



**RESEARCH PAPER**

**Role of Technical Education and Vocational Training in Promoting Youth Employment: A Case study of TEVT Institutes in District Gujranwala**

Muhammad Nasir<sup>1</sup> Aaqib Shahzad Alvi<sup>2</sup> Maliha Gull Tarar\*<sup>3</sup>

1. Lecturer, Department of Social Work, Govt. Islamia Post-graduate College for Boys, Gujranwala, Punjab, Pakistan
2. Lecturer, Department of Social Work, University of Sargodha, Sargodha, Punjab, Pakistan
3. Lecturer, Department of Social Work, University of Sargodha, Sargodha Punjab, Pakistan

**PAPER INFO**

**Received:**  
January 31, 2021  
**Accepted:**  
March 01, 2021  
**Online:**  
March 15, 2021

**Keywords:**  
Skill Based  
Training,  
Socio-Economic  
Well-Being  
TEVT,  
Youth  
Employment

**\*Corresponding  
Author**

maliha.gul@uos.  
edu.pk

**ABSTRACT**

The purpose of this study was assessing the role of Technical Education and Vocational Training in promoting Youth employment. The study sample comprised of 20 staff members and 160 passed out trainees (both male and female) of four TEVT institutes of District Gujranwala. Systematic random sampling was used to take sample. Quantitative research approach was used to gather information from respondents. To collect data two different interview schedules were designed, first for the passed out trainees and other for the staff members. Study findings clearly demonstrated that Technical Education and Vocational Training had played a dynamic role in income generating activities for youth and increasing the employment rate. It was found that majority of passed out trainees were obtaining money by utilizing their vocational skills. By providing economic opportunities for youth, overall progress of the country can also be guaranteed. So, it is recommended to launch awareness campaigns for the grass-root acceptance of vocational and skill training. It is also needed to motivate families to send their children in vocational training institutes to learn skills. Financial assistance through soft loans/micro credit schemes, by government and NGOs should be given to skilled youth to encourage them to be self-employed.

**Introduction**

TEVT, Technical education and vocational training, is a broad term, in addition to general education; it refers to the educational process that engrosses the study of technologies and associated sciences and the attainment of skills,

knowledge and practice related to occupations in different segments of socio-economic life. Through this program, young people can learn basic to advance level of skills and knowledge essential for better employment opportunities. Worldwide, this program is getting policy attention as it comprises formal, informal and non-normal learning and training related to specific vocation, occupation and trade (UNESCO, 1984).

According to ILO and United Nations Statistical Convention 1992, youth comprised an age group of 15-24 years (ILO 2006). The age during which an individual transforms from family reliant child to independent adult by organizes him as an active and responsible member of the society is called youth. Worldwide, different countries recognized different age groups as youth population but in Pakistan it is 15-29 years of age. Commonwealth also has same criteria to recognize youth population. Government of Pakistan (2008) reported in Population Labour Force Survey 2006 that Pakistan had 41.81 million youth population which was approximately 27% of its total population.

Socio-economic contribution of citizens determines national development of a nation. Vocational training and education are considered as most important factors to attain national development goals (David & Grace, 2012). Skill development is a source to promote environmentally sustainable rural development, income generating openings. In this globalized era, there is tough competition because of growth of knowledge economy. Moreover, access to knowledge, skill and training is the only key to success. Vocational training and technical Education provides skilled workers and technicians for global market so can be labeled as “double edged weapon” against unemployment (Lama, 2012). For development of any society, training and education of women is also essential. Women’s low level of participation in educational and vocational trainings hinders national development target achievement (David & Grace, 2012).

Rural women have most important role in rural activities and agriculture but they cannot fully participate to perform leadership, managerial and remuneration roles for community development because of limited access to training and education (Gender and Rural Employment Policy Brief 2, 2010).

Youth unemployment is one of the major global challenge among those challenges world is facing. Thus, increasingly, TVET is being analyzed as a problem solution due to increasing value towards the world of work and the attainment of employable skills (UNESCO 2013). Unemployment is the biggest challenge that Pakistan is facing now a days. 21.72 percent of Youth (15-24 years) are unemployed. Youth, who is the major portion of Pakistan's population, need to be trained in marketable trades to facilitate their inclusion in mainstream income generation activities. Pakistan’s future is associated to TVET and the country can attain progress and prosperity only by equipping the new generation with contemporary technical and vocational knowledge. The TVET (Technical Education and Vocational Training)

is a necessary tool to make youth productive members of society and to integrate them in society (Pervez, 2010).

TEVT is playing important role in development of society by increasing rate of employment for youth. The Government of the Punjab has found that the TVET is basic element in the improvement of socio economic status of country (Punjab Economic Report, 2006).

### **Literature Review**

The education system of Pakistan was a legacy of the system introduced by British's during their colonial rule. In the current situation technical and vocational education must be given which will make them confident and independent. They must utilize all their energies for this specific aspect of education. (Govt. of Pakistan, 1986). There is inclusive work available on the subject tested in the study projecting work of Shah *et al.* (2010) described that by getting knowledge and skills, technical education and vocational training could help youth in profits generation and sponsor towards economic growth and social progress of a country. This study decided that association of TEVT institutes with industry was found weak and Position was not being appropriately achieved and trainees were not fully organized for job in market however the report of technical education and vocational training was satisfactory and rendering to the modern skills.

Shah *et al.* (2010) examined that points and strategies were not coordinating in overwhelming structure of vocational training and technical education. It was decided that in TEVT structure real reasons for the issues were political insecurity, improper checking, out dated projects. Among some extra serious issues were deficient expenditure plan, old teaching methodology, absence of appropriate association between technical education and industry. The research study makes a National Council for Technical Education for managing the specialized training and to strengthen the open private partnerships. The study shows that national expert aptitudes esteems, courses and occupation testing approval framework might be settled. Tripathi (2003) revised that training in general as a rule and abilities development in basic manners, a significant job for individual and overall national financial growth are basic parts of Human Resource Development (HRD). Skill development is a procedure of gaining and improving aptitudes of a person to achieve different purposes, these occupations are related with one's present and future jobs. Study recommends that human capacities can be supported through well education and training. Individuals obtain more money after skill development. Cailods, (1994) suggested that training not only builds the rate of profit for resource, it also rises the employment rate and certifies the application of various progress projects in time. Vocational and Technical training is essential tool for the progress of labor work, flexibility and yield.

Gull (2001) investigated the association between training of technical education and money making actions of rural women in Neelum and Jhelum valley

community progress mission area of Azad Jammu & Kashmir and informed that stage of development of person is an imperative factor bearing direct outcome upon his attitude towards observing, thoughtful and attempting the new concepts of skill development and income producing activities. He described that young respondents had more capability to learn and take new things. He also stated that (47%) respondents were getting training from the scheme encompassed livestock and silage growth training, livestock immunization and disease control, rural poultry farming, integrated pest fruit and forest plant nursery raising, sericulture and public based vocational training administration i.e. dressmaking, embroidery and knitting etc. Majority of the respondents. (81%) were also facilitated with credit program that giving loan up to Rs. 20000 and above. It was found that due to credit program and skill development, income of the respondent was increased.

Tripathi (2003) described that over all training and skills development in precise manner, is basic part of Human Resource Development (HRD). Training of technical education can be defined as a procedure of attaining and improving the skills to perform a variety of functions which are linked with their present and future goals. It plays an imperative role in growth of an individual and overall national economic growth.

UNESCO (2009) in research findings described that in Pakistan like many other developing countries, large number of young people were not attending the formal school system. They are advised to participate in technical learning organizations and educational programs in national teaching programs. Technical & Vocational Education and Training (TVET) should authorized in Pakistan, be refresh, in order to change it into an ordinary activity for the human development and youth TVET programs and TVET institutions should be as automobiles for regional support and integration as well as socioeconomic development.

Above listed literature has significantly provided strong explanation and value of the skill training and income generation activities, this leads to development in the social and economic indicators of the trainees specially for youth who hold secondary and higher secondary education may take vital benefits from training institutes to establish their-self to live a practical life in society. In Pakistan there is only restricted empirical literature found on the same subject so current study is vital contribution in the empirical literature, thus amplifies the study's contribution for policy issues.

## **Material and Methods**

For estimating the relationship between TEVT training program and socio-economic well-being the study has conducted an interview based survey in two stages; at first stage, out of 16 TEVT institutes working in district Gujranwala, four institutes were selected as a sample by using simple random sampling method. Then at second stage, by systematic random sampling technique 180 respondents were selected, including 20 staff members of TEVT institutes and 160 pass out trainees

both male and female. From each institution 5 staff members including principal and Admission and Placement Officer and 40 pass out trainees were selected and interviewed. Following hypotheses were framed for the present study to examine the causal relationship between variables.

- I. There is an association between Technical Education and Vocational Training and improvement in socio-economic status of trainees.
- II. There is an association between Technical Education and Vocational Training and employment of trainees.

For estimating the empirical contents and taking inferences the study followed standard estimation by using tabulation, graphical analysis and Chi-Square to test the hypothesis.

### **Results and Discussion**

**Table 1**  
**Respondent's Designation**

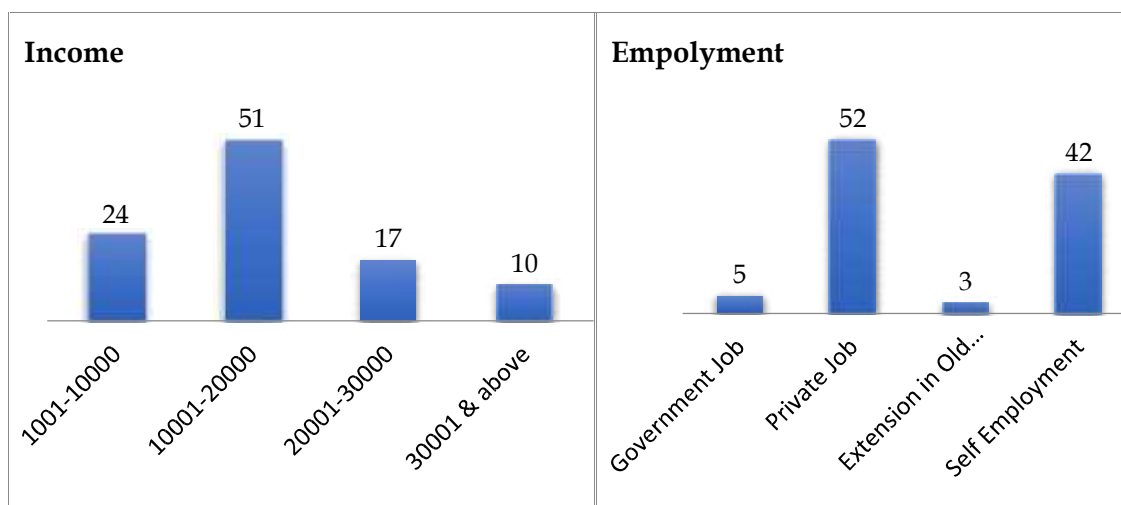
<b>Designation</b>	<b>Frequency</b>	<b>Percentage</b>
Principal	4	20.0
Admission & Placement Officer	4	20.0
Instructor	12	60.0
Total	20	100.0

Above table shows the Information regarding the designation of respondents. the above It shows that data was collected from 20 respondents out of which there were 20% (4) principals, 20% (4) admission & placement officers, and 60% (12) instructors.

**Table 2**  
**Gender Status of respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	12	60.0
Female	8	40.0
Total	20	100.0

Data in the above given table shows that out of 20 respondents there were 55% (11) male and 45% (9) respondents were female.

**Figure 1 Employment and Income earned by the Passed trainees and**

Above given Figure indicates the monthly income of the respondents. Out of 120 respondents, 50.0% (51) respondents were earning Rs.10001-20000/- per month, while monthly income of 23.5% (24) respondents was Rs. 1001-10000. Respondents earning Rs. 20001-30000 were 16.6% (17) while only 9.9% (10) respondents had their monthly income 300001 & above.

### Inferential Analysis

To draw inferences, chi-square test was used to test the association between TEVT and improvement in socio- economic status of passed out trainees, and to test the association between TEVT and employment of young passed out trainees.

### Hypothesis No. 1

$H_0$ = There is no association between TEVT and improvement in socio- economic status of passed out trainees.

$H_1$ = There is association between TEVT and improvement in socio-economic status of passed out trainees.

Level of Significance Alpha: ( $\alpha$ ) = .05

**Table 3**

**Relationship between TEVT and Improvement in Socio- Economic Status of Passed out trainees**

	V Value	Df	p-value
Pearson Chi-Square	40.25	9	0.000
Likelihood Ratio	37.19	9	0.000
Linear-by-Linear Association	29.53	1	0.000
N of Valid Cases	180		

Chi squared test was applied to test the association between TEVT and improvement in socio-economic status of passed out trainees. TEVT was as an independent variable and improvement in socio-economic status was dependent variable.

Null hypothesis ( $H_0$ ) was assumed: There is no association between TEVT and improvement in socioeconomic status of trainees, while alternative hypothesis ( $H_1$ ) was assumed: There is association between TEVT and improvement in socio-economic status of trainees. Chi-squared test was applied to test the relationship between the two variables.

Information in the table given above reveals that there is a significant relationship between two variables as chi-square is 40.25 and  $p=0.000$  which is  $< .05$ . As the level of significance for the calculated value is less than  $.05$ , so null hypothesis ( $H_0$ ) i.e. there is no association between TEVT and improvement in socio-economic status of females is rejected; it means that association between vocational training and improvement in socio-economic status of trainees exists.

### **Hypothesis No. 2**

$H_0$ = There is no association between TEVT and employment of young passed out trainees.

$H_1$ = There is association between TEVT and employment of young passed out trainees. Level of Significance Alpha: ( $\alpha$ ) =  $.05$

**Table 4**

**Relationship between TEVT and Employment of young passed out trainees**

	<b>V Value</b>	<b>Df</b>	<b>p-value</b>
Pearson Chi Square	52.630	9	0.000
Likelihood Ratio	48.158	9	0.000
Linear-by-Linear Association	24.947	1	0.000
N of Valid Cases	180		

Chi squared test was used to confirm the association between TEVT and employment of young passed out trainees in which TEVT was used as an independent variable and improvement in employment of passed out trainees was dependent variable.

Null hypothesis ( $H_0$ ) was assumed: There is no association between TEVT and improvement in employment of young passed out trainees, While alternative hypothesis ( $H_1$ ) was assumed: There is association between TEVT and improvement in employment of young passed out trainees. Chi squared test was applied to test the above hypothesis and for checking the association between the variables i.e. TEVT and improvement in employment of young passed out trainees.

As from above table it is indicated that chi-square value is 52.630 and  $p=0.000$  which is  $< .05$ . As the level of significance for the calculated value is less than  $0.5$ , so

the null hypothesis is rejected, it means that there is an association between the attributes. So the alternative hypothesis  $H_1$ : There is association between TEVT and improvement in employment of young passed out trainees is accepted.

Some Important findings of the study are as follows.

### **Economic Impact of TEVT on Trainees and Their Households**

- Study indicated that 63.7% respondents were utilizing their vocational skill and they were involved in income generating activities. These figures indicated that after getting vocational training majority of respondents utilize their skills. These figures revealed the success of vocational training in making trainees economically empowered.
- Study exposed that out of 102 respondents who were involved in income generating activities, majority i.e. 50.9% were doing private jobs while 41.1% respondents were self-employed. These facts have proved that vocational training has a lot of scope in private sector as well as makes the trainees able to become self-employed and start their own business instead of searching for jobs to earn income.
- Data given showed that almost one third i.e. 33.3% were involved in income generating activities from previous 2 years. Another 29.4% respondents had been performing these activities for 3 years.
- Out of those respondents who were utilizing their skills for earning purposes, monthly income of an overwhelming majority was in the range of Rs.10001 to 20000. This indicated that after getting vocational training they can generate reasonable amount of income to support their family income and to improve household living.
- Study indicated that food expenditure of 80.3% respondents had been improved, which meant that due to TEVT, there was betterment in the quality of food/diet they use, of a considerable majority of respondents. It showed the intrinsic worth of TEVT
- Study indicated that expenditures of 75.4% respondents on education had been improved after increasing monthly income as a result they are using much resources on the education of their children. Better economic condition enables them to impart education to their children instead of engaging children in labour activities. Thus TEVT is playing a key role in uplifting the socio economic status of trainees.
- Research revealed that there was improvement in respondent's expenditure on health; 67.7% respondents said that their health status had been improved after utilizing vocational training skills. Rise in monthly income resulted in better health facilities.



- In the matter of purchasing some assets, it was observed that a large majority of respondents had not purchased any asset because these assets require high amount of money and respondent's income had not increased so much that they could purchase these expensive assets. Only 11.7% respondents had purchased residential plots for them.
- Research study indicated that only 34.3% respondents had made any kind of renovation/reconstruction of their houses. These results showed that income level of trainees had not increased so much that they could spend money on the renovation of houses. Another reason which researcher came to know during research study was that most of respondents were living in the rented houses so they did not renovate their houses.

### **Impact of TEVT on Social Status and Employment of Trainees**

- Study revealed another very positive impact of TEVT that all of the respondents were feeling some sort of positive social changes in themselves. So it can be concluded that vocational training is not only the source of earning income but also a very useful source of improving social status of trainees and promoting youth empowerment.
- Study pointed out some changes occurring in trainees after getting vocational training, all of respondents were feeling themselves more confident, 73.7% respondents had become more social than before, 100% respondents had developed into more productive member of society as skill training had made them able to produce some economic resources for themselves and for their families, 91.8% respondents had become more creative than before as after learning some skills they had become able to create something, self esteem of 86.% respondents had been enhanced as training had given them the sense that they are very important and useful members of the society. Through the figures given above we concluded that vocational training is very useful and effective source of uplifting social status of youth in our society.
- Study revealed that TEVT had also improved the involvement of youth in household decision making. It was observed that 73.7% respondents were involved in making decisions about the education of children . Opinion of 75% respondents in the purchase of household items was to great extent. 45% respondents were involved to great extent. in making decisions about participation in different social events, suggestions of 37.5% respondents were valued to great extent in the matters of selection of mate for marriage, while opinions of 50% respondents were given value to great extent in making decisions about their participation in income generation activities. These facts and figures proved that value and respect of young in their families has been improved to great extent after getting vocational training.

- It was found that most of the respondents had no clashes with their family members even before getting vocational training. Only 17.5% respondents admitted that there were clashes in their family. Out of which 67.8% respondents claimed that after getting vocational training these clashes had been decreased to great extent. So, in the light of these facts researcher concluded that vocational training has improved the respect and value of youth at their household level.
- Study revealed that respect and worth of a great majority of respondents among their friends and relatives had been improved be as their skills had made them the productive members of the society.
- It was revealed from the study that these diplomas are very helpful and effective in finding a decent job as 76.8% respondents consider these diplomas very helpful in finding a decent job.
- Study indicates that these diplomas are helpful in getting a decent job to great extent as 56.2% consider it helpful to great extent.
- Present study indicates that these TEVT institutes can play a great role in making youth self employed and self reliant as high number 40.6% of the respondents were strongly agreed.
- Study also revealed that trainees become well prepared for income generating activities after getting skills as majority 92.5% respondents said yes trainees become well prepared for income generating activities. Majority 56.2% respondents consider it to great extent trainees become prepare for income generating activities.
- Present study also shows that majority 70% respondents are satisfied with the existing curriculum and study programs, 31.% respondents are satisfied to great extant with the present curriculum and existing study programs.

## Conclusion

Study findings clearly demonstrated that Technical Education and Vocational Training had played an important role in improving socio economic status and wellbeing of passed out trainees and had made them employed. It was concluded that a large majority of young passed out trainees i.e. 62.2% were utilizing their vocational skills in income generating. Study also indicated that by using their vocational skills youth had increased monthly income of their families resultantly they had become able to have better access to educational and health facilities. This increase in income had also enabled them to have good diet and they were spending more on their food. The results verified that there was a significant impact of technical education and vocational training in improving socio-economic status of trainees and their involvement in decision making at household level. Technical Education and Vocational Training institutes are playing a great role in preparing youth to perform income generating activities and become self-employed and self-reliant. Overall development of the country can also be ensured by providing

opportunities to youth to participate in economic activities through imparting skills. So, it is recommended to launch awareness campaigns for the grass-root acceptance of vocational and skill training and to motivate parents to send their children in TEVT institutes to learn skills. Financial assistance through soft loans/micro credit schemes, by government and NGOs should be given to skilled youth to encourage them to be self-employed.

**References**

- Shah, I. H, Ajmal, M. & Rahman, F. (2010). Structure of technical and vocational training in Pakistan: *Journal of technical education and training*.(2)1, pp. 67-82
- David, E., & Grace, O. (2012). Vocational Education of Women: A Tool for Community and National Development in Nigeria. *Universal Journal of Management and Social Sciences*, 2 (2), 1-5.
- Government of Pakistan, (2008). *National Youth Policy*, Ministry of Youth Affairs Islamabad
- Gull, I. (2001). *An investigation of skills development and income generation activities of rural women in NJVCDP area of Azad Jammu and Kashmir*. (M.Sc. Hons) Rural Development Thesis). Peshawar: Agricultural University Peshawar.
- International Labour Organization (2006). *Global Employment Trends for Youth*. Geneva, Switzerland: ILO.
- Lama, s. (2012). Vocational Education and Training: the role of ODL. *International Journal of Scientific and Research Publications*. (2)3. ISSN: 2250 3153
- Park, M. G. (2005). *Knowledge producing partnerships and collaborative ventures between the academy and industry*. Lahore: Punjab Economic Research Institute.
- Shah, I. H., et. all. (2010). Structure of technical education and vocational training in Pakistan. *Journal of Technical Education and Training*, 2, (1), 67-82
- Tripathi, B.D. (2003, May). *Current Strategies and Future Approaches for HRD in Agricultural Extension*. New Delhi, India.
- UNESCO, (1984). *Terminology of technical and vocational education*. Paris: UNESCO
- UNESCO. (2009). *Research Study on Technical and Vocational Education in Pakistan at Secondary Level*, Islamabad: National Institute of Science and Technical Education, Ministry of Education, Government of Pakistan.
- UNESCO-UNIVOC, (2013). *Tackling Youth Employment through TEVT*, International Center for TEVT UN campus, Bonn, Germany: UN