

DEFYING GENDER STEREOTYPES IN TVL COURSES

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Most of the strands under academic and arts are heterogeneous regarding their population. Anyone can dive through the world of learning without being dictated by society whether what they choose to study is appropriate to their gender. The narrative is too different from the Technical-Vocational-Livelihood (TVL) track, wherein there are strands that males are expected to take, such as SMAW, but impose a limiting tolerance for female candidates (Fernandez, 2019). Society remains critical of students who take a different and uncommon path than the others. Gender inclusivity is one of the most significant factors in the school's success, especially in programs where stereotypes are prevalent.

Only a tiny percentage of women work in the welding industry, and the main reasons include the myths society has manufactured throughout the years. According to the Advanced Career Institute (2017), less than six percent of women work in the industry, and the factors contributing to this are apparent. First, people think pursuing a career under such a program may be unfair to women as companies will not hire them and prefer male welders. This is, in fact, a myth because companies hire personnel because of what and how they can perform at work and not because of their gender identity. Besides, capacities are not limited by gender, so this claim is untrue.

Male employees are allegedly showing disrespect to women colleagues, and this is another concern, alongside the lack of professional growth in the former-dominated industry. These points both happen and can take place anywhere, whether it is an industry for TVL or not. Disrespect to co-workers is not because of gender or other

characteristics but because of a lack of discipline and bearing among individuals. Also, professional and career growth is impeded by a lack of interest from the companies themselves or due to complacency of not seeking one.

This is why there is an evident disproportion in the TVL tracks population. It is either men who are dominant or the other way around. This is where educators should initiate campaigns to boost the morale of aspirants who want to take the track but are afraid of the stereotypes. Parental involvement in conferences and pre-enrollment periods can be a good start, so guardians themselves may see the features of the track, and they can support their children in pursuing one (Eastern Europe and Central Asia, 2023). Getting support from the core is imperative so that the boost will start from home. Educators must also encourage enrollees to explore what they want to learn and go for programs where there is hands-on education. Motivating the learners to keep driving and proving that stereotypes are unreal should always become a common practice for teachers.

Stereotypes will always exist, and society will always expect less from one concept and more from another. Unfortunately, education remains struggling with such myths and claims, demotivating students to pursue carer-wise programs. The support should always start at home, and schools should work entirely for the holistic development of learners under the TVL track to show what potentials lie therein and how promising this program can be.

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