

A Study Of The Effect Of Youth's Skill Development Programme On The Employability Of Short Courses Graduates

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Abstract

Aim of the in hand research was to explore the effect of youth's skill development programme on employability of short courses graduates. Present research was conducted in Lahore district. In hand research was descriptive. It based on cross-sectional survey design. All short courses graduates who were enrolled in the public and privates institutes in which National and Vocational Technical Training Commission (NAVTTTC) prime minister youth skill development programme were ran in the academic year of 2022 and were situated in Lahore district were included in population. Information were gathered via self-developed semi structure questionnaire from 273 graduates of CIT and SEO. Researcher applying cluster sampling technique. For statistical treatment, inferential and descriptive statistics applied with the help of SPSS software. The outcome of the research demonstrations that strong correlation was found between NAVTTTC's prime minister youth skill development programme and employability of the short-courses graduates. Moreover, prime minister youth skill development programs effected large extent to the employability of the most of short courses graduates of public and privates institutes because most of the short courses graduates of public and privates institutes of both trades were employed and some of them were able to started their own business. On the bases of research findings it is recommended that institutes may hired qualified staff to provide technical education which developed such skill in their graduates which help them to get jobs or start their own business by having equal chance of being employed in the labour market.

Keywords: Youth skill development programme, short courses graduates, employability.

Introduction

In Pakistan, Prime Minister Youth Skill Development Programms (PMYSDP) has for creating high-technology skills, given a chance to youth to receive training in traditional and high-tech courses, hardcor^le skills that are advantageous for employment both locally and abroad, preferable for youth from underdeveloped areas and those from lower socioeconomic groups. Ministry of Federal Education & Professional Training and NAVTTTC have developed a TVET sector uplifting framework to revamp the entire sector by identifying key issues and taking concrete steps to address them in the form of National Skills For All Strategy, which is aligned with Pakistan Vision 2025 and the National TVET Policy. According to this plan, NAVTTTC is now implementing the Prime Minister's Youth Skill Development Program, the greatest skill development effort in the history of the nation. The program offers a thorough road map in the area of TVET to improve infrastructure capacity, expand chances for youngsters to develop their skills, and bring their technical competencies up to par with international norms in both traditional and advanced technologies. (Serra & Tran, 2016)

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Additionally, it focuses on quality control, which includes TVET institute accreditation, NVQF-compliant curriculum standardization, and the use of competency-based training and assessment (CBT & A) systems. Extension of outreach and access with a emphasis on gender mainstreaming, the overview of TVET in institutes, the use of the most recent technology in TVET through the building of Smart Labs for distance/e-learning, and the creation of the National Employment Exchange Tool (NEXT) are some other important targeted initiatives of the program. (Cheung, Song, & Yang, 2016)

According to NAVTTC's planning process, efficient private and public partnerships are also emphasized in order to significantly increase the private sector's engagement in TVET sector administration and to forge strong links with the unofficial sector through recognition of prior learning (RPL). The NAVTTC is committed to streamlining the TVET sector in order to generate a trained, competent, motivated, entrepreneurial, adaptable, and creative workforce that is appropriate for the local and global labor market, in accordance with SDG(s) that relate to promoting excellent education. In this regard, no study was designed examine the degree to which NAVTTC is succeeding in its goal of lowering poverty in Pakistan by enhancing young employability and skill through the Prime Minister Youth Skill Development Program. Therefore to explore this, the researcher choosed the topic as "A study exploring the effect of youth's skill development programme on employability of short courses graduates". (Charan & Moghaddam, 2021).

Statement of the Problem

The Prime Minister's Youth Skill Development Program (PMYSDP) is the driving of change force for that would enable youth to realize their potential for personal growth and the transformation of Pakistan's future. In order to prepare young people for success in the age of the industrial revolution, PMYSDP conducts training in high-tech, high-end, and digital technologies. The unique aspect of PMYSDP is the introduction of Hi-Tech/high-end technologies and courses, which have been included in light of both national and international market analyses, recommendations from various stakeholders, and lessons learned from earlier phases of the program. It has been observed that graduates from traditional and high-tech programs still scurry around looking for work since they lack the necessary relevant skills. There might be a variety of causes for this situation. Therefore, in the light of this, for the present research the researcher selected the topic as "study the effect of youth skill development programme on the employability of the short-courses graduates".

Research Objectives

1. To explore the effect of youth skill development programme on the employability of the short-courses graduate;
2. To evaluate the job status of the short course graduates whose employability effected by the NAVTTC' youth skill development programme.

Research Hypothesis

H₀ 1: Youth skill development programme not significantly effect the employability of the short-courses graduate.

Research Question

What is the job status of the short course graduates whose employability effected by the NAVTTC' youth skill development programme?

Literature Review

Employability

Employability is defined as "a set of accomplishments, skills, knowledge, and character attributes that raise graduates' chances of finding job and thriving in their chosen careers, which benefits them, the workforce, the community, and the economy." according to Yorke (2015: 37).

In general, Chen (2017: 9) defined employability as "The accumulation of a series of abilities and talents that a graduate can achieve to secure a suitable job and succeed in his/her career". Candidates for graduate jobs who possess these competencies are better able to meet employer needs and adapt to shifts in the labor market. (Tomlinson, 2022).

Employability refers to the likelihood that the delivery of vocational rehabilitation services will enable a person to find or keep a job that is in line with their capacities and abilities in a competitive labor market, in the practice of a profession, as a sole proprietor, in domestic work, on a farm or with their family, in sheltered employment, at home, or in any other gainful activity. (Erabaddage, Khatibi, & Shukri, 2021)

Employability Skills

There are several ways to interpret the phrase "employability," according to Hodges and Zegward (2018). It might be considered a personal trait of a person. According to Burchell and Hodges (2019), employability skills are more closely tied to human qualities than technical abilities. It can also refer to fundamental competencies, enabling skills, basic skills, transferable skills, job skills, soft skills, general capabilities, and even important talents. For a graduate to get employment and succeed at work, these nontechnical abilities have been crucial (Dodrige, 2020). (Lankard, 2021)

Needle (2020: 21) defined employability as "employability skills are the fundamental abilities required to succeed in the majority of jobs". These are the broad competencies that the majority of businesses want in new workers, sometimes referred to as soft skills.

Employers often seek the following attributes in employees when hiring for a position, in addition to seeking for particular technical skills:

- **Personal Development:** "Making the best of both yourself and other people." Employers would all want to know how dedicated you are to your own development. There are several ways to demonstrate this. You could have overcome a difficult task or put forth a lot of effort to learn a new skill. What counts is that you challenged yourself.
- **Communication:** "Listening actively as well making yourself heard". Employers need candidates who can effectively and professionally communicate their ideas. Equally crucially, you should have strong listening skills so that you can actively seek out criticism and consider other people's viewpoints. Additionally, you will feel at ease speaking to groups.
- **Creativity and Innovation:** "Seeing newer and better ways forward". Good ideas are the gasoline that drives successful organizations. Employers could be interested to learn that you have creative ideas and are constantly seeking out more effective methods of doing things. The finest ideas are not always the biggest; good ideas come in all different forms and sizes.
- **Teamwork:** "Supporting other people to achieve success". Any organization needs its leaders to be able to work well with others and motivate a team to success. This implies that you must be able to show that you are a natural team player and that, if necessary, you can modify your communication style to suit others.
- **Professionalism:** "Taking pride in everything you do". Workers could anticipate your dedication to upholding the greatest levels of secrecy, supplying the top standards, and implementing the proper processes. This entails remaining focused and professional during all discussions, even during heated debates or challenging exchanges.

- **Organisational skills:** “Juggling priorities and preparing for the unexpected”. You will often be required to manage your own workload as part of your employment. Employers could be interested in learning how you handled unforeseen situations and managed your course work.
- **Flexibility:** “Being adaptable”. It is imperative that you, as an employee, stay up with the workplace's ongoing evolution. You would have to demonstrate that you are adaptable to change and can do so rapidly while still producing work of a high caliber. (Bennett, 2022).
- **Commercial awareness:** “Knowing how to add value”. It is critical that you comprehend the many challenges affecting the industry you wish to work in as well as how it runs. Consider how you will demonstrate that you can use the abilities employers in your industry are looking for to benefit their business while you consider the qualifications they are seeking.
- **Problem solving/analysing:** “Looking at issues from a different angle”. Things do not always go as planned in the workplace. Employers want to know that you can analyze material, spot possible problems, and provide workable solutions.
- **Time management:** Effective time management is crucial for all employees, whether they work in an office setting or remotely. By doing this, one may establish and accomplish more goals, lessen stress, and remain on course.
- **Dedication:** Dedication may resemble loyalty to a firm, and in many ways, it may, but it also shows your employer that you value excellent work and make an effort to consistently provide important outcomes. Being a committed employee entails taking pride in the caliber of your job.
- **Leadership:** One does not necessarily need to be a manager to be a leader at work. People with leadership qualities are proactive, take charge, and critically consider how their actions may affect others. At the management level, it demonstrates your ability to lead a group of workers and make sure they are cooperating to fulfill the assigned responsibilities.
- **Initiative:** “Thinking ahead and on your feet”. You might need to be able to take the initiative in any career. Although it is crucial that you abide by the correct laws and regulations, you should also have confidence when it comes to offering new or alternative methods of doing things or foreseeing any difficulties or challenges.
- **Ability to Use New Technologies:** Almost every profession involves some sort of technology. Whether it entails preserving informational records, interacting with others, managing finances, or comprehending a manufacturing system, it is a 21st century method of doing and functioning. Almost every profession requires some form of technology. It is essential to feel at ease with it.
- **Commercial Awareness:** Commercial awareness is the ability to recognize the factors that propel a business or organization toward success, whether via acquisition, distribution, or providing of goods or services to a market. Does the company buy, sell, or make its own goods? Or is it engaged in the sale of services or ideas? Who is its target market? Are they "regular individuals" or are they other businesses? How is the market sector faring? Are there upcoming legal or regulatory changes, or is the current state of the economy having a more significant influence than usual? Commercial awareness is crucial for the public sector as well. Why not evaluate your present employability skills? You could be pleasantly pleased to learn what you have to offer companies. (Kent, 2023)

Prime Minister's Kamyab Jawan Programms

To increase the number of skilled workers in the nation, the Prime Minister's Kamyab Jawan Programs (Skill for All) offered high-tech courses.

"The initiative will boost the employability of Pakistani youth and multiply skilled labor." (Basu & Qucci, 2019)

The NUTECH Skills Development Department (NSDD) provided high-tech courses in areas like as computer graphics (UI/UX), cloud computing, robotics, mobile app development, and IOT (Internet of Things). Under the auspices of the Prime Minister's Kamyab Jawan Program, the "Skill for All" program which cost Rs 30 billion to launch is providing the courses. NAVTTC is carrying out the Hunarmand Pakistan as part of the Strategic Implementation Plan (SIP). (Bennett, 2022).

The SIP's initial goal was to equip 1,70,000 adolescents with conventional and high-tech skills, with a budget of Rs. 9.84 billion. The main goal of the initiative was to train Pakistani youth in traditional and high-tech skills, including digital literacy, financial inclusion, social entrepreneurship, and assistance for small businesses to help them find jobs and become more economically independent. (Charan & Moghaddam, 2021)

In 2019–20, NAVTTC finished the fourth phase of the Prime Minister's kids Skill Development Program, giving over 100,000 kids technical hands-on skills in a variety of trades that would enable them to earn a respectable living through employment or self-employment. The program concentrated on preparing the workforce for large-scale efforts like the China-Pakistan Economic Corridor (CPEC), special economic zones (SEZs), energy, and projects connected to the generation of renewable energy since these projects are anticipated to provide over 3 million jobs for skilled labor. Construction, energy, manufacturing, agriculture, health-paramedics, business, communication and information technology, hospitality and tourism, media and neo-media, fashion design, and personal care are just a few of the industries that NAVTTC is working hard to produce skilled workers in accordance with international standards. The manufacturing sector also produced items such as clothing, knitwear, hosiery, sportswear, leather products, glass, ceramics, pottery, medical tools, and more. The program's main goal was to turn unemployed, undereducated, and unskilled youngsters from underdeveloped regions into viable wage earners. (Gopinath & Reman, 2020)

Research methodology

It was descriptive research based on cross-sectional survey design in nature. Population for the present study comprised all short courses graduates who were enrolled in the public and privates institutes in which NAVTTC' prime minister youth skill development programme were conducted in the academic year of 2022 and were situated in Lahore district. Sample was comprised on 273 graduates of CIT and SEO who were passed out short course from the public and private institutes of the Lahore district. Sapmle was drawn by applying cluster sampling technique. Data were collected from selected graduates of CIT and SEO vis self-developed semi structured questionnaire. There were 19 statements and 9 open-ended questions in the tool. The questionnaire was pilot tested by administering to 15 (5 were female, and 10 were male) graduates who were completed their short courses in the 2022, of different institutes which were not included in the sample. Cronbach's alpha reliability coefficient of administered questionnaire was .90. the collected data were arranged and coded and entered into computer for analysis. Data were analyzed with help of SPSS (V.26) software by employing inferential and descriptive statistics.

Results and Findings

Effect of Youth Skill Development Programme on the Employability of the Short-Courses Graduate

Table 1: Pearson correlation analysis for the analysis to find out relationship between youth skill development programme and employability, (n = 273)

Variable	r	Sig
Youth Skill Development Programme	.830(**)	.000

Employability

** Correlation is significant at the $\alpha = .05$ level of significance

The above table 1 disclosed that generated r-value is .830 and generated sig value is $.000 < \alpha = .05$ level of significance which shows statistically significant very strong correlation existed between youth skill development programme and employability. Therefore, rejected the null hypothesis which was youth skill development programme not significantly effect the employability of the short courses graduate. So, concluding that youth skill development programme strongly effect employability of the short-courses graduates.

Types of Institutes and Trade (Short Course) Wise Difference in the Effect of Youth Skill Development Programme on the Employability of Short-Courses Graduates

Table 2: Independent sample t-test for the analysis to compare effect of youth skill development programs on employability of short course graduates regarding their group of institutes and trades (short courses)

Demographic Variable	n	M	SD	t	df	Sig.	
Institutes	Public	70	74.67	4.754	2.956	271	.073
	Private	203	71.96	7.156			
Trades (Short Courses)	CIT	112	70.96	7.178	-3.552	271	.000
	SEO	161	73.83	6.135			

$\alpha = 0.05$

Table 2 disclosed that the generated t-value is $2.956 >$ then t critical (1.968, 271df) and the generated $p = .073 >$ then $\alpha = 0.05$ level of significant. It shows that no institutes wise significant difference was found in the mean score of the short course graduates of the public and private institutes. So, accepted null hypothesis that was youth skill development programme not significantly effect the employability of the short-courses graduate of the public and private institutes.

But trade wise table 2 disclosed that the generated t-value is $-3.552 <$ then t critical (1.968, 271df) and the generated $p = .000 <$ then $\alpha = 0.05$ level of significant. It shows that trade wise significant difference was found in the mean score of the short course graduates of the CIT and SEO trade. So, rejected null hypothesis that was youth skill development programme not significantly effect the employability of the short-courses graduate of the CIT and SEO trade. Further to know that what extent youth skill development programs differently effected the employability of short course graduates of the CIT and SEO trade, chi-square test was applied in (table 3).

Institutes and Trade Wise Comparison of the Extent Youth Skill Development Programme Effected the Employability of the Short-Courses Graduates

Table 3: Chai-square Analysis for the analysis to compare types of institutes and short courses wise extent youth skill development programme effected the employability of the short-courses graduate, (Public = 70, Private = 203), (SEO = 161, CIT = 112)

Demographic Variables			Effect				
			Not at all	Little	Some what	To large extent	To great extent
Institutes	Public	Count	0	0	2	46	22
		% within Type.of.Institutes	.0%	.0%	2.9%	65.7%	31.4%
	Private	Count	2	6	28	121	46
		% within Type.of.Institutes	1.0%	3.0%	13.8%	59.6%	22.7%
Short Courses	SEO	Count	2	0	9	47	103
		% within Trade	1.2%	.0%	5.6%	29.2%	64.0%
	CIT	Count	0	6	21	64	21
		% within Trade	.0%	5.4%	18.8%	57.1%	18.8%

Institutes = Chi-Square = 7.348, df = 4, p = .065

Short Courses = Chi-Square = 23.822, df = 4, p = .000

Institutes wise table 3 disclosed that the generated chi-square value.652 is < then the table value (5.991, 2 df) and generated p = .722 > then $\alpha = .05$. It reveals that institutes wise all effected short-courses graduates had same job status. Moreover, table 3 showed that 72.9%(148) of the effected graduates of private and 68.6%(48) of the effected graduates of the public institutes were employed and 3.9%(8) of the graduates of the privates and 5.7%(4) graduates of the public institutes were started their own business while 23.2%(47) of the effected graduates of private and 25.7%(18) of the effected graduates of the public institutes were unemployed .

Short courses wise table 3 disclosed that the generated chi-square value 23.822 is > then the table value (9.488, 4 df) and generated p = .000 < then $\alpha = .05$. It reveals that trade wise youth skill development programme effected significant differently the employability of the short-courses graduates. Moreover table 3 showed that youth skill development programmes effected great extent to the 64.0%(103) graduates of the SEO trade and effected large extent to the 57.1%(64) of the graduates of the CIT.

Institutes and Trades Wise Comparison of Employ/job status of the Short-Course Graduates

Table 4: Chai-square analysis for the analysis to compare types of institutes and short courses wise employ /job status of the short-course graduates

Demographic Variables	Count	Graduates' Job Status			
		Employed	Un-employed	Self-Job (Free-lancing)	
Institutes	Private	Count	148	47	8
		% within Type.of.Institutes	72.9%	23.2%	3.9%
	Public	Count	48	18	4
		% within Type.of.Institutes	68.6%	25.7%	5.7%
Sort Courses	SEO	Count	117	37	7
		% within Trade	72.7%	23.0%	4.3%
	CIT	Count	79	28	5
		% within Trade	70.5%	25.0%	4.5%

Institutes = Chi-Square = .652, df = 2, p = .722

Short courses = Chi-Square = .157, df = 2, p = .924

The above table 4 disclosed that the generated chi-square value.652 is < then the table value (5.991, 2 df) and generated $p = .722 >$ then $\alpha = .05$. It reveals that institutes wise all effected short-courses graduates had same job status. Moreover, table 4 shows that 72.9%(148) of the effected graduates of private and 68.6%(48) of the effected graduates of the public institutes were employed and 3.9%(8) of the graduates of the privates and 5.7%(4) graduates of the public institutes were started their own business while 23.2%(47) of the effected graduates of private and 25.7%(18) of the effected graduates of the public institutes were unemployed .

Short courses wise table 4 disclosed that the generated chi-square value.157 is < then the table value (5.991, 2 df) and generated $p = .924 >$ then $\alpha = .05$. It reveals that trade wise all effected short-courses graduates had same job status. Moreover table 4.14c shows that 72.7%(117) of the effected graduates of SEO and 70.5%(79) of the effected graduates of the CIT trade were employed and 4.3%(7) of the graduates of the SEO and 4.5%(5) graduates of the CIT trade were started their own business while 23.0%(37) of the effected graduates of SEO and 25.0%(28) of the effected graduates of the CIT trade were unemployed.

Question: What is the job status of the short course graduates whose employability effected by the NAVTTC' youth skill development programme?

After conducting interviews, thematic analysis was done and found that institutes wise all effected short-courses graduates had same job status. Most (72.9%) of the effected graduates of private and public institutes were employed, only few (3.9%) of the graduates of the privates and public institutes were started their own business while only more (23.2%) of the effected graduates of private and (25.7%) public institutes were unemployed.

Trade/ short courses wise all effected short-courses graduates had same job status. Moreover, most (72.7%) of the effected graduates of SEO and CIT trade were employed

and few of them (4.3%) of the graduates of the SEO and CIT trade were started their own business while more (23.0%) of the effected graduates of SEO and CIT trade were unemployed.

Conclusion and Discussion

The study was designed to explore the effect of youth's skill development programme on employability of short courses graduates in Lahore. The conclusion was drawn from the findings which arrived from the analysis, it is concluded that statistically significant very strong correlation existed between youth skill development programme and employability which shows that youth skill development programme strongly effect employability of the short-courses graduates. Institutes wise youth skill development programme effected large extent to the employability of the most of short courses graduates of public and privates institutes. Moreover, trade/ short courses wise youth skill development programme effected great extent the employability of the most of SEO and large extent effected the employability of the most of CIT short courses graduates but gender wise youth skill development programme effected great extent the employability of the most of female and male short courses graduates. According to great extent or large extent effected short-courses graduates, designed curriculum for short course and the pedagogies which their instructor adopted, focusing on their learning to promote their employability skill to gain their intended job. Moreover, according to most of the respondents short course of youth skill development program provide them such skills which meet the industrial need. Short course equipping them with such knowledge that developed in them high order thinking which is necessary for their employment to enhance their employment chance.

Moreover, most of the male and female CIT or SEO short course graduates of the public and privates institutes whose employability effected by the NAVTTC' youth skill development programme were employed and few of them had started their own business while some of then were still employed. Most of the male and female CIT or SEO short courses' graduates of the public and privates institutes whose employability effected by the NAVTTC' youth skill development programme and who were employed or few of them had started their own business said that they got job because according to most of the respondents short course equipped them with such skills that were essential for their job opportunities and enhanced such experience which help them to get a handsome job. Moreover, short course provide them industrial specific skill which become the cause of their employment which entered them in workforce places to earn. The graduates who started their own business, according to most of the respondents, short course provided them such skill which able them to start their own business and they were running their business. Due to the importance of youth skill development programs it was recommended that these courses may started on the rural areas institutes also so that more skill graduates may produced to reduce the unemployability from the Pakistan. Moreover, it may recommended that institutes may hired qualified staff for all short trades or short course so that they may developed skill in trainees in such a way they get equal chance of being employed in the labour markets and institutes provide their graduates such technical education which developed such skill in their graduates which help them to start their own business to become independent which is the core objective of NAVTTC' or mother organizations.

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