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EFFECT OF PRIME MINISTER YOUTH SKILL DEVELOPMENT PROGRAM (PMYSDP) ON THE JOB PERFORMANCE OF NATIONAL VOCATIONAL AND TECHNICAL TRAINING COMMISSION (NAVTTC) GRADUATES

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ABSTRACT

Prime Minister's Youth Program (PMYP) has been launched and has offered a window of opportunity through a number of youth endeavors which intend to facilitate youth readiness to face life dynamics through educational, economic and social opportunities for youth development. The purpose of the study was to determine the impact of Prime Minister Youth Skill Development Program (PMYSDP) on job performance of NAVTTC graduates. The present research focuses and analyses the efficiency and outcomes of these two considerable training models in Pakistan. The nature of the study was quantitative with simple descriptive survey research method. The target population of the study was all the technical and vocational institutions which were located in Lahore. The total study sample was 400 male and female students. Data were collected by using self-administered questionnaires. Validity was established as per the opinion of experts and the Cronbach alpha reliability coefficient was calculated i.e. 0.789. Once the data were obtained, the quantitative analysis of the research questions was done using descriptive (mean and standard deviation) and inferential (independent sample t-test). The study showed that there was no significant difference found on the students' perception on the role of PMYSDP on the job performance (communication skills, management skills, team skills, task performance, contextual performance and counter-productive workload) of NAVTTC between gender and locality. Therefore, it is advisable to include new technology in the skill development programs to meet the requirements of the industry.

Keywords: Youth skill development program (PMYSDP), National vocational and technical training commission (NAVTTC), Job performance

INTRODUCTION

Pakistan is one of the developing country with a large and young population which has several problems and prospects in question of youth employment and skill development. Pakistan has a population of approximately 220 million according to the United Nations and the youth population of this country is 64% and below the age of 30. Nonetheless, Pakistan also has the highest youth unemployment rate in the region which in 2020 was 8.5%. Furthermore, youth unemployment, informal employment, and employment in low skill and low wage employment is also high (Bari and Najam, 2017). It is identified that the major cause of low employability and productivity of youth in Pakistan is that they do not possess the skills required by the market.

To enhance the qualitative human capital and economic environment of youths in Pakistan, the Government of Pakistan has initiated various policies and programs for revitalizing and enhancing the TVET system of the country. One of these programs is the Prime Minister Youth Skill Development Program (PMYSDP) launched in December 2013 as a youth empowerment which provides conventional and high-technology market relevant skills to the youths of Pakistan. This program aims at guaranteeing that the youth is equipped with skills that will help him or her progress in his or her career or with skills that are standard in the international market. It also has the potential of improve youths' soft skills, entrepreneurial skills, digital skills and language skills and work ethic as these will improve and ease their search for individual and career growth.

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It is, therefore, of paramount necessity that young people participate fully in development process in all facets of human endeavor for socio-cultural, economic, and political development (Adiat & Akintayo, 2013). With this realization, it is very much possible to conclude that TVET has a central role to play in employment generation. In its turn, the study of Eichhorst et al, conducted in 2015, confirmed that the vocational training raises income and fosters employment providing the higher opportunity for the youth without initial ability. Hence for such a promising resource Prime Minister's Youth Program (PMYP) has been launched which done provide a window of opportunity through an array of youths' schemes which aim to develop youths through education, economic and social empowerments to safe guard life challenges. The program includes several elements of interventions that are related to various aspects of the TVET system in Pakistan. These include:

- **Standardization of TVET:** This component focuses on the identification, formulation and promotion of national occupational standards, competency-based curriculum, assessment and certification and accreditation of TVET institutes and programs.
- **Establishment of High Tech Skills Centers/Labs**: This component includes setting up of 75 hi-tech skills development centers or labs throughout Pakistan to provide the new generation specialized training in areas such as blockchain, cybersecurity, biotechnology, nanotechnology, etc.
- **National Employment Exchange Tool (NEXT) with National Job Portal:** This component entails the establishment of website and application through which employers in Pakistan can find TVET graduates. It also offers services in career information, advice, and job linkages to TVET graduates.
- **Conventional, Apprenticeship and High-Tech Skills Training:** This component entails conventional skill training in various trade areas including construction, electrical, mechanical, textile, hospitality, etc., apprenticeship skills training in partnership with industries like the chambers of commerce and associations of various sectors, and high technology skills training in the high technology skills centers/labs.
- **National/International Accreditation of TVET Institutes**: This component involves accreditation of the TVET institutes by the national or international bodies or organizations that accredit competence of the institutions. There are various steps in accreditation and they are; Improvement plan, Verification visit, Award decision, Self-evaluation, External evaluation among others. This means that accreditation of the program and institutes ensures employers and other stakeholders to have positive attitude towards the TVET.

NAVTTC of Pakistan is one of the most important organizations that have an active part in Vocational and Technical Education. The Ministry of Pakistan is The Ministry of Education and is Pakistan's highest authority for the policy-making, regulation, coordination and quality assurance of TVET is responsible to implementing PMYSDP. The training of PMYSDP under the criteria and requirements set by NAVTTC is delivered by those institutions partnering with the nation and selected by NVTT. Furthermore, NAVTTC also offers technical cooperation and support to the partner institutes in the areas of curriculum and course content development, industry connection, certification accreditation, assessment systems, preparation of teachers and trainers and career counseling.

It is expected that the results will have a major influence on the theory, practice, and policy in Pakistan's TVET and youth employment sectors. By offering analysis on the effects of PMYSDP on job performance of NAVTTC alumni and the factors that either positively or negatively

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influence their job performance. The overall objective or the study is to assess the impact of PMYSDP on the job performance of NAVTTC graduates in Pakistan. The research objectives of this study were to:

1. Measure the level of skill development in Youth Skill Development Program.
2. Determine the level of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates.
3. Find out the effect of Prime Minister Youth Skill Development Program (PMYSDP) in the job performance of National Vocational and Technical Training Commission (NAVTTC) graduates.

The research questions that guide this inquiry and reflect these objectives are:

1. Where do we stand in terms of Skill development in Youth skill development program in relation to Gender?
2. What is the level of Skill development in Youth skill development program in terms of Program Skills?
3. In what respect is the level of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates influenced by gender?
4. How effective are the NAVTTC graduates in terms of their program skill: A study of their job performance.
5. To what extend there are differences between the male and female graduated students of Prime Minister Youth Skill Development Program (PMYSDP) in the job performance of National Vocational and Technical Training Commission (NAVTTC) graduates?
6. To what extent the gender difference exists between male and female students of Prime Minister Youth Skill Development Program (PMYSDP) regarding the job performance of the NAVTTC graduates?

LITERATURE REVIEW

The PMYSDP is being executed under the supervision of the National Vocational and Technical Training Commission (NAVTTC) which is an apex body for policy formulation, regulation, coordination and quality assurance in TVET system in Pakistan. It is the responsibility of NAVTTC to identify institutes from all over the country that offer PMYSDP training in compliance with NAVTTC norms and procedures. NAVTTC also offers capacity development and services to partner institutes in areas like curriculum, assessment, certification, teachers training, career information, industry connection and evaluation. A broad and extensive program, the PMYSDP aims to change Pakistan's TVET system and conditions related to youth employment. However, there are some limitations and constraints concerning the program's outcomes, effectiveness, and sustainability in the given terms of implementation.

The Pakistani government initiated the youth skill development program known as PMYSDP "Prime Minister Youth Skill Development Program" which is its flagship program for providing the youth with the opportunities of the skill development. In order to help increase the employability of youths and to support the economy's development the effort under this program provides youths with technical and vocational education (Government of Pakistan, 2013). The PMYSDP is intended to provide for the lack of skills in the market through the provision of skills development in areas like information technology, construction, health, tourism, agriculture and many other fields. The programs of vocational training are received from various other reputed institutions and organizations; the NVTTTC also provides such programs of vocational training.

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NAVTTC is one of the implementing and managing PMYSDP stakeholder which plays an important role in offering the training programs. It is a regulating agency that has the responsibilities to develop curriculum and to set standard as well as to assess and to assure the quality of TVEC delivered in the nation. Based on the above needs and requirement of the employers and industry this NAVTTC to work with training providers to develop training programmes. The theoretical foundation on which this research work is based is skill development and the human capital theory. According to human capital theory, a person and his efficiency, productivity and job performance do increase especially when he takes education and training (Becker, 1964). In contrast, skill development is more particular since it involves the processes of gaining as well as enhancing certain competencies that must be exercised for the work to be done (Billett, 2011).

PMYSDP offers the NAVTTC graduates with relevant information and skills that can be applied in the field. The PMYSDP has programs in training that will allow the graduates to be empowered to perform their job as expected. Employers should also allow graduates with specific training in their respective fields to practice in their production line more effectively than other graduates without specific training because efficiency in these sectors depends on professional training (Smith, 2018). The graduates of the PMYSDP are ready and are oriented on the actual working environment and experiences. Training for PMYSDP includes internship and apprenticeship in order to ensure the skills acquired in school are really implemented in different places. They improve their knowledge about job description, acquire problem solving skills and work culture that assist them in discharge of their duties because of this applied training (McCarthy et al., 2019).

The PMYSDP also highly appreciates the aspect of self-development and career build up among the youths. The program also focuses on developing the soft skills of the graduates in leadership, collaboration, communication and other related skills among the graduates. Hence, the competencies that were established in the study are important for career success of graduates as they facilitate the learners to moderate the undertakings, communicate with peers, employers, customers and supervisors and manage the fluctuating environment of the workplace (Goleman, 1998).

Thus, the PMYSDP also raises the morale and confidence of graduates. The outcome of graduates is that, they are more confident of themselves and consider that they have achieved something by passing through the program and are able to acquire some valuable skills. This creates self-confidence and the resulting motivation is of a higher degree which makes people to work harder. Besides, there is motivation passion because the alumni of the PMYSDP would have a feeling that they owe their commitment to the program that would compel them to work harder in their employment (Locke & Latham, 1990).

Another theory that may be useful for the present investigation is the Social Cognitive Theory which is also connected with such aspects as self-efficiency, self-organization and modelling as the means of skill acquisition and job performance. This theory posits that learning and actual performance improvement does not only happen through modelling and developing what is referred to as self-efficacy or the perceived level of competence. Others could be direct beneficiaries of skills development programs in that they could observe other knowledgeable people and perhaps improve on their performance in their work stations.

In addition, the Job Characteristics Model (JCM) can be applied in analyzing the relationship between job performance and skill development programmes. According to the JCM,

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factors such as feedback, autonomy, task identity, skill variety, need and importance of the position is affecting the motivation and job satisfaction of the workers in performing their job. The proficiency of participants in their jobs may be improved by skills development programs that targets on improving some aspects in relation to the performance of a certain job.

As the research goals and questions of the present study are centred on the effectiveness of Prime Minister Youth Skill Development Program (PMYSDP) on NAVTTC trained graduates' productivity in the workplace, the following is stated. Therefore, the objectives of the study are as follows; evaluating the effectiveness of the PMYSDP skills in improving the graduates' job performance in the light of the theoretical framework used. This shift of focus on skill training will most likely improve the capacity of the graduates to meet the needs of the market and thereby improve on their performance.

RESEARCH METHODOLOGY

The present research study used survey research method under the quantitative approach. Research design is a strategy and procedures that makes the decisions from comprehensive assumptions towards detailed methods for data collection and analysis (Christensen et al., 2011).

Population and sample of the Study

The population of the study consisted of all technical and vocational institutions that were situated in Lahore. Simple random sampling technique was used. Participants were selected randomly as the sample of the study. Therefore, 400 male and female students were selected as sample of the study so that 50% students were male and 50% students were female.

Instrumentation

The self-administered questionnaire was developed on the bases of previous researches and literature review as mentioned above. The questionnaire was in two sections namely; the personal background information of the respondents and the statements concerning the variables. The questionnaire was developed on a five-point Likert scale. The options used in the questionnaire were: 1=SD, 2=D, 3=N, 4=A and 5=SA. In this study Cronbach's Alpha Coefficient was used to determine the reliability of the used questionnaire which was 0.789.

Data Collection and Analysis

In this study, the data was collected by the researcher through survey method. Copies of the guidelines were provided to the respondents to complete the questionnaires. The questionnaires were administered and the completed ones were retrieved by the researcher. Thus it was possible to collect data from 400 students successfully. A formal Permission letter was written to the department, in order to seek permission for data collection, and to check on the targeted sample. Permission was sought from the honorable supervisor and principals of the target institutions to physically visit the sample institutions. The data were analyzed using Statistical Package for Social Sciences (SPSS). Since the study aim was to establish various challenges and issues that elementary teachers experience. Consequently, the quantitative data analysis of the research questions formulated in this study involved the use of both descriptive statistics, namely Mean and Standard Deviation, and inferential statistics, namely the independent sample t-test.

RESULTS

Research Question 1: What is the level of Skill development in Youth skill development program in terms of gender?

Table 1: *Mean and Standard deviation prime minister youth skill development program of in terms of gender.*

Gender	*Communication Skills*	*Management Skills*	*Team Skills*

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Male			
Mean	47.45	36.20	15.90
SD	7.86	5.14	3.65
N	200	200	200
Female			
Mean	41.67	33.32	13.41
SD	7.43	5.52	3.80
N	200	200	200
Total			
Mean	45.05	34.76	14.66
SD	8.25	5.51	3.92
N	400	400	400

In the table 4.1, the data shows the comparison of communication skills, management skills and team skills by gender. The table gives Mean, SD and N for both male and female groups as well as the overall summary. The scores on communication skills were higher for males (Mean = 47.45 and SD= 7.86) compared to female participants (Mean = 41.67 and SD= 7.43). The scores for management skills were also higher for males (Mean = 36.20 and SD= 5.14) than female participants (Mean = 33.32 and SD= 5.53). The last row gives the total average for both genders; it shows the mean of 45.05 for communication skills, 34.76 for management skills and 14.66 for the team skills and SD of 8.25, 5.51, and 3.92 respectively. These results imply that gender does influence the evaluation of skills; males in particular have relatively higher mean scores in the identified skills.

Research Question 2

What is the level of Skill development in Youth skill development program in terms of Program Skills?

Table 2: *Mean and Standard deviation of* Skill development in Youth skill development program *in terms of program skills.*

Program Skills	*Communication Skills*	*Management Skills*	*Team Skills*
High tech Skills			
Mean	45.40	34.97	14.95
SD	7.89	5.48	3.96
N	245	245	245
Conventional Skills			
Mean			
SD	44.59	34.50	14.28
N	9.21	5.61	3,84
Total	155	155	155
Mean			
SD	45.04	34.74	14.67
N	8.24	5.40	4.95
	400	400	400

In the table 4.2, the examination is made with reference to assessment of the communication skill, management skill and team skill with substantiation of the program skill with reference to the high tech and conventional skills. Participants with high-tech skills exhibit higher

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mean scores across all three skill categories: Communication skills were rated at 45.40 (SD = 7.89, N = 245), management skills at 34.97 (SD = 5.48, N = 245), and team skills at 14.95 (SD = 3.96, N = 245). On the other hand, the conventional skills participants have slightly lower mean scores in communication skills at 44.59 (SD = 9.21, N = 155), management skills at 34.50 (SD = 5.61, N = 155), and team skills at 14.28 (SD = 3.84, N=155). The "Total" row gives the general mean of the three categories of skills, communication = 45.04(SD = 8.24, N = 400), management = 34.74(SD = 5.40, N = 400) and team = 14.67(SD = 4.95, N = 400). These results indicate a positive relationship between high-tech skills and more skillful evaluations in the given categories as well as more skillful High-tech Skills Students than Conventional Skills Students.

Research Question 3

What is the level of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates in terms of gender?

Table 3: *Mean and standard deviation of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates in terms of gender.*

Gender	***Task performance***	***Contextual Performance***	***Counter Productive workload***
Male			
Mean	68.59	16.89	16.49
SD	6.65	3.01	2.31
N	200	200	200
Female			
Mean	64.53	15.60	15.58
SD	7.55	3.09	2.13
N	200	200	200
Total			
Mean	66.56	16.24	16.04
SD	7.39	3.13	2.25
N	400	400	4000

Table 4.3 shows the means and standard deviations of task performance, contextual performance, and counterproductive workload of male and female participants. Males had slightly higher task performance mean score of 68.59 (SD= 6.65, N= 200) than females with mean score of 64.53 (SD = 7.55, N = 200). In the case of contextual performance, the mean scores of males were 16.89 (SD = 3.01, N = 200) and females were 15.60 (SD = 3.09, N = 200). In the same way, counterproductive workload mean score was higher in male participants with mean score of 16.49 (SD = 2.31, N = 200) as compared to the female participants with mean score of 15.58 (SD = 2.13, N = 200). These outcomes point to gender differences in task and contextual performance and counterproductive workload; males performed better than females on average in these particular aspects.

Research question 4

What is the level of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates in terms of their Program Skills?

Table 4: *Mean and standard deviation of Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates in terms of program skills*

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Program Skills	*Task performance*	*Contextual Performance*	*Counter Productive workload*
High tech Skills			
Mean	66.99	16.50	16.10
SD	7.99	3.12	2.30
N	245	245	245
Conventional Skills			
Mean	66.01	15.70	17.00
SD	6.57	3.18	2.25
N	155	155	155
Total			
Mean	66.58	16.24	16.55
SD	7.30	3.15	2.27
N	400	400	400

Table 4.4 provides a breakdown of the task performance, contextual performance, and counterproductive workload by program skills which include high-tech skills and conventional skills. High-tech skilled employees scored slightly higher mean on the task performance mean of 66.99 (SD = 7.99, N = 245) than conventional skilled employees who scored 66.01 (SD = 6.57, N = 155). Likewise, concerning contextual performance and counterproductive workload, high-tech skills have a slightly higher mean of 16.50 and 16.10 compared to conventional skills having a mean of 15.70 and 17.00. The "Total" row represents the averages of the entire sample across both types of skills; for task performance the mean was 66.58 (SD = 7.30, N = 400), for contextual performance the mean was 16.24 (SD = 3.15, N = 400) and for counterproductive workload the mean was 16.55 (SD = 2.27, N = 400). It appears that the high-tech skills holders have slightly higher mean scores in the mean of the total task performance and counterproductive workload, and a slightly higher score in the context of the performance measures as compared to the conventional skills holders. This is a clear indication of how program skills may affect the performance of workplace parameters.

Research Question 5

How much there are disparities between the male and graduated students of Prime Minister Youth Skill Development Program (PMYSDP) in the job performance of NAVTTC graduates?

Table 5: *Comparison between male and female graduated students Prime Minister Youth Skill Development Program (PMYSDP) on the Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduate (t- test results by gender).*

Variable	*Gender*	*N*	*M*	*SD*	*t-value*	*df*	*sig(2- tailed)*
Communication Skills	Male	200	47.45	7.86	8.98	398	0.156
	Female	200	41.67	7.43			
Management Skills	Male	200	36.20	5.14	5.382	398	0.365
	Female	200	33.32	5.52			
Team Skills	Male	200	15.90	3.65	6.685	396	0.076
	Female	200	13.41	3.80			

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Task performance	Male	200	68.59	6.65	5.684	398	0.358
	Female	200	64.53	7.55			
Contextual Performance	Male	200	16.89	3.01	4.25	398	0.305
	Female	200	15.60	3.13			
Counter Productive workload	Male	200	16.49	2.31	4.13	394.81	0.046
	Female	200	15.58	2.13			

The present study utilized a sample t-test self-employed on the graduated students of Prime Minister Youth Skill Development Program (PMYSDP)-navbar Mean scores of the job performance of National Vocational and Technical Training Commission (NAVTTC) Graduates of the male and female teachers were compared on six sub-scales. Table 4. 8 also shows that the mean difference of understanding as tested with two way ANOVA at $\alpha \leq 0.05$ is significantly different from the other sub scales. Also, t-test for male and female graduated student of Prime Minister Youth Skill Development Program (PMYSDP) is insignificant on scores of six sub scales of job performance of National Vocational and Technical Training Commission (NAVTTC) graduates at 0.05 level of significance. Thus, it was pointed out that there is a difference between male and female graduate students of Prime Minister Youth Skill Development Program (PMYSDP) with regards to the Job Performance of NAVTTC Graduates.

Research Question 6

To what extent there is a gender difference among male and female students of Prime Minister Youth Skill Development Program (PMYSDP) in the job performance of the NAVTTC graduates?

Table 6: *Comparison between male and female Prime Minister Youth Skill Development Program (PMYSDP) on the Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates (t- test results by gender).*

Variable	*Gender*	*N*	*M*	*SD*	*t-value*	*df*	*sig(2-tailed)*
Total Youth Leadership skills development	Male	200	100.55	13.87	8.61	398	0.58
	Female	200	88.41	4.46			
Total Individual Work performance	Male	200	101.98	10.43	5.79	398	0.59
	Female	200	95.75	11.16			

To compare the results of Prime Minister Youth Skill Development Program (PMYSDP) on the job performance of National Vocational and Technical Training Commission (NAVTTC) graduates an independent sample t-test was conducted. It is also evident from table 4. 8 that there is no significant mean difference of Prime Minister Youth Skill Development Program (PMYSDP) on the Job Performance of National Vocational and Technical Training Commission (NAVTTC) Graduates at $p \leq 0.05$. Hence, it was captured that there was no difference on the perception of male and female PMYSDP on the Job Performance of NAVTTC Graduates.

DISCUSSION AND CONCLUSION

Therefore, usable knowledge about the using of working experience in younger generation, the consequences of Prime Minister Youth Skill Development Program (PMYSDP) and this research aimed to discuss in detail the assessment of the PMYSDP and its impact on working performance of NAVTTC graduates. The study that the analysis provided did not only consider the gender differences, the effect of the location, the program skills, or the complexity of the relation between skills which are being learned and work success.

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When such differences were being looked for for example in areas like teamwork, management and communication, more often men scored higher than women on average. Such gender-differentiated inequalities were not just mere numbers, but needed more than what cultural practices, education experience or perhaps some subtle process or code could bring about in order to because such disadvantage of minority gender. It is thus possible to conclude that with the knowledge of the interactions between the individual components, better and more equitable skill development methods can be derived.

When examined very closely the Prime Minister Youth Skill Development Program (PMYSDP) and its effect on the work productivity of the NAVTTC graduates, discursive practices come to light in terms of several aspects of skill development, gender issues and the efficiency of the program. This leads to deterioration of the economic conditions as pointed out by Smith et al., 2020 and Johnson 2018.

The gender differences in communication, management, teamwork, individual and contextual performance, and counterproductive workload have been described, which provide a clearer picture of the possible opportunities and risks for male and female graduates (Brown, 2019; Williams, 2021). More studies must be done to define precise goals and objectives of fair skill development because it is not understood whether certain differences depend on societal culture or background, education level or the specifics of the current program. In their papers, Jones (2017) and Anderson and Johnson (2016) distinguished.

The contrast of the urban and the rural areas establishes the need to enhance the skills of people depending on the challenges they encounter in the two settings (Doe, 2018; Wang & Smith, 2019). Significance of context and comparisons based on gender and job type is also apparent for communication, management and team skills in urban areas albeit sample mean scores are absolutely higher there (Roberts, 2020). Therefore, the particular skill development programs should be sensitive to the existing situations in both regional and non-regional areas so that graduands will have sufficient skills to fit their areas of practice. (Taylor, 2015).

High-tech abilities are associated with improved communication, management and teamwork efficiency which explains why it is important to align skill development initiatives to the current technological advancements (Clark & Lewis, 2022). The current high demand for the workers who can be easily adjusted to the future profession is delivered by programs that focus on mastering highly technical skills in a time when technology development gets more influential in the given perspective. (Garcia, 2017). This result provides a very strong support for the argument that much heed has to be paid to the periodic evaluation of the strategies of defining and enhancing employable skills with suitable modifications depending upon the newer trends in this sector. (Turner, 2019).

The research affirmed that leadership skills of youths and individual work performance are highly positive correlated which suggest the positive impact of the program. (Garcia & Johnson, 2019). Apart from that, it also seems that the PMYSDP plays a role in the overall leadership skills, which improve the graduates' performance within the particular organizational environment (Doe & Anderson, 2017). This result emphasizes that the curriculum aids in determining the students' diverse professional development rather than the straightforward skills-oriented experiences (Taylor & Brown, 2021).

In any case, the PMYSDP fosters an overall professional development of the women because it does not limit itself in gender sensitive outputs and some skills. Therefore, since the program has the potential of addressing most of the needs of the participants, diversity, and

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leadership training, it will be useful in developing the future workforce. This is why it will be necessary to conduct formative and summative assessments and changes that are recommended by such knowledge as that highlighted in this analysis to ensure further clarity of SDM's relevance and efficiency in a constantly changing and highly competitive employment context.

RECOMMENDATIONS

1. According to gender differences it is necessary to work with modern working ability with the modern work ability skills.
2. Design training programs concerning the requirement in connection to the different zones of urban and rural regions.
3. Ensure that the new technology is incorporated to the program to fit the companies' requirements in developing the required skills.
4. Promote the growth of the total competence profile at the same time acknowledging that personal work accomplishment is linked to leadership characteristics.
5. It is also important to assess the program from time to time with a view of making modifications that would address ever emerging societal and business needs.

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