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Students' Perceptions Regarding the Role of Technical Education and Vocational Training Institutes in Uplifting their Computer Competency in City, Faisalabad

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Abstract

Technical education is crucial for Pakistan's economic progress, providing earning skills and employment opportunities. However, many people focus on earning degrees instead of focusing on technical education. A study was conducted at two female TEVTA public educational institutes in Faisalabad, focusing on computer appliance courses. The study found that vocational educational institutes improve skills through learning by doing with, while technological gadgets are the second-ranking skill. Basic level courses are the third-ranking skill. Technical and vocational institutes play a significant role in developing students' confidence and changing their lives. The study suggests that high authorities should manage educational resources in these institutes to improve the educational quality. The study highlights the need for higher authorities to address the lack of interest in technical education among head teachers and students.

Keywords: Technical Education, Vocational Training, Computer Competency, Student Confidence

Authors:

Amna Zahoor: PhD Scholar, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.

Muhammad Adnan Shad: PhD Scholar, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.

Shafqat Rasool: (Corresponding Author)

Assistant Professor, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.

(Email: dr.shafqat.rasool@gcuf.edu.pk)

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**Authors:**

Amna Zahoor: PhD Scholar, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.

Muhammad Adnan Shad: PhD Scholar, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.

Shafqat Rasool: (Corresponding Author)
Assistant Professor, Department of Education, Government College University, Faisalabad, Punjab, Pakistan.
(Email: dr.shafqat.rasool@gcuf.edu.pk)

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Title

Students' Perceptions Regarding the Role of Technical Education and Vocational Training Institutes in Uplifting their Computer Competency in City, Faisalabad

Abstract

Technical education is crucial for Pakistan's economic progress, providing earning skills and employment opportunities. However, many people focus on earning degrees instead of focusing on technical education. A study was conducted at two female TEVTA public educational institutes in Faisalabad, focusing on computer appliance courses. The study found that vocational educational institutes improve skills through learning by doing with, while technological gadgets are the second-ranking skill. Basic level courses are the third-ranking skill. Technical and vocational institutes play a significant role in developing students' confidence and changing their lives. The study suggests that high authorities should manage educational resources in these institutes to improve the educational quality. The study highlights the need for higher authorities to address the lack of interest in technical education among head teachers and students.

Keywords: [Technical Education](#), [Vocational Training](#), [Computer Competency](#), [Student Confidence](#)

Introduction

Every person's development depends on education, which also promotes societal advancement with positive social and economic effects. It fortifies the country as well as advances society. Education is an indicator of a nation's manpower capacity, essential for societal well-being. The progress and prosperity of a country depend on its literacy rate and the

quality of education. Thus, providing improved knowledge to the people is crucial for a prosperous country. Education is a vital indicator that drives government and organizational operations (Wonacott, 2003).

Technical education and vocational training offer opportunities for home stability and contribute to the economic growth of the country. The Government of Punjab



is investing heavily in this project to encourage student enrollment in colleges. This study aims to assess the effectiveness and outcomes of technical and vocational education, marking the first of its kind and paving the way for future research (Javied and Hyder, [2011](#)).

The quality of technical education depends on the quality of materials and teaching techniques. However, a lack of interest from teachers and administration poses problems for educational policy management. The deterioration in technical education quality is due to the lack of technical tools and educational resources (Mothibi, [2012](#)).

Technical education and vocational training focus on content analysis. In technical institutes, teachers use student-centered methods, enabling students to control their learning. Teachers create situations for students to gain the necessary experience, aiming to foster a positive and developmental change in students' attitudes (Gebre et al., [2012](#)); Tarhini, [2014](#)).

In Pakistan, technical and educational institutes are responsible for developing entrepreneurial computer skills and personality traits. However, technical education is neglected due to financial constraints, poor school infrastructure, security issues, and a lack of qualified teachers. Educational policies and lack of student motivation further deteriorate the technical education system (Kelly, [2015](#)).

Technical educational institutes conduct scientific experiments and research, where students follow specific procedures to acquire knowledge. The flexible technical education system helps students assimilate facts and improve academic performance (Clark and Mayer, 2015). However, due to insufficient skills among teachers and unfulfilled educational policies, technical education does not effectively develop students' professional careers (Mould, [2016](#)).

Several factors hinder the improvement of technical educational standards, including frequent changes in government policies, which disrupt the continuity and quality of education, leading to higher dropout rates (Bernard, [2018](#)).

The term "technical and vocational education and training" (TVET) was first used at the World Congress of TVET in Seoul, Korea, in 1999, encompassing various aspects of the field, including vocational and technical education, career and technical education, apprenticeship training, and workforce education (UNESCO, [2014](#)).

There is a positive relationship between educational systems and vocational programs, with stakeholders playing a crucial role in academic achievements.

Apprenticeships and industrial arts have been traditional methods of vocational training, but modern education has shifted towards integrating technology and career preparation training. Despite the evolution of vocational education, challenges remain in aligning it with students' perceptions and career aspirations (Steve, [2018](#); Sakthivel et al., [2005](#)).

The goal of the current study is to comprehend secondary school students' views regarding vocational education and to pinpoint the variables affecting those views. This understanding is crucial for reversing the trend of declining vocational education enrollment and addressing the skilled labor shortage in various industries (Adams et al., 2001; Parker, [2008](#)).

To achieve this, a comprehensive survey was conducted to gather insights into students' attitudes toward vocational education, considering gender, race, academic achievement, career awareness, and socioeconomic variables. The findings will help in shaping effective educational policies and programs to enhance vocational education as well as meet the needs of the modern workforce (Florence, [2019](#)).

By gaining information and skills, technical education and vocational training can assist people in making a living and making a positive impact on the social and economic advancement of their nation. The development of human resources boosts productivity and economic growth. Political stability, social mobility, and economic emancipation result from this. Human resource development includes training and skill development since they are essential to an individual's ability to produce (Javied & Hyder, [2011](#)).

Technical education and vocational training are focused on content analysis. Most instructors in technical colleges impart technical skills to their pupils with considerable fervor and enthusiasm during the teaching and learning process. By doing this, educators can impart knowledge by putting students in scenarios that allow them to get the experience needed to finish the learning process. In technical educational institutes, most teachers use the student-centered method because this method has student's full command of what they want to learn (Gebre et al., [2012](#)).

Technical educational institutes shift the learning in the conception of intellect related to changes in the surroundings

as learning intellect is a scrap of this system. Technical learning brings changes in the learning behavior of learners' lives at any level. The major aim of establishing technical educational institutes is to cater to positive as well as developmental changes in the attitude of learners that can be achieved through the use of different strategies. This transmission of knowledge with having great understanding and the facilities makes students active, which is the basic aim of the establishment of technical institutes (Tarhini, [2014](#)).

In Pakistan, technical and educational institutes are responsible for the entrepreneur's skills and personality traits flourishing. The establishment of technical institutes is necessary for the economic development of any country. But in Pakistan, technical education is ignored due to a lack of financial resources, poor building of schools, lack of security, and lack of teachers' technical education. Educational policies and lack of motivation among students are the basic reasons that deteriorate the technical education system in Pakistan (Kelly, [2015](#)).

Technical and vocational education is related to the accomplishment of specific needs with the help of some experts. In the educational procedure, this role is mostly played by the teachers. Some students shared their experiences of how they can choose the right direction and field for their future prosperity.

The development of the country depends on the use of its best available resources, and it could only be possible if people are well aware of these resources. Maximum use of physical human and capital resources can be done to improve the development of the nation (Ahmed and Khan, [2018](#)).

Literature Review

Kazdin ([2010](#)): Reported that technical and vocational learning demands time, resources, skill, technologies, motivation, and self-discipline. It may be challenging for technical education students to successfully complete their studies. Students are often in a hurry to submit assignments, reports, and projects but find no help when they are stuck.

Sabir ([2011](#)): Explained that flexible schedules and less development of students are found in technical institutes due to unexpected and thrilling events. The rapid change and development in technology, economic globalization, and the liberalization of the free market bring changes to the complex educational policies of technical educational institutes. New models need to be developed to address these challenges.

Victor et al. ([2013](#)): Defined that the reconstruction of the curriculum for technical education always plays an important role in the development of students along with the development of best teaching methodologies. The study describes teachers' and students' perceptions, the role of teachers, and students' attitudes toward the making of new curricula for the betterment of technical education.

Ammermueller ([2014](#)): Narrated that the disinterest in technical educational institutes is due to the negative behavior of students. Bullying is very common and has negative impacts on the personality of students, creating violence and harassment in technical educational institutes, making the learning environment low and crime-oriented.

Beersley and DeGeneres ([2014](#)): Defined that in technical educational institutes, the latest educational laboratory equipment is not used, a result of ministers' lack of belief in the "learning by doing" methodology. This methodology can improve the living standards of people, and technical education and training help to improve their quality of life.

Polelo and Molefe ([2016](#)): Found that inequality of wealth in Pakistan and social systems are basic reasons for the low standard of technical educational institutes. Encouraging students to take part in vocational education at different levels can morally and economically develop society and increase students' knowledge.

Masud and Huang ([2015](#)): Demonstrated that learning with different educational aids in technical educational institutes deteriorates in some societies. In technical colleges, students use aids for learning so that all students can easily understand the lesson. This innovation in the teaching process equips institutes with the latest teaching tools to meet modern needs.

Reza and Khalid ([2017](#)): Investigated that technical education plays an important role in uplifting the economic growth of the nation and removing poverty. The main purpose of technical education is to produce a skilled workforce for the betterment of the community and the nation. The study indicated a weak relationship between industry and society, recommending improvements in the private sector.

Felmely ([2019](#)): Indicated that researchers have found relationships between the need for technical and vocational education, emotional development, and academic success. Additional career support for students is required to ensure

good academic progress and excellent test scores, supporting healthy growth in children's social and emotional capabilities.

Ayoub (2015) on Career Counseling and Job Market Alignment: Ayoub (2015) explored the necessity of career counseling within the education system, emphasizing its role in guiding students toward appropriate trades. This alignment ensures that, upon completing their education, students have access to jobs that match their skills, thereby benefiting the community and the common good. This highlights the importance of structured career guidance in shaping an effective and employable workforce.

Shah (2009) on Policy Execution and Quality Management: Shah (2009) pointed out the gap between policy targets and their execution, noting that unrealistic planning, lack of coordination, and communication gaps at the national level adversely affect quality management. Additional factors like fund leakage, political instability, and improper resource utilization further deteriorate the state of technical education. This analysis provides insight into systemic issues hindering the effectiveness of TVE in Pakistan.

Awang et al. (2011) on Equalizing TVE with General Education: Awang et al. (2011) reported that students are more attracted to technical education and vocational skills when these are given equal status with general education. This parity helps meet societal expectations and applies course content practically, encouraging students to pursue TVE as a viable and respected educational path. This perspective underscores the need for societal and educational reforms to elevate the status of TVE.

Materials and Methods:

Population

In this study, the population consists of all students of female TEVTA public educational institutes in Tehsil Faisalabad (city). Specifically, there are 17 such institutes in Tehsil Faisalabad, with a total of 209 students enrolled in the course on computer appliances being the targeted population for this research.

Sample

The sample size for this study was 117 students, determined with a 6% confidence interval and a 95% confidence level using online software available at www.surveysystem.com.

Development of Instruments

The purpose of the questionnaire was to precisely outline the study's goals and ensure reliable and factual answers. The development of the questionnaire was a challenging task, involving the careful construction of questions to facilitate respondent cooperation.

Data Collection

During the data collection process, meticulous attention was given to recording responses according to the established procedure. This ensured consistency and accuracy in capturing the data necessary for the study's analysis and conclusions.

Statistical Analysis

The data was analyzed using descriptive statistics with SPSS.

Conclusion

It is reported that technical and vocational learning demands time, resources, skills, technologies, motivation, and self-discipline. It may be challenging for technical education to successfully complete their study time period and to follow study tips for effective learning; technical institutes are deprived of special attention. Students are always in a hurry to submit assignments, reports, and projects but at the same time, they find none to help them where they are stuck. It is also found that the major factor that never attains special consideration in technical educational institutes is the ability, to explore the feelings of explaining anything confidently that will help in the financial resources attainment. Technical educational institutes do not work and raise the standards of education because due to changes in the government, the educational policies are changed; therefore the faculties of educational institutes adopt and work according to this. These circumstances not only deteriorate the educational quality of specific institutes but also increase the drop rate.

Recommendations

- More practice is necessary for learning the skills.
- A proper internet connection is needed.
- Properly maintained equipment is necessary.
- Teachers continuously evolving are necessary for learning by doing. If the teachers focus on students they can learn the skills.

- Technical and vocational training institutes provide opportunities to get admission at any age and level. We should be aware of the students to get admission and take a step into the field of computers.
- The high authorities should manage the educational resources in the technical and vocational educational institutes so that the educational quality of these institutes should be good.
- Teachers and administrative departments should manage the educational activities so that the discipline can be managed.
- The government should make policies through which the hindrances can be removed for attaining education.
- We should guide and aware the rural people aware through educational camps and through education campaigns.

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