

Determinants of the Quality of Vocational Education Training in Uzbekistan

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Determinants of the Quality of Vocational Education Training in Uzbekistan

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Abstract

Determinants of the quality of vocational education training in Uzbekistan

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Master's Degree Program in Community Development

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This thesis entitled “Determinants of the quality of vocational education training in Uzbekistan” was held in Tashkent”.

This study used a quantitative approach to research. It seems that the purpose of the study was to find out the factors that determine the indicators and the quality of vocational education and training in Uzbekistan. The main objective of this study is to study the factors that can improve vocational education.

As the data analysis chapter has revealed that training content, school facility, satisfaction with course, satisfaction with curriculum, teacher competency and training equipment availability are contributor on determining the quality of vocational education training and policymakers need to take into consideration when developing policy strategies for VET colleges improvement.

Based on the finding of this study, the following recommendations are forwarded:

The content of training should be more relevant with the job demand of the market so that they can get a job just after completion of training and also meet the employment demand of the market.

The existing vocational education training curriculum should be modified and relevant with market job demand and updated new science and technology.

Keywords: Vocational education training; Training content; School facility; Satisfaction with course; Satisfaction with curriculum; Teacher competency and training equipment

Abbreviations

KOICA	Korea International Cooperation Agency
VET	Vocational Education and Training
DTET	Department of Technical Education and Training
NAITA	National Apprenticeship and Industrial Training Authority
NIE	National Institute of Education
NIFNE	National Institute of Fisheries and Nautical Engineering
TVEC	Tertiary and Vocational Education Commission
GCE	General Certificate of Education
GDP	Gross Domestic Product

Chapter 1. Introduction

1.1. Background

Uzbekistan, officially the Republic of Uzbekistan, is a double land locked Central Asian Sovereign state. It is a secular, unitary constitutional republic, comprising 12 provinces, one autonomous republic, and a capital city. Uzbekistan is bordered by five landlocked countries: Kazakhstan to the north; Kyrgyzstan to the northeast; Tajikistan to the southeast; Afghanistan to the south; and Turkmenistan to the southwest.

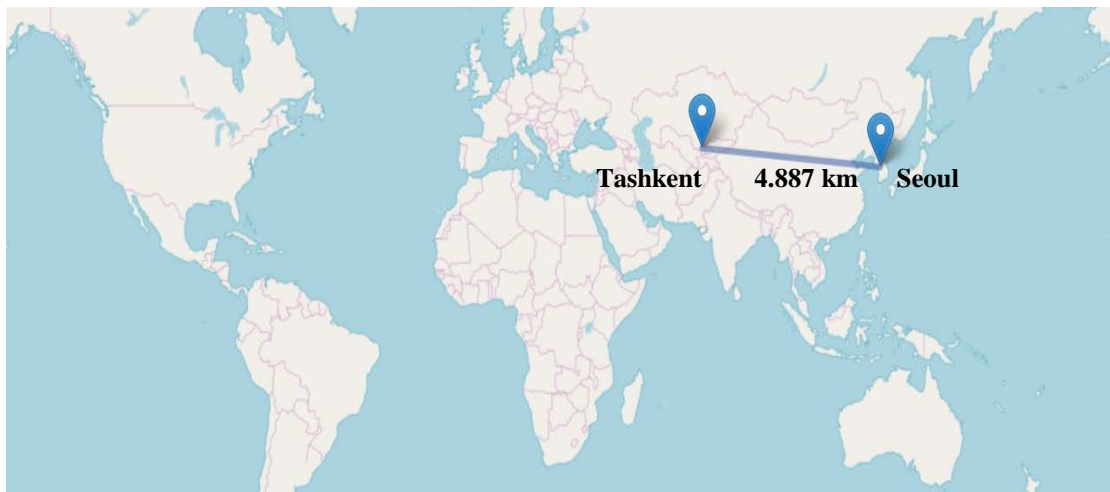


Figure 1.1 Where is Uzbekistan?

Source: Compiled by the author

Uzbekistan has an area of 447,400 square kilometres (172,700 sq mi). It is the 56th largest country in the world by area and the 42nd by population.



Figure 1.2 The The Geographical Map of Uzbekistan
Source: Compiled by the author

Since achieving independence in 1991, the Government of Uzbekistan has stated that it is committed to a gradual transition to a market-based economy. The progress with economic policy reforms has been cautious. Nevertheless, cumulatively, Uzbekistan has shown respectable achievements. The agriculture

and manufacturing industries contribute equally to the economy, each accounting for about one-quarter of the GDP.

Over the past 11 years, including this year, the growth rate of the gross domestic product has been steadily maintained at more than 8 percent. The macroeconomic indicators have been balanced; the state budget and balance of payments remain stable. The volume of export and gold reserves has increased. In addition, the public external debt does not exceed 18.5% of GDP in 2017.

In 2015, the service sector increased more than half of GDP. Currently, the share of service sector in GDP has reached 54.5% compared to 49% in 2010. There are, more than half of the entire population busy in the service area.

According to the rating of the authoritative World Economic Forum (Gray, 2017), Uzbekistan is among the five countries with the fastest growing economy in the world by the results of 2014-2015 and projected growth for 2016-2017 (Figure 3).



Figure 1.3 The World's fastest growing economies in 2017

Source: World Economic Forum, 2017.

Despite a significant slowdown in the growth of world trade and a reduction in external demand for the most important export-oriented resources, Uzbekistan achieved a positive balance in the foreign trade turnover, which helped ensure the growth of gold reserves.

The low level of public debt attests to the achieved results and strengthening of macroeconomic stability in the country.

Number of resident population

As of January 1, 2017, the number of the resident population of the Republic of Uzbekistan was 32.1 million and compare to 1991 increased by 11.5 million people or 56%.

Table 1.1 Number of resident population of the Republic of Uzbekistan (Unit: million people)

Year	1991		2017		Difference between 1991 and 2017	
	number	share, %	number	share, %	+,-	%
Population (total)	20.6	100.0	32.1	100.0	11.5	155.9
Male	10.2	49.4	16.1	50.2	5.9	158.2
Female	10.4	50.6	16.0	49.8	5.6	153.6

Source: The State Committee on Statistics State Committee, 2016.

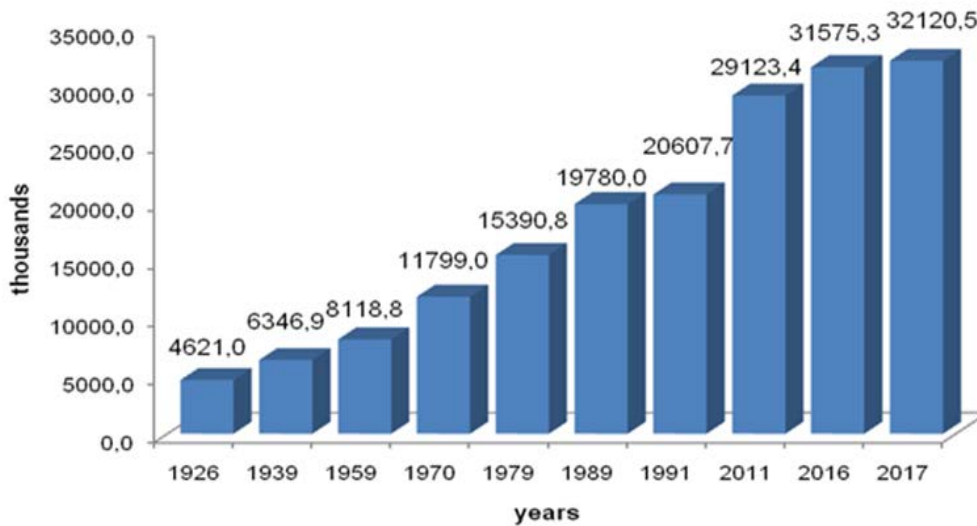


Figure 1.4 Population of the Republic of Uzbekistan (thsd.; as of 1st January 2017)

Source: The State Committee on Statistics State Committee, 2016.

Uzbekistan is a state with a growing population. At the beginning of 2017 more than 32 million people lived there. Uzbekistan is one of the largest countries in the CIS in terms of its demographic potential, ranking third after Russia and Ukraine. During the years of independence, the population of the republic increased by more than 12 million people. Population growth in this period occurred in waves.

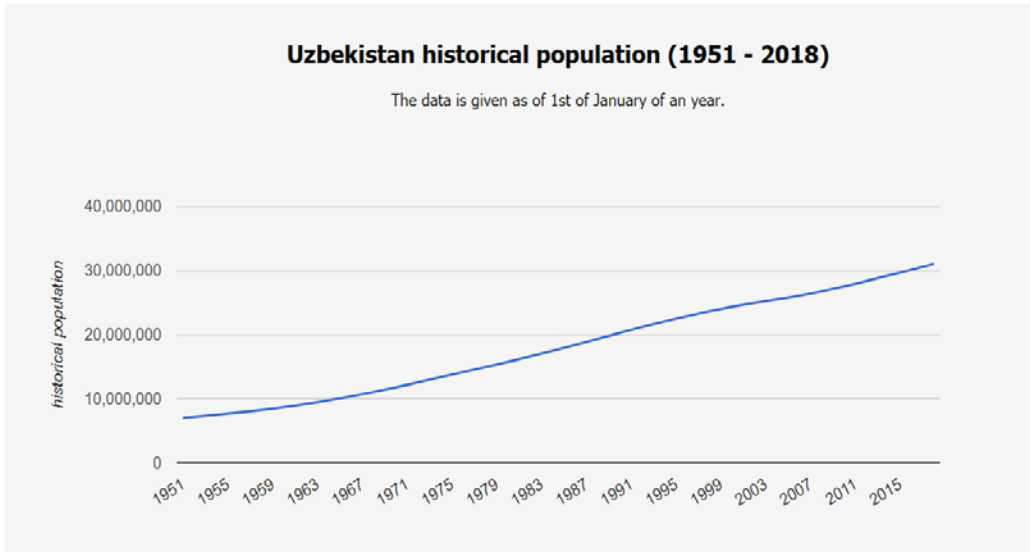


Figure 1.5 Population of the Republic of Uzbekistan
<https://countrymeters.info/en/Uzbekistan>
 Source: United Nations Department of Economic and Social Affairs: Population Division

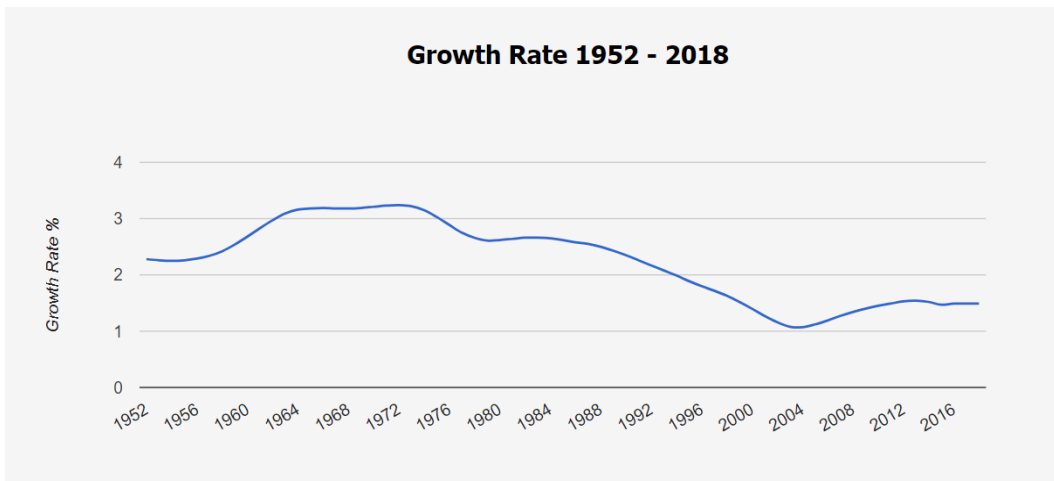


Figure 1.6 Population of the Republic of Uzbekistan
<https://countrymeters.info/en/Uzbekistan>
 Source: United Nations Department of Economic and Social Affairs: Population Division

Table 1.2 Number of Resident Population of the Republic of Uzbekistan

Year	Population	Growth Rate
1951	7,024,727	N/A %
1955	7,682,457	2.26 %
1960	8,671,882	2.68 %
1965	10,075,352	3.18 %
1970	11,786,379	3.21 %
1975	13,779,890	3.03 %
1980	15,747,710	2.62 %
1985	17,943,568	2.62 %
1990	20,283,754	2.35 %
1995	22,481,798	1.89 %
2000	24,356,383	1.40 %
2005	25,774,623	1.12 %
2010	27,538,937	1.45 %
2015	29,681,701	1.47 %
2018	31,032,925	1.49 %

Unit : Million People

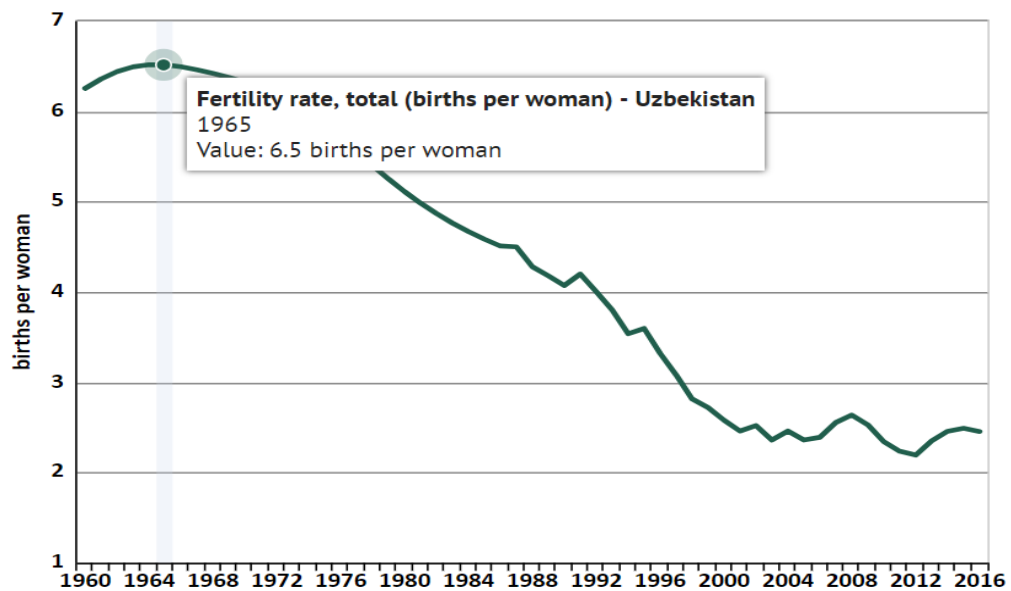
<https://countrymeters.info/en/Uzbekistan>

Source: United Nations Department of Economic and Social Affairs: Population Division

In 2016, fertility rate for Uzbekistan was 2.5 births per woman.

Fertility rate of Uzbekistan fell gradually from 6.5 births per woman in 1967 to 2.5 births per woman in 2016

What is Uzbekistan fertility rate?



[View source's information](#)

Figure 1.7 Uzbekistan - Total Fertility Rate

Source: <https://knoema.com/atlas/Uzbekistan/Fertility-rate?origin>

Table 1.3 Demographics of Ethnic Groups in Uzbekistan, 1926–1989

Ethnic group	census 1926 ¹		census 1939 ²		census 1959 ³		census 1970 ⁴		census 1979 ⁵		census 1989 ⁶		statistics 2017 ⁷	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Uzbeks	3,467,226	73.0	4,804,096	65.1	5,038,273	62.2	7,733,541	64.7	10,569,007	68.7	14,142,475	71.4	26,917,700	83.7
Tajiks	350,670	7.4	317,560	5.1	311,375	3.8	457,356	3.8	594,627	3.9	933,560	4.7	1,544,700	4.8
Kazakhs	191,126	4.0	305,416	4.9	335,267	4.1	549,312	4.6	620,136	4.0	808,227	4.1	803,400	2.5
Russians	245,807	5.2	727,331	11.6	1,090,728	13.5	1,495,556	12.5	1,665,658	10.8	1,653,478	8.4	750,000	2.3
Karakalpaks	142,688	3.0	181,420	2.9	168,274	2.1	230,273	1.9	297,788	1.9	411,878	2.1	708,800	2.2
Kyrgyz	79,610	1.7	89,044	1.4	92,725	1.1	110,864	1.0	142,162	0.7	174,907	0.8	274,400	0.9
Tatars	28,335	0.6	147,157	2.3	397,981	4.9	442,331	3.7	531,205	3.5	467,829	2.4	195,000	0.6
Turkmens	31,492	0.7	46,543	0.7	54,804	0.7	71,066	0.6	92,285	0.6	121,578	0.6	192,000	0.6
Koreans	30	0.0	72,944	1.2	138,453	1.7	151,058	1.3	103,062	1.1	183,140	0.9	176,900	0.6
Ukrainians	25,335	0.5	70,577	1.1	87,927	1.1	114,979	1.0	113,826	0.7	153,197	0.8	70,700	0.2
Crimean Tatars					46,829	0.6	135,426	1.1	117,559	0.8	188,772	1.0		
Turks	371	0.0	474	0.0	21,269	0.3	46,398	0.4	48,726	0.3	106,302	0.5		
Jews	37,621	0.8	50,676	0.8	94,303	1.2	102,843	0.9	99,836	0.7	94,689	0.5		
Armenians	14,862	0.3	20,394	0.3	27,370	0.3	34,470	0.3	42,374	0.3	50,537	0.3		
Azerbaijanis	20,764	0.4	3,645	0.1	40,511	0.5	40,431	0.3	59,779	0.4	44,410	0.2		
Uyghurs	36,349	0.8	50,638	0.8	19,377	0.2	24,039	0.2	29,104	0.2	35,762	0.2		
Bashkirs	624	0.0	7,516	0.1	13,500	0.2	21,069	0.2	25,879	0.2	34,771	0.2		
Others	77,889	1.6	98,838	1.6	126,738	1.6	198,570	1.7	176,274	1.1	204,565	1.0	486,900	1.5
Total	4,750,175		6,271,269		8,105,704		11,959,582		15,389,307		19,810,077		32,120,500	

Unit: million people

Source: https://en.wikipedia.org/wiki/Demographics_of_Uzbekistan

If you pay attention at the table on the composition of the population in the history of Uzbekistan after 1930 there was no big change.

In 1991-2017, significant changes were observed in the age composition of the population. For instance, in 1991 the population under working age (1-15 years) was 43.1% of the total population, at working age (men aged 16-59 years, women aged 16-54 years) 49.1%, over working age (men aged 60 years or over and women aged 55 years or older) 7.8%. As of January 1, 2017, this indicator was equal to 30.1%, 60.5%, and 9.4% respectively.

Table 1.4 Age composition of the resident population (Beginning of year; thousands)

Age	1991		2011		2017	
	number	share, %	number	share, %	number	share, %
under working age	8,883	43.1	9,099	31.3	9,665	30.1
at working age	10,123	49.1	17,805	61.1	19,440,8	60.5
over working age	1,602	7.8	2,219	7.6	3,014	9.4
Total	20,608	100.0	29,123	100.0	32,120	100.0

Source: The State Committee on Statistics State Committee, 2016

Table 1.5 Statistics on the number of the workforce population

Workforce	Year						
	2010	2011	2012	2013	2014	2015	2016
Number of economically active population	12,287	12,542	12,850	13,163	13,505	13,767	14,022
Employed	11,628	11,919	12,223	12,523	12,818	13,058	13,298
Unemployed	658,2	622,4	626,3	639,7	687,0	709,4	724,0
Unemployment rate, %	5.4	5.0	4.9	4.9	5.1	5.2	5.2

(Unit: Thousands)

Source: The State Committee on Statistics State Committee, 2016.

1.2. Problem statement

535 000 (2015) and 518 000 (2016) graduates of VET colleges become labor market participants in Uzbekistan (The State Committee on Statistics, 2016).

Moreover, the average graduate rates in 2010-2016 were more than 500 000 each year.

The situation in labor market today is very tense because of low job creation and competition is also increasing.

In addition, 80% of surveyed Uzbek entrepreneurs were not satisfied with the qualification of the graduates of VET colleges (Survey of Ministry of Labor; 2016).

Therefore, the issues of quality of education in Uzbek VET colleges are needed to be discussed.

Vocational Education and Training (VET) sector directly connected to the education system of Uzbekistan and part of it. In order to understand this context, it is necessary to have a clear idea about Uzbekistan education system. Uzbekistan is implementing free education system since 1992.

Uzbekistan's education system

The education system of the Republic of Uzbekistan is single and continuous.

Education in Uzbekistan is realized in the following ways:

- pre-school education
- secondary education
- specialized secondary and vocational education
- Higher education
- graduate education
- personnel training and retraining
- non-school education

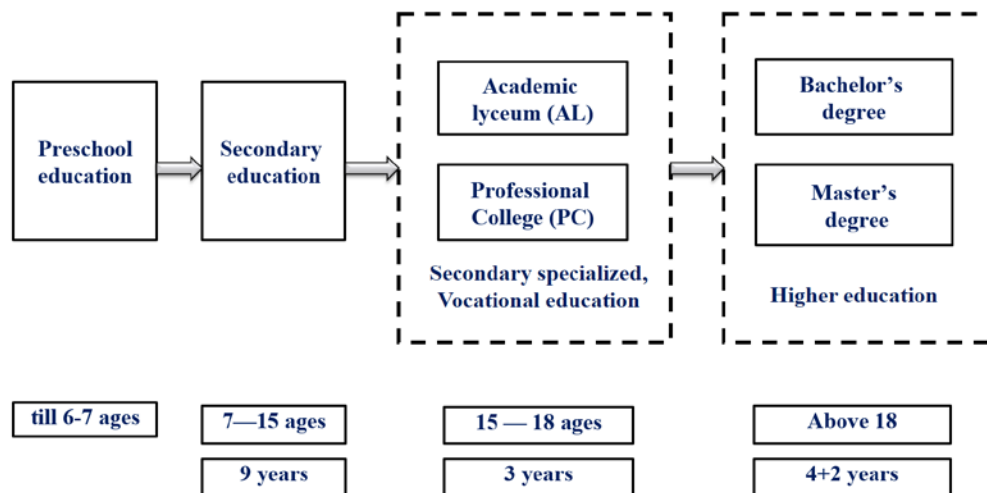


Figure 1.8 Uzbekistan's education system

Source: Compiled by the author

In the Republic of Uzbekistan, the number of academic lyceums was 46 in 2000, and in 2016, it reached 144. The number of professional colleges was 241 in 2000 and it reached 1,422 units in 2016 (The State Committee on Statistics, 2016).

In the system of vocational secondary education in the Republic of Uzbekistan in 2016, the number of students in academic lyceums was 101,339 and the number of students in professional colleges was 1,358,064. As you can see in abovementioned information the indicator of the number of students has grown 10 times in academic lyceums and 23 times in professional colleges compare to 2000 (The State Committee on Statistics, 2016).

Table 1.6 The number of Academic lyceums, Students and Teachers

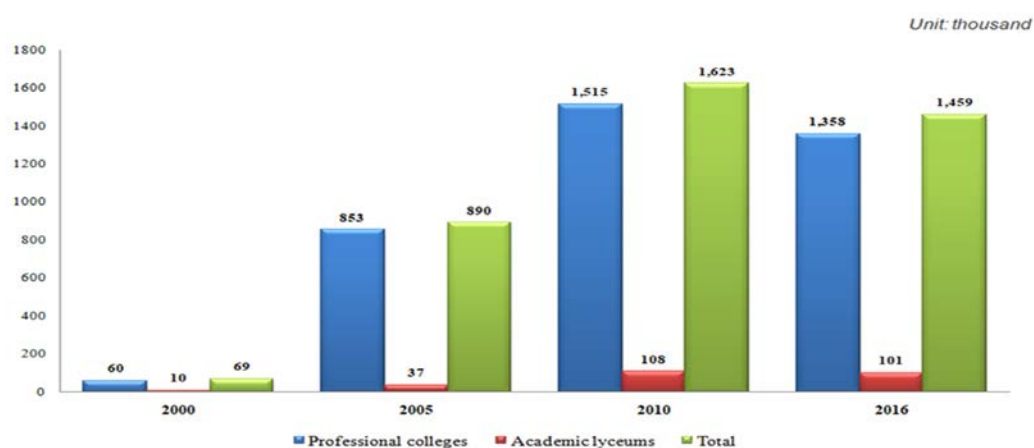
Section Year	Academic lyceums	Students (thousands)	Teachers (thousands)
2000	46	9,8	1,8
2005	77	37,3	4,4
2010	143	108,3	9,3
2016	144	101,3	9,5

Source: The State Committee on Statistics State Committee, 2016

Table 1.7 The number of Professional Colleges, Students and Teachers in Uzbekistan

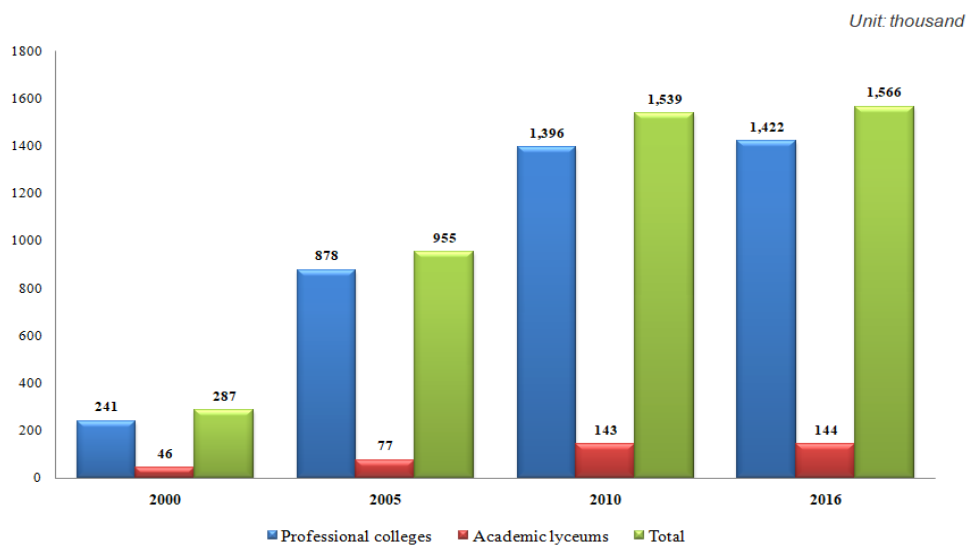
Section	Professional colleges	Students (thousands)	Teachers (thousands)
Year			
2000	241	59.5	9.1
2005	878	853.3	55.6
2010	1,396	1,515	106.0
2016	1,422	1,358	100.2

Source: The State Committee on Statistics, 2016



Source: The State Committee on Statistics State Committee, 2016.

Figure 1.9 Number of academic lyceums and professional colleges (2000-2016)



Source: The State Committee on Statistics State Committee, 2016.

Figure 1.10 Number of students in academic lyceums and professional colleges (2000-2016)

In Uzbekistan, every year more than 500 thousand young people are graduating from professional colleges and to cover all of them in local labor market is impossible. Most of them are busy with seasonal works in agriculture.

Table 1.8 The number of students graduated from in academic lyceums and professional colleges (2010-2016)

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Graduates	437	460	543	540	535	518

Unit: thousands / Source: The State Committee on Statistics State Committee, 2016.

1.3. Objective of study

General objectives:

To identify factors affecting the quality of vocational education training in Uzbekistan.

Specific objectives:

To assess the level of satisfaction regarding vocational course and curriculum among the graduated trainee.

To assess the attitude of graduates toward training contents and teacher competency in vocational training.

To assess availability and utility of school facility and training equipment in vocational training.

To determine factors affecting quality of vocational education training.

1.4. Research question

What are the factors affecting the quality of vocational education training in Uzbekistan?

How do the courses and curriculum of training affect the quality of vocational education training?

To what extent the graduates satisfied with vocational training facility in Uzbekistan?

Chapter 2. Literature Review

2.1. Definition of Vocational Education and Training

Vocational Education and Training was defined by numerous scholars as an essential factor in the improvement of youth skills. Moreover, UNESCO defined (UNESCO, 2001) Vocational Education and Training as a vital factor of Socio-Economic Development.

“Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries” (UNESCO, 2001).

According to Kotsikis (2007), vocational education and training include every form of education, which aims to provide certain qualifications of the profession, employment or art. Thus, by providing necessary training and related practical skills, in addition, knowledge of technics, students can employ their profession, activity, and art independently even if the educational program contains general training.

The UNESCO Institute of Statistics (UIS) provided an empirical result that there is a correlation between a country's GDP per capita and the enrolment rate of VET. The result showed that the former is greater when the latter is also higher (UIS, 2006, p.54).

Lawal (2010) define VET as the kind of education which prepares people to afford self-dependent life and provides important practical skills to create positive improvements in the society. This type of training and education has been concerned and verified as an education, which allows enhancing productivity and self-reliance by providing self-employment.

2.1.1. Satisfaction of graduates regarding course and curriculum

Satisfaction refers that fulfillment of one's wishes, expectations, or needs, or the pleasure derived from their jobs. Glimmer and Deci (1977) point out those workers' attitudes towards their jobs reflect the extent to which they are satisfied with their jobs and their work lives. People will hold favorable attitudes towards their jobs or be satisfied with their jobs if they provide them with rewards or other outcomes that satisfy them. Therefore, although the above study talks about job satisfaction, the same would apply to vocational skills acquisition. Learners would express satisfaction if rewards or other outcomes satisfy them. In the case of a vocational trainee, would be that satisfaction would be expressed if certificates are offered conducive, learning atmosphere is provided as well as incentives and also jobs are available after training.

Jobs have facets or factors that can be said to be providing satisfaction to the person holding a job. Obani and Dohetry (1984). Locke (1976) further emphasizes that these facets have been identified as work itself, supervision, characteristics of co-workers and the opportunity for promotions as well. This view also refers to the acquisition of vocational skills among the trainees. A research that was done on these facets indicates their centrality in work satisfaction.

It has been found for example that job satisfaction comes from pay when a person sees it equitable to his/her input and also in relation to what others in similar job situations receive.

If it is perceived otherwise, dissatisfaction is experienced. Training in skills brings satisfaction when it offers adequate mental challenge by offering the opportunity to use skills, creativity, variety and some measures of autonomy in task performance. Locke (1976) asserts further that pleasurable or rewarding experiences bring satisfaction to people and when a worker perceives that his/her job allows the fulfillment of his/her important desire and needs. The degree of satisfaction will depend on the discrepancy between one's expectations.

Satisfaction is arrived at when achievement has been attained at a reasonable cost. This is when it has not been attained at the expenses of other desired goals like good health and family relationship (Nadler and Lawler 1979).

2.1.2. Courses and curriculum contents offered at the vocational education centers

The importance of provided courses and curriculum has been one of the main concerns of VET studies. Policy Paper of the World Bank on VET (1991) states that if the country would like to get maximum benefit from VET for the

national development, there must be relevant up to date courses implemented and the courses, which can suffice local and global demand need to be developed.

The Greek government launched - “Guardian of Museums and Archaeological Sites” of the Institutes of Vocational Training program to protect and preserve the cultural heritage of the country. According to Mortaki (2012), theoretical and practical courses should be designed specifically to achieve the goals of the program.

Therefore the scholars in the field of VET are concerned and emphasized the importance of curriculum and its close connectedness to effective learning. According to Harris et al (1995, pp.117-121) curriculum is defined and consisted in the creation of proper documentation, relevant consultation and research, and content. Moreover, the purpose of learning, the nature of learning, the process of learning, assessment and evaluation procedures are needed to be considered additionally.

Latest curriculum research in the field of Norwegian VET emphasized major challenges in vocational education. A central problem of these challenges was the content of education was not sufficiently appropriate to the demands for qualifications in the actual vocations (Himm, 2017).

Furthermore, students of VET complain that they misplace sight of the vocation for which they would like to qualify. Not enough proper qualification of

vocational students was complained by Norwegian vocational firms (Dahlback, Hansen, Haaland, & Sylte, 2011; Hansen & Haaland, 2015; Hiim, 2013, 2015). The experience of different projects illustrates that close collaboration and the creation of an appropriate infrastructure between vocational schools and enterprises of vocational work are prerequisites for successful curriculum and learning (Himm, 2017). On the other hand, significant structural and educational issues bring challenges to such upgrading.

2.1.3. The role of teacher's quality at vocational education centers

Most VET scholars have thought about the role of teachers in providing quality education and most literature states that teachers play an important role in acquiring skills and knowledge by students.

Furthermore, UNESCO (2012) recognized that the quality of teachers and instructors significantly affects the effectiveness of VET colleges in producing qualified and skilled employees. The quality of communications and relationships that arise between the teachers and students strongly depends on the effectiveness of any education system.

Navaratnam & O'Connor (1993) consider that the quality of teaching is essential since it can add up to the acquirement of useful pre-employment skills

expected of graduates by their future employers. Teachers are expected to possess appropriate and up-to-date experience in technics and teaching skills. Teachers cannot assume that enterprise and college students will accept what they are coaching without any query. Continuously, they should enhance their skills of teaching and qualifications. Course content, timing, location, methods of delivery and assessment are closely related to the teaching quality, which is expected to encompass them. Moreover, the input of individual teachers is important in generating quality learning results.

According to Muhammad & Jaafar (2015), VET education system highlights the skills, practice, and capability. Thus, VET teachers should be devoted to providing an education module and ensure that students acquire the knowledge and skills excellently. There are reviews of misconduct as duty neglecting, less job dedication, loss of commitment, lack of capability that is a part of the personality of university leadership. While it is regularly undervalued, the implication might threaten the reputation of the teaching profession. Bradshaw (2001) states, "teachers transform lives and the ripple effect goes on for years".

Accordingly, the personality of many teachers influences in shaping the nature and individuality of VET students. VET students should master more skills than knowledge. In addition, Syed Najmuddin (2005) supports this statement and

says that specifically vicious cycle of being a role model or wrong character of the teacher will make a new generation of unqualified.

2.1.4. The role of school facilities

According to the World Bank Research done by Janssen (2017), laboratories, classrooms, equipment and education infrastructure of schools and universities are very essential elements of the environment of learning. This research finds a strong evidence that better instruction of students is supported by high-quality infrastructure and equipment, thus, outcomes of students improve and their drop-out rates also reduced. Moreover, according to their study, better school infrastructure and equipment brings other benefits.

For instance, a recent study (Janssen, 2017) from Great Britain found that primary students' academic progress showed 16 percent of variation based on the environmental and design elements of school infrastructure. In addition, the research done in U.K. has emphasized the role of three important factors - naturalness (e.g. light, air quality), stimulation (e.g. complexity, color), and individualization (e.g. flexibility of the learning space) of education infrastructure.

Many developing countries' VET colleges suffer from the lack of equipment and infrastructure (Akanbi, 2017; Olutope, 2014) which harms the

students' qualification and practical skills at the end. The study of RAND Corporation on TVET improvement in Kurdistan, Iraq revealed that the quality and relevance of the technical training students obtain depends in large part on whether the school used up to date the theories and equipment in the training. The results of this study introduced that Kurdish VET students responded, generally, that one of their biggest issues was lacking and old equipment, which was confirmed by the RAND Corporation assessment which has been done by visiting few institutes and vocational schools (Constant et.al., 2014).

Avedi (1999) notes that all technical schools in Kenya on conversion to technical institutions in 1986 ended up inheriting the same facilities that had been used for training the secondary school students. The studies, therefore, sought to find out if the old and out dated equipment inherited are still being used for training. These are therefore other factors affecting acquisition of skills among the youths in vocational centres in Maranda division Siaya County. With changes in the curriculum offered in these institutions from the date of establishment, the big challenge has been how much these institutions are in preparing good results in skill acquisition. An experience sharing workshop held in Ouagadougou Burkina Faso in 2007(UNEVOC 2008) noted that the major problems that should be solved in technical and vocational institutions in Africa include obsolete

infrastructure and teaching aids and absence of or little relation with the job market.

The study is to find out whether these findings concerning infrastructure, teaching aids, and the absence or little relation with job market also applies to selected institutions and to what extent they affect skill acquisition in those vocational centers. Related to this is the World Bank Report (1992) which notes that unless the government and the ministries of education tackle the problems created by inadequate supplies of books and equipment, the reforms in public examinations no matter how far reaching are likely to be very effective. The World Bank Report(1994) observers that to produce well trained graduates with excellent skills, further and higher education institutions must be able to bring together the minimal inputs necessary for successful performance and skill acquisition.

Kelleghan and Greaney (1992) hold that scientific laboratories and workshops needed to be well equipped with consumable products and materials. They go further to note that provision must be made for proper maintenance of buildings and equipment. Upgrading of laboratories is also a priority in their findings. Institutions should operate with sufficient study space that caters for the teaching and research needs of various academic departments.

2.1.5. The role of training equipment

Hadra (1996) says that in many cases the lack and inadequacy of instructional materials seriously hamper the effectiveness of non – formal training. Above all, the viability and sustainability of programs have frequently proved difficult. For example, if a trainee has to effectively acquire tailoring skills he has to be provided with a sewing machine, threads, tapes, bobbin, bobbin case, and fabrics. This indicates that the vocational education and training requires adequate instructional resources in order for the delivery to be adequate. The adequacy of the resources gives the trainers easy time in explaining facts and learners' acquisition. Learners are able to grasp better explanation if they are demonstrated using available resources.

Furthermore, other scholars state that consumable products and materials need to be well provided to scientific laboratories and workshops (Kelleghan and Greaney, 1992). They also confirmed that proper buildings' and equipment's maintenance provision is important. Their findings state that laboratories upgrading is also a priority. The scholars concluded that VET colleges should contain sufficient study space that has the capability to provide teaching needs.

2.1.6. Students related factors affecting the qualification of graduates.

Eshiwani, Achola and Ole Sena (1988) note that students' characteristics included age, sex, the position of birth, possession of exercise books for each subject, sharing textbooks, academic attainment of father and mother, education and occupation of brothers and sisters, time spent on homework and aspirations. These factors have also been anticipated to affect skill acquisition.

Age related factors affecting performance had earlier on been investigated. Richardson (1994) comments on a context of an early study which was carried out in the USA that mature students appeared to be able to adjust successfully to the requirements of a situation designed for younger learners.

This is an interesting observation particularly for this study where elderly students are going back to class after a long period of time with the intention of acquiring higher qualifications and remaining relevant at their place of work. Mulwa (2005) concludes that indiscipline among the pupils influenced poor performance. This is not different from from skill acquisition in vocational and training centers.

Monari (2005) concurs by citing Olembo (1984) who notes that indiscipline is a bad crutch but a very good walking stick. Olembo notes that

indiscipline has been cited as the sole explanation for the mass failure of students in skill acquisition. He found that 71.4% of Kenyan schools and vocational centers have experienced indiscipline problems and due to this 50.0% have not been able to graduate as properly skilled students in vocational subjects. Omulando (1979) says that children's performance in languages in schools is influenced by the education of siblings among other factors. This is to say that educated older siblings usually help their younger brothers and sisters with their academic work, hence playing even a more important role as educational models.

Mugambi (2006) notes that the entry marks of students to higher school learning institutions and training centers greatly influence performance and skill acquisition at the end of learning.

2.1.7. Qualification of graduates

VET is regularly concerned as improving the job opportunities of young people who have the limitation of the resources, skills or stimulus to remain with higher education. Many scholars debated that VET offers useful skills to prepare youth for the entrance to the labor market and increase their opportunities to have a successful professional career. Thus, VET is an important kind of education,

which provides useful skills for the workplace and increase the performance level of graduates.

In an influential study, Ryan (2001) scrutinized the cross-country analysis, demonstrating that vocational programs, and specifically traineeships, increase the chances of joining a working life early age.

While there are essentially no examinations researching the impacts of VET on aptitudes, considerable research has been committed in a previous couple of decades to investigate how VET influences work showcase results, including profit and momentum business status. This study has delivered appraisals of the monetary comes back to the various educational module, concentrating specifically on the correlation between scholastic instruction and VET. Information impediments have for the most part confined multiple country comparative analysis, constraining the concentration to national contextual investigations.

U.S. based research incorporates Hotchkiss (1993), who thinks about the impacts of professional tutoring on business and wages for secondary school graduates in 1980, finding no profits to professional tutoring even in the wake of controlling for preparing related occupation decision. Interestingly, Bishop and Mane (2004), find that understudies who take a specific level of professional subjects in optional school will probably gain higher wages and show higher

support rates contrasted and scholastic training understudies. Meer (2007), additionally discover positive wage impacts, yet littler than in Bishop and Mane. In the UK, Dearden et al. (2002), locate that scholastic instruction prompts higher returns, yet additionally report that the dominant part of professional training programs increments profits with respect to no professional capability, particularly for low accomplishing school leavers.

James (2012) did a study where the benefit of VET on the moral development of the individual was a focus of the research. The research gave reasons that moral activity in working environments is the aftereffect of delayed learning of vocational moral development nearby a commonplace body identified with workplace training, which is VET.

2.1.8. Summary of the reviewed literature

The review has shown that a lot of research has been done on vocational education and importance of courses and curriculum, teacher's quality in the qualification of college graduates and the role of VET in the workplace of former students of technical colleges. Hence, the study aims to explore possible determinants of qualification of VET graduates in Uzbekistan. Therefore, this study hopes to fill in the gap.

2.1.9. Conceptual framework

Based on the review of the existing literature in the area of VET, the study proposes the below conceptual framework to provide an analysis of the qualification of VET graduates in Uzbekistan.

2.2. Analytical framework

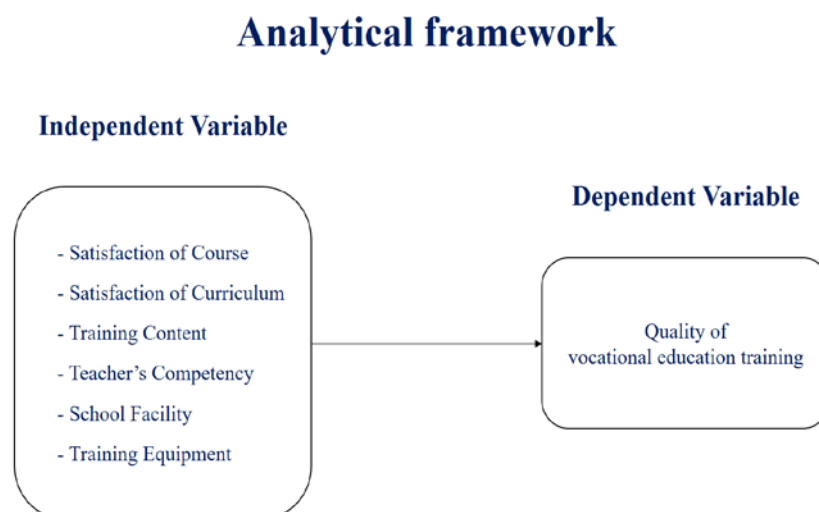


Figure 2.1 Analytical Framework

Chapter 3. Research Methodology

This chapter gives a brief overview of the various steps and methods used by the research. These include research design, target population, sample and sampling procedure, instruments for data collection, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1. Research design

Orodho (2005) states that research design is the arrangement, structure, and procedure of examination proposed for acquiring answers to given research questions. Furthermore, this research employed a descriptive survey design. Frankel and Wallen (2003) characterize survey as the strategy that includes getting some information about a specific issue with a large number of questions. Data was gotten from a sample as opposed to the whole population at one point in time. This went from one day to fourteen days. Descriptive survey research gathers information with the end goal to test a hypothesis or to answer research questions covering the present status of the subject in the analysis. It likewise takes into consideration fast gathering at nearly modest cost Grinnel (1993).

3.2. Target population

There are eleven administrative districts in Tashkent city. Sergeli district was the sample area, which was selected from out of districts due to convenience. Because this was the area where I was attached to my one of the projects in my office. This district is one of the most industrialized districts of Tashkent city. The Sergeli industrial zone is located on the territory of Sergeli district, there are 2097 organizations and enterprises, 12 large industrial enterprises, 300 industrial enterprises, 1,748 micro-firms, among them the largest automotive market in Tashkent, an aircraft repair plant. Moreover, Tashkent International Airport, Sergeli Aviation Squadron, public bus parks of No. 4 and No. 12 are situated in this district (Tashkent City Hall, 2018). As we can see, this district is very technical oriented and require the vocational and professional trained people.

The district has an area of 56.0 km² and population of 149,000 (Figure 12) (Tashkent City Hall, 2018). This is the largest district in Tashkent city. This study was done in VET colleges of Sergeli district, Tashkent city.

The target population of this study comprised of eight vocational training colleges. We have targeted a specific group of former students – graduates, who have already finished their education and training at VET colleges of Sergeli district.

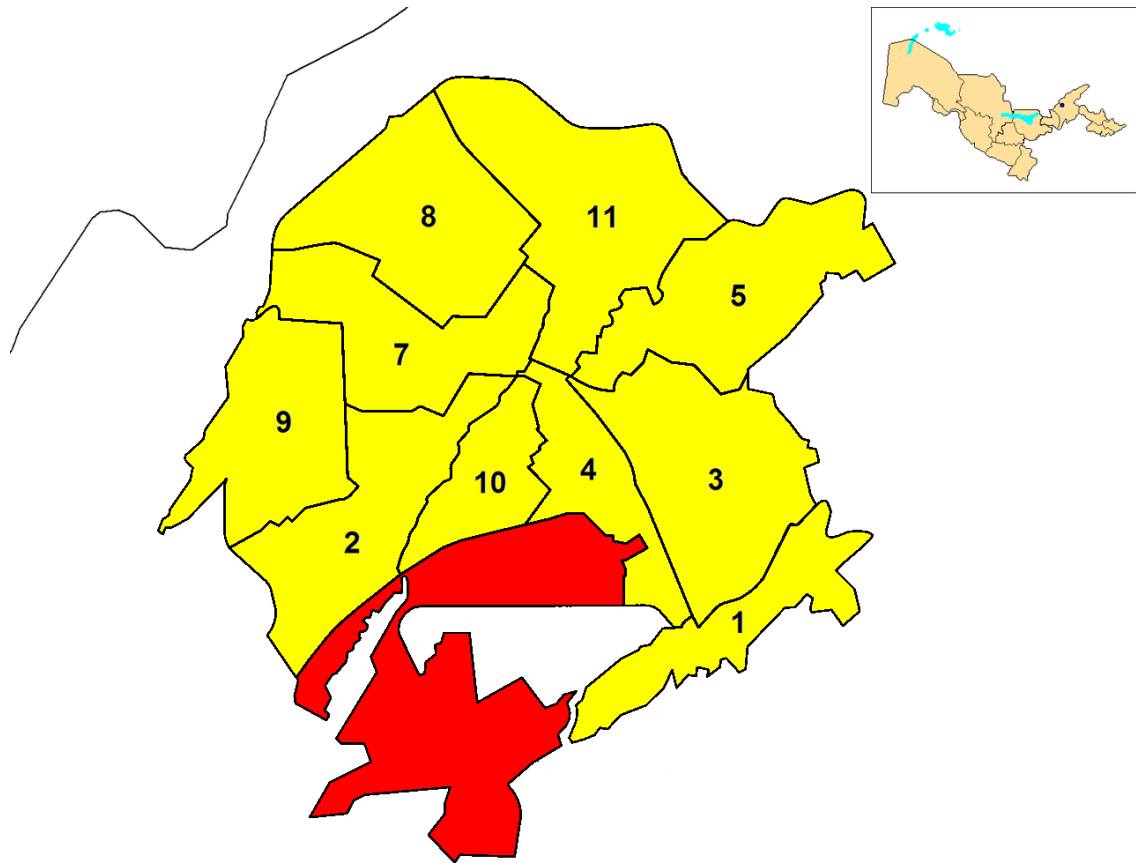


Figure 3.1 The Geographical Location of Sergeli District
Source: Wikipedia.org, 2018

3.3. Sample size and sampling techniques

This study has employed a sample without bias from the sample size. The respondents were selected purposively from a list of graduates. However, the technique was utilized in the examination since it guaranteed that every individual from the sample measure had an equivalent and autonomous possibility of being incorporated into the sample. In this investigation, eight vocational colleges in the Sergeli district were inspected and utilized. Ayoo (2002) recommends that if a population comprises a subpopulation, at that point stratified sampling inspecting be utilized to guarantee that none of the subpopulations has been precluded from the sample. This investigation in this way utilized stratified purposeful sampling and has been chosen just alumni of these eight vocational colleges.

3.4. Data collection instrument

The questionnaires with open and closed-ended questions were employed by the researcher in order to give a detailed level of content. The questionnaires contained information on details of a respondent, information about courses and curriculum offered and available resources. Questionnaires were circulated to

respondents. This is because the technique yields a high response rate with less effort and financial cost and empowers the researcher to clarify and answer questions from the respondents (Fraenkel and Wallen, 2000).

3.5. The instruments of validity

Validity is the degree to which an instrument estimates what it should quantify. Bestand Kaln (1989) states that the validity of the instrument is asking the correct inquiries encircled from the slightest vague way. Fraenkel and Wallen (2000) see that an instrument might be built to quantify various things; thus, the validity of such instruments must be set up.

They additionally highlight that before testing the survey, it is critical to characterize the factors to be measured and solicit the specialists in the sphere of research to assess the substance of the questionnaires to decide their substance and face validity.

3.6. Reliability

It is a measure of how much an exploration instrument gives reliable outcomes after rehashed preliminaries. The reliability of instruments was found out by testing the questionnaires and via doing a pilot research and overseeing them in various focuses of professional training two times in an interim of about fourteen days. The respondents were requested to remark on pertinence and lucidity of the inquiries. Respondents' proposals were utilized to enhance and clear dubiousness and ambiguities in a few sections of the questionnaires.

3.7. Data collection procedure

The survey was distributed to the heads and managers of the eight sampled vocational colleges.

The graduates of vocational training colleges were invited to their schools for a meeting by the heads and managers of the colleges according to their schedule. The heads and managers distributed the letter of introduction of research at all the meetings of eight colleges sampled for research in Sergeli District. The letter of introduction was in Uzbek and Russian languages and delivered a message on the topic of research and clarified the assistance the researcher needed from the graduates.

The heads and managers also came to an agreement with the respondents about the time limit for filling the questionnaires. The researcher gave a consistent explanation in all the colleges. Once the time limit reached, the heads and managers collected the questionnaires from all the selected colleges for data analysis.

3.8. Data analysis techniques

Descriptive statistics were utilized to scrutinize data percentages and extents were connected to build up the components that influence the qualification of VET colleges' graduates. To improve the conceptualization of the findings, tables and figures were employed and demonstrated.

Chapter 4. Data analysis and discussion of the findings

4.1. Introduction.

Findings of this study are deliberated in this chapter. The findings are in three sections. Demographic information on the respondents is analyzed in the first section in a tabular form. The second section discusses and describes various factors affecting the qualification of graduates. Tables and discussions will be utilized. Summary of the responses comes in the first section.

4.2. Descriptive Statistics results

Descriptive statistics abridge quantitative information in a reasonable and easy to understand way and empower the specialist to get an all-encompassing outline of the analysis of data (Durrheim, 2002; Kaplan & Saccuzzo, 2001).

Table 4.1 Characteristics of study sample

	Frequency	Percent
Gender		
Male	55	55
Female	45	45
Total	100	100
Field of study		
Mechanics	26	26
Electrics and electronics	25	25
Automotive maintenance	24	24
IT	25	25
Total	100	100
Awareness on Professional College		
Through parents/family	64	64
Through media	29	29
Through friends	4	4
Through the Employment Service Center	3	3
Total	100	100
Present job		
Service workers	28	28
Sales worker	29	29
Agriculture workers	25	25
Craft workers	17	17
Total	100	100
Work correspond (Job Match)		
Moderate	67	67
Somewhat correspondent	30	30
Extremely correspondent	3	3
Total	100	100
Usefulness of Training		
Moderate	77	77
Somewhat useful	17	17
Extremely useful	6	6
Total	100	100

Table 9 shows that 55% of respondents were male and 45% were the female of the total respondents. For the field of study, 26% of respondents had studied Mechanics, 25% of them Electrics and electronics, other 25% of respondents' automotive maintenance and 24% of respondents have joined IT field.

In terms awareness on Vocational College, 64% respondents knew about the VET colleges from their parents or family members, 29% of them through media, 4% respondents advised by their friends and last 3% of them through Employment Service Centers.

Consequently, in terms of present occupation graduates have, 29% of respondents are working as a sales worker, 28% of them are service workers, 25% agricultural workers, 17% workers of craft and rest 1% of respondent did not answer about the present job.

According to the work correspondence (Job Match), 67% of respondents have chosen 'Moderate', 30% answered 'somewhat correspond' and 3% expressed that their current job 'Extremely correspond' to what they have trained in the vocational college. Other 'Not at all correspondent' and 'Somewhat not correspondent' statements were 0%.

Regarding the usefulness of VET college training in performing their present job, 77% of respondents were ‘Moderate’, 17% choose ‘somewhat useful’ and 6% ‘Extremely useful’. Hence, ‘Not at all useful’ and ‘Somewhat not useful’ statements were 0%.

Table 4.2 Descriptive Statistics

Work correspond (Job Match)				
	Frequency	Percent	Valid Percent	Cumulative Percent
Moderate	67	67	67	67
Somewhat correspondent	30	30	30	97
Extremely correspondent	3	3	3	100
Total	100	100	100	
Usefulness of Training				
	Frequency	Percent	Valid Percent	Cumulative Percent
Moderate	77	77	77	77
Somewhat useful	17	17	17	94
Extremely useful	6	6	6	100
Total	100	100	100	
Course Satisfaction				
	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat dissatisfied	10	10	10	10
Moderate	62	62	62	72
Somewhat satisfied	27	27	27	99
Extremely satisfied	1	1	1	100
Total	100	100	100	

Curriculum satisfaction				
	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat dissatisfied	9	9	9	9
Moderate	78	78	78	87
Somewhat satisfied	11	11	11	98
Extremely satisfied	2	2	2	100
Total	100	100	100	
Training Content				
	Frequency	Percent	Valid Percent	Cumulative Percent
Extremely dissatisfied	30	30	30	30
Somewhat dissatisfied	21	21	21	51
Moderate	39	39	39	90
Somewhat satisfied	10	10	10	100
Total	100	100	100	
Teacher's Competency				
	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat dissatisfied	8	8	8	8
Moderate	60	60	60	68
Somewhat satisfied	26	26	26	94
Extremely satisfied	6	6	6	100
Total	100	100	100	

School Facility				
	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat dissatisfied	8	8	8	8
Moderate	48	48	48	56
Somewhat satisfied	30	30	30	86
Extremely satisfied	14	14	14	100
Total	100	100	100	

Training Equipment				
	Frequency	Percent	Valid Percent	Cumulative Percent
Somewhat dissatisfied	3	3	3	3
Moderate	76	76	76	79
Somewhat satisfied	17	17	17	96
Extremely satisfied	4	4	4	100
Total	100	100	100	

Furthermore, the Table 10 demonstrates that according to the course satisfaction, 62% of respondents have chosen 'Moderate', 27% answered 'Somewhat satisfied', 10% 'Somewhat dissatisfied', and 1% expressed that they 'Extremely satisfied' to with the courses which they were enrolled. Other 'Extremely dissatisfied' statement was 0%.

In terms curriculum satisfaction, 78% of respondents 'Moderate', 11% answered 'Somewhat satisfied', 9% 'Somewhat dissatisfied', and 2% expressed

that they 'Extremely satisfied' to with the curriculum of the VET College. Other 'Not at all correspondent' and 'Extremely dissatisfied' statement was 0%.

Consequently, regarding the content of the training, 39% of respondents 'Moderate', 30% answered 'Extremely dissatisfied', 21% 'Somewhat dissatisfied', 10% 'Somewhat satisfied' with the content of the VET College training program. Other 'Extremely satisfied' statement was 0%.

Therefore, we can see Teacher's competency responses, 60% of respondents 'Moderate', 26% answered 'Somewhat satisfied', 8% 'Somewhat dissatisfied', 6% 'Extremely satisfied' with the teachers' capabilities in the VET Colleges. Other 'Extremely dissatisfied' statement was 0%.

Regarding the school facilities, 48% of respondents 'Moderate', 30% answered 'Somewhat satisfied', 14% 'Extremely satisfied', 8% 'Somewhat dissatisfied' with the facilities of the VET colleges. Other 'Extremely dissatisfied' statement was 0%.

The graduates' perception on the VET colleges' training equipment results shows that, 76% of respondents 'Moderate', 17% answered 'Somewhat satisfied', 4% 'Extremely satisfied', 3% 'Somewhat dissatisfied' with the equipment provided by the VET colleges. Other 'Extremely dissatisfied' statement was 0%.

4.3. Correlation Analysis Results

Correlation is a commonly employed statistical tool in research and studies of measurement, including studies focused to acquire validity and reliability evidence. Understanding the importance of a simple correlation analysis is critical to seeing more unpredictable techniques of statistics for which the basic relationship is the establishment (Malgady & Krebs, 1986; Goodwin & Leech, 2006;).

Table 11 shows the correlation between determinants and qualification of VET graduates. The correlation between the qualification of graduates and training content was the highest ($r=0.598$, $p<0.01$), followed by teacher's competency ($r=0.566$; $p<0.01$), school's facility ($r=0.423$; $p<0.01$), course satisfaction ($r=0.407$; $p<0.01$) and training equipment ($r=0.313$; $p<0.01$).

A positive correlation between the qualifications of graduates was found with training content, teachers' competency, the school's facility, course satisfaction, and training equipment, respectively higher to lower. The negative correlation of the qualification of graduates was not found with any of independent variables. No correlation was found with the transfer.

The results indicated that the factors of training program content, teachers' education and technical experience, school facilities, and training equipment impact on the qualification of graduates in Sergeli district VET colleges.

Table 4.3 Correlation Analysis of Dependent and Independent Variables

	Qualification of Graduates	Course Satisfaction	Curriculum Satisfaction	Training Content	Teacher's Competency	School Facility	Training Equipment
Qualification of Graduates	1						
Course Satisfaction	.407**	1					
Curriculum Satisfaction	.316**	.151	1				
Training Content	.598**	-.008	.157	1			
Teacher's Competency	.566**	.100	.005	.218*	1		
School Facility	.423**	.030	-.092	-.078	.292**	1	
Training Equipment	.313**	.024	.023	.118	-.041	-.108	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: 2-tailed statistical significance is the probability of finding a given *absolute* deviation from the null hypothesis -or a larger one- in a sample (SPSS Tutorials, 2018).

4.4. Regression Analysis Results

Linear regression analysis was employed to explore the influence of independent variables on the dependent variable.

In general, according to Allen (2004) regression analysis is “a statistical technique that attempts to predict the values of one variable using the values of one or more other variables”.

4.4.1. Regression Analysis of the Determinants of Qualification of VET Graduates

Table 12 shows that results of the regression analysis.

In model training content had the greatest contribution to the qualification of graduates, one standard unit increase contributed 49.5% to the qualification of graduates ($\beta=0.495$). Surprisingly, all determinants had a significant impact on the qualification of graduates. Adjusted R squared was 0.972; 97.2% variation in the degree of qualification of graduates is explained by independent variables in this model

The result showed that training content, school facility, course satisfaction, teacher competency, training equipment had a significant positive effect on the qualification of graduates in VET colleges. Improvement of training content, school facility, course satisfaction, teacher competency, and training equipment can increase the qualification of graduates in VET colleges.

The table 12 shows the result of independent variable (academic factors) impact on quality of education. It was found that satisfaction with course, satisfaction with curriculum, contents of training, teacher competency, school facility and training equipment had statistically significant impact on the quality of vocational education.

Among those factors, training content had ($\beta=0.495$) had the highest contribution to quality of education followed by school facility ($\beta=0.412$), satisfaction with course ($\beta=0.327$), training equipment ($\beta=0.299$) and satisfaction with curriculum ($\beta=0.218$). It implies that one standard unit increment in training content contribute 50% increment in the quality of education. Similarly, one standard unity increment in school facility, satisfaction with course, training equipment and satisfaction with curriculum contribute to 41%, 32%, 30% and 22% increment in quality of education respectively.

The Adjusted R2 value of this model was 0.941, it implies that dependent variables can be explained by 94% from the quality of education.

Table 4.4 Regression Analysis of Dependent and Independent Variables

Variables	Model		
	Standardized Coefficients Beta	T	Sig.
Constant (Quality of vocational education training)		3.294	
Satisfaction of Course	.327**	13.166	.000
Satisfaction of Curriculum	.218**	8.676	.000
Training Content	.495**	19.203	.000
Teacher's Competency	.316**	11.912	.000
School Facility	.412**	15.859	.000
Training Equipment	.299**	12.108	.000
Adjusted R square	0.941		

Sours: SPSS-24 outputs

**Significant at 5 %

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6$$

$$Y = 3.294 + 0.327X_1 + 0.218X_2 + 0.495X_3 + 0.316X_4 + 0.412X_5 + 0.299X_6$$

(Y- Quality of vocational education training; X_1 - Satisfaction of Course; X_2 - Satisfaction of Curriculum; X_3 - Training Content; X_4 - Teacher's Competency; X_5 - School Facility; X_6 - Training Equipment)

Table 4.5 Results of VIF (Variance inflation factor)

Results of VIF (Variance inflation factor)

Model		Collinearity Statistics	
		Tolerance	VIF
1	Satisfaction of Course	.945	1.059
	Satisfaction of Curriculum	.895	1.117
	Training Content	.846	1.183
	Teacher Competency	.882	1.133
	School Facility	.974	1.027
	Training Equipment	.963	1.038

Multicollinearity test among the independent variables it was found that tolerance value was above 0.2 and VIF (Variance inflation factor) value was less than 10.

Chapter 5. Summary, Conclusion and Recommendation

5.1. Summary

Vocational education's main aim is to offer skills to learners. These learners are expected to obtain specific skills for self-employment or career skill instructions. VET is recognized by the government that education which creates a great impact on human resource development and economic growth by providing practical skills to create self-employment opportunities. However, there are some cases of low qualification of graduates and VET courses dissatisfaction by students and graduates.

They decide to go for an unrelated job after leaving vocational colleges other than practising the skills acquired. These facts arouse the interest of the study, which purposed the researcher to explore and scrutinize the factors that affect the qualification of graduates among the youths in the Sergeli district. We gathered information from graduates of eight vocational colleges in Sergeli district. We made an attempt to establish the effects that school facilities, training equipment, quality of courses and curriculum offered, the qualifications of the teachers on the qualification of graduates.

Therefore, we have found a positive correlation between the qualifications of graduates was found with training content, teachers' competency, the school's facility, course satisfaction, and training equipment. Furthermore, the negative correlation of the qualification of graduates was not found with any of the independent variables. Thus, the results of this study indicated that the factors of training program content, teachers' education and technical experience, school facilities, and training equipment impact on the qualification of graduates in Sergeli district VET colleges.

In addition, our study results have shown a result of a moderate degree of positive correlation between work correspond and training content, teacher's competency, training equipment. However, a positive correlation in a lower degree has seen between the work correspond and school's facility course satisfaction and curriculum satisfaction. Though, the negative correlation was seen between the work correspond and the usefulness of training.

We also examined the level of satisfaction among the graduates towards vocational training. The level of course satisfaction study has shown that the majority of graduates (62%) were moderately satisfied the provided vocational training courses and none of them has answered (0%) dissatisfied from the courses.

Consequently, we have done a regression analysis of given variables according to the three different models. Firstly, in model 1 training content had the

greatest contribution to the qualification of graduates. Secondly, in model 2 the field of study had the highest contribution to the qualification of graduates. Thirdly, in model 3, likewise model 1, training content had the highest contribution on the degree of qualification of graduates.

In order to investigate the above issues, seven research questions were formulated. The literature review connected to this study provided the guidelines and placed foundation on which the interpretation of the data collected was laid.

One category of the questionnaire was developed from research questions. This questionnaire was used as the instruments to collect data from the one category of respondents. Tables and graphs were employed in the presentation and analysis of the data.

5.2. Conclusion

The worldwide experience has demonstrated that training content, courses and curriculum offered and teacher's competency, training equipment and school infrastructure are important providing education in VET colleges.

Meanwhile, the VET colleges provide their students with a professional degree in Uzbekistan, the debate on the quality of vocational education training is needed.

Therefore, objectives of research which were set in order to find determinants influencing the quality of vocational education training have achieved the final goals. The quantitative methods were utilized to define how independent variables influence in the quality of vocational education training.

Determinants as training content, courses and curriculum offered and teacher's competency, training equipment and school infrastructure were examined.

The abovementioned factors were significant correlate and contribute quality of vocational education training.

Furthermore, we can conclude that graduates' chance of getting an appropriate job might be increased by focusing on the improvement of these determinants.

5.3. Recommendations

As the data analysis chapter has revealed that training content, school facility, satisfaction with course, teacher competency and training equipment availability are contributor on determining the quality of vocational education

training and policymakers of Uzbekistan need to take into consideration when developing policy strategies for VET colleges improvement.

The government of Uzbekistan through Ministry of Higher and Secondary Specialized Education should make efforts to modify these factors to enhance quality of vocational education training.

Based on the finding of this study, the following recommendations are forwarded:

The content of training should be more relevant with the job demand of the market so that they can get job just after completion of training and also meet the employment demand of market.

The existing vocational education training curriculum should be modified and relevant with market job demand and updated new science and technology.

As most of time trainee spend in vocational training center, so all fundamental facility like sitting arrangement, building condition with good environment, drinking water, canteen facility, playing ground, separate laboratory, separate workshop room should be well facilitated to make learning process sound and interesting.

As Teachers are key source of delivering knowledge and skill among trainee, teacher competency should be enhanced by empowering their capacity

through providing basic and refresher in-service training based on the curriculum of vocational training.

The government through Ministry of Finance should put in place additional budgetary allocation in each financial year to fund on vocational education training to strengthen the physical infrastructure of professional colleges.

As training equipment is pre-requisite of practical session of training, more training equipment should be available so that trainee can get sufficient opportunity to have more practical and transform their knowledge into skill and also to enhance their confidence to perform job more effectively and efficiently.

It is suggested for further research on other determining factor of quality of vocational education training which is not covered by this study.

The content should contain more practical session than theoretical classes so that trainee competency and skill can be enhanced as well good learning opportunities.

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Abstract in Korean

우즈베키스탄의 직업 교육 훈련의 질 결정 요인

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"우즈베키스탄에서의 직업 교육 훈련의 질 결정 요인"이라는 논문은 타슈켄트에서 개최되었다.

이 연구는 연구에 대한 정량적 접근법을 사용했습니다. 본 연구의 목적은 우즈베키스탄의 직업 교육 및 훈련의 지표와 질을 결정 짓는 요인을 찾아내는 데 있었다. 이 연구의 주요 목적은 직업 교육을 향상시킬 수 있는 요소들을 연구하는 것이다.

데이터 분석 장에서 교육 내용, 학교 시설, 과정 만족도, 커리큘럼 만족도, 교사 역량 및 교육 장비 가용성이 직업 교육 훈련의 질 결정에 기여했으며 정책 입안자는 다음을위한 정책 전략을 개발할 때 고려해야 할 필요가 있음을 알게되었습니다. VET 대학 개선.

본 연구 결과를 토대로 다음과 같은 권고안이 제출됩니다.

훈련의 내용은 시장의 직업 수요와 더 관련이 있어야만 훈련이 끝난 직후 일자리를 얻을 수 있고 시장의 고용 요구를 충족시킬 수 있어야한다.

기존의 직업 교육 훈련 커리큘럼은 수정되어야하고 시장의 직업 수요 및 최신 과학 및 기술과 관련되어야한다.

핵심 단어: 직업 교육 훈련; 훈련 내용; 학교 시설; 물론 만족도; 커리큘럼에 대한 만족도; 교사 역량 및 훈련 장비