



ISSN 2278 – 0211 (Online)

## Propensity towards Technical Vocational Education and Training (TVET) in Rural Areas of Pakistan

**Ghulam Shabiralyani**

National College of Business Administration and Economics Lahore, Campus Dera Ghazi Khan, Pakistan

**Muhammad Asif Malik**

National College of Business Administration and Economics Lahore, Campus Dera Ghazi Khan, Pakistan

**Naqvi Hamad**

Ghazi University Dera Ghazi Khan, Pakistan

**Najeeb Haider**

Ghazi University Dera Ghazi Khan, Pakistan

### **Abstract:**

*Technical Vocational Education and Training (TVET) is an important sector of the economy that can help in alleviating poverty and supporting human development in Pakistan. The purpose of this research was to study the factors due to which rural areas of Pakistan have propensity towards the TVET. The objectives of this research are to find out the socio-economic and demographic characteristics of the respondents, to investigate the rural community participation in TVET and its impact upon the living standards along with its participation in rural poverty mitigation. The targeted population was the professionals, lecturers and senior class students (TVET) of rural areas in Pakistan. The data was collected through questionnaires and interviews. The sample size was 2000 and the population was divided into strata. According to situation, stratified random sampling method was used. Data was analyzed through empirical study and SPSS software. Findings show that the propensity toward getting technical-vocational education in Pakistan is due to the satisfaction of its professionals and students regarding changing their living standards by poverty mitigation, job contentment, trainings and courses and skill standard of institutes.*

**Keywords:** TVET, rural areas, national development, poverty mitigation, job contentment, international standard skills

### **1. Introduction**

Pakistan's ranking position out of 187 countries is 146<sup>th</sup> due to poor health condition, low literacy rate and low per head income in the Human Development Index (HDI), (UNDP, 2013). Pakistan demands a swing in state priorities like a superior share of the income through the education and vocational and technical training for its development. In Pakistan Technical Education and Vocational Training (TEVT) are offered by Government and private NGOs / Organizations. The Vocational Training offered for boys are presented in more than 27 trades while for girls in 18 trades in public and private sectors of Pakistan.

The rural area is defined as a geographic area that is situated outside the cities and towns. The rural population in Pakistan was measured in 2014 that was 62% of total population according to World Bank. The rural population refers as the people living in rural areas as defined by the national statistical offices.

Technical Vocational Education and Training (TVET) in Pakistan is due to the projected opportunities and challenges of worldwide to address the current major issues regarding the youth unemployment, poverty and competitiveness in skills development. To overcome these issues there should be the TVET of world level in Pakistan and it's only possible through the quality assurance of TVET. To overcome these issues there should be the TVET of world level in Pakistan and it's only possible through the quality assurance of TVET. Researcher analyzed the data by using SPSS software in two aspects one for quality assurance indicators individual impact analysis while other for the combined effect analysis of quality assurance indicators on the TVET (Shabir, 2014).

In current scenario of faster change in the labour markets, the quality assurance of TVET has a vital importance. In the Asia Pacific region many countries are improving their TVET through implementing quality system. Technical and vocational education and training (TVET) has appeared as one of the most effective human resource development strategies that Asian countries need to grip in order to train and amend their technical workforce for fast industrialization and national development.

Asian countries have special concentration on vocational education and also have valuable policy subject that expresses the importance of vocational education. It is fact that the skilled workforce is the main focus in the most of the development programs in developing countries (Karbasioun et al. 2005). Badawi (2013) distinguished that UNESCO and International Labour Organization

generally defined TVET as: the study of technologies and associated sciences and the gaining of attitudes, practical skills, perceptive and knowledge relating to occupations in various sectors of social life and economic. The ideals of TVET argued by many researchers but have not been fully explored the all aspects of TVET on the basis of literature (e.g. Albert 1968; Feather 1975; Kohlberg 1969; Parsons 1968; Rokeach 1968, 1973; Scheibe 1970; Schwartz 1992, 1994; Habermas 1974; Oser 1994; Gatto 1991; LeFay 2006; Parker et al. 1999). Pavlova (2009) discussed that ethical values should strengthen the educational developments to help students to cognize the need and skill to be tangled in the creation of a sustainable future. Formal education from developmental perception is an instrument for achieving economic growth and technological progress judging by the experience of advanced industrialized nations (Onyesom and Ashibogwu, 2013). TVET has vital importance in national development and it has found in the shape of different names such as Technical Education (TE), Occupational Education (OE), Vocational Training (VT), Apprenticeship Training (AT), Vocational Education and Training (VTE), Technical Vocational Education and Training (TVET), Career and Technical Education (CTE) in education research literature (Wahba, 2010, Ladipo et al., 2013). The TVET has been taken as a change representative for economic, social, national development in discussions of summits and academic conferences that show the importance of TVET (Uwaifo and Uddi, 2009; Ojimba, 2012).

Green TVET organizes people for professions and skills development that add to maintaining or renovating the quality of the atmosphere, while improving social welfare and social fairness (Fien, Maclean, and Park 2009). In agriculture sector the growing place of the small, entrepreneurial farmer and the need to provide vocational training that includes a heavy emphasis on business and managerial skills. The educational process involving the technological, practical skills, attitudes and understanding relating to occupations in the agriculture is known as Agriculture Technical Vocational Education and Training (ATVET) (Davis, 2008). Heyneman (2003) argued in his paper that we have a real opportunity at this moment to consider what the purpose of vocational education and training is and how this is understood in the context of development theory.

Most of the Countries consider that in their social and economic growth there is a major role of TVET. It also has importance due to decreasing the skills gaps that exist in many countries. Here TVET is also vital, because it is estimated that 80% of the employments undertaken global require technical and vocational skills (UNESCO 2005). In Dubai an incredible part to the provision of vocational higher education has been made by Dubai Polytechnic. It has created numerous associates of graduates that have been very successful in the labour market. The polytechnic is now ready to board upon the next stage in its development (Wilkins and Stephen, 2002).

It is assumed that the benefits of vocational education comprise its capability to accelerate economic growth, decrease youth unemployment, reduce poverty among low income groups and encourage technical knowledge. Psacharopoulos convincingly argued that many countries will be changing their vocational education and training policies to overcome the disputes each of these generally supposed benefits of vocational education (Psacharopoulos, 1997).

VET measured as a key for unemployment and poverty mitigation. With the rapid growth of industrialization and innovation, there is rising demand for vocationally skilled human resources (McGrath, 2012). There are diverse forms of trainings and vocational training is one of them. Vocational Education and Training (VET) plays a vital position in mitigation of poverty from the society and provide training for employability (Lesley, 2012).

Stephanie (2012) argued that the reason behind the unemployment in South Africa is shortage of skilled workforce. In Libya the manufacturing industry has experienced a lack of skilled and semi-skilled manpower (Keibah, 1998). TVET is well appropriate to aid youths and adults become independent. Also TVET is cooperative in the regions of skills development, risks of obsolescence and improvement of high job turnover (Okolocha, 2012). TVET is dynamically followed and encouraged; it should develop skills of learners and increase employability. TVET if convenient could assist multi-dimensional characters of moving social growth, empowerment, wealth creation, poverty mitigation, skills improvement, economic expansion and recovering conventional education, (Maclean, 2011). (Higgins et al. 2012) argued that through vocational education young students discover and develop a broad range of abilities to know what is available in terms of work in the employment sector as well as how to develop the requisite skills to enhance their employment chances. Enahoro (2008) said that vocation training is a concept that identifies the importance of labour. If there is requirement of some become a part of good nation then train him in his appropriate field and pass through vocational technical education and training (Enahoro, 2008). Employees have more chance for their career development by using one important factor that is training (Benson, 2006). Human resource development is a serious factor for the success of nation during industrialization process. Technical and vocational education assures the supply of well-trained managers and skilled graduates at supervisory levels and skilled technicians at lower working levels (Ngware, 2002). It is essential for better future prospects and to meet the demand of particular skill there should be required clear management between place of work and TVET system (Lynch, 2000, Ryan, 2001). The skill for workers and enhancing the economy and reducing unemployment the idea of vocational education is a magic (Mellahi, 2000). A good association between the university and industry facilitates the placement of students for training and provide case studies for inspiring the delivery of the curriculum (El-Raghy, 1999).

Therefore present study was designed to investigate regarding contribution of technical and vocational education in the human resource development so that we can put some policy guideline for enhancing the working participation of technical skilled persons in development process. If due technical-vocational education would not be given to such educational issues the dream of developed Pakistan couldn't be unleashed.

## 2. Methodology

Methodology used is empirical and quantitative. Data was collected from rural area of the all provinces of Pakistan. The targeted population was the professionals, lecturers and senior class students of TVET. The population is divided into five strata. Each

province is considered as strata and random sample is selected from strata through proportional allocation. The data is collected through questionnaires and interviews. Likert scale and close ended questionnaires are used to collect the data. The sample size is 2000 and the response is 100% after the follow-up. Data is analyzed through empirical study and SPSS software.

### 3. Conceptual Framework

The conceptual frame work is design to understand the factors on which the propensity towards the TVET depends in the rural areas of Pakistan. According to framework the main factors that influenced propensity toward TVET are national development, poverty mitigation, job contentment and international standards skills.

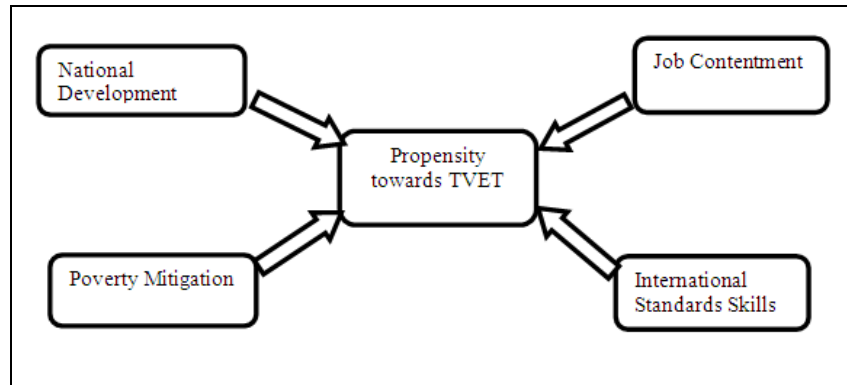


Figure 1

Model shows the factors that influenced on the propensity towards the TVET.

Additive model is used here. Equation for the representation of the models is given as,

$$Y_i = \alpha + \beta x_i + \epsilon_i$$

Here is,  $Y_i$  represents the regressand,  $\alpha$  denotes the constant,  $\beta$  is regression coefficient of regressor,  $x_i$  represents the regressor also called as explanatory variables and  $\epsilon_i$  denotes the random error. So equation representing our conceptual frame work is given as,

$$Y(P.TVET) = \alpha + \beta (ND) + \beta (PM) + \beta (JC) + \beta (ISS) + \epsilon_i$$

Here is, (P.TVET) represents the regressand propensity towards the Technical Vocational Education and Training,  $\beta$  (ND) is regressor and represents the national development,  $\beta$  (PM) represents the regressor poverty mitigation,  $\beta$  (JC) represents the job contentment regressor,  $\beta$  (ISS) is regressor represents the factor international standards skills.

Hypothesis: Propensity towards the TVET is regressand while the national development, poverty mitigation, job contentment and international standards skills are regressor.

Following hypothesis are generated on the basis of conceptual framework.

- $H_1$ : National development has positive and significant impact on propensity towards the TVET.
- $H_2$ : Poverty mitigation has positive and significant impact on propensity towards the TVET.
- $H_3$ : Job contentment has positive and significant impact on propensity towards the TVET.
- $H_4$ : International standards skills have positive and significant impact on propensity towards the TVET.

### 4. Data Analysis

The collected data is represented in %age form and is analysed quantitatively by using statistical package for social sciences to analyse the data (SPSS). The findings arising from the survey as well as the outcomes four of tested hypotheses are hereby presented and discussed below,

Percentage distribution of the respondents regarding the propensity towards getting TVET in rural areas of Pakistan shows that 48% respondents agree that the propensity towards getting TVET in Pakistan is at a high ratio, 50% respondents had fallen in the normal propensity where as 2% had responded in low propensity. TVET has prospect of stimulating technological progress for national development in Pakistan. The 49% respondents strongly agree, 29% agree, 15% neutral, 5% disagree and 3% strongly disagree on this statement. TVET has positive impact on poverty mitigation 71% respondent strongly agree, 13% neutral and 16% disagree on this statement. Percentage distribution of the respondents regarding their satisfaction from this profession / job contentment shows that 96% respondents are satisfied from TVET professions while 4 % respondents remained unsatisfied from this profession. Percentage distribution of the respondents regarding the international standards skills by TVET institutions shows that 48% respondents agreed that their institutes are providing skills according to international standards while 52% remained disagree.

## 5. Model Summary

Model	Std. Error of the Estimate	R Square	Adjusted R Square
1	.28926	.862	.860

Table 1: Regressor: (Constant), ISS, JC, PM<sub>a</sub>

The R<sup>2</sup> in the model is .862 which means that the regressor (ND) national development, (PM) poverty mitigation, (JC) job contentment and (ISS) international standards skills can explain 86.2% of change in the regressand. The adjusted R<sup>2</sup> demonstrates that 86% of the variances were explained in this model. In this model standard error of estimate is 29% that explains the standard deviation of the estimate (Factors in this model which could affect the propensity towards the TVET).

## 6. ANOVA Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
1					
Regression	102.279	4	25.570	305.598	.000 <sup>b</sup>
Residual	16.316	1995	.084		
Total	118.595	1999			

Table 2: ANOVA<sup>a</sup>

Regressand Variable: T.TVET

Regressor: (Constant), ISS, JC, ND, PM

The researcher used four variables that are acting as regressor and model shows the significant impact of these variables on regressand propensity towards the TVET in rural areas of Pakistan.

Model	Un-standardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error		
1					
(Constant)	.099	.040		2.453	.015
ND	.126	.048	.123	2.651	.009
PM	.615	.052	.575	11.734	.000
JC	.092	.033	.103	2.774	.006
ISS	.331	.069	.215	4.773	.046

Table 3: Coefficients

Regressand Variable: T.TVET

Beta explains the contribution of each regressor. (ND) national development with beta coefficient of .126 and sig. value of .009, (PM) poverty mitigation ( $\beta = .615$ ;  $p=.000$ ), (JC) job contentment ( $\beta = .092$ ;  $p=.006$ ) and (ISS) international standards skills ( $\beta =.331$ ;  $p=.046$ ) all these regressor shows impact on propensity towards TVET significantly. The statistical tests applied in case, all these regressor except international standard skill also suggest there is strong relationship between regressor and regressand propensity towards getting the TVET.

## 7. Correlation Analysis

Correlation		T.TVET	ND	PM	JC
ND	Pearson Correlation	.797 <sup>**</sup>	-	-	-
PM	Pearson Correlation	.903 <sup>**</sup>	.781 <sup>**</sup>	-	-
JC	Pearson Correlation	.689 <sup>**</sup>	.644 <sup>**</sup>	.650 <sup>**</sup>	-
ISS	Pearson Correlation	.812 <sup>**</sup>	.738 <sup>**</sup>	.770 <sup>**</sup>	.622 <sup>**</sup>

Table 4: Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis shows that the variable has correlation significant at 0.01 levels with each others. The results of correlation and regression analysis support all hypotheses.

## 8. Conclusion and Recommendation

In this research it's concluded that in rural area of Pakistan the propensity towards getting the TVET is due to the employment source that is helpful in the mitigation of poverty and also helpful in national building or development. According to the finds and result analysis the skills providing by the institutes has low significance relationship with prosperity towards the TVET. The reason for this low impact of International standards skills is due to less satisfaction of institute's employers, students and professionals in Pakistan.

In other words this impact shows that institutes are not providing the skills that matched the international standards. The entire hypothesis indicates that there is significant relationship between Technical Vocational Education and Training (TVET) and technological progress for national development, job contentment and poverty mitigation provided by our institutes to the students.

The promotion of technical and vocational education and training for industrialization, wealth creation, economic development and poverty eradication demands policies and strategies. When businesses develop and expand additional labor-market demands for technical and vocational training emerge, and organizations need the most advanced skills, most updated equipment and access to training, to be able to remain competitive. Countries that fail to develop action plan to implement cost effective and quality education and training for citizen will risk exposing long terms effectiveness in successfully competing in the global economy. Only those countries will survive which have quality and cheap product. These only achieved with new technologies and skill. It is important to note that skill development policies cannot be delivered just in time. In many countries the reform process has taken a decade or more to reach full implementation.

All of our hypotheses are proved true and following recommendations are vital for the growth of long term quality assurance that would positively impact on the TVET in Pakistan.

No significant poverty mitigation can be attained by any nation deprived of active and competent technical and vocational education system programs, since the level of development in a country is often considered to be a branch of the nature of her educational programs and system. So the following measures should be helpful in mitigation and mitigation of poverty in Pakistan. Government should focus on employment creation through a functional TVET. Importance should be on the practical trait of TVET which will help to produce productive youths of the nations' labour force. Trained students should be encouraged to be self-employed by assisting them with soft loans and /or micro credit. TVET institutions have gained a negative image due to their poor state and several challenges faced by the institutions. Some of these challenges include lack of sufficient government funding, lack of modern facilities, outdated technology and lack of training materials for both teachers and students. Lack of technology was found to have impacted negatively on the students and teachers. Both the teachers and students have poor technology awareness and the graduating students lack marketable skills. Technical and Vocational Education and Training in Pakistan is an education sector infuriated with confronts which embrace insufficient financial support, lack of training materials, lack of modern training equipment, use of outdated technology, lack of exposure to new methods of training and poor image. The government strategy to finance students and TVET institutions to progress performance has not properly worked in Pakistan, and also the strategy to have the regulations, guidelines or coordination of activities by TVET Authority (TVETA) has not been effective in Pakistan.

It is also recommended that the government have a way of supervising the implementation process of all its strategies for TVET to ensure effectiveness. Government should provide adequate funding for TVET institutions in order to meeting national aspirations. Sufficient funding would improve quality of manpower, standards and infrastructural resources and instructional resources in vocational institutions in Pakistan. The private sector organization should play their role in the funding of TVET institution as corporate social responsibility (CSR). The TVET policymakers should provides such policy that after attaining the TVET our young's may take part in the national development and employment. This determines when appropriately approved for fast-track attitudinal change and obtain positive commitment from parents, student, wards and all other stakeholders in the country. Governments, firms, and individuals must plan strategies to fill emerging gaps between existing education and skills levels of the population and the need for new skills and training arising from advance technology, capital accumulation and expansion of labour market. Government should strictly bind the TVET institutes to use the effective curriculum which is according to the need of society and industries. Also all TVET institution follows the same curriculum in the country and avoids the variances. The effect of a decent stratagem can only be seen in the outcomes of its execution. Government's strategic plans for upgrading of TVET have been framed but still not effectively operational.

Training institutes should develop research and development capacities in their own respective fields to keep the supply of technicians/skilled workers with the demand of industry. Technical education and vocational training institutions should ideally have to devise their technical education and vocational training according to the requirements of industry. The industry and the institutions should strengthen linkages between themselves as one cannot succeed without the support and cooperation of the other. The teachers at training institutes should be provided training by the relevant manufacturers/vendors about installing/operating machines/equipment and developing/using software to avoid situations where machines cannot be used due to malfunction. The shortage of teachers at institutions of distant and rural locations should be made up by filling the sanctioned posts by those teachers who have high proficiencies in such latest skills that were in demand in job market. Government should upgrade existing technical colleges in terms of course outline, tools, amenities and teachers to rally modern challenges. An internal pool of trainers in selected technologies should be created by inducting master trainers from abroad.

## 9. References

1. Albert, E. M. (1968). Value systems. In D. L. Sills (Ed.), International encyclopedia of the social sciences. New York: Crowell Collier and Macmillan.
2. Badawi, A. A. (2013) TVET and entrepreneurship skills (Chapter 8). In revisiting global trends in TVET: Reflections on theory and practice. UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. Available: [http://www.unevoc.unesco.org/fileadmin/up/\\_epub\\_revisiting\\_global\\_trends\\_in\\_tvete\\_book.pdf](http://www.unevoc.unesco.org/fileadmin/up/_epub_revisiting_global_trends_in_tvete_book.pdf).
3. Benson, G., 2006. Employee development, commitment and intention to turnover: a test of employability' policies in action, Human Resource Journal, 16(2): 173-92.

4. Davis, K. (2008). Extension in sub-Saharan Africa: Overview and assessment of past and current models and future prospects. *Journal of International Agricultural and Extension Education* 15(3), 15-28.
5. El-Raghy, S. (1999), *Quality Engineering Education: Student Skills and Experiences*. Global Journal of Engineering Education, Vol. 3, No.1, PP. 25-30.
6. Enahoro, N.I. (2008) Technical and Vocational Education for Productivity and Sustainable development in Nigeria. *International Journal of research* 1 (1 & 2) 102-107.
7. Feather, N. T. (1975). *Values in education and society*. New York/London: Free Press/Collier Macmillan.
8. Fien, J., Maclean, R., & Park, M. (2009). *Work, learning and sustainable development: Opportunities and challenges*. Dordrecht: Springer.
9. Gatto, J. T. (1991). *Dumbing us down: The hidden curriculum of compulsory education*. Gabriola Island: New Society Publishers.
10. Habermas, J. (1974). *Theory and practice* (J. Viertel, Trans.). Boston: Beacon. (Original work published in 1963).
11. Heyneman, S. P. (2003), *The History and Problems in the Making of Education Policy at the World Bank 1960–2000*, *International Journal of Educational Development*, 23(3), 315-337.
12. Higgins, J., Nairn, K. & Sligo, J. (2010). Vocational imagination and labour market literacy: Young New Zealanders making education–employment linkages. *Journal of Vocational Education and Training*, 62(1), 13–25
13. Karbasioun, M., S. Mirzaei and M. Mulder, 2005. Informal Technical and Vocational Training Programs and Farming in the Province of Isfahan, Iran. *Journal of Agriculture and Extension Education*, 12(2): 43-53.
14. Keibah, M. S. (1998), Higher Education and Labour Market in Libya, *Journal of Economic Research*, 9: 179- 202, (In Arabic).
15. Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347–480). Chicago: Rand McNally.
16. Ladipo, M. K., Akhuenonkhan, I. A. and Raimi, L. (2013) Technical Vocational Education and Training (TVET) as mechanism for Sustainable Development in Nigeria (SD): Potentials, Challenges and Policy Prescriptions. Presentation at CAPA International Conference held in Banjul, The Gambia.
17. LeFay, R. (2006). An ecological critique of education. *International Journal of Children’s Spirituality*, 11(1), 35–45.
18. Lesley, P. 2012. Reimagining the purpose of VET - Expanding the capability to aspire in South African Further Education and Training students. *International Journal of Educational Development*, 32: 643-653.
19. Lynch, R., 2000. High School Career and Technical Education for the First Decade of the 21st Century. *Journal of Vocational Education Research*, 25(2).
20. Maclean, R., (2011) Key Issues and Research Challenges for TVET: Bridging the gap between TVET research and the needs of policy makers’, in *NORRAG NEWS, Towards a New Global World of Skills Development? TVET’s turn to make its Mark*, No.46, pp. 125-127.
21. McGrath, S., 2012. Vocational education and training for development: a policy in need of a theory? *International Journal of Educational Development*, 32(5): 623-631.
22. Mellahi, K. 2000. Human resource development through vocational education in GulfCooperation Countries: The case of Saudi Arabia. *Journal of Vocational Education & Training* 52, no. 2: 329–44.
23. Ngware, M. W. 2002. Gender participation in technical training institutions: An assessment of the Kenyan Case. *Eastern Africa Soc. Sci. Research Review Article*, 18(1):21-33.
24. Ojimba, D.P. (2012) Vocational and Technical Education in Nigeria: Issues, Problems and Prospects’ Dimensions (IPP). *Journal of Educational and Social Research* Vol. 2 (9), pp. 23-30.
25. Okolocha, C. C (2012) Vocational Technical Education in Nigeria: Challenges and the Way Forward. *Business Management Dynamics*, Vol.2 (6), pp. 1-8.
26. Onyesom, M. and Ashibogwu, N. K. (2013) Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Management*, Vol. 5(3): pp. 306-312.
27. Oser, F. K. (1994). Moral perspectives on teaching. *Review of Research in Education*, 20, 57–127.
28. Psacharopoulos, G. (1997) Vocational education and training today: challenges and responses, *Journal of Vocational Education and Training*, 49(3), pp. 385-393.
29. Parker, W. C., Ninomiya, A., & Cogan, J. (1999). Educating world citizens: Toward multinational curriculum development. *American Educational Research Journal*, 36(2), 117–145.
30. Parsons, T. M. (1968). On the concept of value-commitments. *Sociological Inquiry*, 38, 135–159.
31. Pavlova, M. (2009). *Technology and vocational education for sustainable development: Empowering individuals for the future*. Dordrecht: Springer.
32. Rokeach, M. (1968). *Beliefs, attitudes and values: A theory of organization and change*. San Francisco: Jossey-Bass.
33. Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
34. Rural population (% of total population 2014). <http://data.worldbank.org> > Indicators
35. Ryan, R., 2001. Master Concept or Defensive Rhetoric: Australian VET policy against past practice and current international principles of lifelong learning. *International Education Journal*, 2(3): 133-147
36. Scheibe, K. E. (1970). *Beliefs and values*. New York: Holt, Rinehart & Winston.

37. Schwartz, S. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology*, 25 (pp. 1–65). New York: Academic.
38. Schwartz, S. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 50, 19–45.
39. Shabir, G. (2014) Quality Assurance Efficaciousness of Technical Vocational Education and Training (TVET) in Pakistan. *Journal of Information Engineering and Applications*, 4(9), 67-76.
40. Stephanie. A, 2012. Will skills save us? Rethinking the relationships between vocational education, skills development policies and social policy in South Africa. *International Journal of Educational Development*, 32: 632-642.
41. UNESCO (2005). Vocational education: The come-back? *Education Today*, 13, 4–7.
42. UN's Human Development Index (2013). <http://www.dailytimes.com.pk/.../pakistan-ranks-146-on-un-s-human-develop>.
43. Uwaifo, V. O. and Uddi, P. S. U. (2009) Technology and Development in Nigeria: The Missing Link. *Journal of Human Ecology*, Vol. 28(2): 107-111.
44. Wahba, M.M.M. (2010) Vocational technical education and development. In Ugwuja, S.I. Vocational technical education and development. Available on <http://www.nigerianbestforum.com/blog/?p=38404>. The Nigerian Best Forum.
45. Wilkins and Stephen (2002), Human resource development through vocational education in the United Arab Emirates: the case of Dubai Polytechnic, *Journal of Vocational Education & Training*, Vol. 54, No. 1, pp. 5-26.
46. Young New Zealanders making education–employment linkages. *Journal of Vocational Education & Training* 62, no. 1: 13–25.