

ORIGINAL CONTRIBUTION

Contribution of Technical and Vocational Education in Human Resource Development of Urban Areas: A Case of Islamabad City

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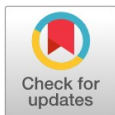
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Abstract— Education is a basic human right and is considered a key tool for national development. Pakistani society follows the universal pattern of differentiated general education and technical education. One hundred and twenty respondents were selected through a convenient sampling technique and were interviewed by a well-structured research tool (questionnaire). Ten respondents were pre-tested to check and examine the workability of the questionnaire. Collected data was analyzed through appropriate statistical techniques by using SPSS software, and recommendations were made for the improvement of technical and vocational education regarding human resources. The study found that the majority of the respondents belonged to those skilled persons who were agreed with private organizations taking an interest in conducting vocational training courses. During conducting data, it was also observed that the majority of respondents were agreed that their institutes are providing skills according to international standards. Near to half of the respondents were found a tendency toward getting technical-vocational education in our country with a high ratio. The findings of this study will contribute more in the literature in the area of education in human resource management and will also open a new avenue for practitioners as well as for researchers.

Index Terms— Vocational education, Technical education, Human resource development, Urban area, Islamabad

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Introduction

Instruction is considered a fundamental need of any group. As indicated by the Pakistani setting, it is principally isolated into two sections first is the general training, and the other is the specialized professional instruction. Specialized preparing is to convey particularly youngsters of the group. The information and abilities are important to empower them to contribute adequately to financial advancement particularly in urban groups (Schueler et al., 2017). As they focus on figuring out how to expand recovery and financial advancement then they need to confront numerous difficulties. This can be settled by accomplishing specialized and professional instruction. Technical and vocational education, “which was once considered second class education compared to general academic or university education, has now gained priority especially to resolve the issues of unemployment and for poverty eradication” (Chamadia & Shahid, 2018; Salehi Omran & Einkhah, 2020).

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Instruction, expertise improvement, and specialized preparation are the most imperative in every field of life, particularly in rural and rustic businesses. Specialized Professional Instruction and Preparing (TVET) establishments get ready generally youngsters for work in the formal part in provincial zones and accordingly assume a critical part in neediness lessening (Ahmed et al., 2021). The better preparing and more enhanced aptitudes are as human capital, higher wage and return, and better rustic employments. Open and private suppliers of instruction and preparation ineffectively serve provincial youth, particularly when contrasting with the open doors accessible with urban youth (Ahmed & Khan, 2018). In numerous nations the sending of instructors and other instructive staff or mentors in provincial regions is troublesome. Remote adolescents are underserved by government and commercial training and educational institutions, particularly in comparison to alternatives accessible to urban children. For most limited emerging economies, there is a significant amount of “urban bias” in the delivery of openly endorsed training and education programs (Hartl, 2009).

Technical and vocational education describes as “education and training that prepares people for employment and makes them more productive in various economic fields” (Ansari & Wu, 2013). Technical and vocational education in human resources develops individual development and expands a person's options in order to encourage consciousness and business. Technical and vocational education in human resource development plays a significant role in community relationships and long-term engagement (Alam, 2015). It a critical part in the production of high assets and the management of human capital in the majority of the economy. Technical and vocational education in human resource development plays a critical role in the general societal growth of the economy (Ahmed, 2019). It contributes to the construction of human capital, income possibilities, work opportunities, individual and national benefits, and various other cultural factors of the business (Ahmed & Khan, 2018).

Human asset improvement is a genuine component for the country's achievement amid the industrialization process. Specialized and professional instruction guarantees the supply of all-around prepared chiefs and gifted graduates at supervisory levels and talented experts at lower working levels. In comparison to the nationwide labor force and human capital investment data, “human resource development” is more unpromising and troublesome (Ansari & Wu, 2013; Swart et al., 2012). The main purpose of this study contribution of Technical and vocational education in human resource development of urban areas in Islamabad city.

Finally, the current study has been established on the human capital theory. It can be defined as, “education determines the marginal productivity of labor and this determines earnings” (Marginson, 2019). It is stated that the more skilled field workers are, the more their production. Hence the current research aims to examine the Technical and vocational education in human resource development of urban areas in Islamabad city in Pakistan. This context is likewise a one-of-a-kind combination of theory and data relating to the concept under inquiry in this study.

The present study seeks to reveal an emphasis on the following objectives in order to discover and accomplish them:

- To know the socio-economic and demographic characteristics of the respondents.
- To explore the urban community participation in technical and vocational education and its impact upon the living standards along with its participation in urban poverty reduction.

Literature Review

The focus of this research is on Technical and vocational education in human resource development of urban areas in Islamabad city in Pakistan. The current study has been established on the human capital theory. It can be defined as “posits that human beings can increase their productive capacity through greater education and skills training. Critics of the theory argue that it is flawed, overly simplistic, and confounds labor with a capital” (Fix, 2021). It is stated that the more skilled field workers are, the more their production. Technical and vocational education plays important role in human resource development in urban areas. Human resource development appears to be necessary for brief structural reform because it has been characterized as having, meaning that countries must reach that same amount of human resource development before significant market development can be sustained (Park, 2005 & Rojewski, 2009). The study of Khan et al. (2022) finds that education is the main amplifier of human resource development, and it leads to maximum production. The following part contains a review of some current research on the topic, with a focus on the role of technical and vocational education in urban human resource development. According to the research, technical and vocational education in urban human resource development, together with historical and psychological assistance, plays a key role in empowering people's lives in Islamabad.

Jabarullah and Hussain (2019) stated that such technical and vocational education had a great effect on the development of rural areas. A recent study discussed that education sector is one the emerging and big sector in any country, and it has good meaning to a country like Pakistan where education sector is growing very rapidly (Saeed et al., 2022). The study also find that education sector produce good results in the development of the country economy. Furthermore, these education and training-based activities were found to address unemployment and production problems, level of prices. Hassan and Shamsudin (2019) proposed that living in rural boundaries develops a sense of technical and vocational education. Many of these skills programs are intermittent, to raise funds from nationally and internationally sponsors, inconsistent, to raise finances and earn money, and operate under legal authorization from the country's

professional testing authority. Casual skills, training skills, domestic employment, and traditional skills training programs are available in the region, which is similar to those available in other underdeveloped nations (Osman & Kamis, 2019).

The major goal of this study was to provide readers with some background information on Pakistan's technical and vocational educational progress as well as the recently implemented Trade skills Pakistani policies in Islamabad. Therefore, the purpose of this work was to first emphasize the stages of Pakistan's education and training and the evolution process in this area, with a particular focus on the intended Training skills Pakistani improvements to be presented.

The present study seeks to reveal an emphasis on the following hypothesis in order to discover and accomplish them:

H1: Higher will be the tendency toward getting technical-vocational education, higher will be the satisfaction with training/ skill.

H2: More will be the technical-vocational education, more will be the satisfaction with training/ skill.

H3: Higher will be the tendency toward getting technical-vocational, higher will be the interest in private organizations to arranging the training courses.

H4: Better will be the technical-vocational education, better will be the living standard.

Methodology

The present study was conducted in Islamabad City. The size of the sample was 120 respondents and was selected by a convenient sampling technique. The respondents were those who were the technical-vocational skilled person who had passed out after completing their diploma and degree from institutions. Both the males and females were interviewed. In the interviewing schedule, both structure and understructure questions were formulated to get the required information. After editing the interviewing schedule, a coding sheet was prepared to convert qualitative data into quantitative form. SPSS was used to analyze the data. The Chi-square test was used to know the degree of association between independent and dependent variables. Gamma statistics were also applied to further validate the results.

Results

Table I

Association between the Tendency toward getting Technical-Vocational Education of the Respondent and their Satisfaction with Training/ Skill

| Tendency | Satisfaction | | | | Total |
|----------|--------------|--------------|-------------|----------------|--------------|
| | Very much | Much | Neutral | Less satisfied | |
| High | 28 23.33% | 27 22.50% | 2 1.67 | 0 0.0% | 57 47.50% |
| Normal | 11 9.16% | 41 34.17% | 8 6.66% | 0 0.0% | 60 50.00% |
| Low | 0 0.00% | 1 0.83% | 1 0.83% | 1 0.83% | 3 2.50% |
| Total | 39 32.50% | 69 57.50% | 11 9.17% | 1 0.83% | 120 100% |

Chi-Square = 56.112, d.f = 6, Gamma = .637, Significant = .000**

Chi-square value shows a significant association between the tendency toward getting technical-vocational education of the respondent and their satisfaction with training/ skill. So the hypothesis "Higher will be the tendency toward getting technical-vocational education, higher will be the satisfaction with training/ skill" shows a strong relationship. Gamma value shows (.637) a positive and strong correlation between the variables.

Table II

Association between the Technical - Vocational Education of the Respondent and their Satisfaction with Training/ Skill

| | Satisfaction | | | | Total |
|----------------------------|--------------|--------------|-------------|----------------|----------------|
| | Very much | Much | Neutral | Less satisfied | |
| B-Tech | 1 0.83% | 0 0.00% | 0 0.00% | 0 0.00% | 1 0.83% |
| DAE | 35 29.16% | 60 50.00% | 3 2.50% | 0 0.00% | 98 81.67% |
| Vocational courses | 3 2.50% | 8 6.67% | 8 6.67% | 1 0.83% | 20 16.66% |
| Technical training courses | 0 0.00% | 1 0.83% | 0 0.00% | 0 0.00% | 1 0.83% |
| Total | 39 32.50% | 69 57.50% | 11 9.17% | 1 0.83% | 120 100.00% |

Chi-Square = 36.025, d.f = 9, Gamma = .696 Significant = .001**

Chi-square value shows a significant association between the technical-vocational education of the respondent and their satisfaction with training/ skill. So the hypothesis “More will be the technical - vocational education, higher will be the satisfaction with training/ skill” shows a strong relationship. Gamma value shows (.696) a positive and strong correlation between the variables.

Table III

Association between the Tendency toward getting Technical - Vocational Education of the Respondent and the Interest in Private Organizations to Arrangement of Training Courses.

| Tendency | Private organization | | | |
|----------|----------------------|--------------|--------------|----------------|
| | Other | NGO's | Industries | Total |
| High | 2 1.67% | 25 20.83% | 30 25.00% | 57 47.50% |
| Normal | 7 5.83% | 32 26.67% | 21 17.50% | 60 50.00% |
| Low | 0 0.00% | 3 2.50% | 0 0.00% | 3 2.50% |
| Total | 9 7.50% | 60 50.00% | 51 42.50% | 120 100.00% |

Chi-Square = 8.334, d.f = 4, Gamma = -.390 Significant = .009**

Chi-square value shows a significant association between the tendency toward getting technical-vocational education of the respondent and the interest in private organizations to arrangement of training courses. So the hypothesis “Higher will be the tendency toward getting technical-vocational education, higher will be the interest in private organizations to arranging the training programs” is showing a strong relationship. Gamma value shows (-.390) negative and weak correlation between the variables.

Table IV

Association between the Technical - Vocational Education of the Respondent and their Living Standard

| Technical-Vocational Education | Private organization | | | Total |
|--------------------------------|----------------------|--------------|------------|----------------|
| | Other | NGO's | Industries | |
| B-Tech | 0 0.00% | 1 0.83% | 0 0.00% | 1 0.83% |
| DAE | 53 44.16% | 44 36.67% | 1 0.83% | 98 81.67% |
| Vocational courses | 4 3.33% | 16 13.33% | 0 0.83% | 20 16.67% |
| Technical training courses | 0 0.00% | 0 0.00% | 1 0.83% | 1 0.83% |
| Total | 57 47.50% | 61 50.83% | 2 1.67% | 120 100.00% |

Chi-Square = 68.650, d.f = 6, Gamma = .585 Significant = .006**

Chi-square value shows a significant association between technical-vocational education of the respondent and their living standard. So the hypothesis "More will be the technical-vocational education, better will be the living standard" is show a strong relationship. Gamma value shows (.585) positive and strong correlation between the variables.

Discussion

The main aim of this study was to find the difference between education and technical education and their implications in Pakistani society. For this reason one hundred and twenty respondents were selected for data collection. Convenient sampling technique was used for interviewed by a well-structured research tool (questionnaire). For data analysis a latest version of SPSS was used to find the results. The findings shows that majority of the respondents belonged to those skilled persons who were agreed with private organizations taking an interest in conducting vocational training courses. Previous research also finds similar findings (Ullah et al., 2021; Moodie, 2002). The findings of the study also observed that the majority of respondents were agreed that their institutes are providing skills according to international standards. The results are aligned with the prior study of (Ali et al., 2018). Furthermore, results also indicate that near to half of the respondents were found to get technical-vocational education in our country with a high ratio. These results are aligned with previous study of (Khan et al., 2019).

Findings of the Study

Preparing of different abilities in Pakistan is granted through polytechnic, professional preparing focuses, apprenticeship plans, different preparing, and professional organizations under different services and offices, business preparing foundations in the casual part. The formal organizations create a little extent of the aggregate additions to the gifted workforce and not so much as per the interest and of essential quality. The present circumstance of information and fitting aptitudes needs huge upgrades. Pakistan must need its interest in training. While the all-inclusive essential instruction is fundamental, the interest in tertiary instruction and professional training and preparing is additionally critical, keeping in view the worldwide improvement. Without legitimate information and abilities, Pakistan is not liable to contend appropriately globally.

Theoretical Implications

The goal of this study was to make various theoretical advances to the domain of research. Firstly, this research attempt is among the earliest theoretical advances to combine and integrate educational and technical training in a single research. Secondly, the current study implemented human capital theory in this research. Thirdly, the major advance of this research is only used Islamabad city population in Pakistan. It helps to identify the gap between education, teachers, and students in technical and educational training in human resource development. Lastly, this is based on similar, new pathways for future studies in technical and vocational education in urban human resource development have opened up. Instructors frequently lack a basic knowledge of the remote poorest in society's difficulties or how it takes to work in the private economy.

Practical Implications

In addition, this study provides policymakers, practitioners, managers with useful insights in various ways. To begin, the current study demonstrates technical and educational training in human resource development in Islamabad city, located in Pakistan. As a result, administrators and policymakers should look for criteria while implementing technical and educational training to train teachers and students in the institutions of Islamabad. Getting instructors and other training workers or consultants to rural regions in several nations are challenging. Impoverished educational quality, expensive active and passive educational expenditures, and a scarcity of "good employment" are all issues that cause a reduced desire for learning for poor parents. Learning is also a lower concern than other urgent brief requirements such as increasing revenue or food production.

Limitations and Future Recommendations

The present study, like so many others, contains substantial shortcomings that must be considered in future study attempts. Employees of technical and educational training in human resource development in Islamabad, Pakistan, participated in the current study. As a result, extrapolating study findings to other industries may be difficult. Furthermore, the data were collected at a single instant, given the possibility that future scholars may use a longitudinal design of the study to more precisely establish a connection. The present study was

limited only to technical-vocational skilled persons from 15-45 years of age group. This limitation was helpful to focus upon described objectives. Some future recommendations are:

- To achieve the desired future situation, there is the need to learn from the experiences of other developed nations of the world.
- Government agencies must lend the required amount of money to start or develop small enterprises to enable skilled people to generate enough income to alleviate poverty.
- It should be noted that one finds many cases whose villagers secured a place where they could privately provide basic skills to their children under these severe circumstances.
- Without the general skills development, the specific skill cannot help him to survive in the competition that is life. Therefore vocational education can only be useful based on general skills development.
- Vocational education is recommended for giving the youth the capability to act.

Conclusion

The advancement of specialized and professional instruction and preparing for industrialization, financial improvement, riches creation, and neediness annihilation requests approaches and systems that address the cross-cutting issues of value and significance of preparing, employability, a joint effort between preparing establishments and businesses, accreditation of preparing suppliers. When organizations create and grow extra work business requests for specialized and professional preparation rise, and new occupations and further preparation open doors are made to follow and light the way of industrialization.

It is clear that aptitude preparing is playing and will keep on playing a fundamental and vital part in the development of the casual area in the 21st century. The casual segment work business sector anticipates that potential representatives will have fundamental work abilities. The individuals who don't have these aptitudes will be genuinely impeded.

Unemployed individuals, especially ladies, regarding the Employment Instruction and Preparing (VET) with destitution lightening, business, and strengthening points of view are key. They were advancing professional instruction and preparing as an apparatus to enable individuals, especially ladies, to accomplish the objective of neediness easing, security of development, and job to guarantee practical human advancement.

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