizations in the United Arab Emirates. The study also examines how

culture shapes the decisions of different groups/levels in the participant organizations. This research, in particular, attempts to evaluate the associations between culture, risk perceptions, and decision-making processes of Vocational Education Sector in the United Arab Emirates.

The primary objectives of this research are:

- 1) To identify the effect of cultural diversity on the vocational education sector of UAE;
- 2) To examine the outcome from respondents i.e. local emirates and overseas Professional experts in Operations Management in Education Sector from UAE;
- 3) To collect and compare periodic reports from multiple campuses of vocational education sector of UAE;

1.4 Research Questions

After examining the background and aims and objectives of the research proposal, following are the research questions that will be catered in the report:

- 1) What are the effects of cultural diversity on the vocational education sector of UAE?
- 2) How to examine the outcome from respondents' i.e. local emirates and overseas Professional experts in Operations Management in Education Sector from UAE?
- 3) How to collect and compare periodic reports from multiple campuses of vocational education sector of UAE?

2. Literature Review

2.1 Introduction

The focus of this research is to examine the cultural diversity in the operations management of vocational learning sector in UAE. Data of cultural diversity in the operations management of vocational learning sector in UAE is already available, useful for research that individual want to take, although they are not explicitly constructed for that purpose. With the help of online libraries, published articles, internet, google scholar research was conducted on the mentioned research topic. The purpose of collecting information from published material is the authenticity and reliability of the information. Internet allows in fact the achievement of a

practically infinite mole of data and information.

2.2 Vocational Education

In most of the third world countries, it is believed that a well-structured and established vocational educational sector is an important tool for development. This is because it equips citizens with the skills that are required in industries. Consequently, this reduces unemployment levels and improves the standard of living. According to the study conducted by Billett et. al (2015), representatives of almost all countries of the world convened two in the UNESCO in Jomtien (Thailand) signed the Declaration World Education for all in order to meet the commitment set out in the Universal Declaration of Human Rights i.e. everyone has the right to education. Ten years later, in Dakar (2000) the international community assesses the progress of established commitments to ensure that in the span of one generation are achieved, the basic learning needs of all children, youth and adults should be met.

According to the conditions of each country, which means sustain the effort for achieving goals entire decade and place education at the center of concerns in commemoration of the bicentennial of the independence of mutual rights of countries in Latin America. In this context, Latin American countries extend the goal to 2021 with the idea of strengthening the coverage, continuity, quality and educational equity. The analyzed studies place Mexico among countries with higher coverage (over 97%) in vocational education and therefore with less inequality, with less repetition and to 5% secondary absorption of between 95% and 97%.

2.3 Vocational Education Operations in UAE

On the basis of the study examined by Tran & Nyland (2013), UAE is currently increasing their efforts with an intention to promote vocational education. The basic reason behind the high proportion of vocational education in UAE is shortage of tangible resources i.e. qualified and skilled workforce. Through effective use of vocational education, skill and expertise of human resources augment which in turn impact the productivity of local and international firm in UAE. Considering these importance in mind, government of UAE has decided to prepare labor market. According to the data of Maritz et. al (2014), vocational educational sector increased knowledge of atleast 5000 to 7000 students annually. The United Arabs Emirates (UAE) as is the case with many countries in the Arabian Gulf region depends heavily on expatriate labor. It is said that almost 90 percent of the UAE labor force are people from other countries. UAE has come to value education both general and vocational education which has been one of the highest priorities in the recent years. In 1971 when the UAE was established after the British withdrawal from what was known as the Trucial State, Article 17 of the UAE constitution was created which emphasized on education as an essential element in achieving the progress of the society and that it was mandatory in the elementary stages and free for all stages. It was not until the mid-1980s that particular attention was paid to vocational education with establishment of technical education schools. Vocational education has a number of advantages. Some of this advantages include; the provision of skill and labor force in industry, reducing the rate of unemployment espe-

cially to young people, it helps in instilling of technical knowledge, it aids in the provision of the option for less academically able students, reduction of poverty among low income groups and benefit from economic globalization. All this combined together helps in boosting economic growth in any given country. There is very little that has been done in the Arabian Gulf region about the implementation and benefits of vocational education and its non-existent in the United Arab Emirates. There is a large private sector at all levels in the UAE in the education system. Article 9 of the 1972 Federal Law allows the development of private schools to provide a wider choice to parents in catering for the needs of different groups in the society which increases competition. Out of all the total schools, a third constitute of the private schools in the UAE (Wilkins, 2010).

2.4 Types of Vocational Policies in UAE

In recent years, good part of UAE countries has introduced changes to their constitutions, designed to recognize the multicultural character of their nations. That reflects a more favorable political atmosphere in the development of intercultural education, or at least more tolerant of cultural difference principle. However, it is important to distinguish two ways of understanding multiculturalism, each of which represents, in turn, a project of a different nation and therefore requires different educational strategies. One way to understand multiculturalism, which could be characterized as "liberal" is the recognition of culturally distinct linguistic groups and preserve their cultural heritage as part of their private rights. It is multiculturalism of tolerance, i.e. not harass or discriminate against those who do not conform to the dominant culture. In this perspective, recognition of the multicultural character of the nation means that the State accepts the responsibility to contribute to the preservation of native languages and cultures as matters of public interest (Maritz et. al, 2014). Hence, the support for cultural and recreational activities based on folklore and native traditions and, above all, support for bilingual education programs character transitional that is, bilingual programs that recognize the linguistic and cultural difference (tolerate) and suited pedagogical strategies to gradually lead learners to acquire minimum language skills to continue their education in the national language, at which time the use of native languages is abandoned; in other words, tolerance ends. The second way of thinking about multiculturalism, we might call "pluralistic" is the recognition of the right of groups or culturally different peoples to have a distinct political status within the nation. This means that the maintenance of cultures and native languages is not just a matter of public interest, but are granted the status of subjects of public law.

2.5 Impact of Culture Diversity

Culture of a country is important in operating organizations and it also contributes in taking major decisions inside and out of the organization. Numerous studies that are inclined on culture and risk taking while making decisions in the organization are taken into account but they does not exhibit a clear focus on the actual problem and solution. One of the conclusions most relevant for this work is the claim to improve performance of vocational education system in UAE. Hence, there should be less cultural equity, climate and performance of all students of vocational universities. Equity is

associated with vocational educational strategies needed to equalize educational opportunities. They are caused by migratory movements, which affect so relevant in people who are part of migrant families' circulation. Migration is a key component in changing populations and consequently in all social institutions. The operations management of vocational education should look at this phenomenon as a factor of attention to diversity, and as a condition to consider the administrative procedures, and type of operations management (Wilkins, 2010). The state of Emirates has been characterized by strong migration, especially in the Border States and the cities of Asian Countries. According to estimates of Nations Council Population (CONAPO, 2000), is an entity with a high degree of migratory intensity, the nearly half million households in 1995 to 2010, 21.5% of them had relatives in that country and received some 7.7% remittances from relatives in the United Arab Emirates. A lot of students of vocational universities who comes and goes between the two countries are victims of rejection and accentuated by the substantial differences in culture and the process of education in each country. In studies of international migration, it is identified that more countries are becoming aware of reality of multicultural or intercultural and therefore design strategies and support for populations that have grown in context different cultural to vocational universities. Considering this aspect, Dakar (2000) state that there are multiple proposing strategies of vocational education in conditions of diversity culture, from which the incorporation of minorities arises to dominant culture, to intercultural education.

2.6 Cultural Diversity and Vocational Education Sector

This study shall speak about the risk perceptions in decision making in disparate cultural environment. The current study aims to analyze cross cultural variations in risk perception and the manner by which they impact the risk taking and decision making in multicultural organizations in the United Arab Emirates. The study takes into consideration of the Vocational Education Sector because promoting services, making it as a busy moving one is a difficult task, and it is more difficult to uproot it in diversified cultured places. In UAE, people live from various cultural backgrounds because of the profession, work etc. It is a challenge to promote/Vocational Education in such situations. As organizations are increasingly becoming global and their constituent groups diversify, differences in risk perception are having increasingly huge impacts on how decisions are made by multicultural business organizations. Diversity also includes varied sets of people at varied levels in the organizations. Diversity necessitates a type of organizational culture in which each employee can pursue his or her career aspirations without being inhibited by gender, race, nationality, religion, or other factors that are irrelevant to performance (Bryan, 1999). Dynamic organizations seek individuals who are different because the diverse workforce potentially encourages different talents, interests, and opinions (Simmons, 1996).

3. Methodology

3.1 Introduction

Methodology is one of the tool and technique which is used to gain a better understanding of research topic by testing

their objectives, research questions and hypothesis. Furthermore, methodology requires dependent and independent variables of the research study in order to investigate the data (Ahmed, 2014). The basic intention behind conducting methodology is to examine the relationship between dependent and independent variables of the research study. There are two types of methods that can be used by the researcher in order to examine the research topic i.e. qualitative method and quantitative method.

3.2 Research Design

There are two types of methods that can be used for research design i.e. qualitative and quantitative research design. Qualitative research design is highly flexible as the researcher is able to achieve in-depth insight on the issue based on the opinions and views of the participants. Thus, data collection can be done effectively a semi-structured approach. Also, it is possible to clarify the answers from the participants at the time of interview. Thus, it is possible to get the detailed answers besides yes and no from the respondents. On the other hand, quantitative research method is the structured tool and technique which is used to measure the dependent and independent variable of the research quantitatively. In short, it is used to test the hypothesis of the topic quantitatively. Reliability and validity of the research is compulsory for quantitative research method (Wilkins, 2010).

In writing this research, qualitative methods of collecting data will be used. Qualitative research is more likely to explore processes than outcomes. Qualitative research focuses on the meanings of experiences by exploring how people define, describe and metaphorically make sense of these experiences. This is because; the method gathers an in-depth comprehension of the culture and its impact on vocational education in UAE. It also analyzes the reasons that bring about different behavior. Qualitative research methods may involve various components including multicultural organization's studies, participant observation, discourse analysis and the analysis of aspects such as artifacts (Leedy & Ormond, 2005).

3.3 Data Collection Method

Primary data collection technique is based on raw data that is collected from the respondents of the study with the help of close ended questionnaire and survey interview. Over here, it is imperative to understand that sometimes researcher took help from secondary data collection technique with an intention to formulize the close ended questionnaire or survey interview. However, secondary data collection technique was already available on the internet sources such as website or report; however, researcher only has to formulate it according to his needs and requirements (Billett et. al, 2015).

Extensive interviews will be carried out from local emirates and overseas Professional experts in Operations Management in Education Sector. These groups of people are expected to give their reactions, whether positive or negative, in regard to this matter. Participants in this method of data collection are also prone to making keen observations on the different ways that programs are run in education centers. Primarily, survey will be used in order to get some descrip-

tive information on the subject matter. While making an observation, researchers incorporate themselves into various groups that may include culture, group or setting. The main aim is to get a closer insight into the mannerisms of the target group. Without participation, it is with utmost certainty that the researcher may not get his or her target objectives. Through this method of data collection, reasons behind cultural practices towards different aspects of life are established, notably education. The lengths at which they affect this sector and how this can be controlled are also realized.

3.4 Sample Procedure

Sampling technique is the method or the way to collect data from the large size of population. From population, researcher has to select certain percentage of respondents with an intention to find out the accurate outcome of the research in the shortest possible time. With respect to this research proposal, 50 respondents will be selected randomly in order to examine the cultural diversity in the operations management in vocational education sector.

3.5 Research Limitation

Despite the fact that the researcher made extra efforts to present reliable and repeatable results but like every research, this research also have some limitations. The two most important limitations that can affect the reliability and consistency of this research are time and budgetary constraints. The actual sample population that was required to be targeted in this research was quite large but the research selected only two interviewees for personal interview and thirty respondents for the questionnaire (Ahmed, 2014). The reason selection of small target population was that collection of data from large number of respondents in expensive and requires more time. The extant research is a performed by a university student researcher having least budget and time.

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