

Aligning Labour Market Demands with a Skilled Workforce: Strategies for Engaging Sri Lankan Youth in TVET Courses

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Abstract: The National Vocational Qualification Framework of Sri Lanka was institutionalized in the year 2004 and with time raised along on a steadfast journey of gradually developing and is currently well-established with the TVET sector in Sri Lanka. The fact remains that the social recognition of the TVET sector's implementation and functions within the country is somewhat unsatisfactory among the youth. Thus, the survey explores Integrating Labour Market needs with a skilled workforce in the TVET system thereby establishing formalizing TVET qualifications, based on the research findings. Integrating the Labour Market Needs with the TVET System for supplying the skilled workforce is a major factor being developed by the TVET sector thereby the respective study aiming towards the Sri Lankan youth.

Keywords: *Labour Market, NVQFSL, Qualifications, TVET, Workforce*

Introduction

The Technical and Vocational Education and Training (TVET) sector is the most effect to the development of the country's economy to a greater extent in terms of the human resources required by the workforce in the global context. TVET is illuminated as "A comprehensive term referring to the respective aspects of the educational process that revolves around a combination of studies attributing towards the main concerns such as technology related sciences and the acquisition of practical skills, attitudes, understanding & knowledge relating to occupations in various Sectors of Economic and Social Life; in addition to the spectrum of the general education that is being provided on the whole. (Badawi, 2013).

It is no doubt that one of the critical issues faced currently is unemployment in Sri Lanka. Hence in this context, the respective research reviews the TVET qualifications to be relevant in respect of the labor market expectations concerning the level of aligning mainly, especially as far as blue-collar jobs are concerned. Therefore, the national policymakers and industry people required the TVET strategy to direct with an outcome-based system applicable for all sectors monitoring (Maliranta, Nurmi & Virtanen, 2010). TVET sector is affecting the government policy and support; they must align with the needs of the industry (Stuart, 2012). The Sri Lankan labour market segment is employed in public, private formal, and private informal sectors (Gunatilaka, Mayer & Vodopivec, 2010; Maurer, 2012).

In considering the educational credentials of the TVET pass outs to the labour market this research finds the pathway in identifying the concerning aspects through mapping of the requirement of the labour market thereby according to the evidence found on the labour market value of different types of educational paths in general thus comparing different educational paths in a specific manner (Tuor., Backes-Gellner, 2010). Considering the non-degree courses in Sri Lanka, various diploma courses are available and categorized under various names and identification. Therefore, based on their output, these courses must be mapped against the well-defined NVQ framework and assigned in terms of the required NVQ levels.

In present decades matching the TVET qualification to employment have to be considered non- NVQ courses qualifications about their various status, various names, different modes, and the different durations carried. Aspects behind the labor market to find relevant youth suited to the industry concerning the job status. TVET pass outs in the labor market are different in performing of the labor market and it's developing with supply or push factors in the labor market with regards to economic activities have expanded in the industrial and service sectors of the economy, creating additional demand for skilled, semiskilled, and unskilled labour (Chandrasiri, 2010; Comyn,2009; Kotamraju,2014). This research tries to fulfill that requirement and the national human resource development through the TVET pass outs. Human resources establish a critical knowledge factor to organizational success and to gain competitive advantage, also that perspective defined learning capability. To research will carry out some special features as the factors for the proposed model.

Methodology

The study was conducted in the TVET sector in Sri Lanka, thereby the expectations of the enrolled students for TVET training were examined. A survey was conducted to identify the status of their expectations in the TVET sector in Sri Lanka for skilled occupations which were compared with published data of TVET pass outs in other countries. Three groups were selected of those unemployed, those who are seeking jobs in the TVET sector, and those who are currently involved in training in the TVET sector.

This study used the triangulation method and a piloted and validated questionnaire to gather the sample population considered. The sample population of the Trainers who have conducted NVQ courses for the academic year 2019/2020. The Trainers of all the public institutes and private centers were included in the sample. And sample was selected as per the clustering sample method based on the distribution of the district population. The questionnaire included aspects of the respondents' Demographic characteristics of the respondents, expectations for enrolment in Technical and Vocational Education and Training, and their Perception of socially recognized blue-colored occupational areas in the Technical and Vocational Education and Training in Sri Lanka (TVET) sector. The study also focuses on staff members involved in policymaking, heads, training, lecturing, practicals, and other academic staff's perceptions to make recommendations. The draft questionnaire has been used as a pilot sample to assure validity and reliability. And study interviewed TVET staff, especially sector experts, for compiling and triangulating the study. This study's scope is students' perceptions of socially known as blue-collared occupational areas for TVET in Sri Lanka and its factors affecting

attracting NVQ level (1-4) courses. The study is based on the literature and current data issued by TVEC to select the study sample.

At the same time, the second part was conducted with the support given by the Department of Multi-Purpose Development in the collection of the questionnaires distributed among the applicants of the Department of Multi-Purpose Development Task Force – In terms of the program in providing 100,000 jobs in Recruiting the Skilled force.

This study used both qualitative and quantitative approaches. Primary and secondary data related to textbooks, publications, articles, etc., were used in this study to achieve the objectives. In terms of the primary data collection, the questionnaire was formulated to obtain career development-related factors. Also, the output of the training courses regarding the TVET sector as well as a structured interview method was used to collect data which is being used for identifying trends, and patterns and treating theoretical clarification. Research on primary data collection takes into account, the present student-student trainers and industry persons already employed as TVET qualifiers. And discussions were conducted with experts on the subject and officers of the relevant field in collecting primary data thereby gathering hidden knowledge and data analysis was done using statistical software.

Population and Sample

The target population was in terms of all the students and trainers willing and currently involved in the TVET Institutions in the public sector in Sri Lanka. The study considered as the public sector has produced the largest number of trainers in Vocational training institutes as per the Labour Market Information

Bulleting published by the Tertiary and Vocational Educational Commission.

The study sample will consider clustered policymakers/heads/ Teachers/ Trainers/ Trainees and the selected vocational stream in selected schools. The Ministry of Education targeted 2021 quoting that, "They have planned for 112 schools to be programmed on Vocational Training for 15000 students and has targeted for 26 occupational areas.". Hence this study is in respect of the GCE A/L students (after Grade 11)- Who selected the Technology stream and also other stream students who were selected for justification of the research recommendations.

The research used the study sample, which contains information about the demand constraining of pull factor and pushes factors in the labour market. Those already involved in occupational categories represent higher demanded, leased demand, and randomized. Hence the research is able to provide results in comparison and also the accuracy of the results.

The selected occupational categories were covered by TVET pass-outs, training providers, and also the labour market, C.E.O., and H.R. The second group of samples was collected for the study at the same time as the second questionnaire in terms of the population of the Department of Multi-Purpose Development Task Force – In respect of the program in providing 100,000 jobs in Recruiting the Skilled Force.

Data Collection Methods

This study clarifies the objectives by observing the respondents from the current students of major TVET institutions, in respect of research pertaining to the current awareness and the willingness for the selected occupational categories involved according to the

skilled work category in the labour market. To research, a questionnaire was distributed to a group of students via an online survey thereby taking responses from the databases.

At the same time, the second part of the research was conducted with the support given by the Department of Multi-Purpose Development in collecting the questionnaires distributed among the applicants covering the Department of Multi-Purpose Development Task Force – Program in providing 100,000 jobs in Recruiting the Skilled Force.

Data Analysis

It has been well-known that the drafted questionnaire should be administered to a pilot sample to assure increased reliability, validity, and practicability of the questionnaire (Ritchie et al., 2003). Therefore, a draft copy of a questionnaire was distributed to a pilot sample of 100 students selected randomly from schools and TVET programs. The data set obtained from the pilot survey was used for the Reliability Analysis. The Reliability Coefficient, i.e., Cronbach's alpha (α) indicates the suitability of the questionnaire for the purpose, and the higher values ($\alpha \geq 0.50$) are often considered as acceptability of the questionnaire. For the triangulation of the data 50 learners and trainers were interviewed.

The study's sample size was determined according to Krejcie, and Morgan (1970), and 500 questionnaires were distributed to the students.

The data gathered from the study were analyzed using frequency, cross-tabulation, and correlation (ranked correlation). An attempt was made to use structural equation modeling to elaborate the direct and indirect effect of the subthemes of the practical components of

the botany courses. It is intended to use partial least square methods by employing Smart P.L.S. Ver. 3 (2019). In this study, data were collected from the respondents from the questionnaire to make them manageable and meaningful by using statistical analysis. When finishing the data collection, the researcher analyses the raw data, uses interpretations and clarifications to establish causal relations, and reports the findings.

Empirical Literature

The main components of the TVET training are skills, knowledge, and attitude of the individuals that affect one's employment. Therefore, this concern, highlights the need of students to be made aware and understand the importance of social and employability skills as part of their vocational education and training thereby increasing the ratio of employability (Saunders, Skinner & Beresford, 2005). However, in the case of the H.R. perspective, equal capacity development is important for individual improvement and its effect on the organization's human resource development.

The motivations for employee and employer participation in training initiatives help workforce incentives leverage firm-level demands for workforce development, which create value for H.R.D. and demand-supply linkage with the local workforce and the economic development strategy (Alagaraja & Kotamraju, 2014). Organizational level H.R.D. Perspective builds up the national level of human resources.

TVET is a thorough education considered to empower learners in developing their technical skills, human abilities, cognitive understanding, attitudes, and work habits in preparing them sufficiently for the world of work or in terms of self-

employment after graduation (Winer, 2000). To apply the skills and knowledge of the employees and adjust relevant industrial production technology in reaction to the deviations that have taken place with the difference in the qualified supply of skilled labor (Pietro & Urwin, 2006). Labor agreements concerning the jobs exist in all occupational groups applicable to greater segmentation of the labor market (Polavieja, 2003b).

Criticisms approached from the supply side of the labor market to employers proceed a discursive practice to finding adequately qualified students (García-Espejo and Marta Ibáñez, 2006). Hence this research will also consider the outcome to the labor market of TVET students involving various courses which will also determine the qualification level of the non-degree courses in the TVET

Sector and how labor market employability increases towards the diploma courses.

Technical and Vocational Education and Training

Currently, the Technical and Vocational Education and Training sector is the major area providing labor market output. Table 3.1 elaborates on the number of registered institutes categorized up to the 31st of May 2021. The major training providers are, the Vocational Training Authority (VTA), National Apprentice and Industrial Training Authority (NAITA), Department of Technical Education and Training (DTET), private institutions, etc. Also, 1135 institutes were registered as per the TVEC data, specified below in Table 1.

Table 1: Registered Institutes as of 31/05/2021 By Training Providers

Institute	No. of Institutions
DTET	36
NAITA	37
NYC	2
NYSC	33
Private	611
Public-Other	225
SLBFE	7
VTA	184
Grand Total	1135

Above Table 1 indicates all registered institutes and according to TVEC data, 3277 accredited courses are available altogether. TVEC clarified 26 industry sectors to develop N.C.S. and curriculums to deliver NVQ courses. Accordingly, 3277 courses were accredited and the courses which are not accredited are Non-NVQ courses that are conducted with

TVEC registration. 3277 accredited courses were eligible in receiving awards of NVQ certification which are followed by N.C.S. and Curriculum issued nationally through the NVQ system. Table 2, the course accreditation of active training providers as of 31/05/2021 is shown below according to the industry sector.

Table 2: Active Training Providers' Course Accreditation as of 31/05/2021

Sector	No. of Accreditation
(A) Agriculture, Hunting and Forestry	83
(B) Fishing	19
(D) Manufacturing	784
(E) Electricity, Gas and Water Supply	298
(F) Construction	379
(G) Wholesale and Retail Trade	343
(H) Hotel and Restaurants	171
(I) Transport, Storage and Communications	39
(J) Financial Inter-mediation	33
(K) Real Estate, Renting and Business Activities	576
(L) Public Administration and Defence	5
(M) Education	47
(N) Health and Social Work	79
(O) Other Community, Social and Personal Service Activities	421
Grand Total	3277

Active training providers' course accreditation as of 31/05/2021 is shown below in Table 3. All NVQ courses are mainly offered by Government Institutes.

The private sector as well as N.G.O. has also accredited their training courses with the TVEC.

Table 3: Course Accreditation According to the Institutes as of 31/05/2021

Institute	No. of Accreditation
DTET	658
NAITA	84
NYC	6
NYSC	236
Private	690
Public-Other	375
SLBFE	14
VTA	1214
Grand Total	3277

Table 4 elaborates on N.C.S. development for NVQ Level 1-4 certificate levels and

NVQ level 5-6 Diploma level NVQ NCS developed as of 31st of May 2021.

Table 4: N.C.S. Development as of 31/05/2021

Sector	Level 1-4	Level 5 & 6	Grand Total
(A) Agriculture, Hunting and Forestry	22	8	30
(B) Fishing	5	2	7
(BCS) Common	4		4
(D) Manufacturing	73	22	95
(E) Electricity, Gas and Water Supply	12	3	15
(F) Construction	20	7	27
(G) Wholesale and Retail Trade	27	6	33
(H) Hotel and Restaurants	16	3	19
(I) Transport, Storage and Communications	19	2	21
(J) Financial Inter-mediation	1		1
(K) Real Estate, Renting and Business Activities	24	1	25
(L) Public Administration and Defence	4		4
(M) Education	2	3	5
(N) Health and Social Work	22	7	29
(O) Other Community, Social and Personal Service Activities	28	4	32
Grand Total	279	68	347

There are 347 NCS being developed, covering the certificate and diploma

levels. TVEC issued the NVQ certificates by sector wise which is shown in Table 5.

Table 5: NVQ Certificate issued up to 31/05/2021

Sector	No. of Issued Certificates
(A) Agriculture, Hunting, and Forestry	8,669
(B) Fishing	202
(BCS) Common	28,270
(D) Manufacturing	92,318
(E) Electricity, Gas, and Water Supply	46,931
(F) Construction	52,434
(G) Wholesale and Retail Trade	41,325
(H) Hotel and Restaurants	15,899

Sector	No. of Issued Certificates
(I) Transport, Storage, and Communications	3,625
(J) Financial Inter-mediation	1,975
(K) Real Estate, Renting, and Business Activities	108,617
(L) Public Administration and Defence	49
(M) Education	4,759
(N) Health and Social Work	7,743
(O) Other Community, Social and Personal Service Activities	69,932
Grand Total	482,748

TVEC issued 482,748 NVQ certificates which the distribution is shown sector-wise in Table 6 - NVQ Certificates issued by the Institutes up to 31/05/2021.

Table 6: NVQ Certificate Issued Up to 31/05/2021 by the Institutes

Institute	No. of Issued Certificates
Ceylon German Technical Training Institute	3,370
DTET	56,838
NAITA	96,995
NYSC	15,396
Open University of Sri Lanka	368
Private	143,393
Sri Lanka Institute of Printing	75
VTA	166,313
Grand Total	482,748

In respect of the NVQ system, there are three main methods that are being delivered that can be specified as, the NVQ certificate C.B.T. (Competency-

based training), E.B.T. (Enterprise-based training), and R.P.L. (Recognition of Prior Learning). The below table shows how the distribution process activates via its mode of training.

Table 7: NVQ Certificate Issued Up to 31/05/2021 by Mode

Training Mode	No. of Issued Certificates
CBT	400,016
EBT	12,088
RPL	70,644
Grand Total	482,748

Data Analysis

Data was collected from both non-participants and participants in the Vocational Education and Training in Sri Lanka for this study where two questionnaires were developed for both parties.

Section 01: Responses from The Non-Participants in Vocational Education and Training

Section 01 covered the responses from the non-participants in vocational education and training in Sri Lanka.

Distribution of Respondents-According to the Provinces

Provincial-wise distribution of respondents from the non-participants in the vocational education and training in Sri Lanka is shown in Figure 1.

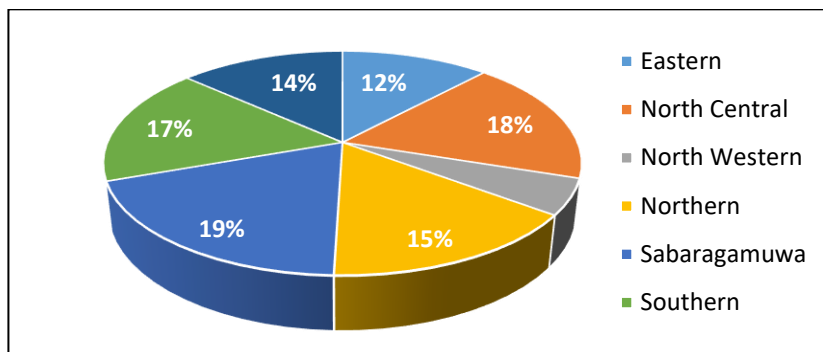


Figure 1: Provincial-wise distribution of the Respondents from the non-participants in the vocational educational and training

As per Figure 1, 378 respondents participated from Sabaragamuwa province, 360 from North Central, 340 from Southern, 303 from Northern, 265 from Western, 237 from Eastern, and 102

from North-Western provinces; this study illustrates the non-participants in the vocational education and training in Sri Lanka.

According to the Age

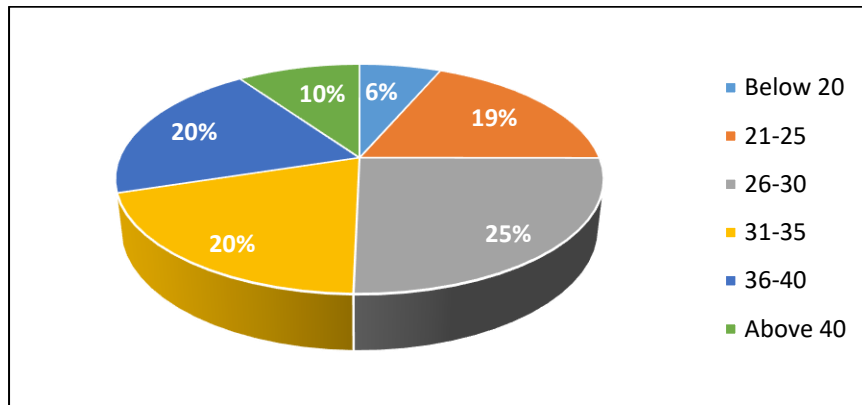


Figure 2: Respondents according to the Age Group- from the Non-participants in the Vocational Education and Training in Sri Lanka

As per the findings: 128 respondents are below 20 years; 369 respondents between 21-25 years; 502 respondents are between 26-30 years; 393 respondents between 31-

35 years; 400 respondents between 36-40 years & 193 respondents above 40 years of age.

According to Gender

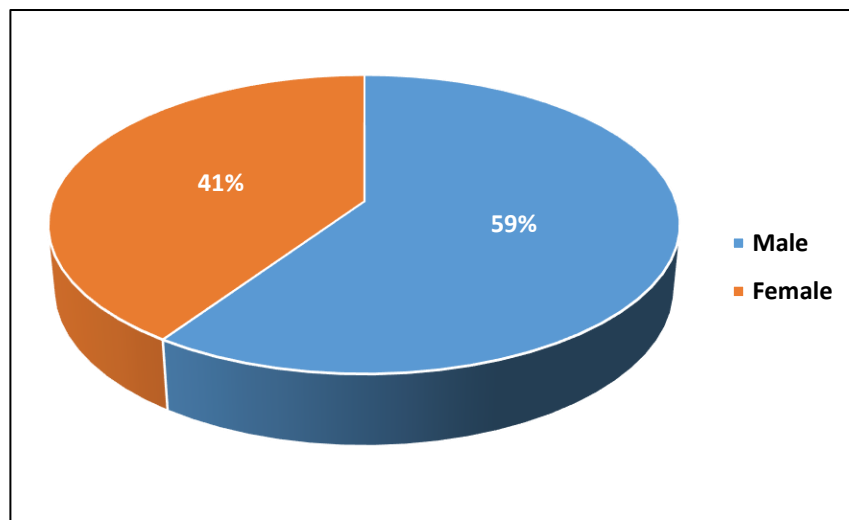


Figure 3: Respondents according to Gender- from the non-participants in the vocational education and training in Sri Lanka

As per the findings: 59% of respondents are males whereas 41 are females who are

non-participants in vocational education and training in Sri Lanka.

According to the Level of Education

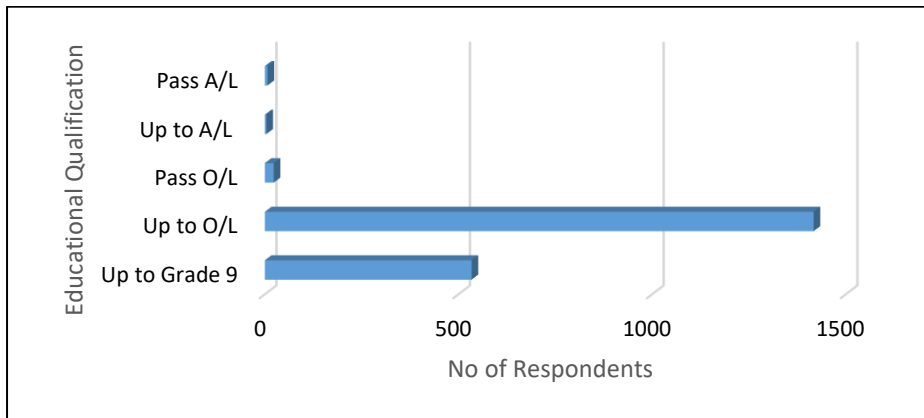


Figure 4: Respondents according to the Level of Education- from the non-participants in the vocational education and training in Sri Lanka

534 respondents have passed up to Grade 9; 1417 up to GCE O/L, 23 respondents have passed GCE O/L, 4 respondents up to GCE A/L and 7 respondents have passed GCE A/L.

Awareness of Vocational Education & Training

Research findings on Awareness of vocational education among non-participants in vocational education and training are given in the graph below.

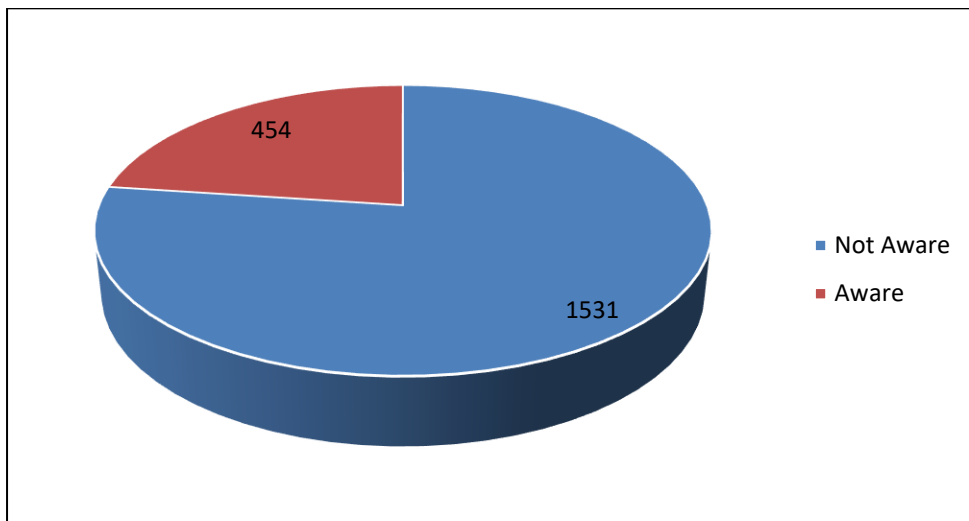


Figure 5: Awareness of Vocational Education among the non-participants in the vocational education and training in Sri Lanka

As per the findings: 77% of respondents are not aware of vocational education in Sri Lanka whereas only 23% remain to be aware of it.

Reasons for Not Selecting Vocational Education

The questionnaire focused on finding reasons in terms of not following the vocational courses among the non-participants in vocational education and training in Sri Lanka. The data found is illustrated in Figure 6.

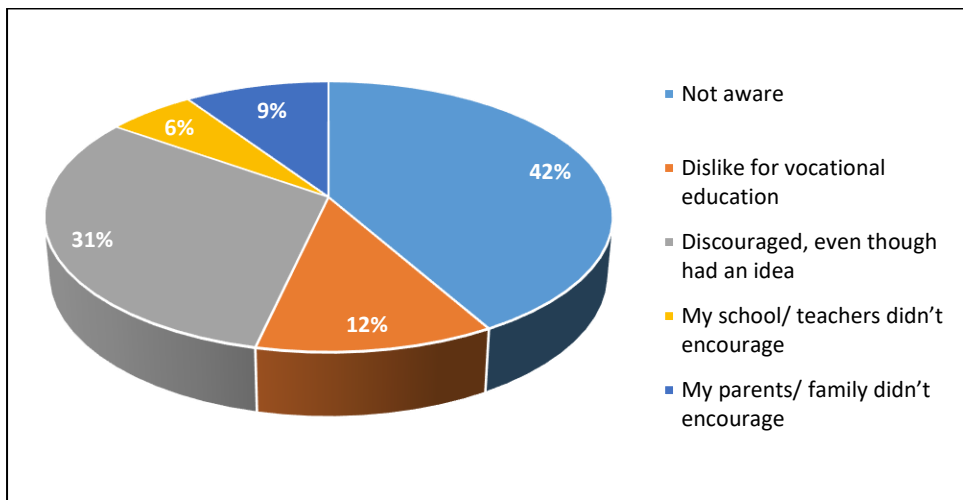


Figure 6: Reasons for Not Selecting Vocational Education

As per the findings: 42% were not aware of vocational education, 12% did not prefer vocational education and 31% have been discouraged by various parties although they had a liking towards it. 6% discouragement from Schools/ teachers and 9% discouragement from parents/ family in selecting vocational education.

Perception of the Vocational Education

The Perception of Vocational Education among the non-participants in vocational education and training is given in the Figure 7 below.

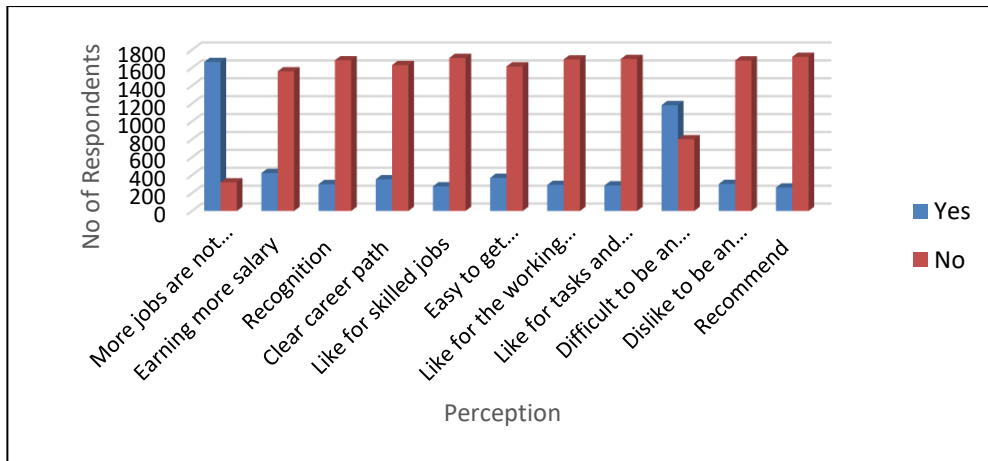


Figure 7: Perception on Vocational Education

As per the findings: 16% of respondents believe that more jobs are available in vocational education whereas 84% believe more jobs are unavailable concerning the respective field. 79% of respondents assume that a higher salary cannot be earned in the field of vocational education whereas only 21% assume that it's possible. 85% of respondents believe that there is no recognition for vocational education whereas only 15% believe that recognition in this regard exists. 82% of respondents assume that there is no clear career path in vocational education whereas only 18% of respondents believe that there is. 86% of respondents dislike skilled jobs whereas only 14% of respondents prefer skilled jobs. 81% of

respondents assume that promotion is difficult in vocational jobs whereas only 19% of respondents believe that it is not so. 85% of respondents dislike the working environments in vocational jobs whereas only 15% prefer the working environments. 86% of respondents dislike vocational job tasks and duties whereas only 14% of respondents prefer them. Only 40% of respondents believe that it is easy to be an entrepreneur through vocational education whereas 60% do not. 85% of respondents prefer being entrepreneurs whereas only 15% of non-preference in this regard. Vocational education is being recommended by only 13% whereas the remaining 87% will not recommend it to anybody.

Creating Awareness of Vocational Institutions in Sri Lanka

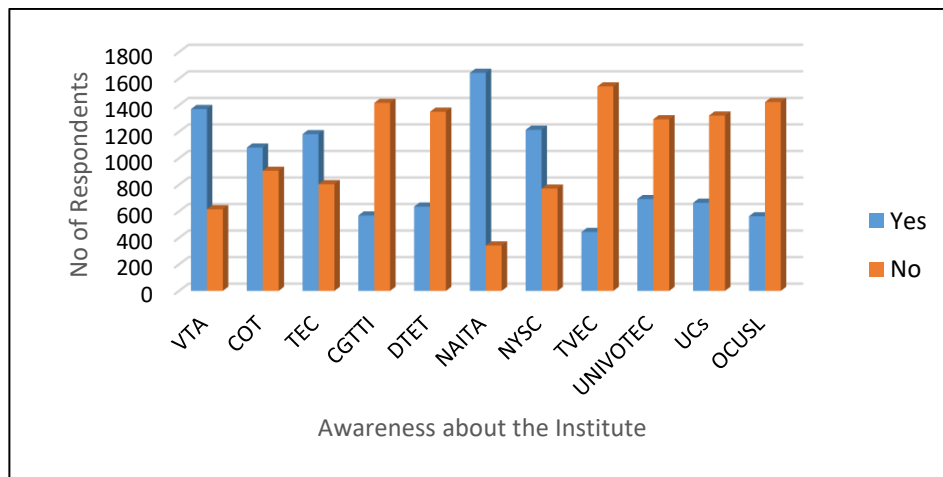


Figure 8: Awareness of the Vocational Institutions

As per figure 8, 1370 respondents (69%) are aware of the Vocational Training Authority (VTA) whereas 615 respondents (31%) remain to be unaware. 1080 respondents (54%) are aware of the College of Technology (C.O.T.) whereas 905 respondents (46%) are not aware. 1181 respondents (59%) are aware of Technical College (T.E.C.) whereas not known by 804 respondents (41%). 568 respondents (29%) are aware Ceylon-German Technical Training Institute (CGTTI), whereas 1417 respondents (71%) remain clueless. 635 respondents (32%) are aware Department of Technical Education & Training (DTET) whereas 1350 respondents (68%) remain clueless. 1643 respondents (83%) are aware of National Apprentice & Industrial Training Authority (NAITA) whereas 342 respondents (17%) are clueless. 1214 respondents (61%) are aware National Youth Services Council (NYSC) whereas 771 respondents (39%) remain clueless. 444 respondents (22%) are aware Tertiary & Vocational Education Commission (TVEC) whereas 1541 respondents (78%) remain otherwise. 692 respondents (35%) are aware of the

University of Vocational Technology (UNIVOTEC) whereas 1293 respondents (65%) remain otherwise. 664 respondents (33%) are aware of University Colleges (U.C.s) whereas 1321 respondents (67%) remain otherwise. 562 respondents (28%) are aware of Ocean University of Sri Lanka (OCUSL) whereas 1423 respondents (72%) remain otherwise.

Section 02: Responses from the Participants in Vocational Education and Training

Section 02 covers the responses from the participants in vocational education and training in Sri Lanka. Data was collected from the Vocational Training Authority (VTA), National Apprentice & Industrial Training Authority (NAITA), Department of Technical Education & Training (DTET), and University Colleges (U.C.s).

According to Institutions

Institution-wise distribution of respondents from the participants in the

vocational education and training of Sri Lanka is shown below.

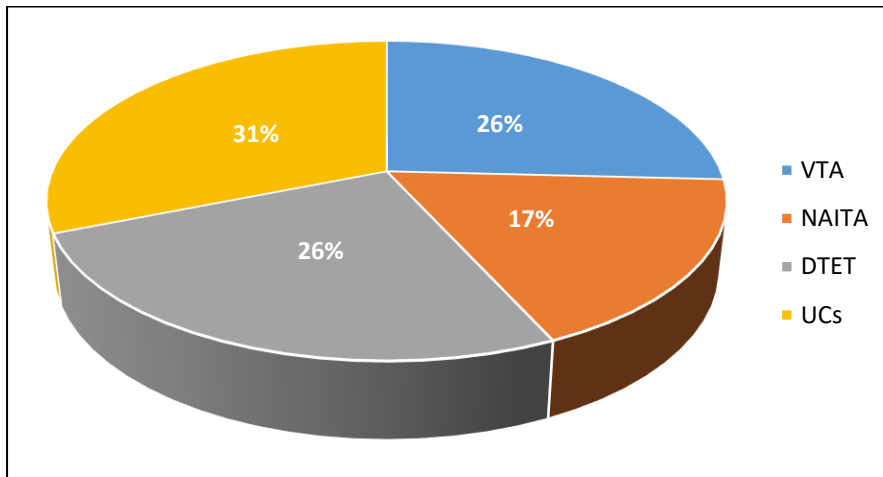


Figure 9: Respondents from the Vocational Institutions

As per the findings: 175 respondents (26%) from the Vocational Training Authority (VTA); 118 respondents (17%) from the National Apprentice & Industrial Training Authority (NAITA); 174 respondents (26%) from the Department

of Technical Education & Training (DTET) and 211 respondents (31%) from University Colleges (UCs). The total respondents were 678 participants in vocational education and training in Sri Lanka.

Distribution of Respondents According to Provinces

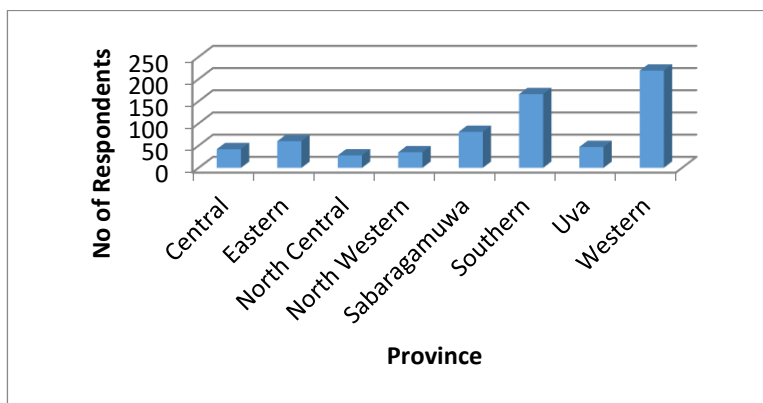


Figure 10: Provincial wise Distribution of respondents from the Participants in the Vocational Education and Training

As per the findings: 42 respondents (6%) were from Central Province, 60 respondents (9%) were from Eastern, 28

respondents (4%) were from North Central, 35 respondents (5%) were from North-western, 81 respondents (12%)

from Sabaragamuwa, 166 respondents (24%) from Southern, 47 respondents (7%) from Uva and 219 respondents

(32%) from Western Province as participants in the vocational education and training in Sri-Lanka.

According to Age Groups

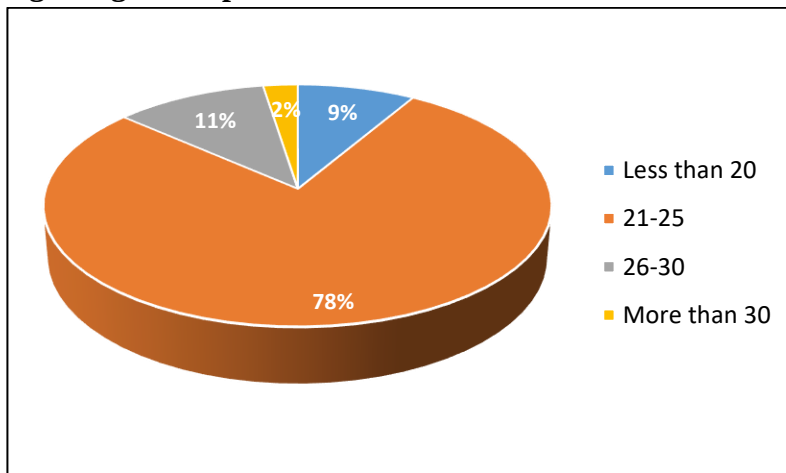


Figure 11: Participants according to the Age Groups in the Vocational Education and Training

Fifty-eight respondents are less than 20 years, 528 respondents are between 21-25 years, 75 respondents are between 26-30

years and 17 respondents are more than 30 years of age.

According to Gender

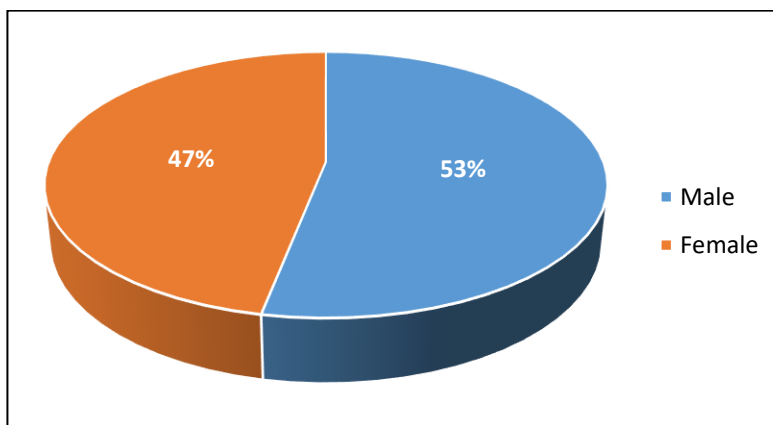


Figure 12: Respondents according to Gender from the participants in the Vocational Education and Training 360 (53%) Respondents are Male whereas 318 (47%) Respondents are Female

According to Educational Qualifications

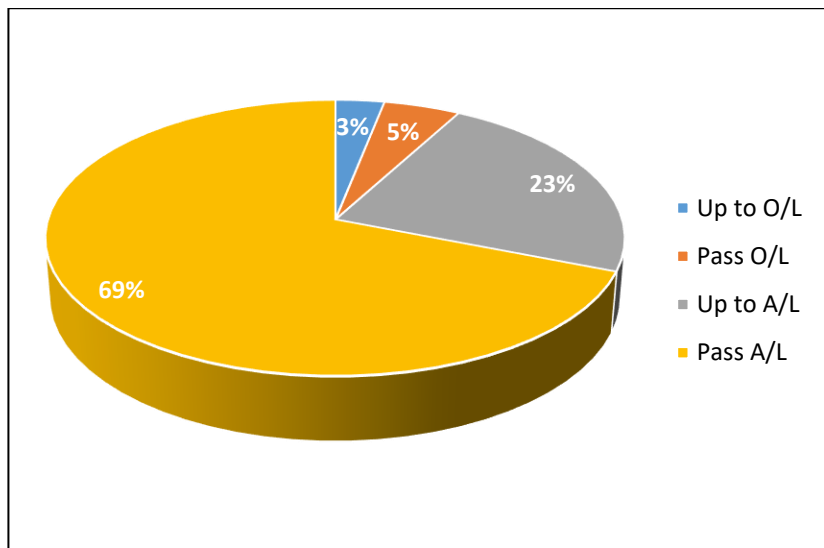


Figure 13: Respondents according to Educational Qualifications from the participants in the Vocational Education and Training

A number of 21 respondents have passed up to GCE O/L whereas 33 respondents have passed GCE O/L. 156 respondents

have passed up to GCE A/L whereas 468 respondents have passed GCE A/L.

According to the Status of Employability

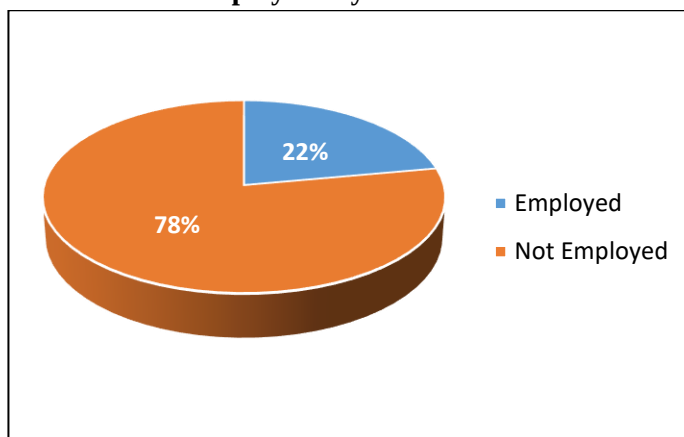


Figure 14: Respondents according to the Status of Employability from the participants in the Vocational Education and Training

Only 22% of respondents are employed whereas 78% of respondents are unemployed in vocational education and training.

According to Vocational Education and Training

Based on Selection of the Vocational Educational Path

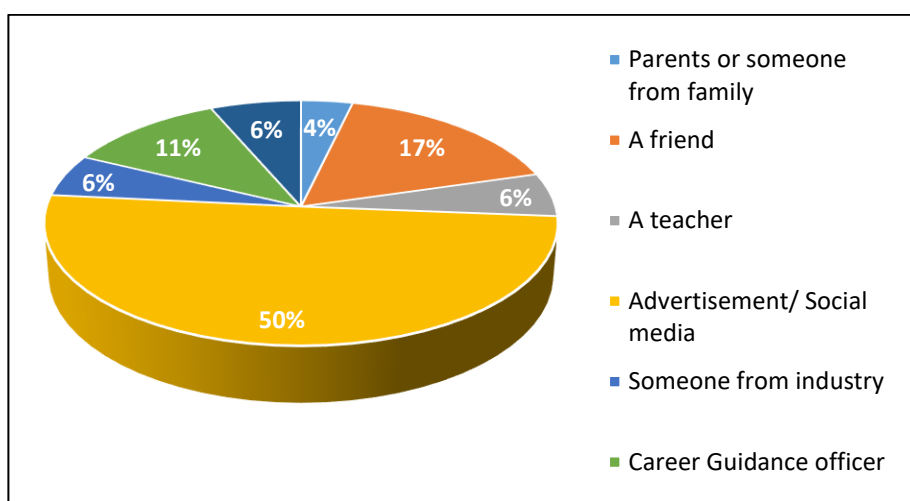


Figure 15: Respondents Selecting the Vocational Educational Path- from the Participants in the Vocational Education and Training

As per the findings: 4% of respondents by parents or someone from the family, 17% of respondents by a friend, 6% by a teacher, 50% through advertisements/ social media, 6% by someone from the

industry, 11% through the Career Guidance Officer and 6% of respondents via website have been influenced in selecting the vocational educational path.

Influential Aspects in Selecting Vocational Education

Table 8: Influential Aspects in Selecting Vocational Education

Statement	Mean	Std. Deviation
Interest in TVET courses	3.071	0.885
Elaboration of Career Guidance to the students during pre-registration courses.	3.115	0.997
Influence from Parents/Adults	3.230	1.068
School/Teachers' encouragement in selecting Vocational Courses	3.238	1.070
Influence from Society/ Friends	3.170	1.163
Can gain more income	1.809	1.148

Availability of jobs (locally, internationally)	1.829	1.190
The course is free of charge	1.734	1.039

Students' decision in following a vocational pathway was based on, school/teachers' encouragement, parents/adults' influence, influence from society/ friends, moral support (based on ambition), elaboration of career guidance during pre-registration, interest for TVET

courses, availability of jobs (locally, internationally), perception to gain more income and the course being free of charge which can be categorized respectively as per figure, as influential aspects motivating them in selecting Vocational Education.

Important Factors in Selecting Vocational Education

Table 9: Important Factors in Selecting Vocational Education

Statement	Mean	Std. Deviation
Distance from where you reside to Vocational centre	3.238	1.117
The Cost (including study costs and living expenses)	3.742	0.990
Keen in becoming a Professional	3.142	1.263
Duration of Study Period	2.325	1.134
Talent and Interest	3.234	1.047
Future Employment Opportunities	3.166	1.035
Type of Teaching (Practical or Academic)	3.424	1.193
Recognition of the Public	3.396	1.201

Students' decision in following a vocational pathway was based on, the costs (including study costs and living expenses), type of teaching (practical or academic), recognition of the public, distance from where they reside to the

vocational centre, talent, and interest, future employment opportunities, keenness in becoming a professional and the duration of studies were respectively important aspects in selecting a vocational course.

The Support Received in Completing the Vocational Training

Table 10: The Support Received in Completing the Vocational Training

Statement	Mean	Std. Deviation
How interested were you to attend the training program?	2.996	1.209
Was your level of knowledge satisfactory according to the instructors in your institution?	2.757	1.309
How competent (academically) were most instructors in your department?	3.095	1.365
To what extent the programs you studied were relevant to the industry?	2.984	1.520

How do you rate its impact on the quality of instructors' capabilities	3.392	1.336
Do you recommend this program to someone else	3.218	1.050
Are you satisfied with the course content and support were given by the Institute	3.226	1.025
Are your expectations being met through this program?	3.182	0.918

The quality of the instructors' capabilities, course content/ support from the institute, recommending the course to someone else, meeting the expectation through the course and availability of academically competent instructors are respectively important factors while interest to attend the training program, relevancy to the industry and satisfaction of the instructors are less important factors concerning the vocational training education.

Conclusion

Conclusions are made based on the review of related literature and on the analysis of found data representing the conclusions drawn about the research objectives and combining with recommendations and implications as remedial action in solving the prevailing issues of the study followed by suggestions for further research.

"The ultimate aim of all governments in the world is to achieve a series of desirable objectives such as the reduction of poverty, a healthy population, education for all and a clean environment, etc. which are among the 17 sustainable development goals of the United Nations" In this context, the Technical and Vocational Education and Training Sector plays a major role in the country's development in diversified ways thereby paving the country towards reaching its ultimate goal.

Keeping in mind that Human Resources is a vital factor in the organization's efficiency the TVET sector conducts various TVET courses in providing

different qualifications at different levels. The researcher based on the TVET sector with the labour market perspective highly concentrating on the national and international levels thereby making an effort in keeping the present standards. The qualification status of an individual for the related occupation is difficult concerning today's labour market which highlights as an emerging issue in the current world today which needs to be addressed without delay as recommended.

Technical and Vocational Education Training sector is carrying out youth towards more job availability thereby to a higher earning capacity. Yet nevertheless, the fact remains that the public is unaware of the availability of highly paid salaries and job opportunities concerning the TVET pass outs that stands in great demand in both national and international labor market. Thus, thereby a massive gap in the supply of manpower is created through the wrong perception towards the TVET sector where the public demotivates the youth in being attracted and keen in vocational courses.

Thus due to misguided perception among the public, the TVET sector has lesser recognition for vocational education thereby the pass-outs from TVET are not being recognized. Yet nevertheless, the actual recognition of skills labour provided through TVET is highly valued at both local and international levels. The NVQ holders are given more recognition in local job opportunities thereby being directed to internationally recognized jobs. The public perceives that there is no clear career path in vocational education

which must be corrected thereby more public awareness must be introduced to attract more youth to the sector.

According to the analysis concerning the public perception, of the aspect of non-preference of skilled jobs, a better mechanism should be implemented in order to attract the youth to the sector. According to the results, it shows that youth is assuming that it's quite difficult to get a promotion in terms of a vocational job and also do not prefer the working environments. Taking these matters into consideration the sector must be promoted with new technology and also working culture promotion should be introduced which is also necessary for terms of attracting youth to the TVET sector. Based on the results the Youth dislike the tasks and duties of vocational jobs and are also not given preference in being an entrepreneur. In this context the need arises to create promotional aspects as remedial actions to these burning issues thereby leading towards positive thinking that being an entrepreneur through vocational education is a lifetime achievement and a financial investment that can never go wrong! In return once achieving their goals will naturally recommend vocational education to others.

Recommendations

According to the existing literature, it is evident that country's demands depend on the knowledge of its people, their skills, and their capabilities. These attributes change over time, and in Sri Lanka too, the need for change arises with overtime where the TVET comes transforming into innovation.

According to the TVET system, its qualifications in NVQ levels assess the TVET trainees' knowledge, skills, and competencies thereby making them full proof in competing with the need of the

global labor market in the current world, whereas our Sri Lankan TVET sector policy too will undertake this challenge wherever it's needed to be accustomed towards the global changes as and when necessary, thereby attracting the Youth to the sector.

Awareness on Vocational Education & Training

Based on the findings, 77% of respondents are not aware of vocational education in Sri Lanka, whereas only 23% are aware of it. Therefore, we recommend TVET initiatives to create Awareness at School Level motivating school students to the TVET sector. Currently, schools have initiated upon a 13-year schooling program in selected occupations in the TVET sector. Awareness was recommended for school-level students, parents, teachers, and principles in schools in this concern.

According to the data analysis, 31% of respondents have been discouraged although they were keen on pursuing the studies. 6% discouragement by the School/teachers and 9% discouragement by parents/ family in selecting vocational education. As remedial action, it was recommended to create public awareness via Television/ Radio programs and Newspaper Advertisements.

It was recommended to create awareness for school leavers in selecting TVET training after school education where there is an option for school leavers in selecting a career path and an educational path—the results showed that 42% of respondents are not aware and will not select vocational education. Moreover, 4% of respondents were directed by parents or someone from the family, 17% of respondents by a friend, 6% by a teacher, 50% through advertisements/ social media, 6% by someone from the industry, 11% through the Career Guidance Officer

and 6% of respondents via Website, have been influenced in selecting the vocational educational path.

Recognition in the TVET Sector in Society

As per the findings, 12% of non-preference for vocational education existed towards which as remedial action it was recommended to build a social image and be published for recognition of such occupations at local and international levels. According to the findings, 85% of respondents believe there is no recognition for vocational education whereas only 15% believe that there is recognition in the TVET sector.

Building an Image in the TVET Sector

The findings, results showed that 86% of respondents dislike skilled jobs. As remedial action, it is recommended to Create Awareness in the public in terms of the value gained through the TVET programs. 14% of respondents prefer skilled jobs. 81% of respondents assume that it is difficult to get a promotion as far as vocational jobs are concerned whereas only 19% of respondents believe that it is not so. As the remedial course of action, publishing of necessary aspects is recommended thereby making the public aware of a Clear Career Path in the TVET sector. Also, to be recommended the fact that TVET courses align with the career path of the specified job availability.

An Introduction to a Proper Mechanism in Terms of Awareness of Job Availability

Although there is adequate job availability in both the local as well as foreign labor market, according to the findings, only 16% of respondents believe that more job

opportunities are available in vocational education whereas 84% of respondents believe that job opportunities are quite limited. And although there are a large number of vacant positions in the foreign job market, a proper mechanism is not being implemented in the TVET sector so far, in capturing the correct person to the correct job which has become a crucial matter.

Introducing a Salary Structure to the TVET Sector

It is recommended to introduce a salary structure to the TVET sector and be published to create awareness concerning vital aspects of vocational education in Sri Lanka. According to findings, 79% of respondents assume that a highly paid salary cannot be earned in vocational education whereas only 21% believe that a high salary can be earned.

Updating of N.C.S and Curriculum of the TVET sector

Building up a Technology-Based Society is also one of the policies stated in a Technology-Based Society where its undertaking is to bring about a technological revolution across all sectors by developing the future generation in I.T competencies and language skills in order to conquer global markets. Relatively speaking the qualified occupational areas of the TVT major sectors to align with the technological revolution across all sectors and all courses according to the TVET NCS curriculum.

Promoting Entrepreneurship in the TVET sector

According to the results based on the survey, only 40% of respondents believe that it is easy to be an entrepreneur through vocational education and 60% of

respondents believe otherwise. In this regard awareness of the importance of entrepreneurship should be emphasized as the findings show that 85% of respondents prefer being an entrepreneur and only 15% respondents of non-preference. And it is of primary importance in taking heed in creating more promotional aspects concerning the trainees/ students leading towards more entrepreneurship that will eventually become a concern of the national development.

Enhancing the Quality of Training in the TVET Sector

According to the analysis, the results showed that 13% of respondents recommend vocational education to others whereas 87% do not recommend it to anyone. As remedial action, the quality of training should be enhanced in a more people-friendly manner in terms of attracting more youth, and also the TVET trainers should be encouraged in conducting quality training programs through the introduction of the latest technologies thereby proposing in terms of creating a good training environment in building a good image on the TVET trainees.

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