

Research Study on
Effectiveness of Vocational Training
Programmes Conducted by National
Vocational Training Institute
Narahenpita

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List of Abbreviations

ADB	-	Asian Development Bank
DTET	-	Department of Technical Education
G.C.E. (A/L)	-	General certificate in Education (Advanced Level)
G.C.E. (O/L)	-	General Certificate in Education (Ordinary Level)
GTZ	-	Germen Technical Corporation
HMTI India	-	Hindustan Machine Tool International
NAITA	-	National Apprentice Industrial Training
NGOS	-	Non Government Organizations
NVQ	-	National Vocational Qualification
SCSL	-	Swiss contact Sri Lanka
TEVT	-	Technical Vocational Education and Training
TVEC	-	Tertiary & Vocational Education Commission
UNICEF	-	United Nations Children's Fund
VTA	-	Vocational Training Authority of Sri Lanka

CHAPTER ONE

INTRODUCTION

1.1 Background

The mid-year population in 2013 was estimated at 20.483 million, consisting of 9.939 million males and 10.544 million females. Of the total population, 5.866 million or more than one fourth, lived in the Western Province (28.6 percent), while the least populated province was the Northern Province, which recorded a population of 1.073 million (5.2 per cent). Within the Western Province, the population of Colombo and Gampaha districts exceeded 2 million each and together accounted for 22.6 percent of the total population of the country.

The labour force, defined as the economically active population aged 15 years and above. According to the Quarterly Labour Force Survey conducted by the Department of senses and statistics , the labour force increased by 4.1 percent in 2013 to 8.802 million, from 8.454 million in 2012. Employed persons accounted for 95.6 per cent of the total labour force, while the number of unemployed persons accounted for the balance 4.4 percent during the year.

The number of employed persons increased in 2013, on account of increased employment opportunities generated in the services sector, which continued to dominate in terms of both employment creation and contribution to economic growth. Employment increased by 3.7 percent, reaching 8.418 million in 2013. There was an improvement in the composition of employment among the major sectors in the economy between 2012 and 2013. The share of employment in the Agriculture sector declined to 29.7 percent from 31.4 percent in 2012. This is a positive development, as labour productivity in the Agriculture sector is comparatively low due to the high concentration of labour in the sector. Meanwhile, the share of employed in the Industry sector declined marginally to 26.2 percent from 26.3 percent in 2012. This was mainly due to the slowdown in construction activities in 2013 compared to the previous year. However, employment in the mining and quarrying and manufacturing sub-sectors increased. The Services sector increased during the year, which could be explained by the increase in the participation of rural sector females to the labour force. The unemployment rate increased in 2013, with unemployment among GCE O/L qualified persons declined marginally to 5.9 percent in 2013 from 6.0 percent in 2012. However, unemployment among the grade 5-9 qualified category and the GCE (A/L) and above qualified category increased during the year. The

highest unemployment rate of 8.6 percent was recorded among the GCE (A/L) and above qualified persons, is a matter of concern. It largely reflects the mismatch between competencies and job requirements in the market, triggered by the supply of educationally more qualified persons. Although the country has a reputable tertiary education system, curriculum of these institutions are heavily focused on nontechnical disciplines that do not generate skills required by a modern economy. This indicates the need for reforms in the education and vocational training system entry of new job seekers into the labour market. (Central Bank Report 2013)

Technical vocational education and training (TEVT) sector is the key sector which provides skilled employees to the local labour market although TEVT sector has not been given the due recognition. Majority of countries economic and social development depends on the supply of graduates from this sector. Sri Lanka is facing supply and demand gap in the labour market over the several years. This situation further worse due to skill mismatch where some of the TVET graduates do not fit in to needs of the labour market. (Labour Market Information Bulletin, 2011)

Tertiary education and vocational training sector of Sri Lanka contributes heavily towards the development of a high quality workforce by importing knowledge and skills and including attitudes among youth that are made use of specific occupations or a group of related occupations. The Sri Lankan government is committed to developing a sound and efficient technical and vocational education and training sector by providing clear direction and overall policy guidance, Tertiary education and vocational training courses are offered wide variety of institutions in Sri Lanka from state owned technical colleges to privately owned institution, along with apprenticeship programs in industry. It is observed that there exists a multiplicity of the level of certification and the absence of specified relationships among different levels of certification made by different institutions for the above mention unemployed youth.

According to statistics of vocational training vs. unemployed population in Sri Lanka published by department of census and statistics / labour market information volume 02/, 11 December 2011, 58,460 completed both National Vocational Qualification (herein after used as NVQ) and non NVQ courses. Total NVQ recipient is 16572 in different NVQ occupations.

Seventeen percent of the unemployed population trained in different occupations. 28.1 percent are evident that the training they have not made them employable. In the same

table, it stated there are 71.9 percent unemployed without vocational training. A question arises whether the unemployment of the said trained personnel has not employed in the trained trade or there is a mismatch of training given by the training organization or the training demand for the industry, as the employ have not recognized their qualifications.

1.2 Statement of the Problem

Is the entire pass outs engaged in the trained trade?

Sri Lankan government is committed to develop a sound and efficient technical and vocational education and training sector by providing clear direction and overall policy guidance, the percentage unemployment level can be reduced by giving vocational training in different fields. But there is still problem of unemployment as pass outs of vocational trainees are not employ in the same field. Youth who trained in skilled, semi-skilled trades can contribute to the country by doing a wage, self-employment. But there are trainees who followed and completed the courses and they employ in another field or being unemployed.

1.3 Significance of the Study

Youths represent the future and hope of every country. The high returns on resources invested in youths today have both immediate and long term benefits. Where they existed and are functioning well, youth programmes play an important role in building life skills of individual young people, strengthening families and communities, and working towards sustainable development as a major contributor to the overall progress of a country (Seiders, 1985, p.55).

Vocational training courses are offered to provide definite purpose and meaning to educate by relating to occupational goals, provides technical knowledge and work skills necessary for employment, and develops abilities, attitudes, work habits and appreciation which contribute to a satisfying and productive life. (Abdullahi , 1993). Vocational training help to pass out trainees acquire relevant occupational and technical skills, prepare for future occupations, and make successful transition from school to world of work.

Other than this significance of this study that will help to establish and maintain an efficient and effective tertiary education and vocational training institutes that will be benefited to supplying skill personnel according to the needs of the market. By analyzing

it is possible to identify demand driven courses which is required by the industries which is considered as important for the ultimate goal of economic development. This study is also important for recognize the skills and training needs of the trainees. This presents the training provides to better serve the changing skills and knowledge of the social and economic development of the country. This study will increase employment of the rural youth, including school leavers, and enlarge opportunities for employment, foreign employment, entrepreneurship and self-income generation.

Hence, strengthening the training activities and improving the quality of training is important. This study is dense to evaluate the contribution of government TVET sector in Sri Lanka for accomplish the training needs and upgrading occupational areas in the industry sector. The Sri Lankan government is making a heavy investment on the technical and vocational Training sector. This is mainly for the Tertiary Education and Vocational Training programs and infrastructure development. Labour market information reveals that the unemployment in Sri Lanka is at a higher level at present in spite of the existence of the range of occupations of high demand in the current job market. Technical and Vocational training pass outs find it difficult to find employment at present due to different reasons. This scenario obviously ports a question as to whether the industry is reluctant to employ them at present.

Hence, the researcher selected the specific research “A Research Study on the effectiveness of Vocational Training programmes conducted by National Vocational training Institute, Narahenpita in year 2013. In order to study the above research problem the researcher has focused on the information and statistics obtained from the Planning division in VTA 2013.

1.4 Objectives of the Study

1.4.1. Overall Objective

To find out the effectiveness of vocational training programs which were conducted by National Vocational Training Institute, Narahenpita, Sri Lanka.

1.4.2. Specific Objectives

The following four specific objectives will be investigated by the study.

The following specific objectives will be investigated by the study.

- To find out the effectiveness of courses conducted by National Vocational Training Institute, Narahenpita in year 2013.
- To find out the percentage of employment, unemployment and reason for the unemployment.
- To find out whether the existing courses are demand driven courses for employment.

1.5. Research Questions

The Research questions of this study are,

1. What are the existing vocational training opportunities in Sri Lanka?
2. How satisfactory are the existing vocational training services provided for the trainees?
3. What are the problems associated with the vocational training needs?

CHAPTER TWO

LITERATURE REVIEW

2.1. Concepts and Definitions Related to Study

2.1.1. Training: is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Training is defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill. Training that emphasizes skills and knowledge required for a particular job function or a trade.

2.1.2. On-the-Job Training

Employees learn on the job in many occupations. On-the-job training is particularly used in manufacturing. In textile mills, Training is offered to beginning workers as well as more experienced workers, to enable them to advance to jobs that are more skilled. This training often takes the form of being paired with a more experienced worker on the floor. Classroom instruction may also be used. As companies develop a greater emphasis on teamwork, many firms have developed training courses that encourage employee self-direction and responsibility as well as the development of interpersonal skills. In manufacturing sectors such as motor vehicle and parts manufacturing and machinery manufacturing, employers frequently offer formal apprenticeship programs that combine on-the-job training with technical classroom instruction.

2.1.3. Vocational Training

Vocational training is training for a specific career or trade, excluding the professions. Vocational training focuses on practical applications of skills learned, and is generally unconcerned with theory or traditional academic skills. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working world. It is usually provided either at the high school level or in a postsecondary trade school (Melissa J. Doak, 2000).

2.1.4. Employability

A set of achievements skills, understandings and personal attributes, that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' professor Mantz Yorke (2004) 'Employability in Higher Education: what it is - what it is not'.

Employability is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life.

The USEM model (Knight and Yorke, 2004) outlines employability as four broad and inter-related components:

1. Understanding
2. Skillful practices (including deployment of skills)
3. Efficacy beliefs (including students views of themselves)
4. Meta-cognition (including self-awareness and a capacity to reflect on learning)

The "Scottish Centre for Healthy Working Lives" says employment as the combination of factors and processes, which enable people to progress towards or get into employment, to stay in employment, and to move on in the workplace.

2.1.5. Training Effectiveness

Training effectiveness occurs when end users not only have the ability but are willing to transfer the skill learned to improve their job. To maximize the effectiveness of end user training (herein after refer to as EUT), end users must possess the right attitude and motivation (i.e. affect). They must have the ability and skills to apply their knowledge in various job contexts and continue to do so over an extended period of time (Baldwin and Ford 1988). Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002). There is no theoretical end user training framework that explicitly demonstrates the skill transfer to the workplace. The latest end user training framework proposed by Gupta and Bostrom (2006) is limited to Kraiger et al. (1993) three learning outcomes: cognitive outcomes, skill-based outcomes and affective outcomes. Cognitive outcomes refer to Outcomes expressed through verbal knowledge, knowledge organization and cognitive strategies. Trainees should know what, how, and when to apply the learning. Skill-based outcomes refer to outcomes resulting from skill compilation and skill automaticity. Trainees must have the ability to apply their skills after they receive training. They must have the ability to accomplish a task without conscious monitoring. Affective outcomes refer to outcomes related to trainees' attitude and motivation to change behavior. Effective training should increase trainees' self-efficacy, develop a positive attitude and to set goals to accomplish the task (Kraiger et al. 1993).

Although Kraiger et al.'s (1993) skill-based outcomes might implicitly include the ability to apply the skills, it is not explicitly clear if end users apply their skills to the job. Kirkpatrick (1998) suggested a four level framework for evaluating training effectiveness. The four levels are reaction (the satisfaction with trainer, training material and training programme), learning (the acquisition of knowledge and skill), behavior (the effect of training on job performance), and result (organizational effect). Mahapatra and Lai (2005) enhanced Kirkpatrick's framework by adding technology (the usefulness of the technology). They also used the concept of skill transfer (the ability to apply skill learned at work for job performance) instead of behavior. Mahapatra and Lai's (2005) evaluation of EUT effectiveness builds on Kirkpatrick's (1998)'s four levels of evaluation training effectiveness. It helps to explicitly distinguish between skill acquisition and skill transfer. However Kirkpatrick's (1998) reaction measure has been criticized by other researchers (e.g. (Alliger et al. 1997; Kraiger et al. 1993)). Much of this research argues that reaction may also be measured in term of utility reaction such as transfer ability or utility of the

training (Alliger et al. 1997). It may also be measured in terms of attitude (preference of change behavior) and motivation (tendency to change behavior) as the affective outcomes after training (Kraiger et al. 1993). Numerous earlier studies suggested that effective training occurs when trainees have the ability (“can do”) to use their knowledge and skill as well as the intention (“will do”) to apply the skill learned in the workplace after training is completed (Bostrom et al. 1988; Campeau et al. 1995; Noe 1986; Olfman et al. 1986; Santhanam 2002; Tannenbaum and Yukl 1992; Wexley)

2.2. Theories Related to Study

2.2.1. Job Search Theory

According to job search theory, active labour market policies such as further vocational training may raise the employment prospects of participants by improving their skills and by signaling their willingness to work to employers (Calmfors, 1994 & Mortensen, 1986).

2.2.2. Human Capital Theory

Human capital theory interprets the participation at further vocational training as an investment in human capital. On the one hand, such investments could guarantee in the first place to have a job and to earn higher wages (Becker 1962). The probability to drop out of the labour market may be decreased and job search efficiency may be enhanced. Training may also prevent social isolation (RaaumTorp, 2002). On the other hand, the costs of human capital accumulation lower the present earnings (Becker, 1962). Within the context of further vocational training, present earnings of a person could be interpreted as potential earnings, if he would not have participated in the training and had searched and found a job instead. Participants reduce their job search intensity during the training programme. Because of this, they have lower employment prospects than non-participants - they are locked in the measure. While this locking-in effect is interpreted as negative in general, this is not the case if the programme leads to a vocational certificate. Obtaining such a certification reduces the risk of being unemployed again and leads to a more stable employment career. Putting these arguments together, expect first that participants have better chances of finding and keeping a regular job after finishing the vocational training than non-participants. They should also be less likely to receive unemployment benefit. Furthermore, expect lower employment prospects for participants during the vocational training programme (the locking-in effect) and interpret it as human capital investment. (Sarah Bernhard, 2010/2012 & Thomas Kruppe, 2010/2012).

2.2.3. Parson's Theory

The most common way advocated by careers advisers is Parson's theory: in which people can analyze their skills, values, interests and personality and then match these up to jobs which use these. This method works well in times of economic boom, but less so in recessions when our choice is more constrained.

2.2.4. Career Choice Theory

John D. Krumboltz stated that Career Choice Theory is that humans pick their careers as a result of experiences and influences they have had in their life. These experiences and influences may include a parent, a mentor, a hobby or interest that propels the individual to explore occupations associated with those elements in their life. Influences such as where they live or what is taught to them also play a part, according to the theory. According to the *Krumboltz Career Choice Theory* the career choice theory influences for the selecting of careers as follows:

2.2.4.1. Genetics

Genetics plays a large role in what career an individual picks, this can include physical or mental abilities that allow the individual to be great at a certain skill or skill set. Examples of this can be found in athletics, the arts, music and entertainment where an individual's genetics may have a significant role in the physical and mental abilities required to have that job.

2.2.4.2. Environment

Another factor that influences one's career choice is environmental conditions that surround an individual, according to Krumboltz's theory. These environmental conditions include education, career opportunities related to the individual's geographic location and the legal and political system and events that have an impact on the individual's upbringing. Depending on how these factors play a part in the individual's life, they may have degrees of significance in their career choice.

Many young adults struggle with the tough decision of what to do for a living. Some individuals seek help from a guidance counselor or a career counselor. These are excellent ideas, if such a resource is available. According to *Ginsberg career decision-making* occurs in three phases.

Fantasy: Takes place until about the age of eleven. Children role play and imagine themselves in various work situations. During this phase, children begin to think about which careers they might like to do in the future.

Tentative: Children begin to make tentative or preliminary career choices based upon information gathered through the following sub-phases:

Interests (Age 11 or 12): The child makes more concrete decisions about him or her likes, dislikes, and interests.

Capacity (Age 13 or 14): The teenager becomes more aware of his or her particular abilities as they relate to potential career.

Values (Age 15 or 16): The teenager considers their personal values and priorities in life, as well as his or her occupational lifestyle.

Transition (Age 17 or 18): At this point, the individual becomes aware of the decision for making a vocational choice.

Realistic: Adolescents start to crystallize and specify occupations of interest. This final phase is made up of the following sub-phases.

Exploration: After considering options, the individual begins to narrow his or her career choices.

Crystallization: The individual commits to a specific career field.

Specification: The individual selects a job or professional training program as required by their career of choice.

Later on in his career (Ginsberg, 1984) stressed that "career choice is a lifelong process of decision-making for those who seek major satisfactions from their work." According to Ginzberg, the point of his theory is that people make their career decisions which balance their interests and values with the opportunities and talents available, as well as the cost of pursuing the opportunities. (Liptak, John J., 2001)

2.2.5. Influence Factors of Career Choice (Melissa Venable, 2011)

Skills and Abilities – Considering skills and abilities and how they may fit a particular occupation comes out of one of the earliest career development fields, Factor

theories, and is still used today. These theories recommend creating occupational profiles for specific jobs as well as identifying individual differences, matching individuals to occupations based on these differences identify activities someone enjoy and those in which they have a level of competency through a formal assessment. There are many available online, including the Skills Provider at Career One Stop.

Interest and Personality Type – Holland's Career Typology is a widely used to connect personality types and career fields. This theory establishes a classification system that matches personality characteristics and personal preferences to job characteristics. The Holland Codes are six personality/career types that help describe a wide range of occupations.

Life Roles – Being a worker is just one of the life roles, in addition to others such as, student, parent, and child. Super's Lifespan theory directly addresses the fact that we each play multiple roles in our lives and that these roles change over the course of the lives. How someone think about themselves in these roles, their requirements of them, and the external forces that affect them, may influence how we look at careers in general and how we make choices for ourselves.

Previous Experiences – Krumboltz's Social Learning and Planned happenstance theories address factors related to our experiences with others and in previous work situations. Having positive experiences and role models working in specific careers may influence the set of careers consider as options for us. One aspect of *Social Cognitive Career Theory* addresses the fact that someone is likely to consider continuing a particular task if someone has had a positive experience doing it.

Culture – Racial and ethnic background, as well as the culture of an individual's regional area, local community, and extended family, may impact career decisions. Our culture often shapes our values and expectations as they relate to many parts of our lives, including jobs and careers. Multicultural career counseling has emerged as a specialized field to consider these influences when counseling clients and students. We can't attribute the predominant characteristics of a culture to any one of its individuals, but having an awareness of the values and expectations of our culture may help us understand how we make our career choices.

Gender – Both men and women have experienced career-related stereotypes. Gender is a factor included in multiple career development theories and approaches including, Social

Learning and multicultural career counseling. How we view ourselves as individuals may influence both the opportunities and barriers we perceive as we make career decisions. Studies of gender and career development are ongoing as roles of men and women in the workforce, and in higher education, evolve.

Social and Economic Conditions – All of our career choices take place within the context of society and the economy. Several career theories, such as Social Cognitive Career Theory and Social Learning, address this context in addition to other factors. Events that take place in lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how the careers develop.

Childhood Fantasies – What do you want to be when you grow-up? You may remember this question from your childhood, and it may have helped shape how you thought about careers then, as well as later in life. Career counseling theories are expanding as programs related to career choice are developed for all ages, including the very young. Ginsberg proposed a theory that describes three life stages related to career development. The first stage, fantasy, where early ideas about careers are formed, takes place up to age 11.

2.2.6. Holland's Theory of Career Choice

The Career Key is based on John Holland's theory of career choice. The theory explains work-related behavior – such as, which career choices are likely to lead to job success and satisfaction. It also explains other human actions, like success and satisfaction in school and training programs. It is the best-known and most widely researched theory on this topic and is used by most career counselors.

Understanding Holland's theory will help and make good choices – decisions about which occupations, careers, majors, or training programs best-fit trainees.

2.2.6.1. Holland's Theory of Six Statements

In culture, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

In this theory it indicates that the people with some personality types working together in a job to create a work environment that fits their personality type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behavior an artistic environment.

There are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. People search for environments where they can use their skills and abilities and express their values and attitudes. For example, Investigative types search for Investigative environments; Artistic types look for Artistic environments, and so forth. People that choose to work in an environment similar to their personality type are more likely to be successful and satisfied. For example, Artistic persons are more likely to be successful and satisfied if they choose a job that has an Artistic environment, like choosing to be a dance teacher in a dancing school an environment "dominated" by Artistic type people where creative abilities and expression are highly valued.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology used for the selection of study population, Sample selection, Justifications of sample selections, Scope and limitation of sample and the method of data collection for the study. For conducting relatively uniform interviews, structured format questionnaire used to collect data from Sample of pass out trainees of National Vocational Training institute, Narahenpita.

Vocational Training Authority conducts 245 training centers island wide. There are 229 rural vocational training centers, 22 district vocational training centers and 7 National vocational training centers island wide. The following Table No: 1 provides the details of recruitments and completions of pass out of National Vocational Training Institute, Narahenpita 2013. The number recruited for the courses were more than the number completed. The total number of pass out completed the training is 619 nos.

Student Enrollment - 2013 Year

course	Duration	No of Enrollment	No of Drop out	No of Pass Out
1. National Certificate Automobile A/C Mechanic	06 months	33	3	30
2. Adobe Certified Professional	06 months	23	1	22
3. National Certificate - Automobile Mechanic	18 months	26	4	22
4. National Certificate - Baker	06 months	37	3	34
5. National Certificate - Beautician	06 months	44	7	37
6. National Certificate - Hair Stylist	06 months	45	7	38
7. CISCO Computer Networking	09 months	28	3	35
8. National Certificate - Computer Graphic Designer	06 months	34	0	34
9. National Certificate - Computer Graphic Designer Technology (Disabled)	06 months	28	4	24
10. National Certificate - Computer Hardware Technician (A Plus)	06 months	40	1	39
11. National Certificate - Cook	06 months	34	1	33
12. National Certificate - CNC Milling	06 months	17	1	16

13. Diploma in Drafting Technology	12 months	16	5	11
14. Diploma in Industrial Management	06 months	40	0	40
15. Diploma in Quantity Surveying –Batch I	12 months	40	4	36
16. Diploma in Quantity Surveying –Batch II (Transfer from Rathmalana to Narahenpita)	12 months	23	2	21
17. National Certificate - Electrician(Industrial)	12 months	16	1	15
19. National Certificate in Information and Communication Technology	06 months	44	5	39
20. National Diploma in Information and Communication Technology - Batch -I	12 months	24	2	22
21. National Diploma in Information and Communication Technology - Batch II	12 months	23	8	15
22. National Certificate - Offset Litho Machine Operator	06 months	27	1	26
23. National Certificate - Waiter/Steward	06 months	10	0	10
24. National Certificate - Computer Application Assistant (Disabled)	06 months	4	0	4
25. Advanced Diploma in Cosmetology(Stage 2)	12 months	20	4	16
Total		676	67	619

Table 3.1 Details of Recruitments and Completions of pass out of National Vocational Training Institute, Narahenpita 2013.

3.2 Research Design

Sample size: Secondary data used to select the study population. According to the statistics of planning Division of VTA 2013, the total pass out trainees from National Vocational Training Institute, Narahenpita in year 2013 is 619 Nos. There were 25 courses conducted in this center in year 2013. Researcher wanted to consider half of the total population (300 Nos.) as a study sample to get more accuracy. But only 188nos. of participants responded for the research.

3.3. Conceptual Model

According to the theories related to study in chapter two, it is stated effectiveness of the Vocational Training programmes depend on the employability, level of student satisfaction, wages and the demand for the training courses. The vocational training is effective when the pass outs of the training courses receive satisfactory wages as their salary. The number of social isolation reduces when the effectiveness of the vocational training programmes increased. The courses provide from VTA are effective when the pass out, end user get the stable employment in their career in trade. It can be measured when it is effective. The demand for the courses will be increased and the number of trainees enrolls to vocational training will be higher. The pass out trainees engages in the same employment what they trained and what they dreamt from their childhood is due to influence factors.

3.4 Operationalization

Table 3.2: Operationalization of Concept and Variables

CONCEPT	VARIABLES	INDICATOR	MEASUREMENT
Effectiveness of Vocational Training	Employability	Opportunities available in technical field existing employed rate/amount (on the selected trades)	No. employed in technical field No. self employed No. wage employed No. employ in field as stable employment career
	Student satisfaction of the courses	technical courses trainee participation Trainee commitment	No. of technical courses increased in following year No. Trainees participation for the courses No. Trainees commitment to the train trade No. Trainee contribution
	Wages	Wage amount	Amount of Rs. Received as wages
	Demand for the training courses	Enrollment for the training courses	No. increased for enrollment for vocational Training courses in following year compare to previous year
	Influential factors Childhood fantasies Social and economic conditions, Culture, Gender, Life roles, Skill& abilities	lead to enroll for the technical field	No. enrolls for the technical courses increases due to influential factors.

Source: constructed by the researcher

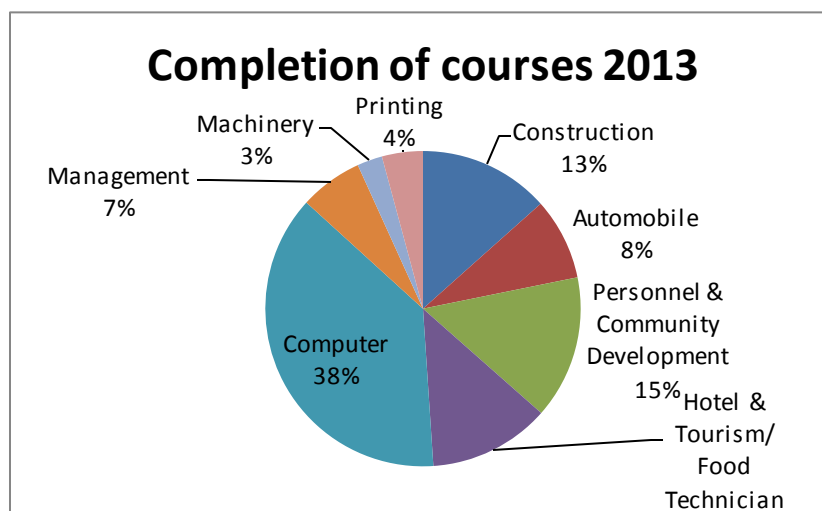
3.5 Population and Sample

Secondary data used to select the study population. According to the statistics of Planning Division of VTA 2013, the total pass out trainees from National Vocational Training Institute, Narahenpita in year 2013 is 619 Nos. There were 25 courses conducted in this center in year 2013. Researcher wanted to consider half of the total population as a study sample to get more accuracy. But only 188nos. of participants responded for the research. Researcher categorized the courses according to the standard trade classification done by TVEC. Twenty five (25 Nos.) numbers of courses are categorized as follows.

Table 3.3 Summary of completion of pass out trade wise

Trade	Number completed 2013
Construction	83
Automobile	52
Personnel & Community Development	91
Hotel & Tourism/ Food Technician	77
Computer	234
Management	40
Machinery	16
Printing	26
Total	619

Source: constructed by the researcher



Researcher selected the sample from trade areas of Computer, Construction, Automobile, Personnel & Community Development, printing and Hotel & Tourism as it shows high participation rate for the courses. Government of Sri Lanka is also intending to develop Sri Lanka after thirty years of civil war. For the development of the country the skilled workers needed from construction trade. Considering the Electrical trade that also comes under the construction trade.

In addition, the researcher considered the Information Technology trade. As 38% participated for the Information technology field and it is worth to find out whether such amount of passed out contributed to economic development of the country.

It is worth to consider the Hotel and Tourism trade as presently the government more conscious to enhance to reach the millennium development Goals. The government intended to develop the Hotel and Tourism sector and all the previous arrival records of the Sri Lanka tourism history were broken with the arrival of the 1,000,000th tourist in Sri Lanka. Compared to the previous year, the present number of tourist arrivals indicates a growth of 17 %. Besides, the total revenue also surpassed 1 billion US\$.

Under the guidance of the Ministry of Economic Development, a five year strategic development plan has been launched for the tourism sector for the years of 2011-2016, based on the *Mahinda Chintana -Vision for the Future* – Development Policy Framework. This strategic development plan of Sri Lanka Tourism will achieve its core objectives of serving the needs of all stakeholders and ensuring the economic benefits of the industry distributed to a larger cross section of the society from fisherman, craftsman, farmer, street vendor, tour guide and tour operator, up to the Hotel industry.

As per this strategy, the key objectives of developing the tourism industry are indicated as follows;

1. Increase tourist arrivals from 650,000 in 2010 to 2.5 Mn by 2016.
2. Attract USD 3,000 Mn as Foreign Direct Investment (FDI) to the country within 5 years.
3. Increase the tourism related employment from 125,000 in 2010 to 500,000 by 2016 and expand tourism based industry and services all island.
4. Distribute the economic benefits of tourism to a larger cross section of the society and integrate tourism to the real economy.

5. Increase the foreign exchange earnings from USD 500 Mn in 2010 to USD 2.75 Bn by 2016.
6. Contribute towards improving the global trade and economic linkages of Sri Lanka.
7. Position Sri Lanka as the world's most treasured island for tourism.”

The government, with its agenda based on benefitting its people with the thriving industry of tourism, played a major role in achieving this target by linking the tourism industry and the mindset of the public.

At present, the tourism industry has become a major component in bringing about the economic boom in post-conflict Sri Lanka. The peaceful situation of the country and its hereditary beauty intermingle to attract many visitors around the globe. With this positive situation, international investors have begun to expand the domestic market to cater to the potential growth of tourist arrivals in the years to follow. For example, the construction of major tourist hotels such as Shangri La, Centara, Marriot, OZO is underway at present.

With these developments at hand, Sri Lanka Tourism targeted a number of 1.2 million arrivals for the year 2013. Thus, the Bureau has already planned to participate in 36 major travel fairs of the world. In addition, International promotional activities will also be executed largely in collaboration with social media sites and world famous airlines to make this long term goal a reality (Web site Ministry of Economic development).

Above extract shows that the country needs skilled workers in Hotel and Tourism Industry. The researcher wanted to find out percentage engaged in this Hotel and Tourism Industry for the contribution of economic development of the country.

Next evidence is to select these three sectors is that each of these trades interlink each other when Hotel & Tourism Industry Developed, the construction industry automatically rise up. Then their needed the Information & Communication Technology to make aware the other countries to boost up the economic Development.

Other than these three trades, it is clear that there was high pass outs participation for the automobile and personnel Development trades.

Finally, the total considered sample was total 300nos. of pass outs in NVTI, Narahenpita and selected trade areas of Construction Industry, Hotel & Tourism Industry and

Information & Technology trade, automobile, printing and personnel Development trades. Invited pass out trainees to participate for the interviews.

3.6 Data Collection Techniques

Data will be collected through the participants of pass out trainees. The letter will be posted to the pass out trainee's to get them participate for the interviews. Pass out trainees will be collected to the VTA centers which are close to the trainee's residence. The available VTA enumerators will conduct one to one interviews with the pass out trainees.

The research sample limited to 300nos. of pass outs NVT Narahenpita and collected data from half of the population and responded only 188 nos.

The questionnaire prepared to get information of personal data, Training data, Employment data, and Establishment data of each pass out trainees which are correlated with the researcher's variables.

3.7. Data Analysis Techniques

The collected data were analyzed by using Microsoft excel

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter consists of the analysis of data collected from pass outs of year 2013. To get understand the findings; researcher graphically represents the findings of data. Researcher wanted to collect data from the sample of three hundred (300 nos.) number of pass out from NVTI, Narahenpita. Out of this sample there were hundred and eighty eight participants (188 Nos.) collected to the relevant vocational training centers and responded for the study. Twenty nine percent (29%) female and seventy one percent (71%) males represented the study.

Researcher has done the analysis under the main headings of questionnaire such as personal data, Training data, Employment data, Establishment data and satisfaction level of the pass out trainees. Percentage participated trade wise for the research as follows.

Twenty two percent pass outs represented construction trade, Fifty percent pass out represented Information Technology trade and Three percent pass outs represented Hotel and Tourism trade, Eight percent represented Automobile trade, Eight percent represented Beauticulture and Hairdresser twelve six percent pass outs represented Electrical trade and Three percent represented printing trade.

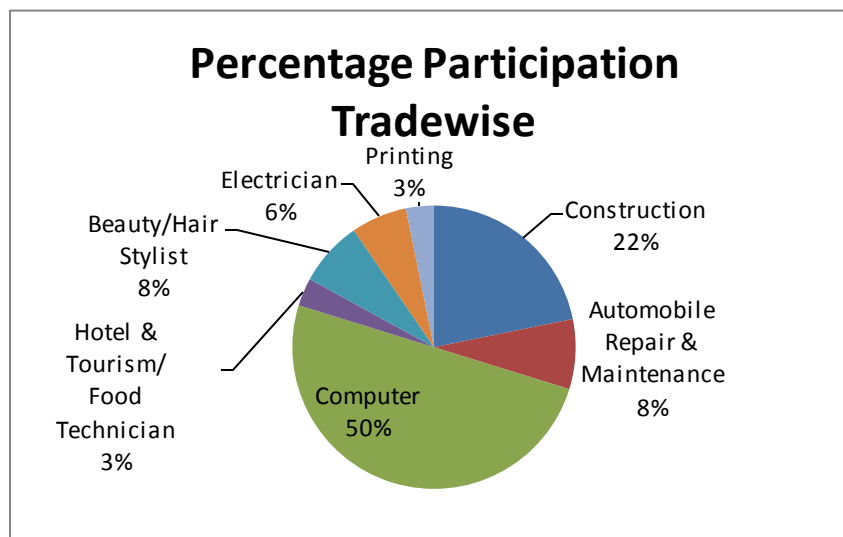


Figure: 4.1 Percentage participation trade wise

Developed by Researcher referred; Appendix 1

4.1 Personal Data

Table 4.1: Concentration of Language Proficiency of Pass out trainees NVTI, Narahenpita 2013.

Language	Speaking ability	Reading ability	Writing ability
Sinhala	187	187	187
Tamil	14	9	10
English	153	183	178

Source: Developed by Researcher referred; Appendix 1

Out of hundred and eighty eight respondents, all participated for the study can speak, read and write Sinhalese. Those who participated for the Information Technology and Quantity surveying course can both read and write English. It is such that the entrance qualifications for these two courses are G.C.E. (A/L).

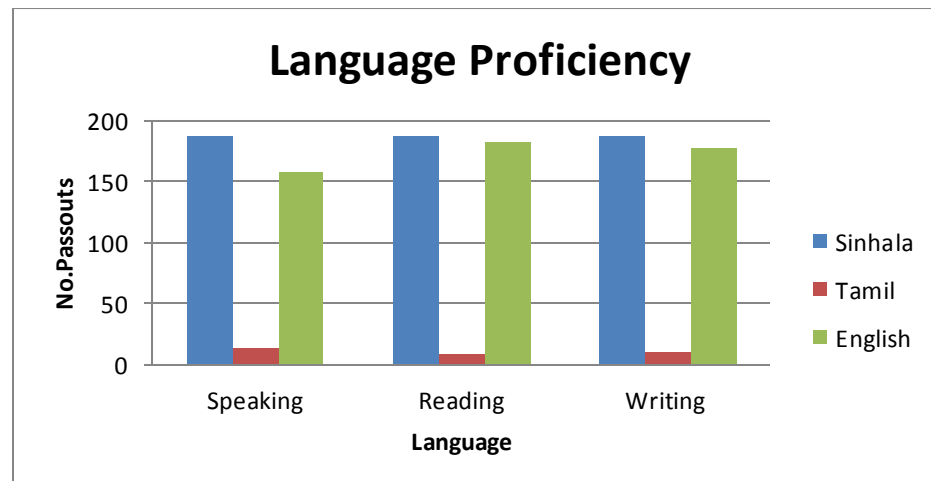


Figure 4.2: Concentration of Language Proficiency of Pass out trainees NVTI Narahenpita 2013

Source: Developed by Researcher referred; Appendix1

4.1.2. Level of School Education

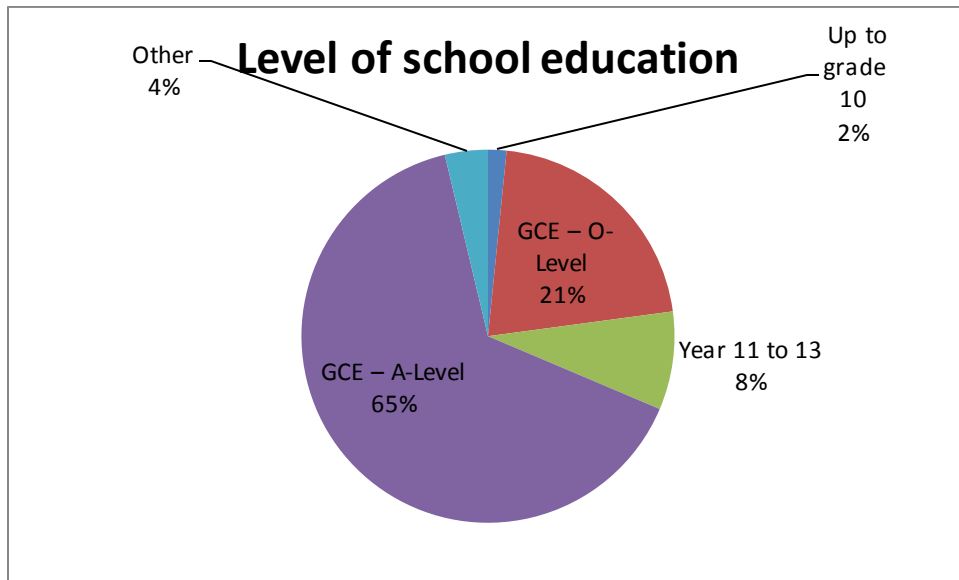


Figure 4.3: Level of education of pass out trainees

Developed by Researcher referred; Appendix 1

According to the data received from trades, sixty five percent (65%) has done G.C.E. (A/L) and twenty one percent (21%) studied up to A/L, s.

4.1.3. Special abilities help to get a job.

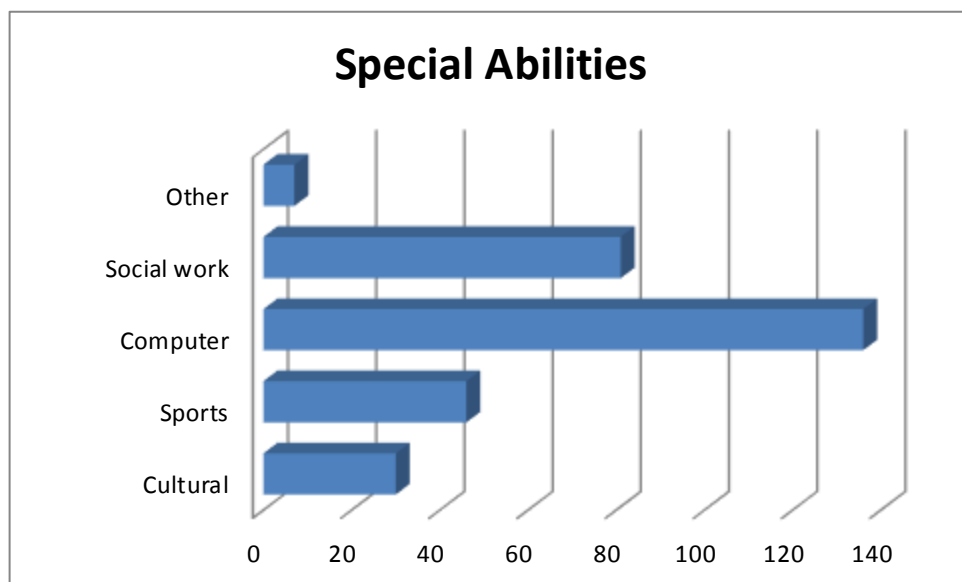
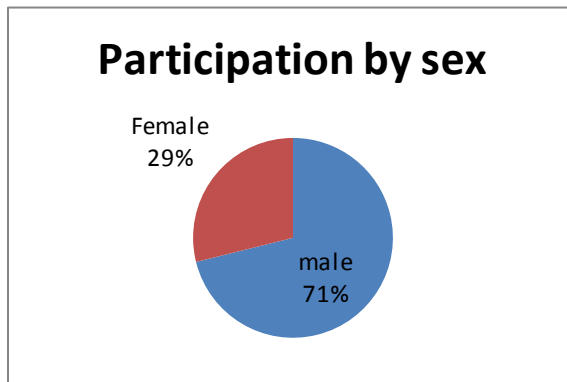


Figure 4.4: Special abilities of pass out trainees

Source: Developed by Researcher referred; Appendix 1

Out of hundred and eighty eight respondents, majority of pass outs said that the computer literacy (72%) helps to find the present job. Forty three percent (43%) said that the social work was an added qualification to get a job in the society and twenty four percent (24%) said that the sports helped to find out the job. Some mentioned that the culture of job help to get the job at present.

4.1.4. Participation for the research gender wise



Majority participated for the research is male that is seventy one percent. Female participation is twenty nine percent.

4.2 Training Data

4.2.1 Trained Trade

All the participants who participated for the research analyses and the results are as follows.

Trade	Nos.
Construction	41
Automobile Repair & Maintenance	15
Computer	94
Hotel & Tourism/ Food Technician	6
Beauty/Hair Stylist	14
Electrician	12
Printing	6
	188
Total	

4.2.2 Participants course category (NVQ / Non NVQ)

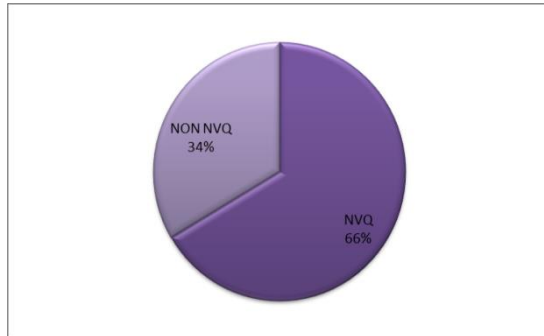


Figure 4.5: Participants course category (NVQ / Non NVQ)

Source: Developed by Researcher referred; Appendix 1

From Hundred and eighty eight participants sixty six percentage (66%) followed NVQ courses. Thirty four followed Non NVQ courses.

4.2.3. Training participation according to the course duration

The participants who participated for the courses as per the course duration is as follows.

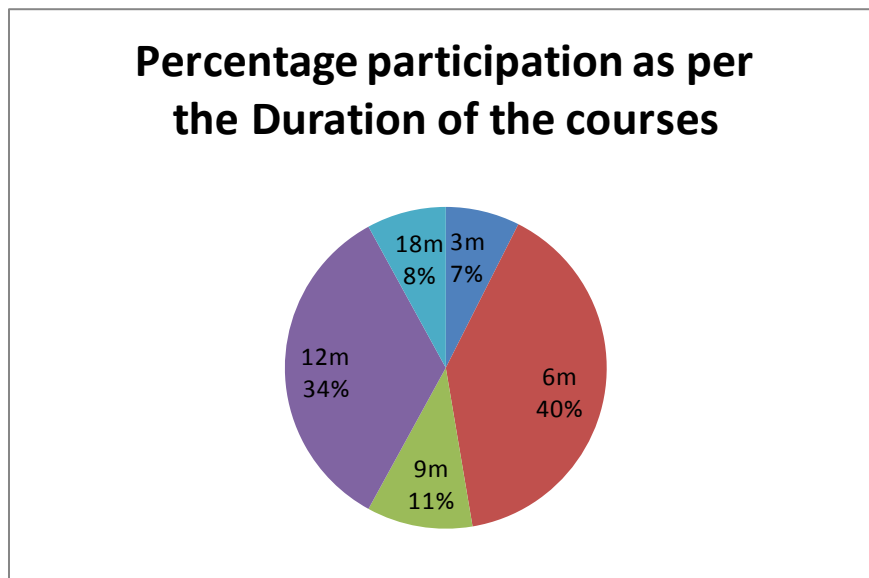


Figure 4.6: Percentage participation according to the course duration

From 188 participants Forty percent (40%) of participants followed six months courses. Thirty four percent (34%) followed twelve months of duration courses. Eleven percent (11%) followed nine months of courses. Rest of eight percent (8%), seven percent (7%) followed eighteen and three months courses respectively.

4.2.4. Reasons to choose to select specific trade areas

According to the analysis, Percentage of Sixteen (16 %) of respondents chooses the trade area according to social and economic conditions, twelve percentages (12%) selected as childhood fantasies. Fifty one percent (50%) had some skills and abilities to choose of the trained trade. Ten Percent (10%) selected the trade according to life roles and previous experience percentages are ten (10%) and five percent (5%) respectively.

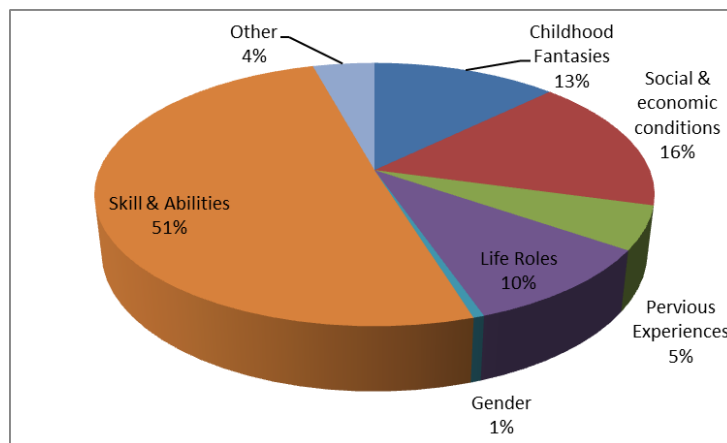


Figure 4.7: Reasons to choose to select specific trade areas

Source: Developed by Researcher referred; Appendix 1

4.2.5. Results of Examination

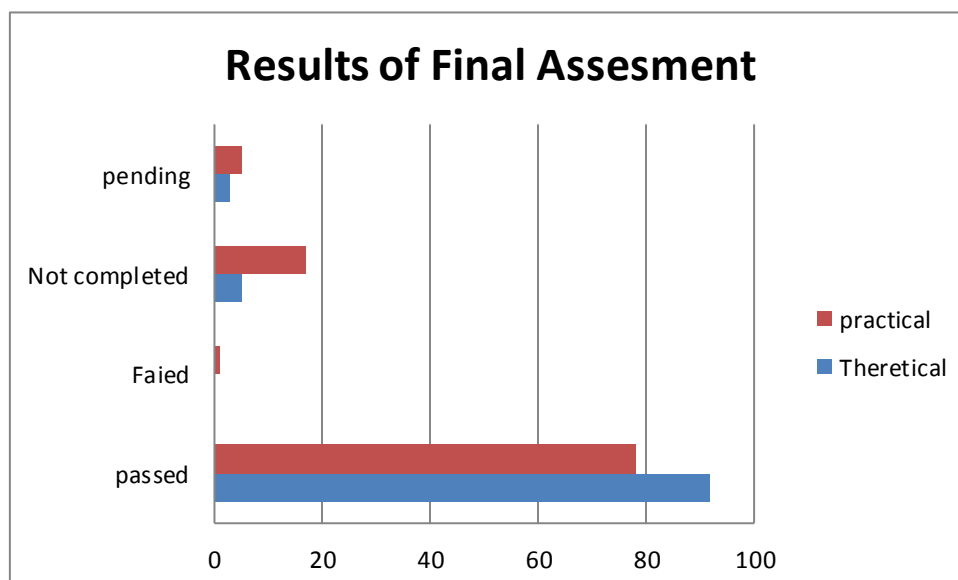


Figure 4.8: Results of Final Assessment

Source: Developed by Researcher referred; Appendix 1

It is clear that more than ninety five percent (95%) passed theory and seventy eight percent (78%) passed practical assessments. Percentage failed is very less.

4.2.6. Further Training details

Out of Hundred and eighty eight (188) pass outs, thirty five (35%) obtained further training from various Institutions. But sixty five (65%) did not obtain any further training opportunities in trained trade or in any other trade.

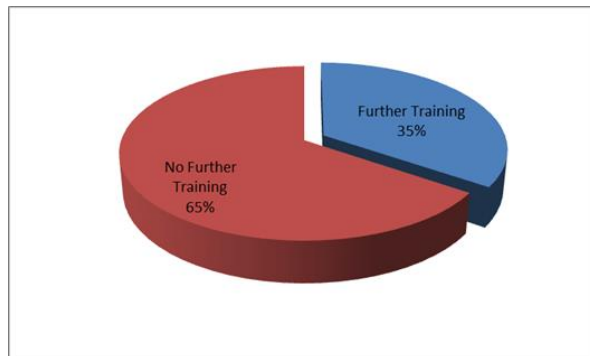


Figure 4.9: Preparation of further training of the pass out trainees

Source: Developed by Researcher referred; Appendix 1

4.2.7. Receiving Certificates

Out of hundred and eighty eight (188) pass outs, Sixty nine percent (69%) received certificates, twenty five percent (25%) not received the certificate at the time of research and six percent (6%) passed the final assessment but not received the certificate / pending results.

Percentage receiving of certificates

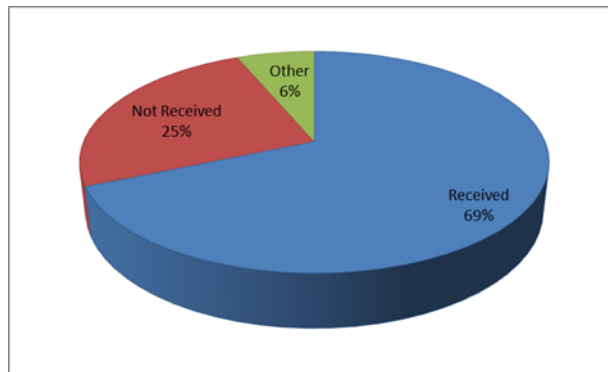


Figure 4.10 Percentage receiving certificates

Source: Developed by Researcher referred; Appendix 1

4.3 Employment Data

4.3.1 Time Taken to find out employment

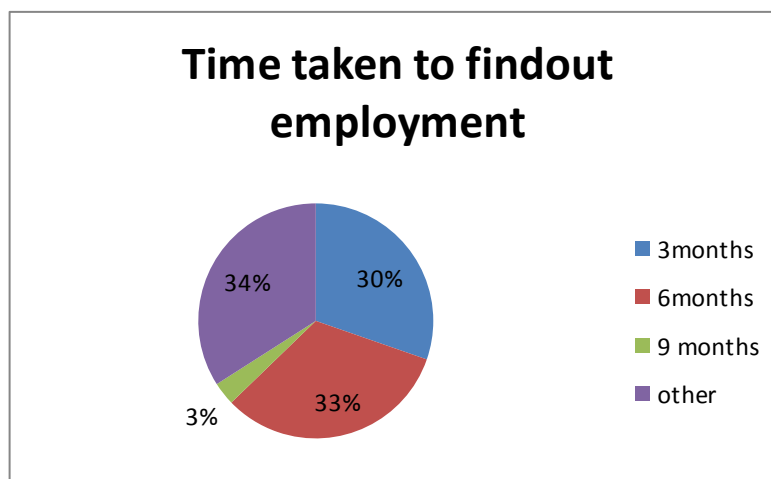


Figure 4.11: Time taken to find out employment

Source: Developed by Researcher referred; Appendix 1

As per the graphical representation thirty three percent (33%) of pass out trainees obtained employment after six months. Thirty percent (30%) obtained after three months of institutional training, three (3%) and thirty four percent (34%) obtained employment after nine months and other duration.

4.3.2 Employment of pass outs in general

Table 4.6: Employment Details of pass outs

Employment Situation	% pass outs
Employed	58
Self employed	11
Employed earlier, seeking job	11
Employed earlier , not seeking job	0
Never employed, and seeking job	7
Never employed, and not seeking job	5
Doing Higher Studies	8

Figure 4.12: Employment of pass out in general

Source: Developed by Researcher referred; Appendix 1

Employed fifty eight percent (58%) out of sample of Hundred and eighty eight (188). According to the findings five percent (5%) never employed and not seeking job. Eleven percent (11%) employed earlier seeking job, Seven percent (7%) never employed seeking jobs, Eleven percent (11%) engaged with self-employment. The total of employment, self-employment and wage employment together is more than sixty nine percent (69%).

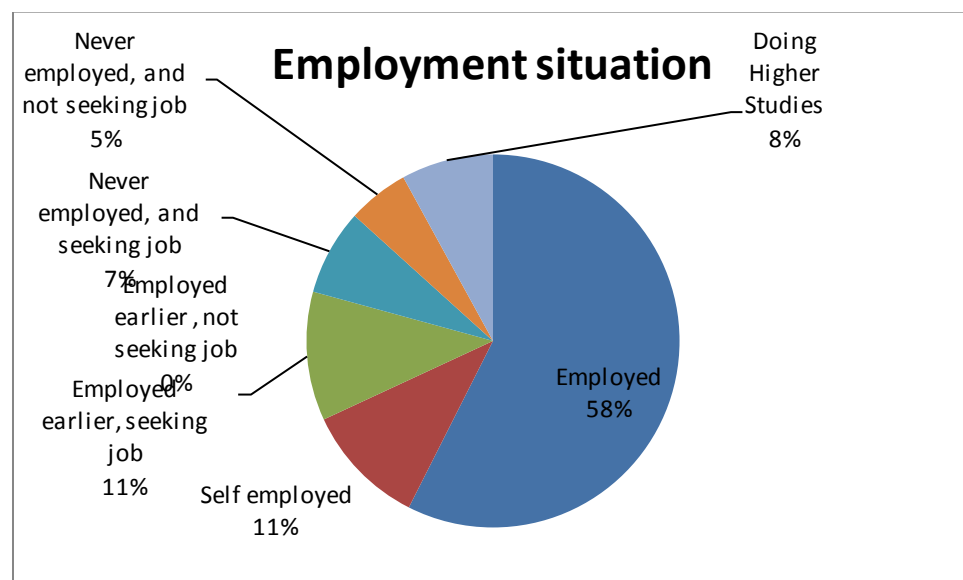


Figure 4.13: Employment details of pass outs in general

Source: Developed by Researcher referred; Appendix 1

4.3.3. Employment Category

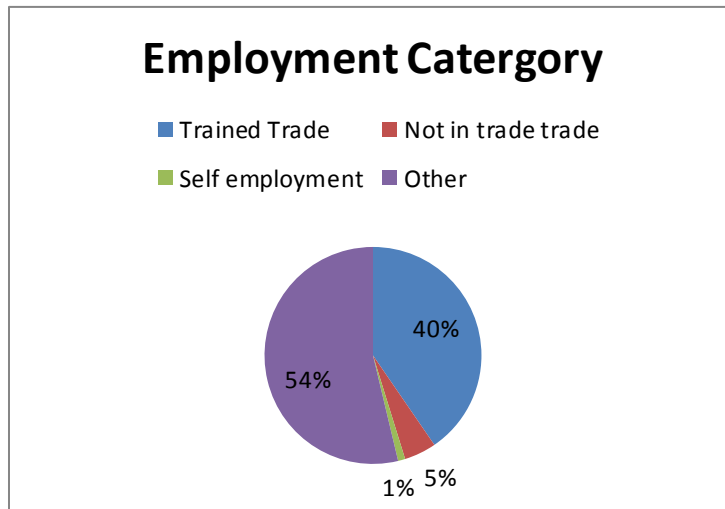


Figure 4.14: Employment Category

Source: Developed by Researcher referred; Appendix 1

As per the analysis forty percent (40%) employ in trade. Five percent (5%) employ in other trades. One percent (1%) self-employ in other trades. Fifty Four percent not responded for this as some these respondents are not employing and some do higher studies.

4.3.4 Pass outs employ in Trained –Trade

Out of Hundred and eighty eight percent (188) Pass outs Fifty Four (54%) employ in the Information and Technology trade , Twenty Four percent (24%) employ in Construction trade , Two percent (2%)employ in Hotel and Tourism and Twenty percent (20%) employ in other trades such as Beauty /Hair Stylist, Electrical, Automobile Repair and Maintenance and Printing.

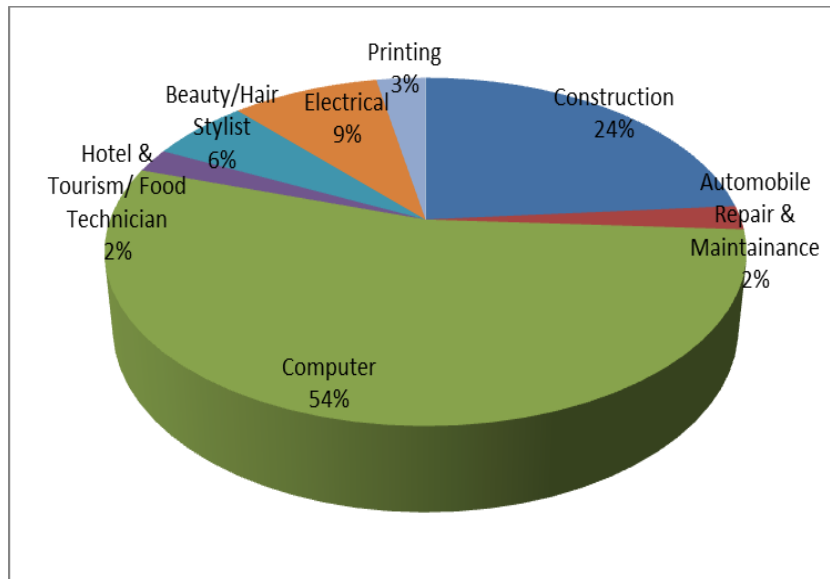


Figure 4.15: Pass outs employ in Trained –Trade

Source: Developed by Researcher referred; Appendix 1

4.3.5 Reasons for not employing in trained trade

Table 4.7: Concentration of Reasons of unemployment in trained trade

Reasons	%
Did not find a job in train trade	28
Did not wish to get a job in the train trade	1
Training received in the train trade is not enough to find out a job	7.9
Low income in train trade	29
Low prestige	14.1
Other	20

Source: Developed by Researcher referred; Appendix 1

According to the above table, twenty eight percent (28%) did not find a job in trained trade. One percent (1%) did not wish to get a job in the trained trade. Eight percent (8%) said that the training received in the train trade is not enough to fine out a job. Twenty nine percent (29%) said that because of low income in train trade trainees did not employ in trained trade. Fourteen percent (14%) did not employ because of low prestige. Twenty percent said other reasons.

4.3.6. Occupancy Level

According to the employment of pass out in general, self-employment is ten point six percent (10.6%) and the wage employment is sixty one percent (61%). The total percentage is seventy one percent (71%). This seventy one percent can be categorized according to the level of the occupation as below. Most of the pass outs are skill craftsmen i.e. thirty eight percent (38%). Twenty three percent (23%) work in Managerial level. Twenty five percent (25%) work as supportive workers. Fourteen percent (14%) work in other levels but not mention.

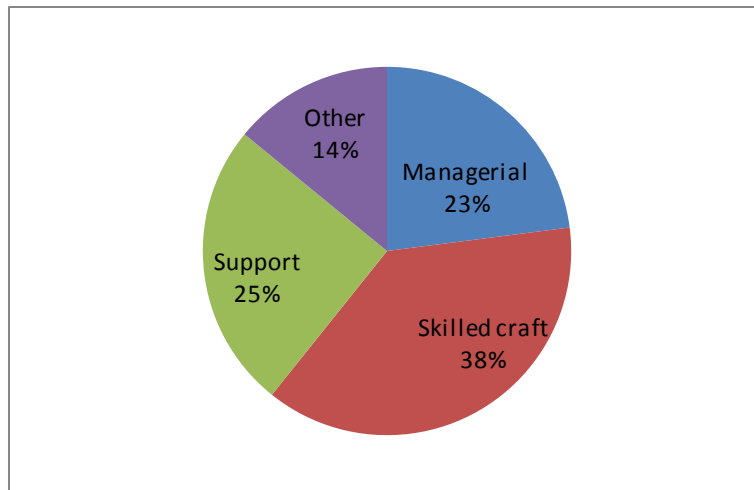


Figure 4.16: Level occupations pass out engaged

‘ Source: Developed by Researcher referred; Appendix

4.3.7. Relevancy of training with the present job

Considering relevancy of the courses to the employment of the sample of pass outs, the most of the pass outs said that the course and job they engaged is very relevant that is Forty six Percent (46%). Forty two Percent (42%) said that the course was relevant to the employment. But Eleven percent (11%) said that the courses and the employment are not relevant.

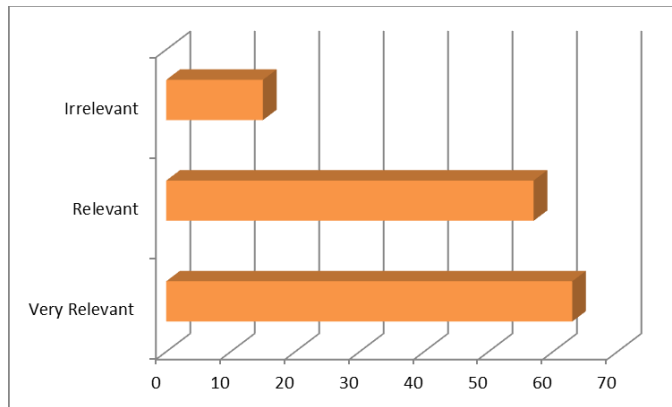


Figure 4.17: Relevancy of training with the present job

Source: Developed by Researcher referred; Appendix 1

4.3.8. Most Important Part of the training

When researcher analyze most important part of the training, most of the respondents said that the both theory and practical equally important when engaging with the job. But they said the most modern techniques would be the most important from all these three.

4.3.9. Total monthly income

This pie chart represents the income level of the trainees they earned from the employment. Ten percent (10%) receive range of Rs. 10,000 to Rs. 15,000. twenty percent (20%) received the amount less than Rs.25, 000. Thirty seven percent (37%) received range of Rs. 15,000 to Rs.20, 000.

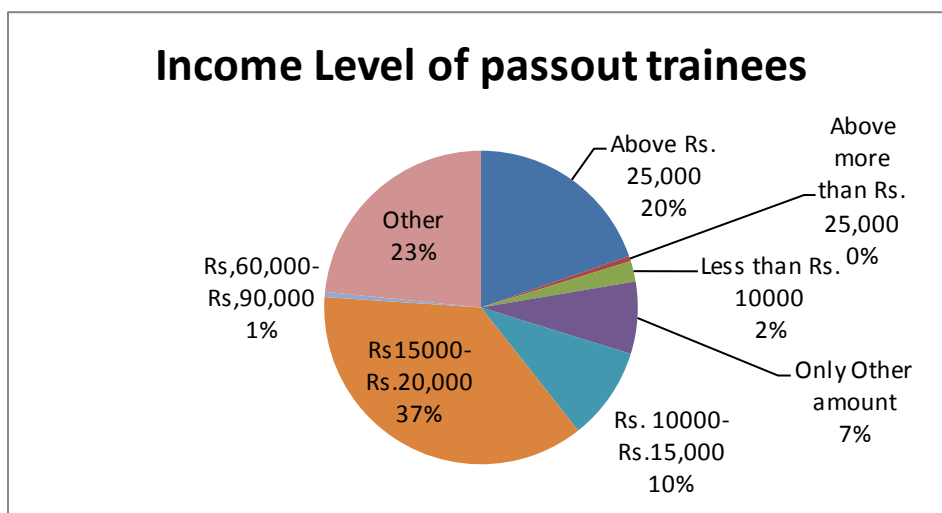


Figure 4.18: Income level of pass out trainees

Source: Developed by Researcher referred; Appendix 1

4.4 Employment Data

4.4.1. Method of finding a job

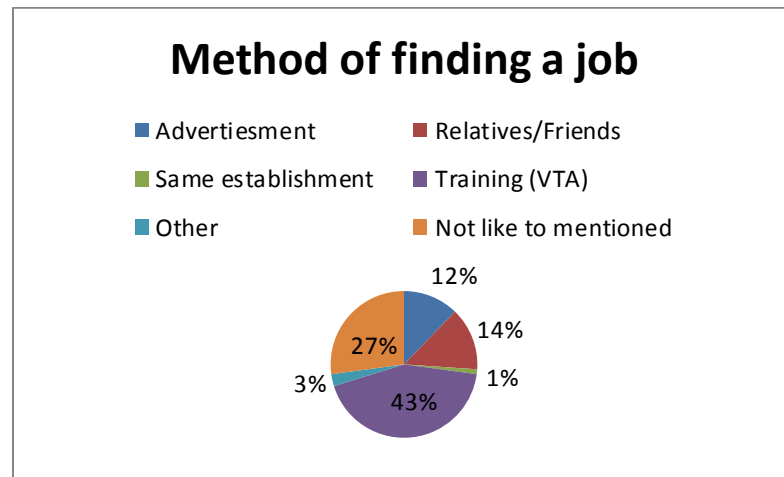


Figure 4.19: Method of finding job

Source: Developed by Researcher referred; Appendix 1

Out of all respondents Forty three percent could find a job through VTA. Twenty seven percent (27%) not mentioned as they are not employed. Fourteen percent (14%) found employment through relatives and friends. Twelve percent found through relatives and friends. One percent (1%) found through the same establishment they were trained.

4.5 Self Employment Data

4.5.1 Reason to find Self Employment

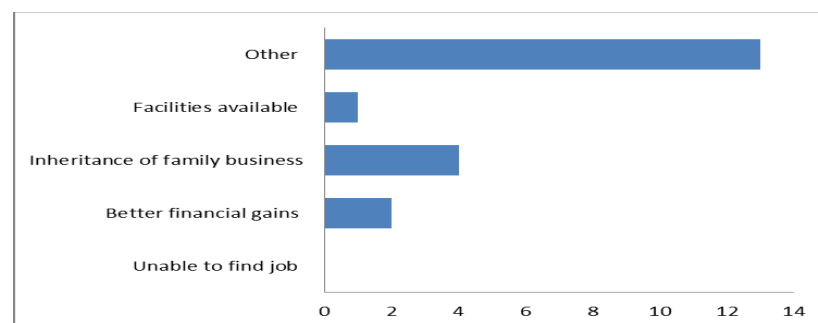


Figure 4.20: Reasons for Self Employment

Source: Developed by Researcher referred; Appendix 1

Data analysis carried out to find out the percentage of employment, it is found that the Twelve percent (12%) engaged with self-employment. From that amount of self-employment researcher found that the thirty five percent (35%) selected the self-

employment because of better financial gains. Twenty two percent (22%) selected the self-employment as they had their family business. Thirty two percent (32%) said that they choose the self-employment as they were unable to find a job. Some selected the self-employment because of some other reasons such as others influences.

4.5.2. Constrains to start self-employment

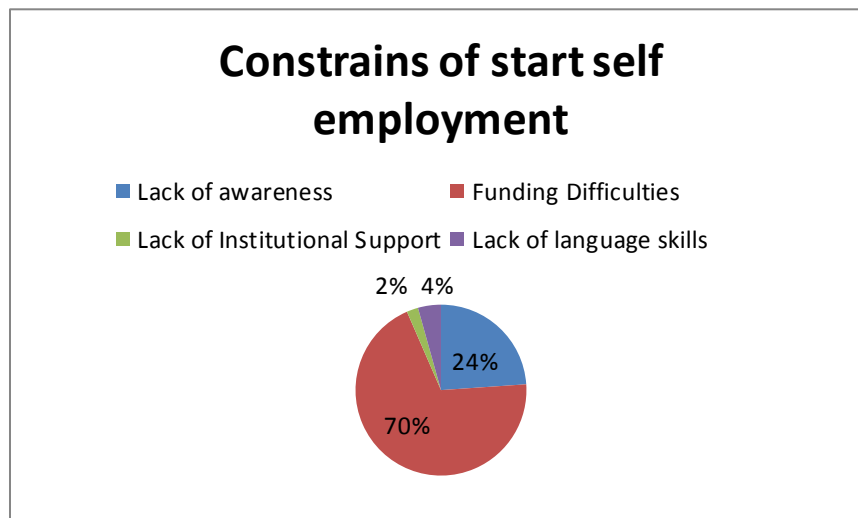


Figure 4.21: Constrains of start self-employment

Source: Developed by Researcher referred; Appendix 1

Seventy percent (70%) said that that they have funding difficulties to start a self-employment. Twenty four percent (24%) said that they do not have enough knowledge and awareness to the self-employment. Two percent (2%) said lack of institutional support caused to start a business.

4.5.3. Reasons for Difficulties to find employment

The researcher wanted to find the reasons of difficulties to find out employment. The Thirty percent (30%) respondents said there are no vacancies for the trained trade. Twenty two percent (22%) said that only few vacancies exit in trained trade. Forty eight percent (48%) said reasons such as working environment, opportunities in faraway places reasons for their unemployment.

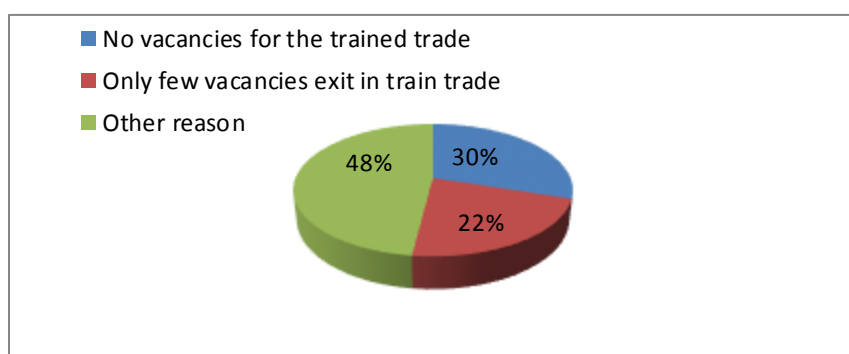


Figure 4.22: Reasons for Difficulties to find employment

Source: Developed by Researcher referred; Appendix 1

4.6 Career Progress

According to the question number 5.03, the majority wanted to enhance their career prospectus 34% wanted to update knowledge and skills for the betterment of their lives. 41% wanted to enhance employment status. 25% wanted to enhance employment prospectus.

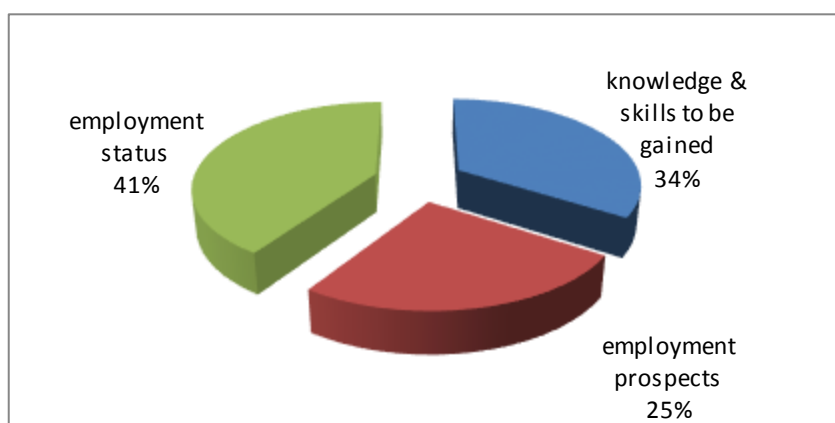


Figure 4.23: Career Progress

Source: Developed by Researcher referred; Appendix 1

4.7 Selection of New Trade

Researcher wanted to know whether the respondents wanted to change the course/trade. But only little mentioned that they wanted to change for a new course in future such as Hotel and Tourism sector, telecommunication sector, Information Technology sector relevant to their career prospects.

4.8. Comparison of enrollment year 2013, 2014 and

Course	Duration	Enrollment 2013	Enrollment 2014
1. National Certificate Automobile A/C Mechanic	06 months	30	32
2. Adobe Certified Professional	06 months	22	26
3. National Certificate - Automobile Mechanic	18 months	22	28
4. National Certificate - Baker	06 months	34	34
5. National Certificate - Beautician	06 months	37	32
6. National Certificate - Hair Stylist	06 months	38	27
7. CISCO Computer Networking	09 months	35	29
8. National Certificate - Computer Graphic Designer	06 months	34	35
9. National Certificate - Computer Graphic Designer Technology (Disabled)	06 months	24	19
10. National Certificate - Computer Hardware Technician (A Plus)	06 months	39	38
11. National Certificate - Cook	06 months	33	41
12. National Certificate - CNC Milling	06 months	16	11
13. Diploma in Drafting Technology	12 months	11	17
14. Diploma in Industrial Management	06 months	40	56
15. Diploma in Quantity Surveying –Batch I	12 months	36	47
16. Diploma in Quantity Surveying –Batch II (Transfer from Rathmalana to Narahenpita)	12 months	21	0
17. National Certificate - Electrician(Industrial)	12 months	15	18
19. National Certificate in Information and Communication Technology	06 months	39	38
20. National Diploma in Information and Communication Technology - Batch -I	12 months	22	26
21. National Diploma in Information and Communication Technology - Batch II	12 months	15	26

22. National Certificate - Offset Litho Machine Operator	06 months	26	22
23. National Certificate - Waiter/Steward	06 months	10	33
24. National Certificate - Computer Application Assistant (Disabled)	06 months	4	Not commenced
25. Advanced Diploma in Cosmetology(Stage 2)	12 months	16	Not commenced
Total		619	635

When comparing the enrollment for courses in year 2013 and 2014, the total enrolled for year 2014 is higher than 2013. Number recruited for the courses in year 2014 are more than 2013. As per the Table 3.2: Operationalization of Concept and Variables, It is clear that the effectiveness can be measured by demand for the courses.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the conclusions and recommendations as per the analysis done in the chapter four. The conclusions are given in this chapter according to the results analyzed in chapter four of primary and secondary data obtained in this research.

5.1 Conclusions

The researcher made conclusions according to the results obtained from the research under the employability, student satisfaction, wages, demand for the training courses and influential factors.

5.1.1. Employability

In year 2013 National Vocational Training Institute, Narahenpita conducted both NVQ and non NVQ courses. From Hundred and eighty eight participants sixty six percent (66%) followed NVQ courses. Thirty four (34%) followed Non NVQ courses. Out of hundred and eighty eight participants majority participated is male (71%). Female participation is twenty nine percent (29%). This is because most of participants participated for the research is male oriented courses.

According to the data analysis researcher found that fifty eight percent (58%) employing as wage employers. Eleven percent (11%) engaged as self-employers. Thirty one percent (31%) of pass out trainees did not employ in trained trade.

Fifty Four (54%) employ in the Information and Technology trade , Twenty Four percent (24%) employ in Construction trade , Two percent (2%) employ in Hotel and Tourism and Twenty percent (20%) employ in other trades such as Beauty /Hair Stylist, Electrical, Automobile Repair and Maintenance and Printing. According to the analysis thirty three percent (33%) of pass out trainees obtained employment after six months. Thirty percent (30%) obtained after three months of institutional training, three (3%) and thirty four percent (34%) obtained employment after nine months and other duration.

Employment details are as: Five percent (5%) never employed and not seeking job. Eleven percent (11%) employed earlier presently seeking job, Seven percent (7%) never employed seeking jobs, Eleven percent (11%) engaged with self-employment. The total

of employment, self-employment and wage employment together is more than sixty nine percent (69%).

Out of hundred and eighty eight respondents, majority of pass outs said that the computer literacy (72%) helps to find the present job. Forty three (43%) percentage said that the social work was an added qualification to get a job in the society and twenty four percent (24%) said that the sports helped to find out the job. Some mentioned that the culture of job help to get the job at present.

From 188 participants Forty percent (40%) of participants followed six months courses. Thirty four percent (34%) followed twelve months of duration courses. Eleven percent (11%) followed nine months of courses. Rest of eight (8%), seven (7%) followed eighteen and three months courses respectively.

As per the representation thirty three percent (33%) of pass out trainees obtained employment after six months. Thirty percent (30%) obtained after three months of institutional training, three (3%) and thirty four percent (34%) obtained employment after nine months and other duration.

According to the above analysis, twenty eight percent (28%) did not find a job in trained trade. One percent (1%) did not wish to get a job in the trained trade. Eight percent (8%) said that the training received in the train trade is not enough to fine out a job. Twenty nine percent (29%) said that because of low income in train trade trainees did not employ in trained trade. Fourteen percent (14%) did not employ because of low prestige. Twenty percent said other reasons caused not employing.

According to the employment of pass out in general, wage employment is fifty eight percent (58%) and the self-employment eleven percent (11%). The total percentage is sixty nine percent (69%). This sixty nine percent can be categorized according to the level of the occupation as below. Most of the pass outs are skill craftsmen i.e. thirty eight percent (38%). Twenty three percent (23%) work in Managerial level. Twenty five percent (25%) work as supportive workers. Fourteen percent (14%) work in other levels but not mention.

Considering relevancy of the courses to the employment of the sample of pass outs, the most of the pass outs said that the course and job they engaged is very relevant that is Forty six Percent (46%). Forty two Percent (42%) said that the course was relevant to the

employment. But Eleven percent (11%) said that the courses and the employment are not relevant.

When researcher analyze most important part of the training, most of the respondents said that the both theory and practical equally important when engaging with the job. But they said the most modern techniques would be the most important from all these three.

Out of all respondents Forty three percent could find a job through VTA. Twenty seven percent (27%) not mentioned as they are not employed. Fourteen percent (14%) found employment through relatives and friends. Twelve percent found through relatives and friends. One percent (1%) found through the same establishment they were trained.

Data analysis carried out to find out the percentage of employment, it is found that the eleven percent (11%) engaged with self-employment. From that amount of self-employment, researcher found that the thirty five percent (35%) selected the self-employment because of better financial gains. Twenty two percent (22%) selected the self-employment as they had their family business. Thirty two percent (32%) said that they choose the self-employment as they were unable to find a job. Some selected the self-employment because of some other reasons such as others influences.

Seventy percent (70%) said that that they have funding difficulties to start a self-employment. Twenty four percent (24%) said that they do not have enough knowledge and awareness to the self-employment. Two percent (2%) said lack of institutional support caused to start a business.

The researcher wanted to find the reasons of difficulties to find out employment. The Thirty percent (30%) respondents said there are no vacancies for the trained trade. Twenty two percent (22%) said that only few vacancies exit in trained trade. Forty eight percent (48%) said reasons such as working environment, opportunities in faraway places reasons for their unemployment.

According to the question number 5.03, the majority wanted to enhance their career prospectus i.e. sixty six percent (66%) and Thirty four (34%) wanted to update knowledge and skills for the betterment of their lives.

Researcher wanted to know whether the respondents wanted to change the course/trade. But only little mentioned that they wanted to change for a new course in future such as

Hotel and Tourism sector, telecommunication sector, Information Technology sector relevant to their career prospects.

5.1.2. Level of Student satisfaction

The Researcher wanted to identify the satisfaction level of the trainees in trained trade or courses which were conducted in year 2013.

Information represents the income level of the trainees they earned from the employment. More than fifty percent (50%) receive range of Rs. 10,000 to Rs. 15,000. More than twenty five percent (25%) received the amount less than Rs.25, 000. More than fifteen percent (15%) received range of Rs. 20,000 to Rs.15, 000.

It is clear that more than ninety five percent (95%) passed theory and seventy eight percent (78%) passed practical assessments. According to the figures Percentage failed is very less.

Out of Hundred and eighty eight (188) pass outs, thirty five (35%) obtained further training from various Institutions. But sixty five (65%) did not obtain any further training opportunities in trained trade or in any other trade.

Out of hundred and eighty eight (188) pass outs, Sixty nine percent (69%) received certificates, twenty five percent (25%) not received the certificate at the time of research and six percent (6%) passed the final assessment but not received the certificate / pending results.

5.1.3. Influential factors

Influential factor is one of major variable according to the Holland career choice theory. According to the analysis, Percentage of Sixteen (16%) of respondents chooses the trade area according to social and economic conditions, twelve percentages (12%) selected as childhood fantasies. Fifty one percent (50%) had some skills and abilities to choose of the trained trade. Ten Percent (10%) selected the trade according to life roles and previous experience percentages are ten (10%) and five percent (5%) respectively.

5.1.4. Wages

When considering the employability, Out of total sample attended for the study research, Fifty eight percent (58%) employ as wage employers. The income level of the trainees they earned from the employment. Ten percent (10%) receive range of Rs. 10,000 to Rs. 15,000. twenty percent (20%) received the amount less than Rs.25, 000. Thirty seven percent (37%) received range of Rs. 15,000 to Rs.20, 000.

5.1.5. Demand for the Vocational Training Courses

When comparing the enrollment for courses in year 2013 and 2014, the total enrolled for year 2014 is higher than 2013. Number recruited for the courses in year 2014 are more than 2013. As per the Table 3.2: Operationalization of Concept and Variables, It is clear that the effectiveness depend on demand for the courses. (Appendix 4)

5.1.5. Applicability of theory in to study findings:

The researcher examined whether the relevant theories used in this literature review (chapter 2.0) are applicable into the findings of research study. The theories considered in this research are Job search theory, Human Capital Theory, Parson's Theory, Career Choice Theory and John Holland's Theory of Career Choice.

According to the findings of this research study the majority Thirty Four (34%) wanted to enhance their career prospectus i.e. 34% wanted to update knowledge and skills for the betterment of their lives and for the prospectus of the employment after obtaining vocational training. As in the Job Search Theory (Calmfors, 1994& Mortensen, 1986) stated that active labour market policies such as further vocational training may raise the employment prospects of participants by improving their skills. So the findings are tally with the theory.

According to the Human Capital Theory (Bernhard, &Kruppe 2010/2012) Interprets participation at further vocational training as an investment in human capital.

According to the question number 5.03, the majority wanted to enhance their career prospectus thirty four (34%) wanted to update knowledge and skills for the betterment of their lives. Four one percent (41%) wanted to enhance employment status. Twenty Five percent (25%) wanted to enhance employment prospectus.

The unemployment rate twenty nine percent (29%) in the country is considerable & some seeking jobs. twelve percent (12%) from this amount employed earlier but various reasons such as poor salary, environmental conditions, work situation they decided to left the job. It is noted that the research finding of this is really applied with this theory.

According to the Becker, in 1962 it is true that everybody first priority to have a job and to earn higher wages.

The probability to drop out of the labour market may be decreased and job search efficiency may be enhanced. Training may also prevent social isolation (RaaumTorp, 2002). On the other hand, the costs of human capital accumulation lower the present earnings (Becker, 1962). Within the context of further vocational training, present earnings of a person could be interpreted as potential earnings, if he would not have participated in the training and had searched and found a job instead. Participants reduce their job search intensity during the training programme as they engage with the training and further training. Because of this, they have lower employment prospects than non-participants. They are locked in the measure. While this locking-in effect is interpreted as negative in general, this is not the case if the programme leads to a vocational certificate. Obtaining such a certification reduces the risk of being unemployed again and leads to a more stable employment career. Putting these arguments together, expect first that participants have better chances of finding and keeping a regular job after finishing the vocational training than non-participants. They should also be less likely to receive unemployment benefit. Furthermore, expect lower employment prospects for participants during the vocational training programme (the locking-in effect) and interpret it as human capital investment. (Sarah Bernhard & Thomas Kruppe, 2010/2012). The total human capital theory is related to this finding of the research study.

According to the parson's theory people can analyze their skills, values, interests and personality and then match these up to jobs which use these. This method works well in times of economic boom, but less so in recessions when our choice is more constrained.

According to the research study findings The parson's theory directly applied to this research as fifty percent According to the analysis, Percentage of Sixteen (16 %) of respondents chooses the trade area according to social and economic conditions, twelve percentages (12%) selected as childhood fantasies. Fifty one percent (50%) had some skills and abilities to choose of the trained trade. Ten Percent (10%) selected the

trade according to life roles and previous experience percentages are ten (10%) and five percent (5%) respectively.

John D. Krumboltz stated that Career Choice Theory is that humans pick their careers as a result of experiences and influences they have had in their life. These experiences and influences may include a parent, a mentor, a hobby or interest that propels the individual to explore occupations associated with those elements in their life. Influences such as where they live or what is taught to them also play a part, according to the theory. According to the Krumboltz Career Choice Theory the career choice theory influences for the selecting of careers.

The Career Key is based on John Holland's theory of career choice. The theory explains work-related behavior – such as, which career choices are likely to lead to job success and satisfaction. It also explains other human actions, like success and satisfaction in school and training programs. It is the best-known and most widely researched theory on this topic and is used by most career counselors.

Understanding Holland's theory will help and make good choices – decisions about which occupations, careers, majors, or training programs best-fit trainees.

5.2. Recommendations

The researcher considered the results based on the research, proposed and recommends following suggestions to enhance the effectiveness of the vocational training courses.

5.2.1. Employability

According to the conclusions on employability sixty nine percent (69%) and Thirty one percent (31%) are not employed. So the one third of the government funds spent is wasted and the training time of participants also wasted. There should be a proper method of recruitment of trainees to the courses at the beginning. A modern career choice test can be introduced for the selection when entering for the courses.

Eleven percent (11%) engaged with self-employment. When the trainees are in the institute, the trainees should be made aware of entrepreneurship Development programs and make arrangement of affordable interest rate loan systems to start small industries with state banks.

Identification of reasons of unemployment and give solutions to pass out trainees such as: The According to the research twenty eight percent (28%) respondents said there are no vacancies for the trained trade. This means even though the respondents said as earlier some of the above respondents are employed. As already identified the demand driven courses can start such courses when recruiting.

The pass out said that the trained trade is not enough to find out a jobs in same trade. The machines used in the institute are outdated and shall be introduced new technology to the existing courses. The knowledge on both theory and practical's of instructors must be enhanced by providing modern technology. When considering the opinion on instructors, both the lecturers and the instructors should be well prepared to transfer knowledge and skills to the trainees at training institutions as well as establishments. But still have to be updated and motivated to develop the skills, knowledge and attitudes towards the development of trainers and staff for the development of the quality training.

Instructors should be updated with modern technology such as Information Technology to update their knowledge via internet and courses.

The government sector is able to provide employment as little as three percent (3%) pass out while the bulk engaged in a Private sector . With this figure, the private sector is the main employment provider; so that the relationship with the private sector should be strengthen by conducting workshops for the private sector owners annually before sending the trainees for on the job training.

As the Most of the pass outs are skill craftsmen (38%), it is needed to start advanced courses on these trades to these craftsmen to develop their career prospectus.

With employability results obtained from the analysis the researcher recommends to continue such training programme as shows effectiveness and economic contribution to develop the country development and the participation of such number for the vocational training courses and the % employability shows the evidence of effectiveness.

According to the size of the establishment, highest number of pass out is employed in medium scale establishment. Some work their own organization with less than 10 employees. Some work in organizations which are not either macro or micro level establishments.

It is recommending maintaining management of industry/company information system for further employ such pass out trainees in the industries or companies for future use and for future collaboration with them.

It is recommended the authority to conduct workshop once a year for the future benefit for the trainees and to get the Industry owners ideas to develop the course up to their requirement.

For some of the course there are fewer participants than previous years. So the researcher think that some of the courses are outdated and researcher wanted to find out demand driven courses with the industry owners and using Labour market analysis results for future training purposes.

Information technology, Hotel and Tourism Industry and Construction Technology courses are still demand driven course according to the findings of the both primary and secondary data analysis. With all these efforts, it is needed to produce skilled personnel in Hotel and Tourism Industry to contribute to the economic development with enlargement of Hotel and Tourism sector.

With these results it is better to conduct follow up studies with the pass out trainees and make institutional arrangements to update knowledge and skills for the betterment of their future advancement.

Considering Student satisfaction, the number of technical courses has not been increased according to the data provided by the annual progress report of VTA. The number of trainees' participation for the courses in following year (2014) is higher than the year 2013 (refer appendix: 4). with the number of dropout from secondary education, the demand for the courses has been increased.

5.1.2. Level of Student satisfaction

When considering the income they received from their career only Twenty five percent (25%) receive less than 25,000. So the Institute must prepare agreements with the company owners agreeing standard amount of wages.

As the Job Placement officers are responsible for the pass out trainees, they have keep up monitoring of the on the job trainees and the contact person in the companies they work.

It is recommend conducting awareness programmes for the industry owners about the courses and the VTA has to prepare agreements with the industry owners, pass outs and with the VTA officials. With this can reduce the unemployment problems in the industry. Before recruiting the trainees to the courses must give awareness for them to have proper knowledge on the work environment that they have to work after the Institutional training.

The trainees must make aware of the working environment that they have to work, they have to deal and also provide knowledge on how to attract the management when they in working place, How to absorb to the organization where they get trained. And also make aware them How to be in the train trade, How work to satisfy the company management, How to become effective worker, How to be positive.

Out of hundred and eighty eight (188) pass outs, Sixty nine percent (69%) received certificates, twenty five percent (25%) not received the certificate at the time of research and six percent (6%) passed the final assessment but not received the certificate / pending results. This could be increased with the cooperation of TEVC.

5.1.3. Influential factors

Influential factor is one of major variable according to the Holland career choice theory. The career choice test can be done to choose a trade area of course. This career choice test consisted with the influential factors. It is needed to make arrangements to conduct effective career guidance & counseling programmes to select most appropriate courses for the trainees according to the career choice. When enrolling trainees to the training organizations it is needed to conduct modern career choice test for the new entrants.

It is needed to update the knowledge of Career Guidance and Job Placement officers by giving training.

It is recommended to start possible English medium training programmes which are under the Information and communication trade can be conducted in English medium. This will help other medium trainees who seek to enroll for the courses.

5.1.4. Wages

It is recommended to identify the modern equipment and introduce modern technical equipment which is used in industry to enhance VTA trainees for employ to increase the number in trained trade. When they know to work on modern technology eventually they will get good salary for their work.

Finally the researcher recommended to conduct continuing the study Island wide as the researcher limited this study to NVTI, Narahenpita. The demands for the training courses are different in various part of the country. It depends on the availability of industries in the in the areas. It is recommended to find out the training need of the areas and the effectiveness of the courses which conducts for the development of the country.

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Appendices

Appendix1: Questionnaire used for collecting data from passed outs.

Appendix 2: Recruitment Details in year 2013 in NVTI-Narahenpita

Appendix 3: Recruitment of pass out in year 2013 and 2014.

Appendix 3:

Comparison of enrollment year 2013, 2014 and

Course	Duration	Enrollment 2013	Enrollment 2014
1. National Certificate Automobile A/C Mechanic	06 months	30	32
2. Adobe Certified Professional	06 months	22	26
3. National Certificate - Automobile Mechanic	18 months	22	28
4. National Certificate - Baker	06 months	34	34
5. National Certificate - Beautician	06 months	37	32
6. National Certificate - Hair Stylist	06 months	38	27
7. CISCO Computer Networking	09 months	35	29
8. National Certificate - Computer Graphic Designer	06 months	34	35
9. National Certificate - Computer Graphic Designer Technology (Disabled)	06 months	24	19
10. National Certificate - Computer Hardware Technician (A Plus)	06 months	39	38
11. National Certificate - Cook	06 months	33	41
12. National Certificate - CNC Milling	06 months	16	11
13. Diploma in Drafting Technology	12 months	11	17
14. Diploma in Industrial Management	06 months	40	56
15. Diploma in Quantity Surveying –Batch I	12 months	36	47
16. Diploma in Quantity Surveying –Batch II (Transfer from Rathmalana to Narahenpita)	12 months	21	0
17. National Certificate - Electrician(Industrial)	12 months	15	18
19. National Certificate in Information and Communication Technology	06 months	39	38
20. National Diploma in Information and Communication Technology - Batch -I	12 months	22	26
21. National Diploma in Information and Communication Technology - Batch II	12 months	15	26

22. National Certificate - Offset Litho Machine Operator	06 months	26	22
23. National Certificate - Waiter/Steward	06 months	10	33
24. National Certificate - Computer Application Assistant (Disabled)	06 months	4	Not commenced
25. Advanced Diploma in Cosmetology(Stage 2)	12 months	16	Not commenced
Total		619	635

Appendix 2

Student Enrollment - 2013 Year

course	Duration	No of Enrollment	No of Drop out	No of Pass Out
1. National Certificate Automobile A/C Mechanic	06 months	33	3	30
2. Adobe Certified Professional	06 months	23	1	22
3. National Certificate - Automobile Mechanic	18 months	26	4	22
4. National Certificate - Baker	06 months	37	3	34
5. National Certificate - Beautician	06 months	44	7	37
6. National Certificate - Hair Stylist	06 months	45	7	38
7. CISCO Computer Networking	09 months	28	3	35
8. National Certificate - Computer Graphic Designer	06 months	34	0	34
9. National Certificate - Computer Graphic Designer Technology (Disabled)	06 months	28	4	24
10. National Certificate - Computer Hardware Technician (A Plus)	06 months	40	1	39
11. National Certificate - Cook	06 months	34	1	33
12. National Certificate - CNC Milling	06 months	17	1	16
13. Diploma in Drafting Technology	12 months	16	5	11
14. Diploma in Industrial Management	06 months	40	0	40
15. Diploma in Quantity Surveying –Batch I	12 months	40	4	36
16. Diploma in Quantity Surveying –Batch II (Transfer from Rathmalana to Narahenpita)	12 months	23	2	21
17. National Certificate - Electrician(Industrial)	12 months	16	1	15
19. National Certificate in Information and Communication Technology	06 months	44	5	39
20. National Diploma in Information and Communication Technology - Batch -I	12 months	24	2	22
21. National Diploma in Information and Communication Technology - Batch II	12 months	23	8	15
22. National Certificate - Offset Litho Machine Operator	06 months	27	1	26
23. National Certificate - Waiter/Steward	06 months	10	0	10

24. National Certificate - Computer Application Assistant (Disabled)	06 months	4	0	4
25. Advanced Diploma in Cosmetology(Stage 2)	12 months	20	4	16
Total		676	67	619

