

## **Role of National Vocational and Technical Training Commission (NAVTTTC) in the Implementation of National Skills Strategies (NSS) 2009-2013**

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### **Abstract**

This study was designed to explore the role of National Vocational and Technical Training Commission in the implementation of National Skills Strategies 2009-2013 in context of instructors training. It was descriptive research and survey design in nature. Data was collected from 70 principals, 251 instructors of the vocational institutes across Pakistan by using self-developed questionnaires who were selected by applying systematic random sampling technique via self-approach. The collected data was arranged and coded. The coded data was entered into computer for analysis. Inferential and descriptive statistics was applied to analyze the data with help of Statistical Package for social Sciences (SPSS, version 20.0) software. After analysis it was found that although, female and male principals and instructors of public/private vocational institutes had the same opinions about the role of NAVTTTC for the implementation of NSS 2009-2013 yet instructors of Sindh province had different opinion about the role of NAVTTTC in the context of instructors training. According to them, NAVTTTC effort for conducting instructors' training to improve their skills for the achievement of NSS objectives is not sufficient in their province. There were also few E-learning center established to provide them assist accordingly. It was also found that wherever NAVTTTC is provided training to the instructors is being proved fruitful because according to them, after attending that training, they were able to use their imagination to draw out lessons from new material and improving their intellectual skills and set behavioral limits as well. Moreover, E-learning center are being establish with the cooperation of TEVTA, to train the instructors which enable instructors to compare new material with existing background knowledge and deal with new behavior.

**Keywords:** Role of NAVTTTC, implementation of NSS in the context of arranging instructors' training

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## **Introduction**

National policies strive for developing and strengthening the skills among learning communities for the cause of internal and external development. Training molds human capacity for better performance and directly contributes for economic growth. Better education and training enhances the capabilities of human skills. Vocational training and education is considered as essential instruments for improving productivity, labor mobility, and adaptability. These help to redress labor market imbalances and contribute to enhancing an organization's competitiveness (Cailods, 2009). Human Development (HD) is directly effects the profitability of a country. Improving the human development is required for a stable and significant economic growth that requires prioritizing public funding and government policy. TEVTAs were established, in Pakistan, at federal and provincial level, aiming to make opportunities to provide high quality of suitable training. (National Education Policy, 2013)

The NAVTEC has developed a policy document entitled Skills in Pakistan: National Qualification Strategy for 2009-2013 (NSS). The National Skills Development Strategy for 2009-2013 provides for a change in the educational paradigm based on the curriculum and the curriculum.

There is a great impact on education due to skill workers. To implement competency based training & assessment (CBT & A) with inline of National Vocational Qualifications Framework (NVQF).

The teacher training program is being supported by TVET sector support program this will lead to sustainable national support program in Pakistan. This alignment is with the National Skills Strategy, HRD policy and the TVET policy; this also aims at integrating in-service and pre-service training for teachers and instructors.

Institutes have been upgraded into center of excellence (CoE) which is also one of the main objectives of TVET sector support program. These centers are being established in each province, which will offer a functional and sustainable model of quality training of TVET managers, instructors and assessors in the TVET system. Therefore, the present open the eyes of the researcher to explore to what extent NAVTTC playing role to train teacher/instructors to meet NSS objectives.

## **Statement of the Problem**

A study to explore the role of National Vocational and Technical

Training Commission in the implementation of National Skills Strategies 2009-2013 in the context of instructors' training

### **Research Objectives**

Keeping in view the research topic, the following research objectives were formulated:

- i. To know about the role of NAVTTC regarding arranging instructors' professional training.
- ii. To find out the differences or similarity among the opinion of respondents about arranging instructors' professional training regarding their demographic variables.

### **Research Questions**

- i. To what extent NAVTTC is playing role in the arranging instructors' professional training?
- ii. Is there any differences or similarity among the opinion of respondents about arranging instructors' professional training regarding their demographic variables?

### **Research Methodology**

#### **Research design**

It was ex-post facto descriptive research and survey in nature.

#### **Population**

Population comprised all (3581) principals and (14534) instructors of vocational institutes across Pakistan who were working in vocational institutes in the academic year of 2017-2018

#### **Sample**

By applying systematic random sampling technique, 71 principals, 284 instructors, and 5194 trainees were selected from across Pakistan.

#### **Research Instruments**

For this study, the researcher used self-developed two questionnaires for principals, and instructors to explore the information regarding instructors' training arranged by the NAVTTC for the implementation of

NSS. Each questionnaire comprised 10 items regarding instructors' training based on five points Likert Scale.

### **Pilot Testing of the Instruments**

When research instruments initially developed, In order to determine the reliability, questionnaires were also administered to 10 principals and 40 instructors of vocational institutes of the different qualification who were not included in the sample. The responses of questionnaires were corded and entered into computer. Cronbach Alpha was applied to find out the internal consistency coefficient by using SPSS software (20.0 version) to sure the reliability of the questionnaires. The computed final alpha reliability of principals' questionnaire was 0.78 and instructors' questionnaire was 0.83 which shows that items in the questionnaire was correlated.

### **Procedure of the Data Collection**

Initially the researcher collected the list of vocational institutes of all (8) regions / provinces across Pakistan, in which NAVTTC programs were running via official home page /newspaper of NAVTTC. The researcher personally visited to the head quarter of all regions to approach the senior official of NAVTTC for requesting them to provide the information and resource to deliver questionnaires to the selected vocational institutes from all regions, with the help of senior official of NAVTTC, the researcher trained a team in every region for delivering and collecting questionnaire from the selected vocational institutes of each region. The researcher along with team visited twice in selected vocational institutes for the collection of data. This process was started from the mid of February, 2018 till September 2018.

### **Data Collection and Analysis**

Data was collected by self-approached by using self-developed questionnaires. The collected data was codded and inter into computer for analysis. To analyze the data, inferential and descriptive statistics was applied by suing SPSS software (version 20.0).

## Results

Table 1a

*To determine whether is there any similarity or differences in the opinion of provinces/regions wise principals and instructors regarding the role of NAVTTC in the implementation of NSS in the context of instructors' training*

It is indicated in the following table that the computed F-value (.403) at df (7) is less than the table value (2.15) and computed sig value (.897) is greater than the critical value (0.05) for principal's opinions regarding instructors' training. Therefore, concluded that principals of all provinces had the same opinion about instructors' training under NAVTTC while computed F-value (2.929) at df (7) is greater than the table value (2.15) and computed sig value (.006) is less than the critical value (0.05) for instructors' opinions regarding instructors' training. Therefore, concluded that instructors of all provinces had the different opinion about instructors' training under NAVTTC. To determine, instructors of which province had different opinion about instructors' training, post-hoc test was applied in.

*Analysis of the Variance for the analysis of to determine similarity or differences in the opinion of the principals and instructors regarding instructors' training under NAVTTC*

Respondents		SS	df	MS	F	Sig.
Principals	Between Groups	64.516	7	9.217	.403	.897
	Within Groups	1417.556	62	22.864		
	Total	1482.071	69			
Instructors	Between Groups	447.996	7	63.999	2.929	.006
	Within Groups	5310.219	243	21.853		
	Total	5758.215	250			

Table 1b

*Post-hoc*

<b>(I) Instructors</b>	<b>(J) Instructors</b>	<b>Mean Difference (I-J)</b>	<b>Std. E</b>	<b>Sig.</b>
Sindh	AJK	-4.173(*)	1.814	.022
	Baluchistan	-3.673(*)	1.814	.044
	FATA	-4.798(*)	1.814	.009
	Gilgit Baltistan	-5.256(*)	1.543	.001
	ICT	-4.298(*)	1.814	.019
	KP	-2.590(*)	1.008	.011
	Punjab	-2.040(*)	.862	.019

\* The mean difference is significant at the .05 level.

The following table (1b) shows that instructors of Sindh region/province had different opinion regarding the role of NAVTTC in the arrangement of instructors training than the instructors of other all provinces of Pakistan.

Table 2

*To determine whether is there any similarity or differences in the opinion of gender wise principals and instructors regarding the role of NAVTTC in the implementation of NSS in the context of instructors' training*

It is indicated in the following table that the computed t-value (0.840 and -1.196) is less than the table values at df (68 and 249) and computed sig value (.404 and .845) is grated than the critical value (0.05) of gender wise principals and instructors' opinions. Therefore, concluded that female and male principals and instructors of vocational institutes had the same opinion regarding instructors' training arrainging by NAVTTC to meet the NSS objectives.

*Independent sample t-test for analysis to determine the similarity or differences between type of institutes (public and private) wise opinion of vocational institutes' principals and instructors regarding instructors' training (Public=82, private=169)*

<b>Respondents</b>	<b>Variable</b>	<b>M</b>	<b>St.D</b>	<b>t.value</b>	<b>df</b>	<b>Sig.</b>
Principals	Female	50.17	6.369	0.840	68	.404
	Male	48.50	4.479			
Instructors	Female	50.16	5.398	-1.196	249	.845
	Male	50.36	4.741			

\*\* Level of sig <.05

Table 3

*To determine whether is there any similarity or differences in the opinion of type of institutes (Public/private) wise principals and instructors regarding the role of NAVTTC in the implementation of NSS in the context of instructors' training*

It is indicated in the following table that the computed t-value (1.231 and -1.229) is less than the table values at df (68 and 249) and computed sig value (.233 and .220) is grated than the critical value (0.05) of type of institutes (public/private) wise principals and instructors' opinions. Therefore, concluded that principals and instructors of public and private vocational institutes had the same opinion regarding instructors' training arrainging by NAVTTC to meet the NSS objectives.

*Independent sample t-test for analysis to determine the similarity or differences between type of institutes (public and private) wise opinion of vocational institutes' principals and instructors regarding instructors' training (Public=82, private=169)*

<b>Respondents</b>	<b>Variables</b>	<b>M</b>	<b>St.D</b>	<b>t.value</b>	<b>df</b>	<b>Sig.</b>
Principals	Public	49.58	4.800	1.231	68	.233
	Private	48.15	4.521			
Instructors	Public	49.80	4.882	-1.229	249	.220
	Private	50.60	4.751			

\*\* Level of sig <.05

Table 4

*To determine whether is there any similarity or differences in the opinion of qualifications wise instructors regarding the role of NAVTTC in the implementation of NSS in the context of instructors' training*

It is indicated in the following table that the computed F-value (1.720) is less than the table value (2.140) and sig value (.117) is greater than the critical value (0.05). Therefore, concluded that instructors of all qualification had the same opinion regarding instructors' training under NAVTTC to meet the NSS objectives.

*Analysis of the Variance for the analysis of to determine similarity or differences in the opinion of qualification wise instructors regarding instructors' training under NAVTTC*

Respondents		SS	df	MS	F	Sig.
Instructors	Between Groups	233.724	3	38.954	1.720	.117
	Within Groups	5524.491	244	22.687		
	Total	5758.215	250			

\*\* Level of sig <.05

### **Frequency and percentage of the responses (Principals=70 and Instructors=284,) regarding Instructors' training**

It is indicted in the following table that the computed t-value of all statement of principles and instructors is (19.92-36.23 and 22.989-82.344) which is greater than table value (1.994), and computed sig value is 0.000 which is less than the critical value=0.05, which shows that mean value of the all statements of the principals and instructors is significantly higher than the cut point. Std.D of statements No. 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 is (.884-1.470) which indicates that the data points are spread out over a wide range of values (1-5, Likert scale). Therefore, concluded that principals and instructors remained agreed about all statements regarding instructors' training.

Table 5

*Frequency and percentage of the responses (Principals=70 and Instructors=284,) regarding Instructors' training under NAVTTC, (df=68 and 250)*

S#	Statements	Respondents	$\bar{X}$	Std.D	t	sig
01	Instructors are being provided with competency based training in the context of NSS objectives under NAVTTC	Principals	3.83	.884	36.22	0.000
		Instructors	4.26	.917	73.592	0.000
02	Instructors are being trained to prepare lesson plan	Principals	3.43	1.440	19.92	0.000
		Instructors	3.58	.966	58.768	0.000

S#	Statements	Respondents	$\bar{X}$	Std.D	t	sig
03	E-learning center are being establish with the cooperation of TEVTA, to trained instructors	Principals	3.86	1.011	31.91	0.000
		Instructors	3.88	1.205	50.955	0.000
04	Training organize by the NAVTTC, improve instructors' cognitive competencies	Principals	3.71	1.156	26.87	0.000
		Instructors	4.02	1.023	62.291	0.000
05	Training organize by the NAVTTC, improve instructors' intellectual skills	Principals	3.69	1.269	24.30	0.000
		Instructors	3.65	1.023	56.476	0.000
06	Competencies Based Trainings enable instructors to set behavioral limits	Principals	3.79	1.075	29.46	0.000
		Instructors	3.69	.988	59.083	0.000
07	Competencies Based Trainings enable instructors to deal with new behavior	Principals	3.79	1.166	27.17	0.000
		Instructors	4.35	.836	82.344	0.000
08	Competencies Based Trainings enable me to explore new material to achieve NSS objectives	Principals	3.74	1.138	27.52	0.000
		Instructors	2.08	1.430	22.989	0.000
09	Competencies Based Trainings enable instructors to compare new material with existing background	Principals	3.74	1.138	27.52	0.000
		Instructors	3.53	.939	59.544	0.000
10	Competencies Based Trainings enable me to use my imagination to draw out lessons from new material	Principals	4.00	1.192	28.08	0.000
		Instructors	3.05	1.470	32.888	0.000

## Conclusion and Discussion

In this study the researcher only tries to explore the role of National vocational and technical training commission (NAVTTC) in the implementation of NSS 2009-2013 to the extent of instructor / teacher training across Pakistan.

Conclusion was drawn from the finding that principals of all provinces, public and private. It is concluded that according to opinion of the majority of principals NAVTTC playing important role for conducting instructors' training to meet the objectives of NSS while instructors of the vocational institutes had different opinions about the role of NAVTTC regarding instructors' training. Instructors of Sindh province had different opinion regarding instructors training. According to them, competency based training is not being conducted in their province nor E-learning center are being established over there. They are deprived to improve their professional skills to meet the objectives of the NSS. It is also found that type of institutes wise (public and private), gender wise principals and especially qualification wise instructors had the same opinions about the role of NAVTTC regarding instructors' training across Pakistan. From the opinions of the principals and instructors of all provinces/regions found that competency based training for instructors is being provided in the context of NSS objectives under NAVTTC and enables instructors to use their imagination to draw out lessons from new material and improving their intellectual skills and set behavioral limits as well. Moreover, E-learning center are being established with the cooperation of TEVTA, to train the instructors which enable instructors to compare new material with existing background knowledge and deal with new behavior. Although, competency based trainings enable instructors to explore new material to achieve NSS objectives and improve the cognitive competencies of the instructors yet they are not being trained to prepare lesson plan. Moreover, according to opinion of the majority of principals, competency based training for instructors is being provided in the context of NSS objectives under NAVTTC and enable instructors to use their imagination to draw out lessons from new material and improving their intellectual skills and set behavioral limits as well. Moreover, E-learning center are being established with the cooperation of TEVTA, to train the instructors which enable instructors to compare new material with existing background knowledge and deal with new behavior. Although, competency based trainings enable instructors to explore new material to achieve NSS objectives and improve the cognitive competencies of the instructors yet they are not being trained to prepare lesson plan. So, we can say that to great extent NAVTTC is playing role to train the instructors to achieve NSS goal. According to the findings and conclusion it is recommended that NAVTTC should focus on the areas which are deprived from their effort to make skillful Pakistan generally across the Pakistan especially in Sindh province. NAVTTC should decentralize their authority to TEVTA so that they can help them for the provision of instructors' training. E-learning center should be established in every district across Pakistan to improve instructors' professional skills.

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