

The Disparity between the Source and the Sink: The  
Inability of Job Market to Absorb the Product of  
Literate Youth



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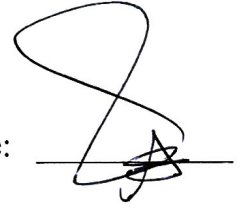
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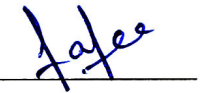
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### **Author's Declaration**

I **Samina Imtiaz** hereby state that my MPhil thesis titled “**The Disparity between the Source and the Sink: The Inability of Job Market to Absorb the Product of Literate Youth**” is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

Date: \_\_\_\_\_

Samina Imtiaz

### ***Dedication***

*I dedicate this thesis to my father who always supported me and my mother who always wanted her daughters to get higher education, and also my supervisor whose motivation and support has helped me throughout this journey.*

## **ACKNOWLEDGEMENTS**

In the name of Allah who is the most merciful and the most compassionate and with his blessings I have completed this study. I would like to give my sincere wishes to all those who have assisted me during the graduate study at Pakistan Institute of Development Economics (PIDE). I am particularly indebted to my supervisor, Dr. Saud Ahmed Khan, for his guidance in planning and implementation of research as well as his supervision of the thesis.

I am also grateful to my parents and family for their love and encouragement. Without them, this would not have been possible.

## **Abstract**

This study investigates the disparity between the education sector and the job sector in Pakistan, with a particular emphasis on the difficulties experienced by educated young people in obtaining adequate work opportunities. The primary data for this study has been collected through questionnaires distributed to employees working in Pakistan and foreign countries. Moreover, a focused group discussion has also been conducted with employers. The goal of this research is to analyze the findings and provide policy suggestions based on them. Our findings are, firstly, workers outside Pakistan were more dissatisfied with their educational institutions' counseling, training, and education. This indicates that Pakistan's education must be improved. Second, foreigners disagreed more than Pakistanis about the usefulness of academic degrees in the workplace. Pakistani participants disagreed more on resource availability than international participants. Furthermore, Pakistani participants reported higher work unhappiness and concerns about workforce shortages. Fresh graduates also disliked their job options. The research underlines the need to improve education-employment alignment and consider gender differences in job satisfaction and worker opinions. This study proposes a platform to assess worker requirements and set job standards. This platform would allow stakeholders, including universities, to interact and locate disciplines that meet national and international criteria. Additionally, nomenclature and infrastructure of existing disciplines must be assessed and improved. Due to a lack of coordinated procedures between educational institutions and acknowledged standards, graduates' skills don't match labor market demands. This gap can be bridged by coordinating research institutes and academics.

Brain drain—the migration of intellectual people—must be prevented. It is crucial to build a country with appealing alternatives and chances. Persistent growth requires clear policy direction and a comprehensive strategy that addresses social issues. Recognizing youth potential, provides meaningful career opportunities and guidance. Youth neglect causes unemployment, criminality, and terrorism. Moreover, adolescents need a nurturing environment to succeed. Entrepreneurship, innovation, and private sector investment can transform the perception that private sector jobs are unattractive. Education, research, and organizational integration are needed to overcome the academic-employment divide. System and policy coordination can boost collaboration and industry-academic alignment. These actions will help the government build a robust and vibrant workforce, boosting Pakistan's long-term economy.

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# Chapter 1

## Introduction

Education is widely recognized as a crucial factor for advancement and success in our fast-paced and ever-changing society. It acts as a catalyst for social and economic development by providing individuals with the essential skills and knowledge required to navigate the complexities of the job market. In some regions, there is a significant discrepancy between the source, educational institutions, and the sink, which is the job sector. Moreover, the disparity between education and employment has noteworthy implications for the youth in Pakistan. They encounter a discouraging reality of possessing high levels of education but encountering difficulties in securing appropriate employment opportunities. Pakistan, a country with a rapidly growing population and a sizable young population, places a high value on education. The issue of youth unemployment poses a significant obstacle for nations that are in the process of developing or are classified as underdeveloped (Awogbenle & Iwuamadi, 2010). (Imtiaz et al., 2020) have noted that Pakistan is currently encountering a similar challenge. The country has a large number of educational institutions, ranging from basic schools to universities, which produce a large number of literate citizens each year. These schools work hard to provide students with the academic credentials and technical competence they need to contribute effectively to the nation's growth. Despite their efforts, however, the Pakistani job market has been unable to absorb this flood of educated young, resulting in a huge unemployment problem and underemployment.

Several factors contribute to Pakistan's gap between the source of education and the drain of job possibilities. To begin, the country faces an economic environment marked by slow development, limited industrialization, and insufficient job creation. The imbalance between workforce demand and supply is worsened further by a lack of job market variety, with certain industries dominating employment prospects while others are overlooked. Second, there is a mismatch between the skills gained via formal schooling and the skills required by job markets. Educational institutions frequently struggle to keep up with companies' fast changing dynamics and fail to give students practical, industry-relevant training. Because of this mismatch, graduates are ill-prepared to meet the changing needs of the labor market, resulting in a substantial gap between their qualifications and the expectations of potential employers. Pakistan is currently experiencing a significant level of graduate unemployment, with a notable 31% of young individuals possessing degrees, including those of a professional nature, being without employment opportunities. There appears to be a

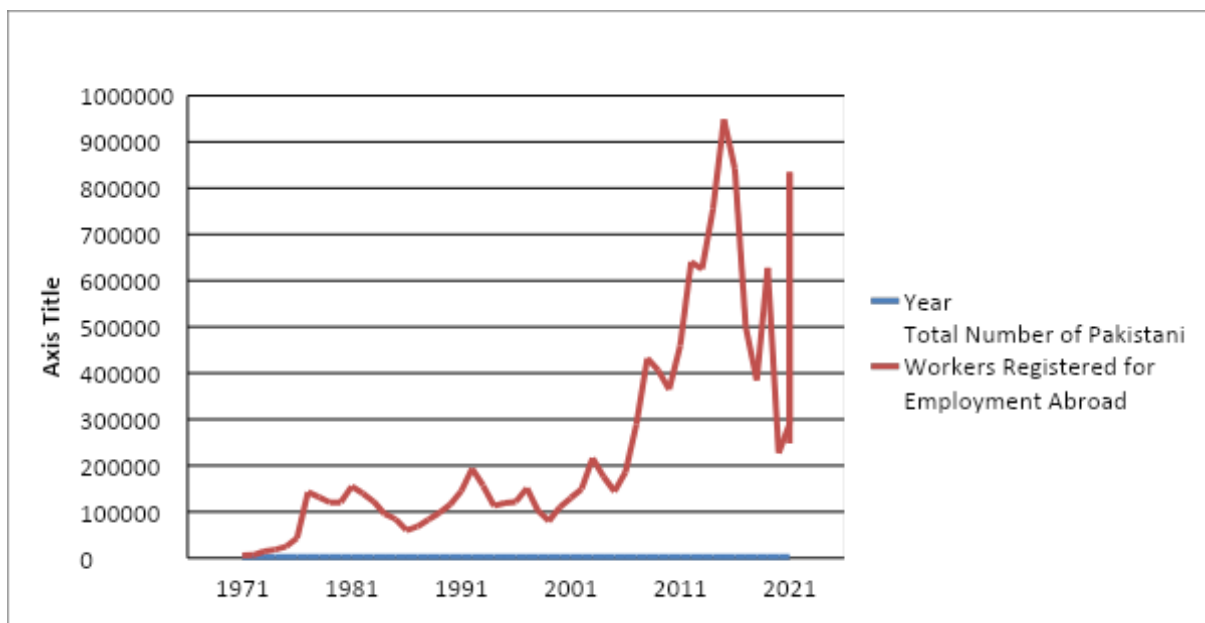
disconnection between educational institutions and employers within the labor market. Individuals who are young, students, and newly entering the labor market, as well as those who are economically disadvantaged, are facing mounting challenges in sustaining their livelihoods within urban areas. Despite the steady increase in the number of young people in Pakistan, which currently exceeds 100 million, urban centers in the country do not offer adequate opportunities for this demographic (Naurin, 2022)

Furthermore, sociocultural problems including nepotism, corruption, and restricted access to networks and resources present further impediments to employment for educated youth. Insufficient allocation of funds by the government towards the economy has been identified as a significant determinant of youth unemployment in developing nations such as Pakistan (Fakih et al., 2020). This system frequently takes a back seat, hindering competent persons' ability to gain employment based on their talents and potential. The government's budget limitation and subsequent political interference are two significant reasons leading to the mismatch between the source and sink in the Pakistani job sector. Financial constraints frequently impede the adoption of comprehensive measures to overcome the education-employment gap. Inadequate financial allocations for education and skill development programs lead to inadequate facilities, outdated curriculum, and a teacher shortage. Such constraints limit educational institutions' capacity to provide students with the required abilities sought by the job market.

The phenomenon of unemployment has a significant impact on the socio-economic status of families, as well as on mental health outcomes. Furthermore, it has been observed that unemployment can exacerbate issues such as corruption, drug addiction, criminal activity, and suicide rates within society. According to (Nazir et al., 2009) the participants held the belief that individuals who are employed exhibit higher levels of confidence compared to those who are unemployed. Furthermore, political involvement aggravates the situation. Political concerns, such as prioritizing specific sectors can result in biased resource allocation, favoritism, and a lack of fairness in opportunities for employment. Political actors' involvement in the job sector can undermine the values of justice and equal opportunity, limiting the prospects of eligible applicants and worsening the education-employment gap. Budget limits combined with political involvement create a difficult climate for educated youngsters seeking adequate career possibilities. The government's capacity to engage in projects that match education with business demands is restricted due to low financial

resources, while political involvement imposes biases and impedes merit-based selection procedures.

Every year thousands of Pakistan’s graduates move out of the country in search of better job opportunities. According to The Pakistan Institute of Development Economics (PIDE) survey-based study, 60 percent of youth want to move to foreign countries for better opportunities (Durr-e-Nayab, 2022). This huge number either shows that there is dissatisfaction about jobs among the youth or the local job market is unable to absorb what local academic institutes produce. It shows that the job sector (institutes and industries) of Pakistan is not able to give them the better opportunities or not able to accommodate the educated workforce. It gives rise to questions like Pakistan’s job sector inability to create better opportunities. There is also a need to find out whether the youth wants to move abroad for better opportunities or for some other reasons. Moreover, according to the Bureau of Emigration and Overseas Employment, 765,000 people left Pakistan in 2022, which is three times the number in 2021. About 92,000 highly educated lot including doctors, engineers, IT experts, and accountants have moved to the foreign country (*Labor Migration Report 2022*). The below graph shows the number of Pakistani workers registered for employment abroad during the period 1971 to 2023 (till April).



**Figure 1.1:** Workers registered for employment abroad, Bureau of Emigration and Overseas Employment

Pakistan has had a "youth bulge" since the 1990s. Most of Pakistan's population is between the ages of 15 and 29. This pattern is expected to continue throughout 2050, when most of the country's population will age. Currently, 64 percent of the Pakistani population is under 30 years, while 29 percent belongs to the 15 to 29 years age category. By 2030, our overall population will have expanded to roughly 280 million, 100 million of which will be made up solely by the youth. According to the Pakistan Labor Force Survey 2020-2021, 75.9 percent of the 4.51 million jobless persons of working age are between the ages of 15 and 34 (*Labor Force Survey 2020-2021*, 2021). Moreover, the amount of employment generated is still insufficient to meet the 1.5 million new employees that enter the market in Pakistan each year. In fact, young people have no place in Pakistan's major cities. There are almost 100 million of them in our nation, and their numbers are rapidly growing – the so-called youth bulge. The high graduate unemployment rate also reveals educational institutions' failure to interact with companies in the labor market (Naurin, 2022). Moreover, if immediate and proper strategies are not implemented to transform this bulge into a benefit, it might become a demographic disaster. Apart from this, if our job sector or industries will not be able to absorb this youth then how might this country prosper. Another factor causing this huge unemployment is non-competitiveness of the job sector and industries that are unable to create more jobs. When the job sector or industries do not compete with the global world trends, they remain stagnant and; as a result, they become unable to give employment opportunities to fresh graduates with up-to-date technical knowledge. Therefore, the obvious result is brain drain. The main concern is the non-alignment of the education sector and the job sector. Either source is not equipping the students according to the requirement of the job sector or maybe the job sector is not able to upgrade itself. The worker with modern skills cannot perform efficiently in the old-fashioned job sector/industries with outdated structures. Subsequently, if the job sector/industries cannot be innovated, then unemployment is never going to end in this country and the brain drain will continue.

### **1.1. Statement of the Problem (SOP)**

It is found in the existing literature that there has been brain drain in Pakistan. According to the labor migration report 2022, from 2010 to 2011, overall manpower movement from Pakistan was between 0.36 million and 0.45 million, with more than 0.63 million Pakistani employees registering for abroad employment in 2012 and 2013. In terms of manpower movement, the years 2014 to 2016 were noteworthy, particularly 2015, when more than 0.94 million Pakistani migrant workers were registered for abroad employment. In 2019, 625,203



emigrants were enrolled for foreign work, up from 382,439 in 2018. In 2020, 224,705 emigrants were registered for overseas employment, a 64% decrease from 625,203 emigrants in 2019 (*Labor Migration Report 2022*). Educated workforce is not accommodated by the job sector of Pakistan so they move to other countries. Furthermore, the source (universities/educational institute) is producing a huge number of educated people and sink (job sector/industries) is not capable of absorbing the educated workforce. Moreover, if these two sectors collaborate, the problem of brain drain and youth unemployment can be tackled in a better way.

### **1.2. Research Problem**

Based on the narrative of Statement of problem as stated in the preceding text, I am narrowing my research problem into “**The Disparity between the Source and the Sink: The Inability of Job Market to Absorb the Product of Literate Youth**” and have categorized my study into following research questions and objectives.

### **1.3. Research Questions**

- Why has the education sector and job sectors not been able to create coherence between them?
- Why is the job sector of Pakistan not being able to produce proper jobs to absorb the workforce of Pakistan?
- Has the educated workforces who have moved to the foreign countries got their desired jobs?

### **1.4. Objectives of the Research**

The objectives of the study are as follow:

- To highlight the major gaps between the universities/educational institutes and job sector.
- To explore the major reasons due to which the job sector is not able to produce more jobs.
- To look into the job condition of those Pakistani graduates who are working abroad.

### **1.5. Explanation of the Key Terms/Concepts**

**Source:** Any university or educational institute in Pakistan, from where the potential employees are graduated.

**Sink:** Local job sector of Pakistan or foreign job market in which employees are working.

**Product:** People who have gotten a 14 year or more education.

### **1.6. Units of Data Collection**

Data will be collected from:

- i. Employees doing jobs in Pakistan:** The reason for selecting this UDC is to know the situation of their jobs, and whether they are satisfied with their jobs or not. It is also documented that there is a connection between what they have learned in their educational institutes, and what they have been asked to do in the job sector.
- ii. Employees doing jobs in foreign countries:** The reason for selecting this UDC is to find out that those who are working in foreign countries have been able to get the job they have been looking for.
- iii. Employers (Pakistan):** To find out the reasons behind the less job creation in the job sector of Pakistan. The response of employers will also help to identify where the true problem lies; with source or sink.

### **1.7. Organization of Thesis:**

This thesis comprises five chapters. First chapter provides an introduction to the research including statements of the problem, objectives, research questions, and significance of the study. Chapter 2 gives insight of the literature review related to the study. Chapter 3 is about the research methodology adopted for this research. Moreover, chapter 4 is based on the data analysis of the data collected by employees and employers. It also has the analysis of the focused group discussion. Finally, chapter 5 is related to the conclusion and policy recommendation derived from the research.

## Chapter 2

### Literature Review

#### 2.1. Youth Bulge and youth Unemployment:

Youth Bulge refers to the phenomena of a growing youth population. In his blog for the World Bank, renowned economist Lin (LIN, 2012) elaborates, "A youth bulge begins to form when infant mortality has been reduced but mothers still have a high fertility rate." As a result, children and young people constitute a sizable proportion of the population." In a country with a youth bulge, when young adults reach working age, the dependence ratio, or the ratio of non-working age population to working age population, falls. In Pakistan today, rather than harnessing the energy of the younger people for increased productivity and economic progress, the situation is just the contrary. Young Pakistanis' fears and disappointments are diverse and multifaceted. A young bulge that had been expanding for many years has suddenly become obese, and according to Lin's theory, our country is sitting on a demographic time bomb since the youth unemployment rate is enormous (Fuller, 1995). Youth Bulge theory states that high youth growth can be a major cause of economic stagnation, militancy, social unrest, and political conflicts in a state that follows policies justifying youth marginalization, urban-rural divide, and quota system in the country due to vested interests. The swelling young of Pakistan are disengaged mostly because to a lack of education, low health and wellness standards, political and civic apathy, and a lack of grassroots empowerment.

Economists frequently argue that "a youth bulge can either become a demographic dividend or a time bomb, depending on how engaged the young population is in productive activities" (Hafeez, 2017). It is regarded as a ticking time bomb in the national context owing to a lack of socioeconomic prospects and grassroots youth empowerment. It is considered that "the alarming illiteracy rate, job scarcity, stagnant economy, and political instability often divert the young generation towards extremism, violence, street crimes, and anti-state activities" (Farooq et al., 2014). If a huge number of young people are unable to find work and make a living, the youth bulge will become a demographic bomb, as a high number of dissatisfied youth will become a possible source of social and political instability (LIN, 2012).

According to the United Nations Population Fund Report (2016-17), youth account for 63% of Pakistan's population of 207 million people (UNFPA, 2016-17). It may also be divided into two major age groups. The most populous age group is 20-to-24, with 58.5 million

young people, while around 69 million are under the age of 15 (Statistics, 2014-15). On the other hand, native mental health studies have clearly revealed that Pakistan's millennials are the most stressed out demographic, indicating that there is obviously something wrong with the way the society is managing its youth. With a high unemployment rate, the underutilized, unskilled youth population has grown deliberately disconnected and separated from their environment. To address this difficult situation, the state purportedly launched several initiatives, including the Prime Minister's Youth Programme (2013) and higher education commission policies, which were implemented at the federal and provincial levels in various forms; however, they appear to have failed to achieve the desired results. The Labor Survey Report (2014-2015) demonstrated that there was no apparent change in age-specific youth activities. According to the data, the government's efforts in various age groups, such as 15 to 19 years and 30-34 years, have not achieved favorable outcomes. However, minor advances in civic and economic activities have been recorded in the age groups 20-24 and 25-29.

Pakistan has one of the highest rates of youth unemployment globally (Group, 2013). The significant level of unemployment poses extensive economic and social consequences. The present youth bulge in Pakistan is the result of high birth rate in the past, mismanagement, and injustice in Pakistani society. The large youth cohort did not find any prestigious place in the society, which leads them towards conflict. Moreover, unemployment, poverty, unequal education, trigger events, economic crisis, political instability, and inequality in the state were the main reasons for youth involvement in unrest, violence, crime, and conflict. Additionally, the majority of the youth did not believe in government policy (Farooq et al., 2014). The labor market in Pakistan exhibits a significant prevalence of both under-education and over-education. The findings indicate a favorable outcome associated with both inadequate and excessive levels of education. Nonetheless, the rate of return on investment for attaining the appropriate level of education is notably greater than that of both inadequate education and excessive education. In contemporary times, the incongruity between education and employment has emerged as a significant obstacle in the realm of labor market policy, as noted by (Khan et al., 2022).

The primary factors contributing to unemployment among educated segments are the significant increase in population growth and the scarcity of resources. According to (Mahmood et al., 2011), there exists a noteworthy proportion of both genders within the educated demographic who are without employment, leading to a relatively inferior rate of overall employment in comparison to developed nations..

(Qayyum & Siddiqui, 2007) suggest that prompt remedial actions should be taken to curb the escalation of youth unemployment. Additionally, they propose that students should be made cognizant of the extent of education they need to acquire prior to pursuing their preferred area of study. The expanding population of Pakistani youth, constituting approximately 63% of the nation's populace, presents numerous challenges. The demographic phenomenon known as the youth bulge is often perceived as a potential threat to a nation's survival, rather than a potential benefit in terms of population and economic growth. The disengagement and distress experienced by the youth in Pakistan can be attributed to three fundamental domains, namely education, economy, and politics. According to (Hafeez & Fasih, 2018) the involvement of young people in educational, economic, and political domains through partnership, empowerment, and engagement may represent the sole viable approach to tackle the mounting difficulties faced by the nation.

A discrepancy exists between the skill sets possessed by recent graduates and the skill sets required by employers in the current job market. The inadequacies in students' skill acquisition that may lead to skill mismatch and educational mismatch pertain to communication, strategic thinking, abstraction, and research. Furthermore, the attainment level of individuals who have completed their education surpasses the level of attainment that is necessary for employment. According to (Uzair-ul-Hassan & Noreen, 2013), there is an equivalent likelihood of educational mismatch in terms of skills between male and female students, as both genders exhibit comparable levels of proficiency. The phenomenon of job mismatches can be classified into three distinct categories, namely qualification-job mismatch, skill mismatch, and field of study and job mismatch. A significant number of graduates experience a mismatch between their qualifications and the jobs they obtain, as well as a discrepancy in their skill sets, resulting in employment that is unrelated to their field of study. There exists a phenomenon whereby highly qualified graduates experience a reduction in wages, while their less skilled counterparts receive a wage premium in comparison to workers with similar qualifications. An optimal alignment between the field of study and job selection has a positive impact on the earnings of individuals who have completed their education. (Farooq, 2015) argues that there is a necessity to introduce entrepreneurial reforms in both educational institutions and the labor market to accommodate the influx of educated individuals, with a particular emphasis on females.

In order to thrive and remain competitive in the global economy, Pakistan must prioritize the development of technology- and knowledge-driven products. In order to achieve this

objective, it is imperative to overcome the impediment of the 'low-level skills trap', which arises due to the inadequate levels of education and skills possessed by the workforce. The imperative of cultivating a proficient and knowledgeable workforce notwithstanding, the primary obstacle lies in transforming the prevailing attitudes and establishing establishments that acknowledge the significance of human capital investment, and offer equitable treatment, honor, and just compensation to the labor force (Amjad et al., 2005). Developed youth make a developed country, so youth development must be taken as a priority task by the policymakers and legislators of Pakistan. If there is no more national youth policy, there is still a need for federal or central supervision to monitor the provincial youth policy making and implementation with coordination among the provinces. Moreover, policymakers must realize that youth empowerment can be achieved by engaging youth in civil decision-making processes and considering them stakeholders while making youth-related policies (Shukui).

Adolescence is characterized by a multitude of transitional phases, encompassing physical, cognitive, sexual, emotional, and social domains. According to (McCarthy et al., 2016), the period of adolescence is a crucial stage in which individuals establish long-term health behaviors, encounter potential opportunities or risks, and lay the foundation for their future life trajectory. The opportunities afforded to individuals during their early years and the social variables that influence their transition into adulthood can have a lasting impact on the trajectory of their lives. The stage of youth is of utmost importance as it presents a critical juncture where appropriate policies and interventions in the domains of health, social, education, and economy can safeguard young individuals from potential hazards and steer their life trajectories towards a secure and fruitful path of development.

To increase job prospects, it is necessary to concentrate on industries with large employment elasticity. Considering the current pattern of capital-intensive industry, it seems unlikely that the rising worker force will be absorbed. As a result, a solid employment strategy that encourages labor-intensive technology is required (Chaudhary & Hamid, 1998).

## **2.2. Brain Drain:**

For a long time, developing countries have been concerned about the movement of highly educated and professional personnel because it is viewed as a "brain drain" and a loss of economic potential (Ramamurthy, 2003). Skilled migration is a growing problem for developing nations, and its repercussions have been extensively researched and passionately argued since the 1960s (Moguerou, 2006). According to (Beine et al., 2011), the movement

of relatively well educated people from poor nations to industrialized ones is similar to the transfer of resources.

Many developing countries are anxious and scared of the detrimental consequences skilled migration may have on their weak economy, according to the vast volumes of research dedicated to the brain drain phenomena. According to conventional wisdom, migration of persons with a high degree of human capital is damaging to the nation of emigration and has a potentially negative effect on the economy, putting development projects at risk (Ite, 2002). As a result, the 'brain drain' phenomenon is commonly viewed as a zero-sum game in which one party's gain is assumed to be another's loss. As a result, in determining the "winning" and "losing" entities, the positive and negative repercussions of skilled migration in both sending and receiving nations have absorbed social and political policy agendas and been hotly contested in academic circles (Ferro, 2006).

Governments in developing nations are concerned about the collapse of health-care systems, the scarcity of professionals in teaching and engineering, and the theft of talent that their national education systems have spent to train (Gibson & McKenzie, 2011). Brain drain, according to Lebanese parliament speaker Nabhi Berri, is "the biggest problem we face in Lebanon," and exodus of competent graduates is a "transmitted disease among the youth" (Gibson & McKenzie, 2011). Berri's worry, like that of other leaders in developing nations, originates from the belief that the loss of competent professionals eventually compromises a developing country's long-term economic and political progress (Artuç et al., 2015).

According to (Qayyum & Siddiqui, 2007), urban Pakistani unemployment is higher owing to structural mismatches in essential skills, a bad wage structure, and a lack of effective future counseling and training skills. There is an inverse association between young unemployment and training. In Pakistan, female unemployment is greater. Over the course of time, factors such as governance, financial stability, standard of living, and infrastructure exhibit a noteworthy and adverse influence on the outcome variable of brain drain. The issue of brain drain in developing countries is a significant concern that warrants urgent attention (Kousar et al., 2020). A study about physician movement abroad identified that primary factors contributing to physician dissatisfaction and emigration from developing countries to developed ones are low anticipated monthly remuneration, a taxing work environment, and insufficient opportunities for career advancement. The study conducted by (Sohail & Habib, 2016) identified several significant factors that motivated individuals to consider emigrating,

including the prospect of receiving a generous salary as a medical professional, access to superior educational resources, favorable working conditions in foreign countries, and the availability of a well-defined career trajectory.

The significant displacement of individuals in Pakistan can be attributed to political instability and security concerns. The aforementioned circumstance has resulted in a significant population of jobless young individuals in Pakistan who encounter difficulty in securing employment within the country and are compelled to relocate overseas in pursuit of more favorable career prospects. Unemployment among the youth in Pakistan is significantly attributed to the dearth of employment prospects in the informal sector, as evidenced by (Adeem et al., 2019).

For many years, the developing world could only watch as its most gifted inhabitants either traveled overseas to study or relocated to the West after being taught at home. A new strand of study on skilled migration and brain drain arose in the mid-1990s (Brzozowski, 2008). This study resulted in the formation of a transnational frame of thinking that emphasizes the relevance of global connections to a country's human capital (Wescott, 2005). Countries that had previously suffered from emigration may now profit the most if they capitalized on the potential of their foreign residents. Such concepts have sparked a growing interest among institutions in poor nations in reaching out to the diaspora and using what they have to give (Gamlen & Michael). Scholars increasingly suggest that brain drain should be considered as an opportunity for economic progress rather than a threat (Bauböck & Faist, 2010). Scholars have lately begun to investigate how knowledge transmission via a diaspora group could help the country of origin. This shift in viewpoint is referred to as "brain gain" (Brzozowski, 2008), and it is pushed as a notion through which developing nations might discover methods to utilize the abilities and expertise of the diaspora to address knowledge and skill gaps (Newland & Agunias, 2012). There is a growing recognition that immigrants can live hyphenated lifestyles in which they support their nation of origin while remaining in their new homes (Aikins & White, 2011). Professionals at the Global Commission on International Migration suggested that by using the talents and resources of diaspora populations, nations of origin might achieve a considerable competitive edge. Professionals who train overseas, according to (Meyer & Brown), can achieve a greater skill level than those who stay in their own country. Home nations stand to benefit much if they can engage and utilize these well-trained individuals of the knowledge diaspora as a critical resource in economic growth.



Thus, it is clear that there are several advantages to the concept of brain drain if it is fully utilized.

The phenomenon of brain drain can be mitigated through the establishment of innovative and varied channels aimed at bringing back emigrated scientists. This approach can facilitate the development of domestic opportunities by utilizing the expertise and knowledge of these individuals. (Dodani & LaPorte, 2005) suggest that the utilization of foreign professionals may be a viable strategy for the creation of novel graduate education prospects domestically, as well as the transfer of technology to sectors of national significance for research and development.

## Chapter 3

### Research Methodology

#### Introduction

This chapter depicts the methodology of whole thesis. The heading 3.1 shows research strategy adopted for the study. A mixed-methods research strategy, integrating qualitative and quantitative approaches, to analyses the work sector's difficulties and phenomena in depth was adopted. Moreover, heading 3.2 is about the research design. The descriptive research design has been adopted, which aims to provide a detailed description of the context and problem under examination. Furthermore, heading 3.3 is about the methods used for data collection. The study gathered information through questionnaires distributed to employees and employers, as well as focus group conversations with employers. Heading 3.4 addresses the sampling used for the data collection. Participants were chosen using purposeful sampling and snowball sampling procedures. Heading 3.5 gives the information related to the analysis. R Studio was used to analyses the data, and frequency tables were constructed to investigate demographic factors, as well as descriptive analysis and cross-tabulation. Heading 3.6 is related to locale chosen for the study. The research was carried out in Islamabad and Rawalpindi, which was chosen because of their concentration of educational establishments and diversified workforce. Finally, heading 3.7 gives the insight into the conceptual framework adopted for the study. Overall, the study integrates both qualitative and quantitative data to create a thorough knowledge of the job sector.

#### 3.1. Research Strategy

Mixed method research strategy has been adopted for this study. Due to the qualitative and quantitative data, the study is comprehensive and contextualized as well as generalizable. As the focus of the study is the issue of youth unemployment in Pakistan, identifying significant aspects such as population growth and skill mismatch. It emphasizes the need of improving educational quality, encouraging entrepreneurship, assisting the private sector, and fostering connections between academia and industry. While the precise findings are Pakistan-specific, the study provides useful insights that can be extended to other developing countries facing comparable issues. Moreover, the overall objective and basic premise of mixed methods research is that combining quantitative and qualitative approaches yields a greater grasp of research challenges and complicated phenomena than either strategy alone. It paints a more complete picture of the problem and provides the research with both depth and breadth.

Mixed method approach integrates the quantitative and qualitative data to better understand the research problem. Therefore, integrating elements of both methods gives more flexibility while designing the questionnaires because mixed methods aren't as tightly bound to established research methods.

### **3.2. Research Design**

Research design for this study is descriptive. It has helped to better describe the situation and the problem, which we want to address in this study. Furthermore, different opinions have been collected from both sides, i.e. employees and the employers. The reason behind selecting this research design is that it is fast and cost-effective. A large sample can be collected and analyzed in minimum time with minimum cost. Briefly, the research problem is identified and literature review has been done to support the situation of the research problem. Literature review has helped to find the gap and develop the hypothesis/ research question. Moreover, for the collection of primary data, two questionnaires were developed: one of each for source and sink. Contemporaneous mixed method approach is used. Moreover, a focused group discussion has been conducted with employers. After the data collection, it has been analyzed on R studio. Descriptive analysis and cross-tabulation has been performed on the data. Focused group discussion has given a better insight of the problem.

### **3.3. Methods of Data Collection**

For data collection, two types of questionnaires were developed: One questionnaire for the employees and the other for the employers. These two questionnaires helped to get a better picture of the situation from both the employees and the employers' sides. Moreover, questionnaires were shared through Google forms and in person as well. Besides this, a focused group discussion was conducted with employers to know the current situation and the problems related with the job sector.

### **3.4. Sampling**

The study encompasses three distinct groups as the units of data collection: employees who are currently employed within Pakistan, Pakistanis who are working in foreign countries, and employers. The utilization of purposive sampling and snowball sampling methods is employed to collect data from these groups. The study has established a specific requirement of a minimum of 14 years of education for both employees and employers. This criterion serves the purpose of ensuring that participants possess a specific level of education and

qualifications that are pertinent to the research objectives. Moreover, purposive sampling is a method employed to deliberately select individuals who satisfy predetermined criteria and possess the desired attributes. This approach enables to intentionally focus on individuals who possess the necessary educational qualifications and are employed within the relevant industries, either as employees or employers. Furthermore, the utilization of snowball sampling is implemented in order to augment the sample size and extend the reach to a broader network of participants. Snowball sampling facilitates the occurrence of a snowball effect, whereby initially recruited participants have the potential to subsequently refer additional individuals, resulting in the formation of a network comprised of interconnected individuals. This approach facilitates the establishment of connections with employees in Pakistan and other countries, as well as employers, who may not have been initially identified solely through purposive sampling. Purposive sampling is employed to ensure that participants possess the desired qualifications, while snowball sampling is utilized to augment the sample size and extend the reach to a wider array of participants through referrals. This integrated methodology facilitates the collection of a wide range of viewpoints and experiences from employees residing in Pakistan, Pakistani employees employed overseas, and employers. As a result, it contributes to a thorough comprehension of the research subject matter.

### **3.5. Analysis**

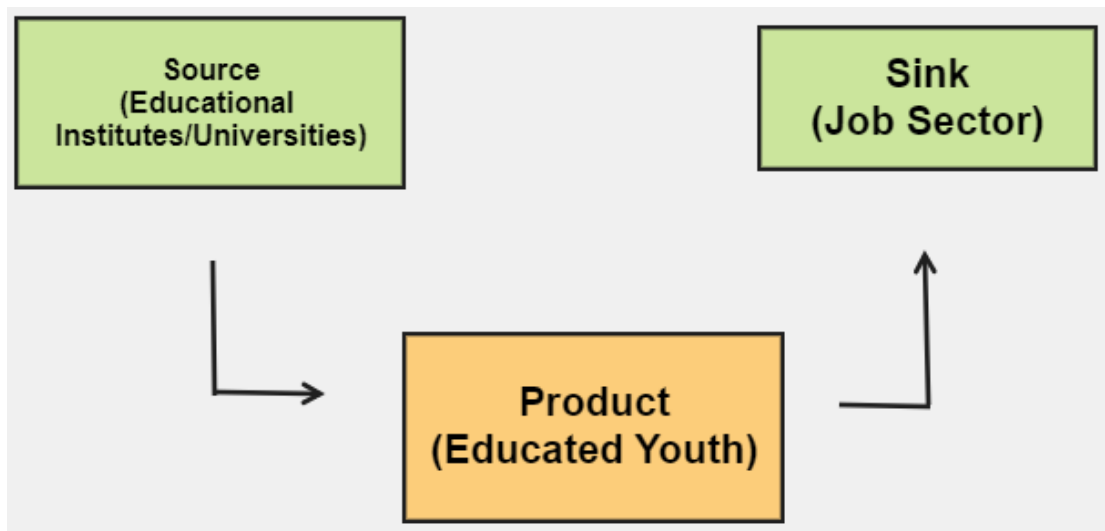
After the data collection, data was arranged and recorded in an excel sheet. The data was analyzed on R-studio. First of all, frequency tables are developed to check the age, gender, and demography of the respondents. Moreover, a descriptive analysis and cross-tabulation is also adopted. The analysis has been showed by constructing tables in graphs in R studio. Besides that, a focused group discussion is recorded and analyzed by creating themes.

### **3.6. Locale**

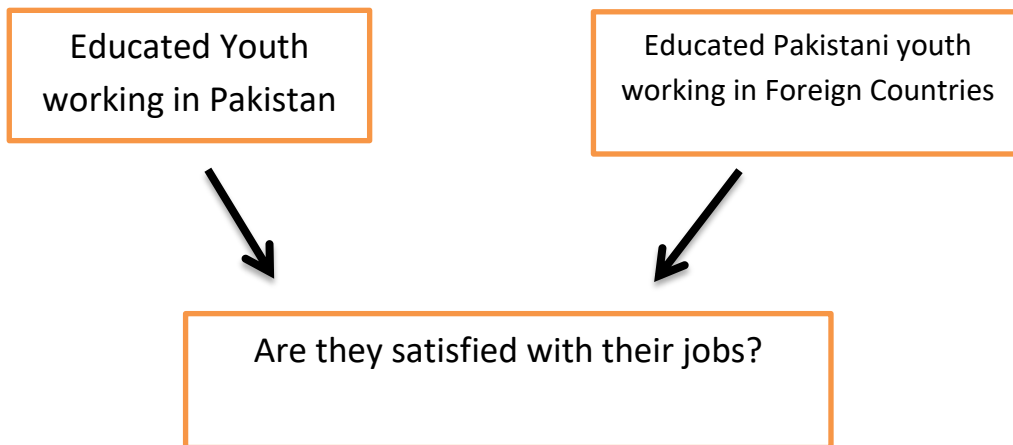
The locale was Islamabad and Rawalpindi. The reason behind the selection of this locale is that the majority of the students come to Islamabad and Rawalpindi for higher education from all over the country. The twin cities have the most educational institute areas in the country. Also, people from different areas are working in federal capital territory. Moreover, primary data is collected from the people, who have graduated from Pakistani universities/education institutes and are working in Pakistan or in any foreign country. Also, the data is collected from the employers of the job sector.

### 3.7. Conceptual Framework

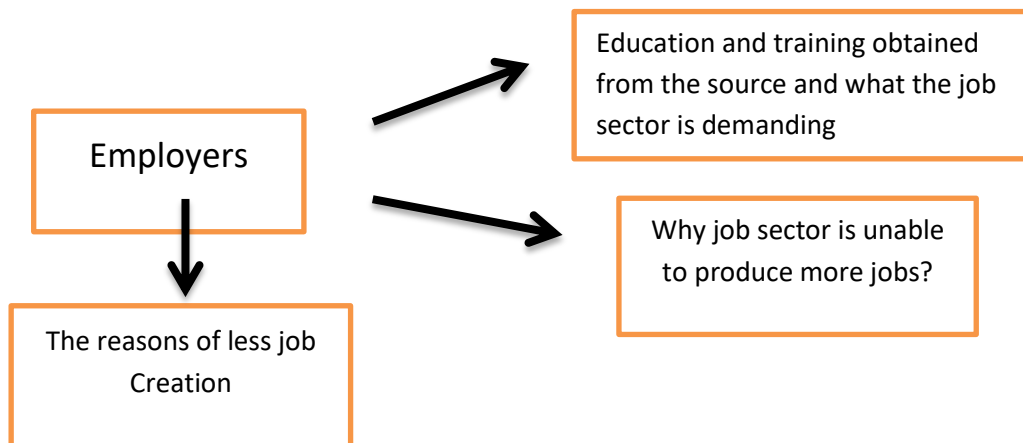
Youth are commonly seen as the key to the future. At the same time, they often have greater unemployment rates than the general population. Without constructive education, training, and opportunity, youth's energy and talents may not be sufficient to allow them to reach their full potential. As is has been discussed earlier that Pakistan has a youth budge. A huge young population has offered significant difficulties to the state's social, economic, and political sectors. Pakistan's rapidly growing youth bulge appears to be a ticking time bomb rather than a demographic dividend, endangering the country's very existence. Ineffective governmental and private sector policies, particularly at the state level, suggest low young participation in constructive political, educational, economic, and socio-cultural activities (Hafeez & Fasih, 2018). This study is focused on the role of job sector in giving employment to the educated youth of Pakistan. The product which has been produced by the source needs to be absorbed somewhere, but the job sector of Pakistan is not able to provide enough opportunities to the educated youth. The major setback is that the sink is unable to give more and better opportunities to the product of the source.



The study is focused on knowing the satisfaction, in terms of salary and the nature of job, of educated workforce of Pakistan, regarding their jobs and the working conditions, either working in Pakistan or abroad. Before entering the job sector, the educated workforce must be getting education, training from the educational institutes or through some internship. The idea is to know the fact that how much all these things have been helpful in achieving jobs in Pakistan and abroad. Again, in case of working in foreign countries, it is important to know that this migration for better opportunities have paid off or not.



From the side of employers, it is important to find the reason behind the gap between the source and the sink, and the inability of job sector to produce more jobs. According to the United Nations Development Programme's (UNDP) National Human Development Report (NHDR), more job creation is required to keep up with the record number of young people entering the labour force (Bari, 2017). Moreover, there is need to find out that the education and training acquired by the employees is according to the requirement of the job sector or not. The response of both the employees and the employers will help to give the recommendations for the coherence between the sink and the source.



## Chapter 4

### Data Analysis

The data collected for the study involved employees working in Pakistan as well as those working abroad. Moreover, data is also collected from employers through questionnaire and focus group discussion. The number of respondents in the study is different for different group. 109 responses were collected from employees working in Pakistan, 20 responses were collected from employees working in foreign countries, and 31 responses were collected from the employers. The calculated Cronbach's alpha of 0.771 indicates that the items on the provided scale exhibit a reasonably good degree of internal consistency. This indicates that the questionnaire items consistently measure the same underlying construct. In conclusion, Cronbach's alpha value of 0.771 indicates a reasonable level of internal consistency among the items in scale, thereby strengthening the reliability of measurement tool. The study's major goal was to examine the situation of job sector and education sectors in Pakistan and abroad. R Studio is used to analyze the data, which includes descriptive analysis and cross-tabulation methods. Furthermore, several obstacles arose throughout the data gathering procedure. One important problem was people's unwillingness to complete the questionnaire. This might be due to a lack of time, a lack of interest in participation, or worries about privacy and data security. Non-response bias may influence the representativeness of the obtained data since individuals who did not participate may have different traits or viewpoints than those who did. Another issue that I encountered was a lack of answers from overseas personnel. Due to obstacles such as restricted access to the target group, gathering data from persons working overseas is difficult. These difficulties have resulted in a reduced sample size of foreign employees, limiting the findings' generalizability to the full community of Pakistani employees working overseas.

Furthermore, there has been difficulty receiving replies from employers in Pakistan. Due to their busy schedules and the perceived low priority of participation in research projects, it may be difficult to involve employers in the data gathering process. In Pakistan, a lack of employer replies may result in inadequate information or missing viewpoints on the work and education sectors. Despite these obstacles, a descriptive analysis is conducted on the data acquired. This research contributes to a better understanding of the current situation and prospective areas for change in Pakistan's job sector and education sectors. The research also included cross-tabulation, which focused on gender inequalities in the job sector and education sector. Overall, the study encountered data collecting issues such as people's

hesitation to fill out the questionnaire, a lack of replies from international employees, and difficulty receiving responses from employers. Despite these obstacles, a descriptive analysis, cross-tabulation and focus group discussion was adopted, offering useful insights on Pakistan's job and education sectors,

#### **4.1. Employees Working in Pakistan:**

The table shows the number of responders for each category inside each variable. The sample size for this study consisted of 109 participants. It provides information on the distribution of respondents depending on their qualifications, age groups, gender, work status, first job experience, and desire to relocate overseas, internship experience, and perception of job possibilities if they left their present job.

*Table 4.1:* Employees Working in Pakistan

<b>Qualification</b>	<b>Number of Respondents</b>
BSc/BA (14 years)	13
BS(Hons)/BBA/MSc (16 years)	48
MPhil/MS (Hons)	41
PhD	7
<b>Age Groups</b>	
18-35	68
36-50	36
51-65	5
<b>Gender</b>	
Male	52
Female	57
<b>Employment</b>	
Employed	97
Unemployed	12



<b>First job</b>	
No	53
Yes	56
<b>Do you want to move to a Foreign Country?</b>	
No	52
Yes	57
<b>Internship</b>	
No	53
Yes	56
<b>Was that internship helpful?</b>	
No	15
Yes	41
<b>If you leave this job, do you think you will be able to get a new job?</b>	
Maybe	42
No	16
Yes	51

The responses given in table 4.1, shows that the educational attainment of the personnel varies from a Bachelor of Science or Bachelor of Arts degree, which typically requires 14 years of formal education, to a Doctor of Philosophy (PhD) degree. The majority of employees possess a BS (Hons) BBA/MSc (16 years) and MPhil/MS (Hons) qualification, while a smaller proportion holds MSc/BA (14 years) and PhD. Furthermore, a significant proportion of the workforce is individuals between the ages of 18 and 35. Specifically, the proportion of female employees is marginally higher than that of male employees. Moreover, a considerable proportion of the participants are presently engaged in employment. The research is centered on individuals who are either presently employed or were previously

employed in the job sector. A small proportion of the respondents who are presently unemployed have had prior employment. Furthermore, approximately 48% of the respondents reported that their present employment represents their initial professional experience. A considerable number of individuals are willing to move abroad and also, about the same proportion of people are not willing to move abroad. Majority want to move abroad for study and better job opportunities. Furthermore, inquiries pertaining to internships have also been attended to. A significant proportion of participants have completed internships, with the majority reporting that such experiences were beneficial in securing employment. The majority of participants express assurance in their ability to secure alternative employment in the event of leaving their current position. Nonetheless, a considerable proportion of respondents express a lack of confidence in their ability to obtain a new job. In general, this table presents information pertaining to the employees.

According to the research, the participants come from a wide range of educational backgrounds, demonstrating a broad pool of expertise and skills throughout the workforce. Furthermore, the staff looks to be reasonably youthful and gender balanced, indicating a potentially inclusive and fair work environment. It is worth noting that over half of the respondents consider their present job to be their first professional experience. This study suggests a mix of experienced and entry-level workers, demonstrating a diversified workforce makeup in terms of professional skill. The survey also reveals that a significant percentage of participants indicate a desire to migrate overseas, although about equal proportion are unwilling to do so. The biggest reasons for desiring to relocate overseas are to pursue higher education and to get better work prospects. This shows that the participants are motivated by personal and professional development and are open to investigating foreign career opportunities. Furthermore, the data reveals that internships played a favorable influence in the participants' professional advancement. Many respondents said that internships were helpful in obtaining later work, demonstrating the importance of practical experience in improving career chances and professional growth. However, a significant number of respondents lack confidence in their capacity to locate new work, indicating job instability or anxiety about obtaining adequate career possibilities.

Overall, the analysis highlights the diverse educational backgrounds, the relatively young and gender-balanced workforce, the mix of experienced and entry-level workers, the willingness to relocate abroad for study and better job opportunities, the positive impact of internships on career development, and the presence of job insecurity among a significant portion of

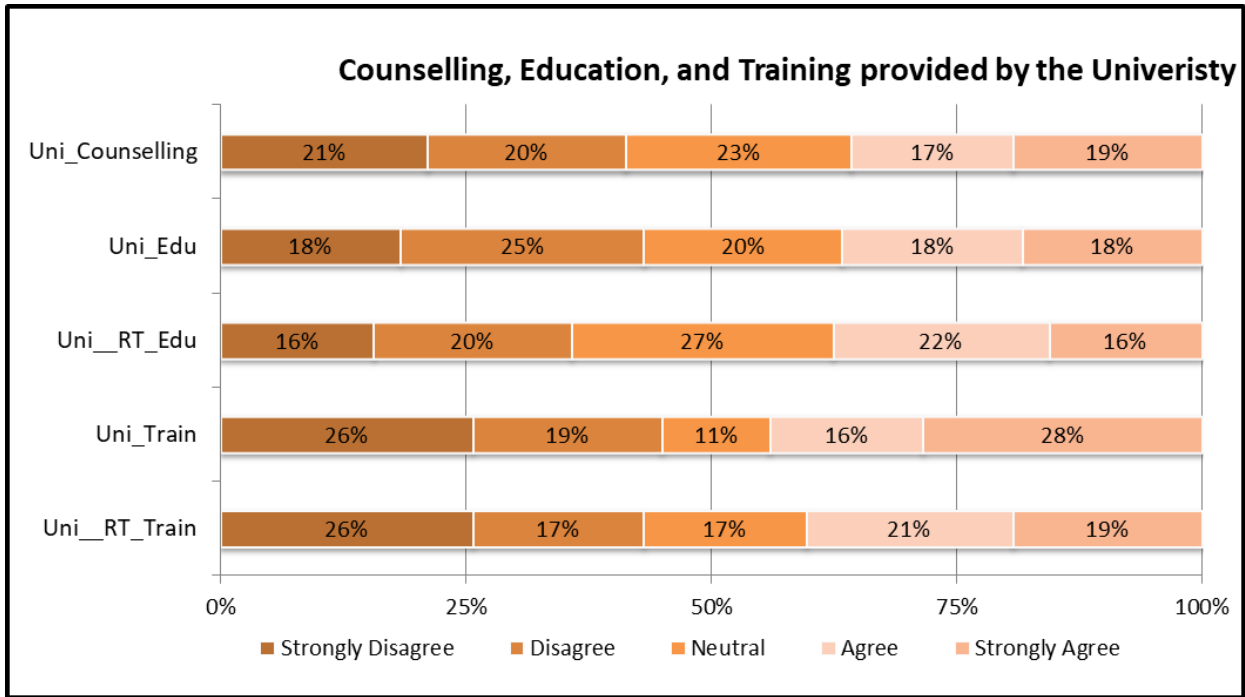
participants. These insights give significant information for understanding the workforce's features and attitudes on education and employment.

**Likert Scale Analysis:**

The below mentioned figures provide data on the level of agreement and disagreement among respondents, as well as their ratings of the education and job sectors. The Likert scale is a five-point rating system. The numerical scale utilized in this study assigns a value of 1 to strongly disagree, 2 to disagree, 3 to neutral, 4 to agree, and 5 to strongly agree. Furthermore, the rating system encompasses a range of values from one to five. The numerical scale utilized in this context represents a range of values from 1 to 5, wherein the value of 1 is indicative of a very poor rating, 2 denotes a poor rating, 3 represents a neutral rating, 4 signifies a good rating, and 5 conveys a very good rating. Consequently, the numerical data is represented through a color-coded scheme that is explicitly referenced within the corresponding figures. The likert scale analysis was conducted to find the answers from both employees and employers about various factors. The analysis highlights those areas where improvement are needed.

**4.1.1. Counseling, Training, and Education Provided by University**

The figure 4.1.1 depicts the results of a Likert scale analysis of specific questions that were responded to by employees working within Pakistan. It gives the information about the counseling, education, and training provided by the university.



**Figure 4.1.1:** Counseling, Training, and Education Provided by University

Initially, it is noteworthy that 21.1% of participants expressed a strong disagreement regarding the provision of career counseling or assistance by their respective academic institutions. Furthermore, 20.2% hold a dissenting viewpoint, 22.9% remains impartial, 16.5% express their agreement, and 19.2% strongly affirm their agreement. In addition, a notable proportion of survey participants, specifically 25.7%, expressed strong disagreement towards the notion that their respective academic institutions adequately provided them with the necessary skills or training. The data indicates that 19.3% of the respondents expressed disagreement, 11% remained neutral, 15.6% expressed agreement, and 28.4% strongly expressed agreement. In addition, a notable proportion of participants (18.3%) expressed strong disagreement regarding the adequacy of their university or institute in providing them with current knowledge.

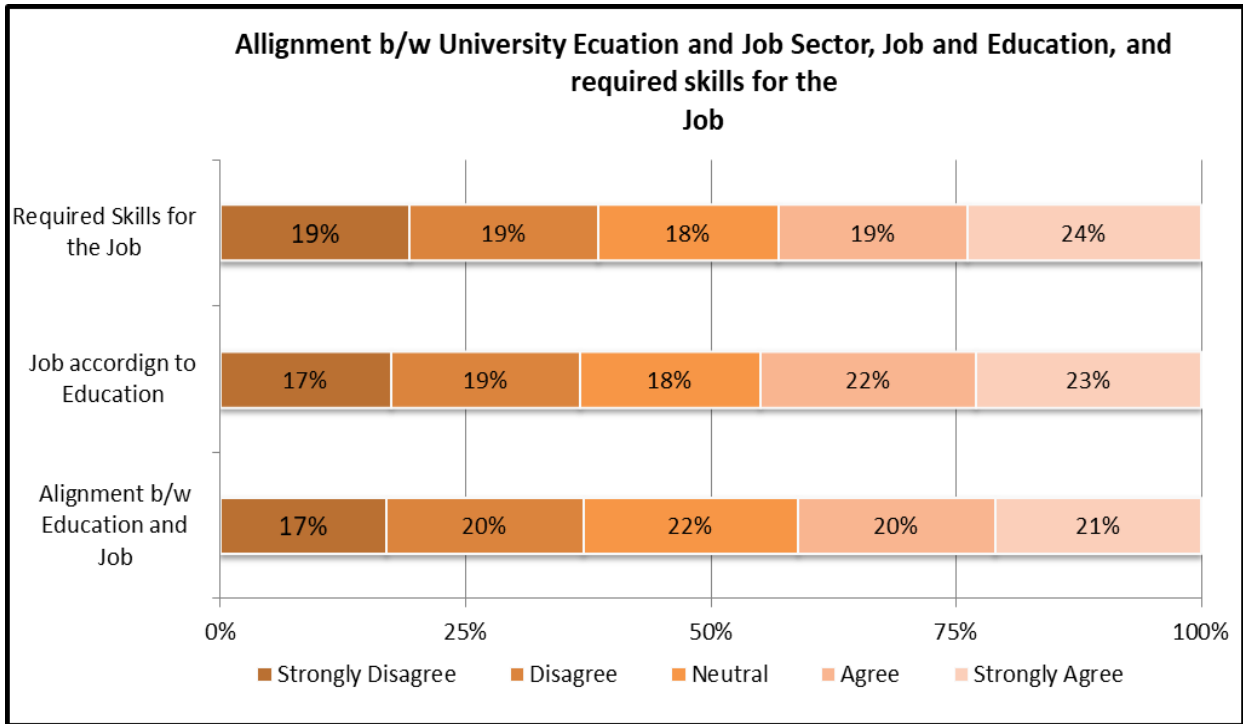
The survey results indicate that 24.8% of the participants expressed disagreement, 20.2% remained neutral, 18.3% expressed agreement, and 18.3% strongly expressed agreement. In the fourth instance, it was found that 15.6% of participants evaluated their respective university or institute as being of substandard quality in regards to educational offerings. According to the data, 20.2% of the respondents rated it as poor, 26.6% rated it as satisfactory, 22% rated it as good, and 15.6% rated it as very good. Ultimately, a notable proportion of participants, specifically 25.7%, evaluated their respective academic institutions

as being inadequate in regards to the provision of skills and training. The results of the survey indicate that 17.4% of respondents rated the education as poor, while 16.5% rated it as satisfactory. Additionally, 21.1% of respondents rated the education as good, and 19.2% rated it as very good. In general, the presented figure indicates that a considerable proportion of participants express discontent with the counseling, instruction, and academic preparation they obtained from their respective tertiary institutions. When evaluating the quality of educational training, the majority of respondents have assigned low ratings to these two factors. Nonetheless, a considerable proportion of participants expressed contentment with their educational and training experiences.

In conclusion, a sizable number of participants indicated dissatisfaction with their academic institutions' career counseling, skills and training offering, and knowledge currency. This unhappiness may be caused by insufficient career assistance, gaps in skill development, obsolete information, and uneven educational quality. Improving career counseling services, matching curriculum with industry demands, incorporating up-to-date information and teaching techniques, and guaranteeing uniform educational quality across programmes might all contribute to addressing these problems.

#### **4.1.2. Alignment between University Education and job sector, job and education, and required Skills for the job**

The figure 4.1.2 presents data pertaining to three key factors. It gives the information related to the resemblance between university education and the job market. Moreover, it gives the insight of the skills required by the job sector and the interconnectivity between university education and demand of the job sector



**Figure 4.1.2:** Alignment between University Education and job sector, job and education, and required Skills for the job

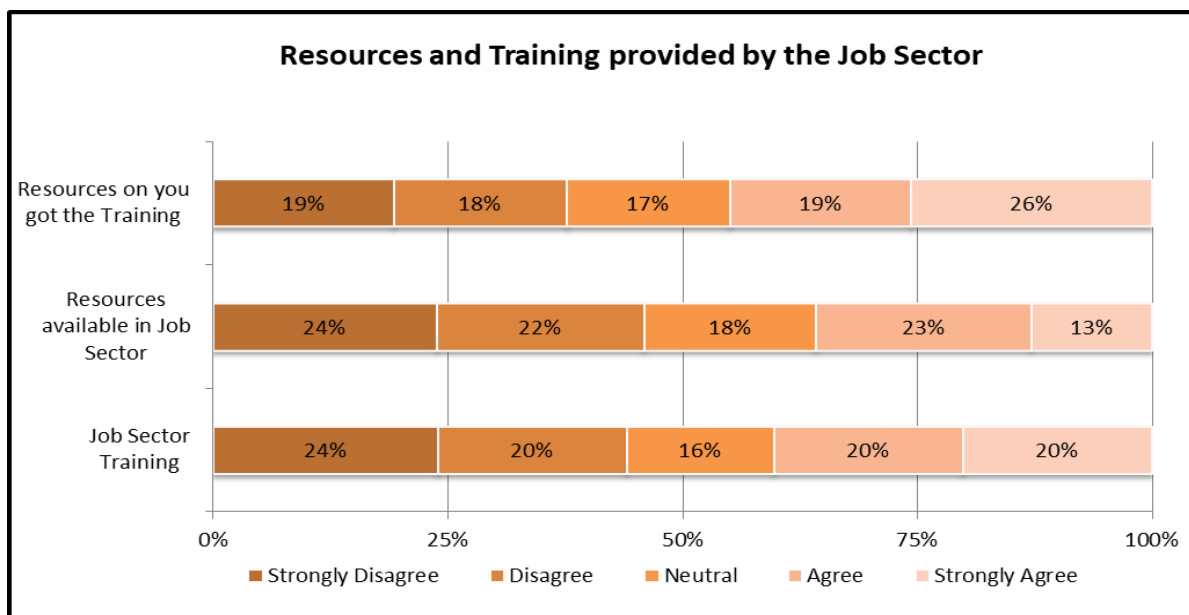
Initially, it is noteworthy that 16.5% of participants express a strong disagreement towards the notion that the knowledge and skills acquired through their university or institute education align with the requirements of the job market. The survey results indicate that 20.2% of respondents expressed disagreement, 22% remained neutral, 20.2% expressed agreement, and 21.1% strongly agreed with the statement. Furthermore, a notable proportion of participants, specifically 17.4%, expressed strong disagreement with the notion that their current occupation aligns with their educational background. The data reveals that 19.3% of the participants expressed disagreement, 18.3% remained neutral, 22% expressed agreement, and 22.9% strongly expressed agreement. Ultimately, 19.3% of participants expressed a strong dissent towards possessing the necessary skills upon obtaining their current employment. The survey results indicate that 19.3% of respondents expressed disagreement, 18.3% expressed neutrality, 19.3% expressed agreement, and 23.8% expressed strong agreement.

In summary, the data presented in the figure indicates that a considerable proportion of participants express contentment with the relatedness of their academic training to the job sector. Likewise, a significant majority of the participants express a strong agreement that their employment aligns with their educational background. These perceptions may be

influenced by the relevance of education, changes in work-market dynamics, personal experiences, and personal evaluations of job satisfaction. Addressing these concerns might entail improving the practicality and industrial relevance of educational programmes, offering chances for continued skill development, and promoting greater communication and alignment between academics and the job market.

#### 4.1.3. Resources and Training provided by the Job Sector

The figure 4.1.3 gives the insight of the resources and training provided by the job sector. The figure depicts various scales or ratings pertaining to the employment domain. It gives the information about the availability of resources in the job sector on which the employees get the training in their universities. It provides the information regarding the training and resources provided by the job sector.



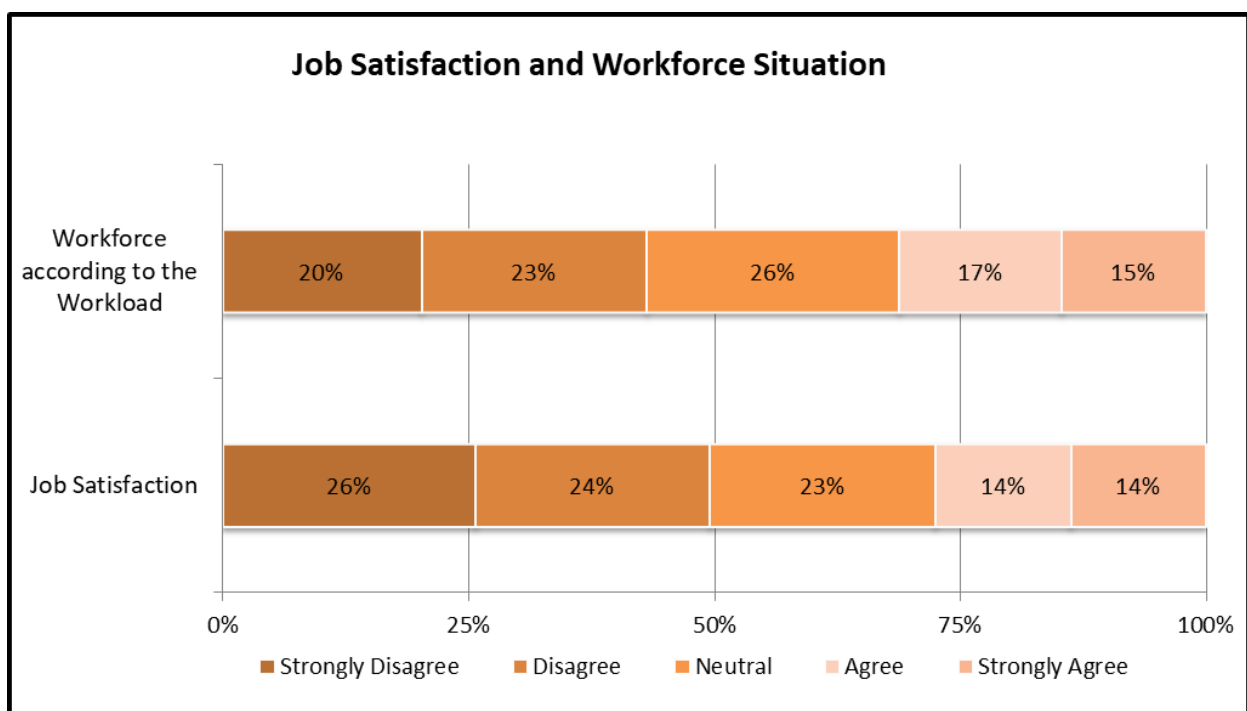
**Figure 4.1.3:** Resources and Training provided by the Job Sector

The initial scale assesses the viewpoints of the participants regarding the accessibility of resources within the job sector on which they got training in universities, encompassing a range that ranges from "Strongly Disagree" to "Strongly Agree." The ratings exhibit a degree of variation, with the higher rating being "Strongly Agree" at a value of 24%. The second metric evaluates an alternative aspect of availability of job sector resources. Various opinions exist regarding the matter at hand, with the most favorable rating being "Strongly Agree" at a value of 26%. The third metric, assesses the quality of job training provided within the job

sector, encompassing evaluations that range from "Very Poor" to "Very Good." Most participants showed dissatisfaction with the training provided by the job sector. In general, the figure presents a variety of viewpoints regarding the accessibility of resources and the caliber of training provided in the job market. However, there was widespread discontent with the quality of work training offered by the employment sector. Differences in resource availability, industry-specific factors, individual experiences, and expectations all contribute to these impressions. To address these problems, it may be advantageous to concentrate on improving the quality of job training programmes, increasing access to resources, and closing gaps between industry requirements and training offerings.

**Figure 4.1.4: Job Satisfaction and Workforce Situation**

The figure 4.1.4 illustrates the relationship between job satisfaction, and the equilibrium between workload and workforce. It addresses the availability of workforce according to the workload, and also gives the information about the current job satisfaction



**Figure 4.1.4: Job Satisfaction and Workforce Situation**

Initially, it is noteworthy that a significant proportion of the participants, precisely 25.7%, expressed strong disagreement regarding their contentment with their present employment. The data indicates that 23.9% of the participants expressed disagreement, 22.9% remained neutral, 13.8% expressed agreement, and 13.8% strongly expressed agreement. Furthermore,

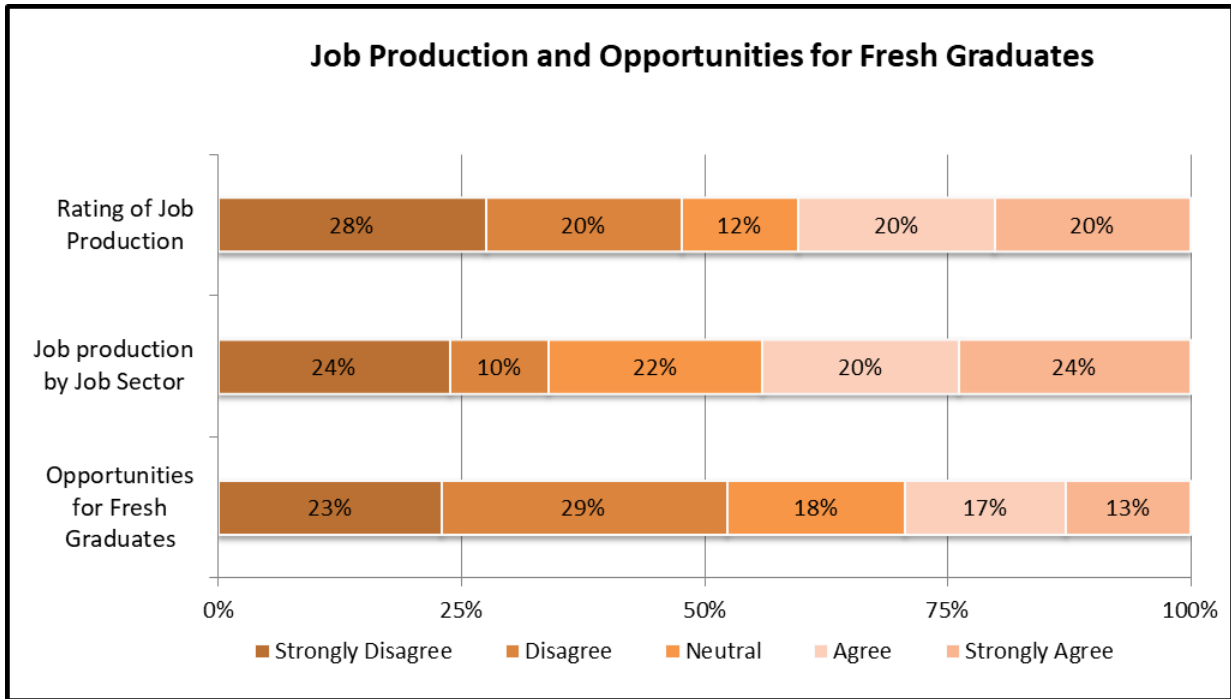


a notable proportion of survey participants, specifically 20.2%, expressed strong disagreement with the notion that their respective occupational field possesses an adequate number of employees relative to the workload demands. The survey results indicate that 22.9% of respondents expressed disagreement, 25.7% expressed neutrality, 16.5% expressed agreement, and 14.7% expressed strong agreement.

In general, the figure indicates that a considerable proportion of participants express dissatisfaction with their present employment. Furthermore, a majority of the participants hold the viewpoint that the labor force does not align with the demands of the workload. This implies that they are required to undertake tasks that would typically be assigned to multiple individuals. Excessive workload, unreasonable task expectations, exhaustion, work-life balance issues, and a lack of support and resources can all be related to unhappiness with current employment. Organizational characteristics, managerial practices, industry conventions, and individual work experiences are all likely to have an impact on these variables. Workload assessments to ensure realistic expectations, adequate staffing levels, fostering work-life balance initiatives, providing necessary resources and support, and promoting open communication between employees and management to address concerns and find suitable solutions are some potential strategies for improving job satisfaction and addressing the imbalance between workload and workforce.

#### **Figure 4.1.5: Job Production and opportunities for fresh Graduates in Job Sector**

The figure 4.1.5 presents data pertaining to job production and the recruitment of recent graduates within the job market. It gives insight into the production of enough jobs by the job sector and the capability of the job sector to employ the fresh graduates.



**Figure 4.1.5:** Job Production and opportunities for fresh Graduates in Job Sector

Initially, it is worth noting that 22.9% of the participants expressed a strong disagreement regarding the potential of their job sector to provide employment opportunities for recent graduates. The survey results indicate that 29.4% of the respondents expressed disagreement, 18.3% remained neutral, 16.5% expressed agreement, and 12.8% strongly expressed agreement. In addition, a notable proportion of survey participants, specifically 23.9%, expressed strong disagreement with the notion that their respective job sectors or industries are generating an adequate number of employment opportunities. According to the data, 10.1% of the participants expressed disagreement, 22% remained neutral, 20.2% expressed agreement, and 23.9% strongly agreed. Ultimately, a notable proportion of survey participants, specifically 27.5%, have expressed a negative evaluation of their respective job sector or industry with regards to its capacity to generate employment opportunities. The results indicate that 20.2% of respondents rated the item as poor, 11.9% rated it as satisfactory, 20.2% rated it as good, and 20.2% rated it as very good.

The table presents a noteworthy observation that a considerable proportion of participants express dissatisfaction with the employment opportunities available for recent graduates. Nevertheless, a considerable proportion of respondents hold the belief that their respective employment sector is generating an adequate number of job opportunities. Recent graduates' discontent with career chances can be linked to a variety of issues, including restricted job

availability, a mismatch between abilities and job needs, a competitive job market, and industry-specific constraints. External variables such as economic conditions, industry developments, and the skills and credentials of job seekers all have an impact on these parameters. Potential strategies for addressing participant concerns include improving career guidance and counseling services, bridging the gap between education and industry requirements, fostering collaboration between academic institutions and industries, promoting skill development programmes, and developing initiatives to stimulate job creation and economic growth in specific sectors.

#### 4.2. Cross Tabulation based on Gender about Employees Working in Pakistan

The table 4.2 presents cross-tabulation, a comprehensive summary of the workforce in Pakistan, with a particular emphasis on disparities based on gender. It provides information on the gender distribution of respondents as well as numerous criteria such as credentials, age, work status, aspirations, internship experience, and confidence in obtaining new job prospects.

**Table 4.2:** Cross Tabulation of Employees Working in Pakistan

	<b>Number of Respondents by Gender</b>	
<b>Qualification</b>	<b>Female</b>	<b>Male</b>
BS(Hons)/BBA/MSc (16 years)	29	19
BSc/BA (14 years)	5	8
MPhil/MS (Hons)	21	20
PhD	2	5
<b>Age</b>	<b>Female</b>	<b>Male</b>
18-35	40	28
36-50	15	21
51-65	2	3
<b>Employment</b>	<b>Female</b>	<b>Male</b>
Employed	47	50
Unemployed	10	2

<b>First job</b>	<b>Female</b>	<b>Male</b>
No	33	27
Yes	24	25
<b>Do you want to move to a Foreign Country?</b>	<b>Female</b>	<b>Male</b>
No	27	25
Yes	30	27
<b>Internship</b>	<b>Female</b>	<b>Male</b>
No	21	32
Yes	36	20
<b>Was that internship helpful?</b>	<b>Female</b>	<b>Male</b>
No	9	6
Yes	27	14
<b>If you leave this job, do you think you will be able to get a new job?</b>	<b>Female</b>	<b>Male</b>
Maybe	25	17
No	9	7
Yes	23	28

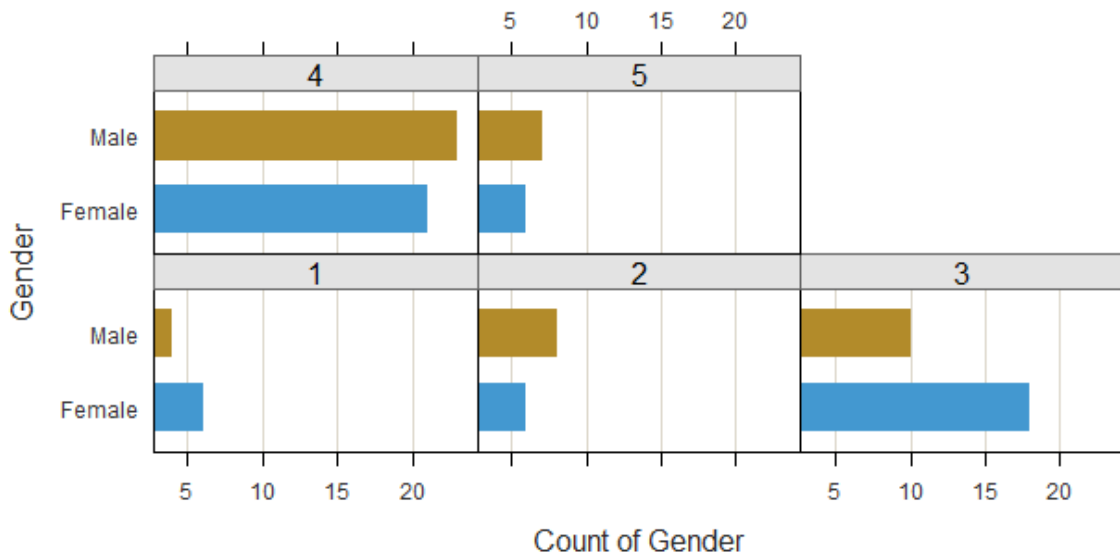
The table indicates that a considerable number of males possess an MPhil/MS (Hons) qualification, whereas the majority of females hold a BS (Hons)/BBA/MSc (16 years) qualification. Furthermore, the analysis of age distribution indicates that both genders exhibit a greater proportion in the age bracket of 18-35 years. In the realm of labor force participation, there exists a notable disparity between the employment rates of males and females, with the former exhibiting a higher proportion of employment relative to the latter. While examining the initial employment opportunities, the proportion of females and males who have secured their first job have been approximately equivalent. Those who have been unemployed currently were employed in the past. This study has selected those people who

have been employed in past and present. Regarding the aspiration to relocate to a foreign nation, the distribution is relatively equitable among individuals who identify as female and male. In the context of internships, it has been observed that a greater proportion of females have participated in such programs as compared to their male counterparts. Furthermore, among the individuals who have completed internships, a higher number of females have reported finding the experience to be beneficial. Regarding the pursuit of a new job opportunity, many participants from both sexes are uncertain and provide answers that show a lack of commitment, such as "maybe". Nonetheless, a significant proportion of individuals hold the belief that they possess the capability to secure alternative employment opportunities in the event of their resignation from their present occupation

Overall, the table observed trends demonstrate gender discrepancies in qualifications, employment rates, internship experiences, and goals, while also indicating similarities in age distribution and the pursuit of new career options. These findings highlight the complex relationship of social, cultural, and individual variables that impact career choices, prospects, and job market perceptions.

#### **4.2.1. Alignment between University Education and Job Sector Demand**

The figure 4.2.1 depicts that the respondents, irrespective of their gender, exhibit diverse viewpoints concerning the congruency between their educational qualifications and the requisites of the job sector. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



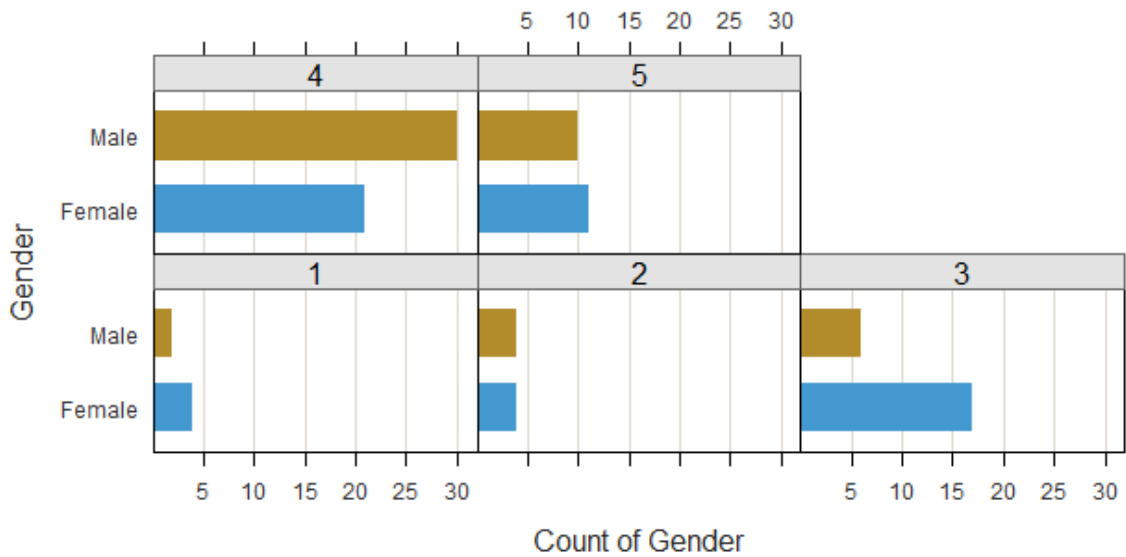
**Figure 4.2.1:** Alignment between University Education and Job Sector Demand

The figure depicts that the respondents, irrespective of their gender, exhibit diverse viewpoints concerning the congruency between their educational qualifications and the requisites of the job sector. A considerable proportion of individuals express agreement or strong agreement with the similarity between their education and job sector requirements, while a noteworthy percentage exhibit uncertainty or disagreement towards this correspondence. In terms of gender, there exist slight disparities in the allocation of reactions; however, on the whole, the trends are comparatively alike among females and males.

Overall, the disparities in perceptions on the relationship between education and employment reflect the complexities of job markets and individual experiences. These viewpoints can be influenced by variables like perceived relevance, skill gaps, personal experiences, industry-specific issues, and individual aspirations.

#### **4.2.2. Job Satisfaction**

The figure 4.2.2 gives information about job satisfaction according to gender. It highlights the gender disparities in the job sector relating to job experiences. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.2.2: Job Satisfaction**

According to the figure, a small percentage of individuals, specifically 4% of women and 2% of men, hold a strong dislike towards their job satisfaction. This implies that a minority of individuals in each cohort express significant dissatisfaction with their employment. Moreover, there is a disagreement among 4% of women and 4% of men regarding their job satisfaction. This implies that a minority of individuals in each cohort express a degree of job dissatisfaction.

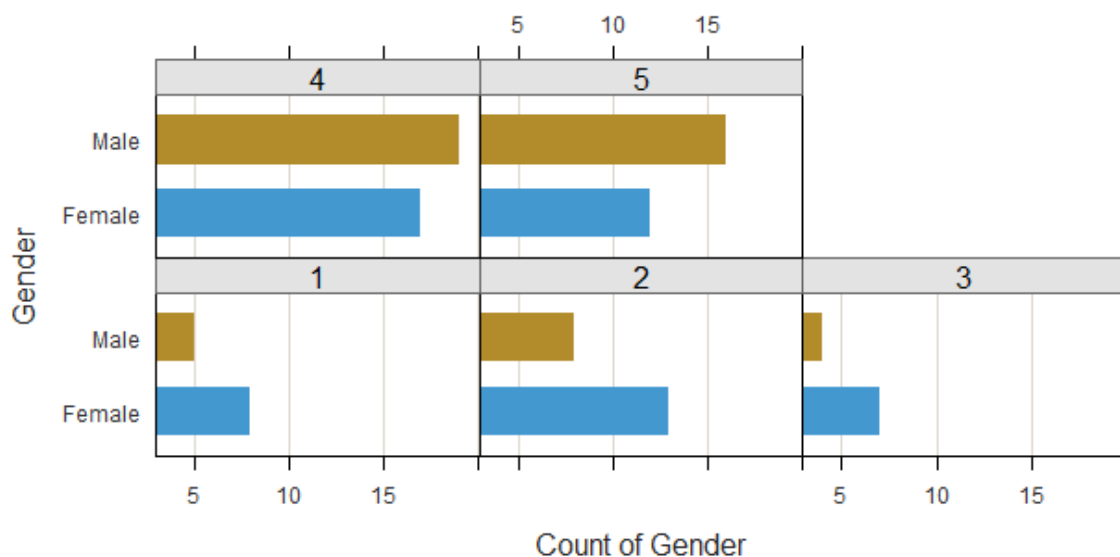
According to the figure, a notable proportion of women (17%) and men (6%) express a neutral stance towards their job satisfaction. The aforementioned statement suggests that a considerable proportion of females and a minor proportion of males express a neutral stance towards their employment, neither experiencing contentment nor discontentment. Furthermore, 21% of women and 30% of men express agreement with the statement that they are satisfied with their current employment. This implies that a significant proportion of males and a comparatively lesser proportion of females express contentment with their employment. The data reveals that a relatively small proportion of both genders, specifically 11% of women and 10% of men, exhibit a strong inclination towards agreeing that they experience job satisfaction. This implies that a minority of individuals in both cohorts express high levels of job satisfaction. The tabulated outcomes indicate that there exists no statistically significant disparity in job satisfaction levels between male and female employees. Nonetheless, certain patterns can be discerned, such as the tendency for women to

exhibit a greater degree of neutrality regarding their job satisfaction, while men are more inclined to strongly affirm their job satisfaction.

In conclusion, the figure shows that work satisfaction differs by individual, with various fractions expressing happiness or discontentment. Several variables cause these variances. First, employment responsibilities must match people's interests, talents, and beliefs. Work-personal fit increases work happiness. Second, organizational culture, coworker connections, and advancement possibilities affect job happiness. Satisfaction is higher in collaborative, personal-development-friendly workplaces. Career growth, work-life balance, remuneration, perks, and personal expectations can affect job satisfaction. To understand work happiness or discontent, one must examine each participant's unique circumstances and experiences.

#### 4.2.3. Job According to the Education

The figure 4.2.3 gives the information about the similarity between the education and the demand of the job sector based on gender. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.2.3:** Job According to the Education

Within the female population, 8 individuals express a strong disagreement regarding the alignment of their current occupation with their educational background, whereas 13 individuals hold a mere disagreement. Furthermore, seven female individuals hold a neutral

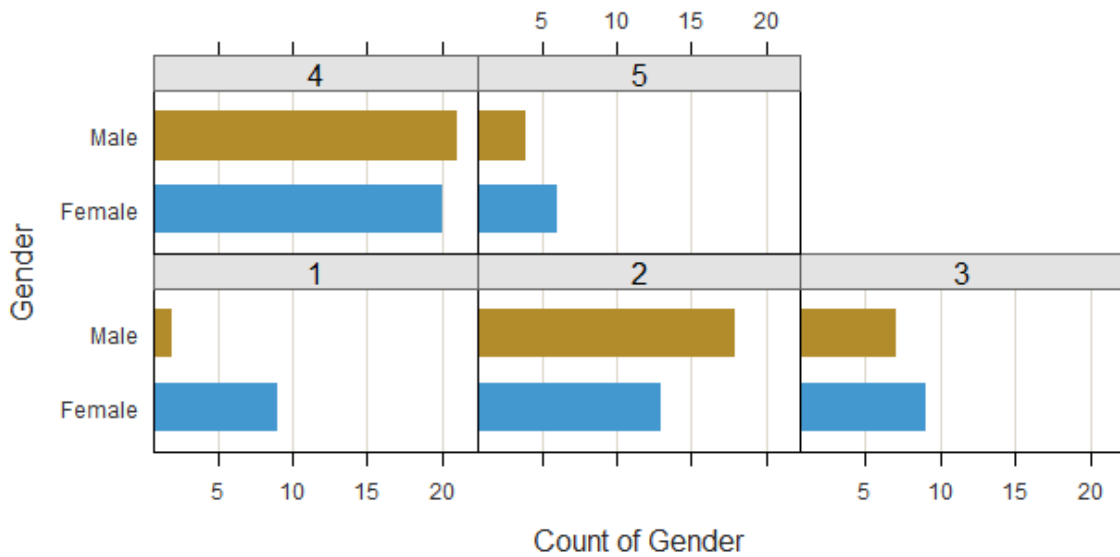


perspective regarding the congruence between their occupation and their academic background. Regarding the affirmative aspects, 17 female individuals express their concurrence that their occupation aligns with their academic background, while 12 female individuals exhibit a strong level of agreement towards this statement. Within the male population, a total of 5 individuals express a strong disagreement with regards to the alignment of their current job with their educational background, while 8 individuals hold a general disagreement on the same matter. Four male individuals exhibit a neutral perspective regarding the congruence between their occupation and their academic background. In contrast, a group of 19 male individuals expressed their agreement that their occupation aligns with their educational background, while 16 male individuals exhibited a strong level of agreement towards this notion.

Finally, the findings show that there are significant disparities in attitudes between males and females about the alignment of their current career with their educational history. Females are more likely to indicate dissatisfaction or strong disagreement, reflecting a perceived misalignment between their employment and academic skills. This implies that females may face difficulties in finding employment that directly utilizes their educational background. Males, on the other hand, express a higher percentage of agreement or strong agreement, implying that they see a better level of congruence between their career and educational background. This could be linked to potential discrepancies in the options and pathways accessible to people of various genders within certain businesses or work sectors, resulting in differences in how they use their educational qualifications. It is critical to investigate the underlying causes that contribute to gender differences in the perceived alignment of occupation and education. Societal conventions, hiring prejudices, and gendered expectations about job choices and prospects may all play a role in generating these inequalities.

#### **4.2.4. Workforce According to the Workload**

The figure 4.2.4 depicts the situation of the workforce in the job sector. It gives insight into the availability of workforce according to the workload based on gender. Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.2.4:** Workforce According to the Workload

Within the female population, 9 individuals hold a strong stance of disagreement regarding the alignment of the workforce with the workload, whereas 13 individuals maintain a position of mere disagreement. Furthermore, there are nine female individuals who hold a neutral position with regards to the association between the workforce and the workload. Regarding the affirmative aspects, a total of 20 female individuals express their agreement with the notion that the workforce is adequate with the amount of work to be done, while 6 female individuals exhibit a strong level of agreement with this perspective. Within the male population, two individuals hold a strong opposing view that the workforce is not in alignment with the workload, whereas a greater number of 18 individuals express disagreement with this notion. Seven male individuals hold a neutral position regarding the alignment of the workforce with the workload. In contrast, a group of 21 male individuals hold the belief that the workforce is proportional to the amount of work that needs to be done, while 4 male individuals express a strong level of agreement with this perspective.

In conclusion, the data indicates that there are notable differences in perspectives between females and males regarding the alignment of the workforce with the workload. A larger proportion of females express disagreement or strong disagreement, suggesting that they perceive a lack of adequacy in the workforce in relation to the workload demands. This may indicate that females perceive a higher workload burden or a shortage of manpower in their respective fields or industries. On the other hand, a higher percentage of male individuals

express agreement or strong agreement, indicating that they believe the workforce is adequately aligned with the workload. This could be attributed to potential differences in job distribution, roles, or responsibilities within certain industries or sectors, leading to variations in perceptions of workforce sufficiency. Factors such as gender biases, occupational segregation, or differing expectations of gender roles in the workplace may contribute to these disparities.

### 4.3. Employees Working in Foreign Countries

The table 4.3 shows the number of responders for each category inside each variable. It shows the responses of Pakistanis working in foreign countries. The sample consists of 20 respondents. It provides information on the distribution of respondents depending on their qualifications, age groups, gender, work status, first job experience, and desire to relocate overseas, internship experience, and perception of job possibilities if they left their present job.

**Table 4.3:** Employees Working in Foreign Countries

<b>Qualification</b>	<b>Number of Respondents</b>
BSc/BA (14 years)	5
BS(Hons)/BBA/MSc (16 years)	6
MPhil/MS (Hons)	8
PhD	1
<b>Age</b>	
18-35	12
36-50	8
50-65	0
<b>Gender</b>	
Female	5
Male	15

<b>First Job</b>	
No	17
Yes	3
<b>Which level of education have you attained from Pakistan?</b>	
BSc/BA (14 years)	4
BS(Hons)/BBA/MSc (16 years)	9
MPhil/MS (Hons)	6
PhD	1
<b>Did you get the job on the basis of the degree, which you have attained in Pakistan?</b>	
No	9
Yes	11
<b>Internship</b>	
No	8
Yes	12
<b>Was that internship helpful for you to get the job?</b>	
No	5
Yes	7
<b>If you leave this job, do you think you will be able to get a new job?</b>	
No	0
Maybe	5
Yes	15

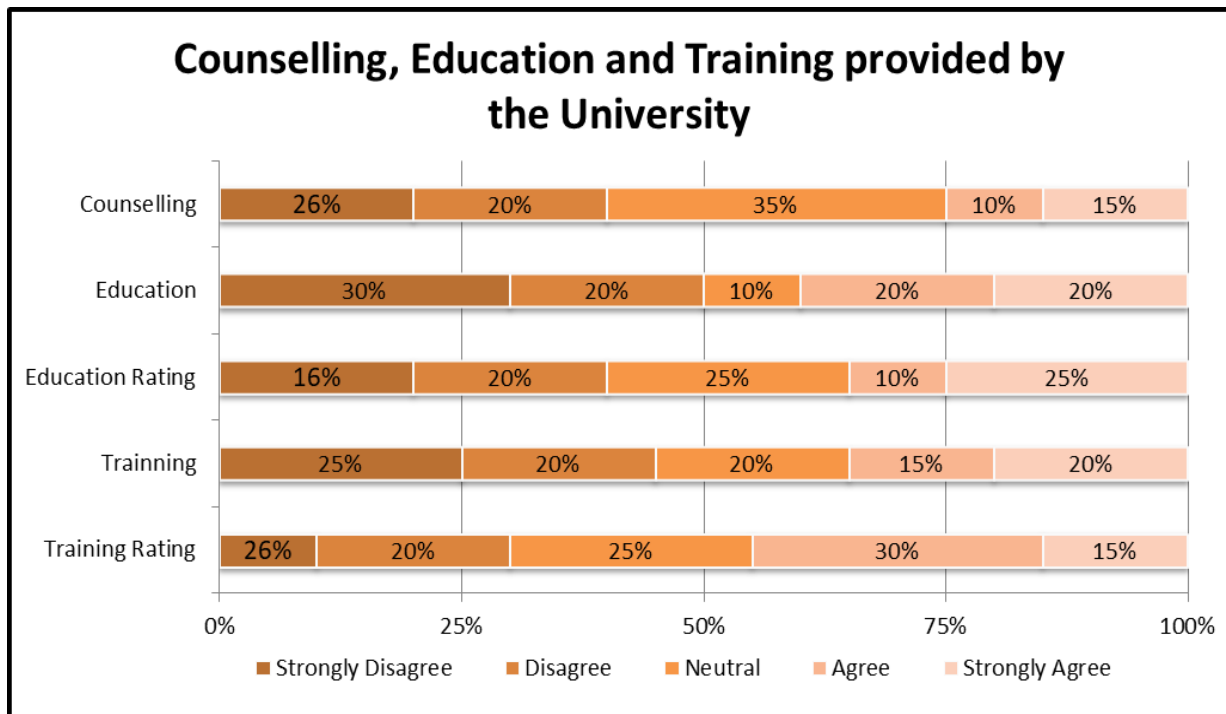
The tabular representation offers valuable insights into the experiences of Pakistani nationals employed in foreign nations. The study participants exhibited a higher level of educational attainment, as evidenced by the fact that the majority of respondents possessed a MPhil/MS (Hons), while others held a BSc/BA (14 years) degree, while others held a BS(Hons)/BBA/MSc (16 years), or a PhD. Specifically, 5 individuals held a BSc/BA, 6 individuals held a BS(Hons)/BBA/MSc, 8 individuals held an MPhil/MS (Hons), and 1 individual held a PhD. The male gender exhibited a greater numerical proportion (15) in contrast to the female gender (5). The majority of respondents (17) indicated that their initial

employment experience occurred while working in a foreign country. In terms of age distribution, the majority of participants (12) were found to belong to the 18-35 age range, while 8 individuals fell within the 36-50 range. Notably, no participants were observed to belong to the 50-65 age range. It is noteworthy that a considerable proportion of the participants (11 out of 20) obtained their employment on the basis of their educational qualification acquired in Pakistan, whereas the remaining 9 did not. Most of them have acquired a degree of BS (Hons)/BBA/MSc (16 years) from Pakistan. Furthermore, a total of 12 respondents indicated that their internship experience was instrumental in securing their current employment, whereas 8 respondents expressed that it did not contribute significantly to their job search. Regarding potential employment opportunities in the future, the majority of respondents (15) expressed confidence in their ability to secure alternative employment in the event of leaving their current position.

Overall, the study the importance of higher education, prior job experience, internships, and the importance of Pakistani education in getting employment possibilities in foreign nations. It also highlights the importance of age, gender, and individual confidence in career mobility and job opportunities.

#### **4.3.1. Counseling, Training and Education Provided by University**

The figure 4.3.1 depicts the results of a Likert scale analysis of specific questions that were responded to by employees working within Pakistan. It tells about the training provided by the university and its rating. Moreover, it gives the information of education and counseling provided by the university.



**Figure 4.3.1:** Counseling, Training, and Education Provided by University

According to the data presented in the figure, respondents were asked whether their respective universities or institutes offered counseling or assistance with job placement. The survey results indicate that 20% of the participants expressed strong disagreement, while another 20% expressed disagreement. A majority of 35% remained neutral, while 10% expressed agreement and 15% expressed strong agreement. The aforementioned statement suggests that a considerable proportion of participants did not obtain satisfactory guidance or support from their academic institution regarding employment-related concerns. Moreover, this inquiry assesses whether the educational institution provided the participants with current and relevant information. According to the collected data, it can be concluded that 30% of the participants expressed a strong disagreement, 20% expressed disagreement, 10% remained neutral, 20% expressed agreement, and 20% expressed a strong agreement. The findings indicate a varied perception regarding the degree to which the university or institute imparted current knowledge.

The presented figure displays the responses obtained from the participants regarding the provision of necessary skills or training by their respective universities or institutes. According to the data presented, 25% of the participants expressed a strong disagreement, while 20% disagreed and 20% remained neutral. Additionally, 15% of the participants agreed with the statement, and 20% strongly agreed. The data suggests that there is a dearth of

agreement among the participants regarding the sufficiency of the skills and training imparted by their respective academic institutions. Furthermore, the inquiry prompts participants to evaluate their academic institution based on its educational offerings. According to the collected data, it can be observed that 20% of the respondents rated the subject matter as "very poor," while another 20% rated it as "poor." Additionally, 25% of the respondents rated it as "satisfactory," 10% rated it as "good," and the remaining 25% rated it as "very good." The findings indicate that a considerable proportion of participants hold favorable perceptions regarding the quality of education imparted. However, there are also individuals who harbor unfavorable viewpoints.

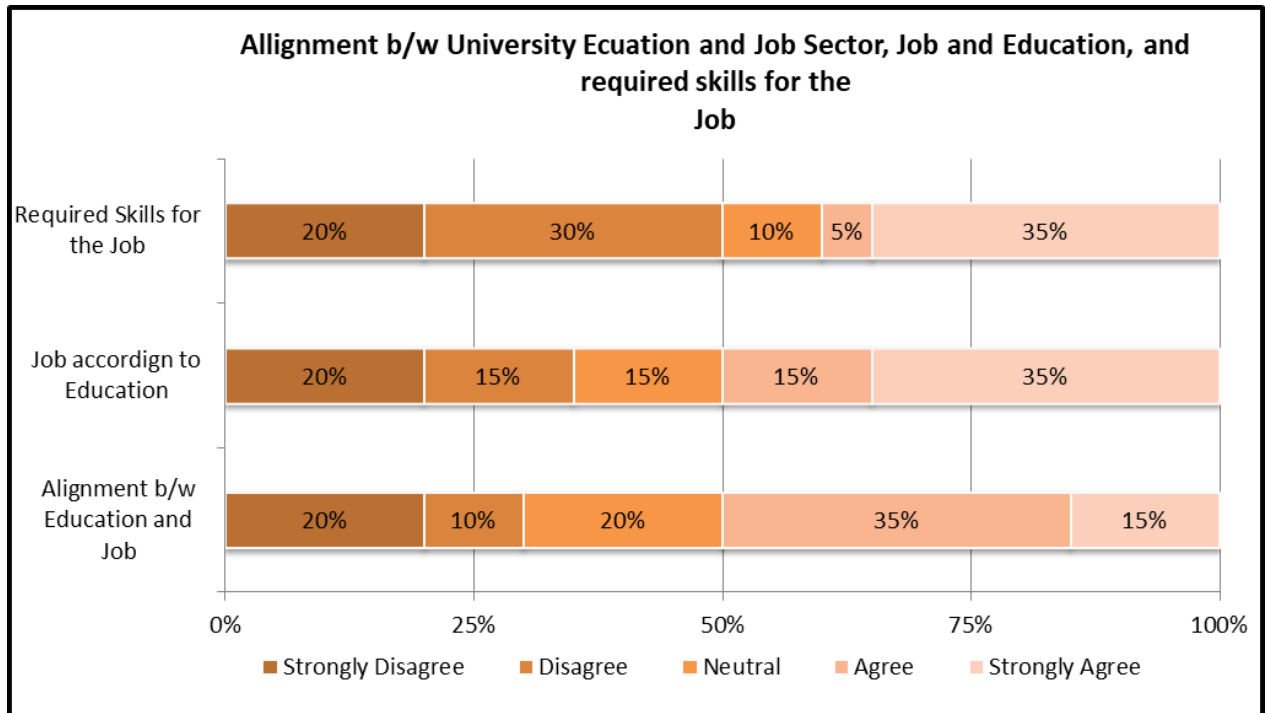
The present inquiry evaluates the participants' evaluation of their academic institution's proficiency and instruction in the area of skills and training. According to the data, 10% of the respondents rated it as "very poor," while 20% rated it as "poor." Additionally, 25% of the respondents rated it as "satisfactory," while 30% rated it as "good." Finally, 15% of the respondents rated it as "very good." The findings suggest that there exists a variety of perspectives concerning the caliber of competencies and education provided by the academic institution. The figure depicts divergent viewpoints and degrees of satisfaction among the participants with respect to the counseling, instruction, and preparation furnished by their academic institution. The aforementioned statement underscores the identification of specific areas that require enhancement to effectively align with the expectations and requirements of the student body.

Overall, the data emphasizes the need for changes in career counseling, information availability, skill development, and overall educational offers inside academic institutions. It highlights a need for more comprehensive career support services, better alignment between academic programmes and industry needs, and a focus on practical skill development to improve graduates' employability. Addressing these issues could lead to a more positive and productive educational experience for students, as well as greater preparation for future employment prospects.

#### **4.3.2. Alignment between University Education and job sector, Job and Education, and Required Skills for the Job**

The figure 4.3.2 presents data pertaining to three key factors. It gives the information related to the resemblance between university education and the job market. Moreover, it gives the

insight of the skills required by the job sector and the interconnectivity between university education and demand of the job sector.



**Figure 4.3.2:** Alignment between University Education and job sector, job and education, and required Skills for the job

According to the survey, a notable proportion of participants (20%) expressed strong disagreement with the notion that the knowledge and skills acquired through their university or institute education are applicable in the current job market. Furthermore, 10% hold a dissenting view, 20% remains impartial, 35% express agreement, and 15% strongly endorse the statement. According to the results, 20% of participants expressed strong disagreement with the notion that their present occupation is in line with their educational background. Moreover, 15% of the respondents expressed disagreement, 15% remained neutral, 15% expressed agreement, and 35% strongly expressed agreement.

According to the survey results, a notable proportion of respondents, specifically 20%, expressed a strong disagreement with the notion that they possessed the necessary skills at the time of securing their present employment. Additionally, 30% of the respondents expressed disagreement, while 10% remained neutral, 5% expressed agreement, and 35% strongly agreed. The findings suggest that a notable percentage of participants hold the belief that the knowledge and skills they acquired during their academic pursuits are not sought after in the

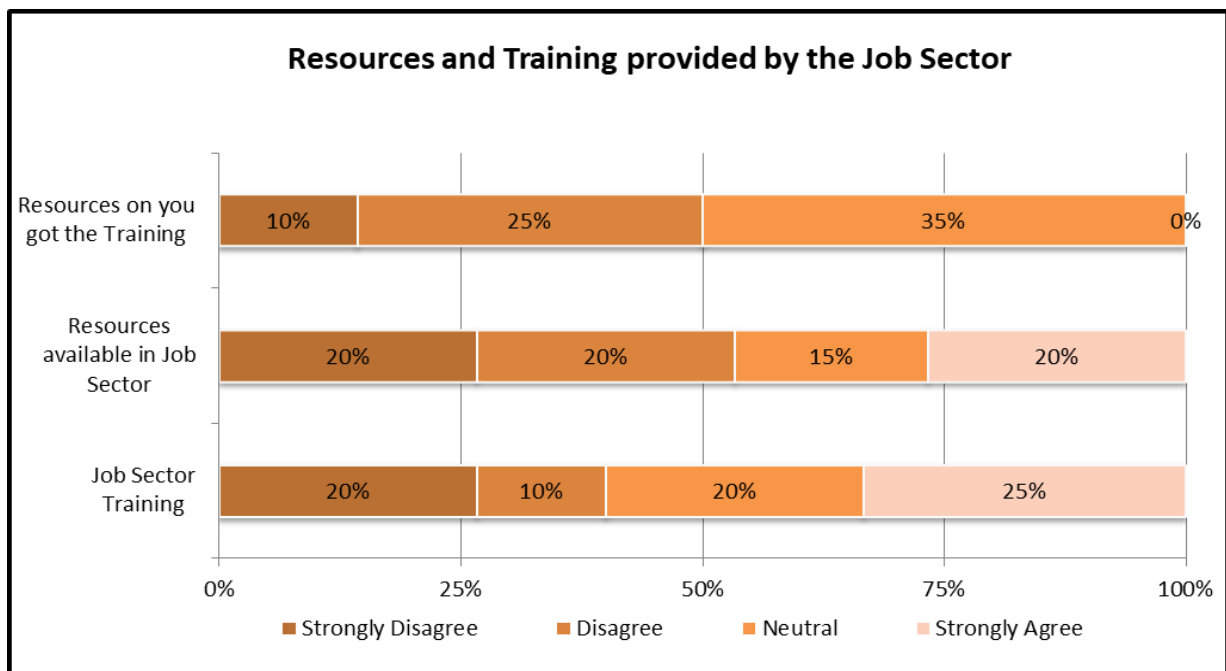


job sector. Furthermore, divergent viewpoints exist concerning the similarity between their present occupation and their academic background. Moreover, a significant proportion of participants hold the view that they lack the requisite competencies for their present occupation.

Overall, the data indicates a perceived gap between the skills and information gained through university education and their relevance and applicability in the employment market. Participants indicated concerns regarding their preparation and skill set, as well as the direct relationship between their school history and their current work. To address these concerns, educational institutions would need to make efforts to connect curricula with industry needs, improve practical training opportunities, and provide ongoing support for skill development and career transitions. Bridging the gap between academics and the work market might help increase education's perceived relevance and efficacy in educating individuals for their desired occupations.

#### **4.3.3. Resources and Training provided by the Job Sector**

The figure 4.3.3 gives the insight of the resources and training provided by the job sector. The figure depicts various scales or ratings pertaining to the employment domain. It gives the information about the availability of resources in the job sector on which the employees get the training in their universities. It provides the information regarding the training and resources provided by the job sector.



**Figure 4.3.3:** Resources and Training Provided by the Job Sector

According to the survey, when respondents were asked about the availability of resources for training in their respective workplaces or industries, 20% strongly disagreed, 20% disagreed, 15% remained neutral, 25% agreed, and 20% strongly agreed. According to the survey, a small percentage of respondents, specifically 10%, rated their job sector or industries as having inadequate and outdated resources. Meanwhile, 25% of the respondents rated it as poor, 35% as satisfactory, and 30% as good. Notably, none of the respondents rated their job sector or industries as having excellent resources.

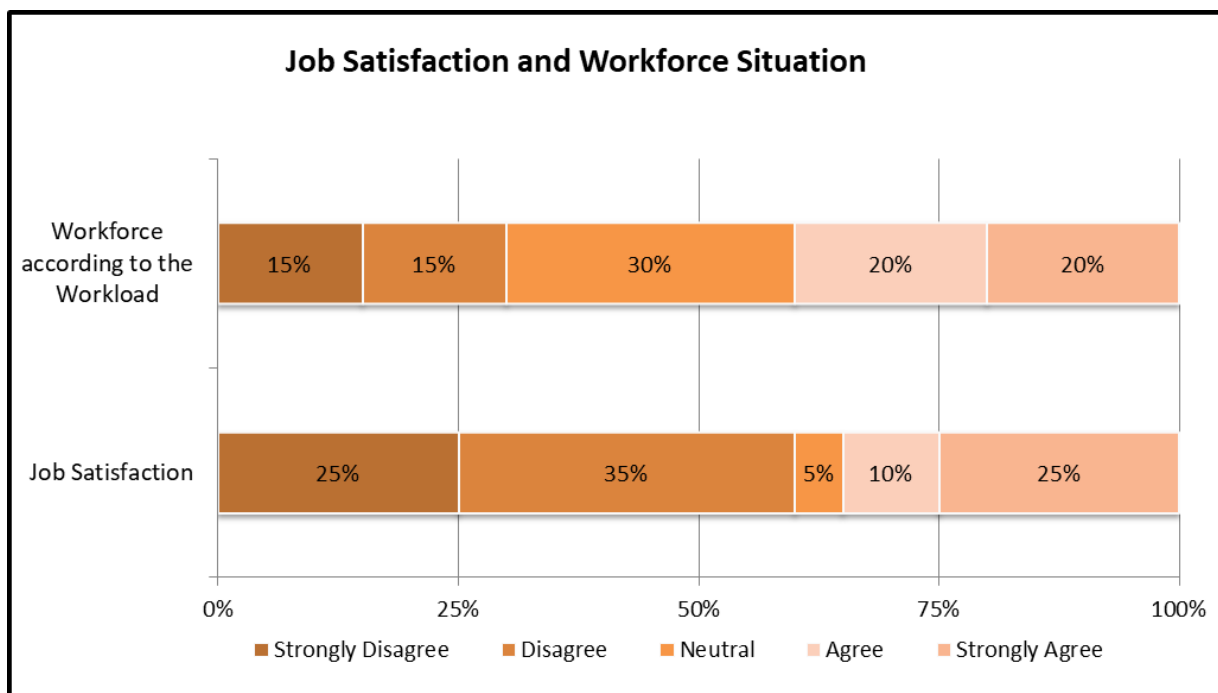
According to the survey results, 20% of the participants evaluated their job sector or industry's training as very poor, while 10% rated it as poor, 20% as satisfactory, 25% as good, and 25% as very good. In general, the findings indicate a varied perception among the participants with regards to the accessibility and currency of resources within their respective workplaces or industries. While certain individuals hold the perception that their job sector or industry possesses sufficient resources and training, others express dissatisfaction or impartial viewpoints.

Overall, the data indicate a mixed impression of the availability and quality of training resources in the workplaces or sectors of participants. While some participants express happiness and agreement, others express dissatisfaction or are undecided. To address these gaps, a complete examination of training programmes and resources across sectors and

enterprises would be required, with an emphasis on improving accessibility, relevance, and currency of training initiatives. Professional development, technology updates, and industry collaboration can all help to improve the perceived quality of resources and training within job sectors or industries.

#### 4.3.4. Job Satisfaction and Workforce Situation

The figure 4.3.4 illustrates the relationship between job satisfaction, and the equilibrium between workload and workforce. It provides insight into the availability of workforce according to the workload, and the information about the current job satisfaction.



**Figure 4.3.4:** Job Satisfaction and Workforce Situation

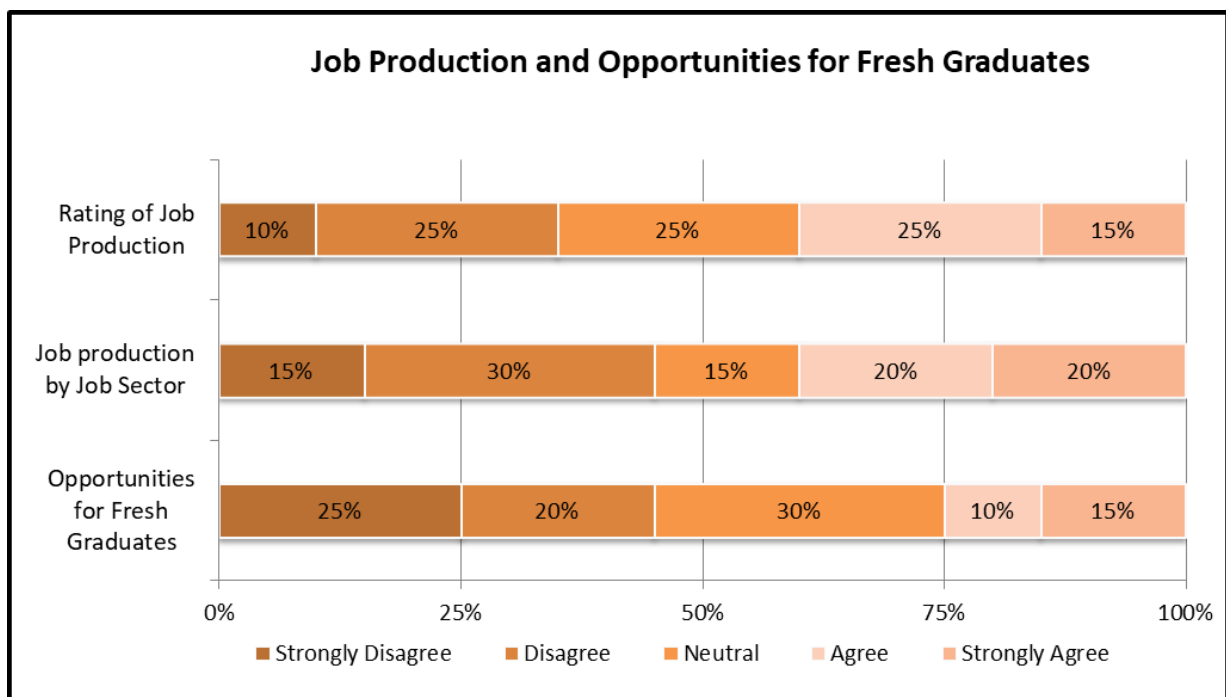
Inquiring about job satisfaction, the survey revealed that 25% of the participants expressed strong disagreement, 35% disagreed, 5% remained neutral, 10% agreed, and 25% strongly agreed. Inquiring about the adequacy of the workforce in their respective job sectors relative to the workload, the survey participants responded as follows: 15% expressed strong disagreement, 15% disagreed, 30% remained neutral, 20% agreed, and 20% strongly agreed.

The data suggests that the respondents harbor a notable degree of dissatisfaction with their present job satisfaction, as a considerable proportion of participants have conveyed disagreement or strong disagreement. Likewise, there exists a divergent viewpoint concerning the sufficiency of the labor force to manage the workload within the job sector. A significant percentage of participants expressed a neutral stance or held uncertain views on the matter.

Overall, the data indicate a mixed impression of the availability and quality of training resources in the workplaces or sectors of participants. While some participants express happiness and agreement, others express dissatisfaction or are undecided. To address these gaps, a complete examination of training programmes and resources across sectors and enterprises would be required, with an emphasis on improving accessibility, relevance, and currency of training initiatives. Professional development, technology updates, and industry collaboration can all help to improve the perceived quality of resources and training within job sectors or industries.

#### 4.3.5. Job Production and Job Opportunities for Fresh Graduates in Job Sector

The figure 4.3.5 presents data pertaining to job production and the recruitment of recent graduates within the job market. It gives insight into the production of enough jobs by the job sector. Moreover, it is related to the capability of the job sector to employ the fresh graduates.



**Figure 4.3.5:** Job Production and Job Opportunities for Fresh Graduates in Job Sector

According to the survey results, when asked about the potential for employment of fresh graduates in their respective job sectors, 25% of respondents expressed strong disagreement, 20% expressed disagreement, 30% expressed neutrality, 10% expressed agreement, and 15% expressed strong agreement. According to the survey, a significant proportion of respondents expressed their disagreement with the notion that their respective job sectors or industries are generating an adequate number of employment opportunities. Specifically, 15% of the

respondents strongly disagreed, while 30% disagreed. On the other hand, 20% of the respondents agreed, and an equal proportion of 20% strongly agreed. The remaining 15% of the respondents remained neutral on the matter.

According to the survey results, a portion of respondents evaluated their job sector or industry's job production capacity. The findings indicate that 10% of the participants rated it as "very poor," while 25% rated it as "poor," "satisfactory," and "good," respectively. Additionally, 15% of the respondents rated their job sector or industry as "very good." The data provided by the respondents suggests a varied perception regarding the employment prospects of recent graduates within the job sector. A considerable portion of the respondents expressed neutrality on the matter. Likewise, there exists a divergent viewpoint regarding the adequacy of job creation by various job sectors or industries. The evaluations assigned to the job sector or industry in relation to its job creation capacity exhibit inconsistency, with a significant segment rating it as acceptable or commendable.

Overall, the data indicates a wide range of beliefs about the employment prospects for recent graduates in various career areas, as well as the capacity of industries to create jobs. While some people are concerned and disagree, others are optimistic and agree. To address these gaps, a more in-depth examination of the factors impacting employment creation, such as economic conditions, industry-specific demands, policy interventions, and regional dynamics, would be required. Efforts to bridge the gap between job market requirements and the abilities of recent graduates through educational institutions, vocational training programmes, and industry collaborations can help to improve employment prospects and job production in various sectors and industries.

#### **4.4. Cross Tabulation based on Gender for Employees Working in Foreign Countries**

The table 4.4 presents cross-tabulation, a comprehensive summary of the workforce in Pakistan, with a particular emphasis on disparities based on gender. It provides information on the gender distribution of respondents as well as numerous criteria such as credentials, age, work status, aspirations, internship experience, and confidence in obtaining new job prospects.

**Table 4.4:** Cross Tabulation of Employees Working in Foreign Countries

	<b>Gender</b>	
<b>Qualification</b>	<b>Female</b>	<b>Male</b>
<b>BS(Hons)/BBA/MSc (16 years)</b>	2	4
<b>BSc/BA (14 years)</b>	0	5
<b>MPhil/MS (Hons)</b>	3	5
<b>PhD</b>	0	1
<b>Age</b>	<b>Female</b>	<b>Male</b>
<b>18-35</b>	4	8
<b>36-50</b>	1	7
<b>51-65</b>	0	0
<b>Employment</b>	<b>Female</b>	<b>Male</b>
<b>Employed</b>	5	15
<b>Unemployed</b>	0	0
<b>First job</b>	<b>Female</b>	<b>Male</b>
<b>No</b>	4	13
<b>Yes</b>	1	2
<b>Which level of education have you attained from Pakistan?</b>	<b>Female</b>	<b>Male</b>
BSc/BA (14 years)	0	5
BS(Hons)/BBA/MSc (16 years)	1	6
MPhil/MS (Hons)	4	3
PhD	0	1
<b>Did you get the job on the basis of degree, which you have attained in Pakistan?</b>	<b>Female</b>	<b>Male</b>
No	4	5

Yes	1	10
<b>Internship</b>	<b>Female</b>	<b>Male</b>
No	1	7
Yes	4	8
<b>Was that internship helpful?</b>	<b>Female</b>	<b>Male</b>
No	2	3
Yes	2	5
<b>If you leave this job, do you think you will be able to get a new job?</b>	<b>Female</b>	<b>Male</b>
Maybe	1	4
No	0	0
Yes	4	11

The tabular representation furnishes data pertaining to diverse aspects concerning individuals employed in overseas nations, categorized by gender. Regarding academic qualifications, the data indicates a greater proportion of male participants possessing degrees in BS (Hons)/BBA/MSc (16 years) and BSc/BA (14 years), whereas the MPhil/MS (Hons) degree is more uniformly distributed among both genders. Additionally, there exists a male participant who holds a Doctor of Philosophy degree. In the context of age demographics, it is observed that the male respondents are more prevalent in the age brackets of 18-35 and 36-50. However, there is a notable absence of both male and female respondents in the age category of 51-65. Regarding employment, a greater proportion of male respondents are engaged in employment, whereas there are no respondents who are unemployed in either gender category. With respect to the initial employment experience, a greater proportion of male participants reported having secured their first job, whereas a significant majority of female participants indicated that the current job is not their first job. Moreover, most of the male respondents have acquired BS (Hons)/BBA/MSc (16 years) from Pakistan, while most of the females have attained MPhil/MS (Hons) from Pakistan. Majority male have attained

their job in foreign countries based on their education attainment from Pakistan while females mostly disagree with it.

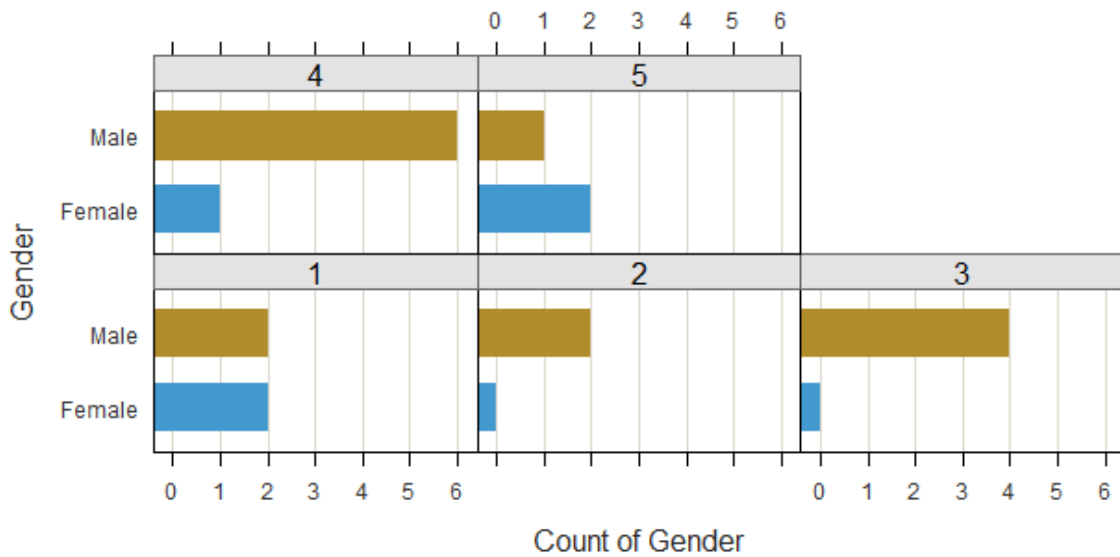
Regarding internships, a greater proportion of male participants have completed internships in comparison to their female counterparts. Upon being inquired about the usefulness of the internship, the feedback from the participants of both genders is fairly even-handed, although with a marginally greater proportion of male respondents affirming the usefulness of the internship. On the whole, the data indicates that male respondents are more prevalent in foreign work settings and exhibit greater representation across specific qualification levels, age groups, employment statuses, initial job experiences, and participation in internships. A significant proportion of the surveyed population, comprising both genders, holds the belief that they possess the capability to secure alternative employment opportunities in the event of their departure from their present occupation. The data indicates a slightly higher proportion of male respondents expressing confidence in securing a new job in comparison to their female counterparts.

Finally, the data reveals gender discrepancies in a variety of areas, including academic qualifications, age distribution, employment status, initial job experiences, internship participation, and confidence in obtaining alternative employment. These discrepancies could be explained by a variety of variables, including societal expectations, educational choices, job market dynamics, gender-based biases and barriers, and individual preferences and opportunities. Addressing these gaps may necessitate measures to encourage equal access to education, address gender biases in the workplace, and give support and opportunities for both genders' professional development and progress.

#### **4.4.1. University Education and Demand of the Job Sector**

The figure 4.4.1 depicts that the respondents, irrespective of their gender, exhibit diverse viewpoints concerning the congruency between their educational qualifications and the requisites of the job sector. Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.





**Figure 4.4.1:** University Education and Demand of the Job Sector

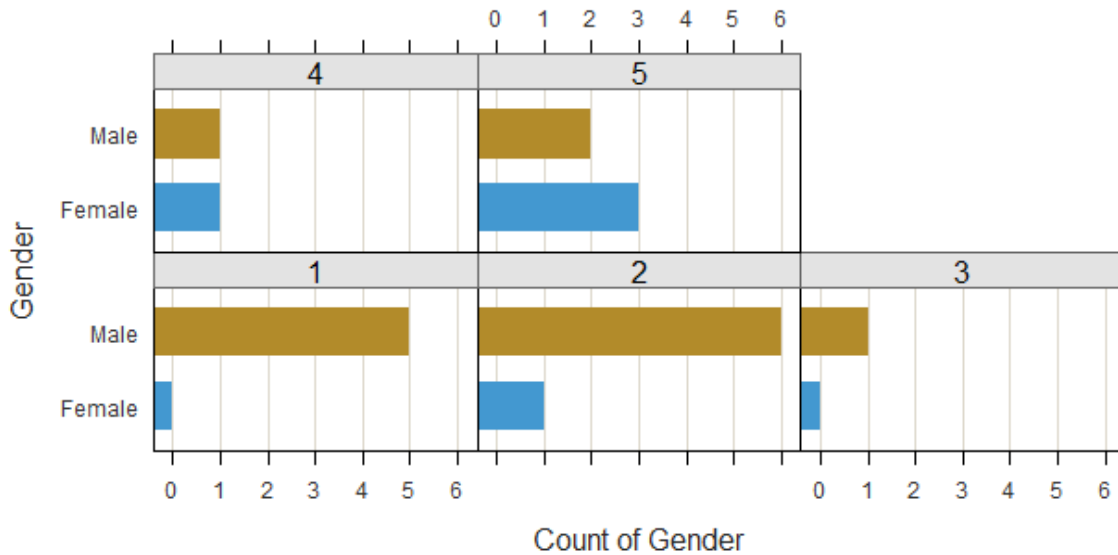
According to the survey results, pertaining to the claim that "The knowledge acquired in a university or institute is also sought after by the job market," among the female participants, 2 individuals expressed strong disagreement, 0 individuals expressed disagreement, 0 individuals remained neutral, 1 individual expressed agreement, and 2 individuals expressed strong agreement. The male respondents' opinions were distributed as follows: two individuals strongly disagreed, two individuals disagree, four individuals were neutral, six individuals agreed, and one individual strongly agreed.

The data collected from the respondents indicates that individuals of both genders hold varying perspectives on the equivalence between their academic education and the requirements of the professional sphere. The data indicates that a significant proportion of male respondents express a neutral stance, whereas a considerable proportion of female respondents exhibit agreement or strong agreement.

In conclusion, the varying perspectives among male and female respondents regarding the alignment of their academic education with the job market are influenced by individual experiences, field of study, market dynamics, career guidance, and potentially gender biases. Addressing these factors, promoting equal opportunities, and providing effective career guidance can contribute to bridging the gap between education and the job market for both genders.

#### 4.4.2. Job Satisfaction

The figure 4.4.2 gives the information about job satisfaction according to the gender. It highlights the gender disparities in job sector relating to job experiences. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.4.2: Job Satisfaction**

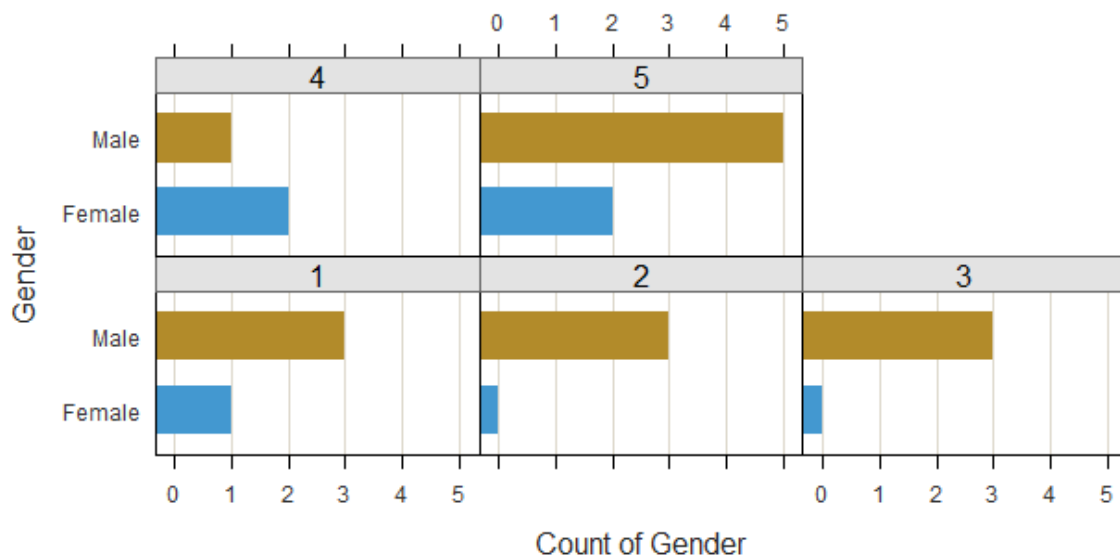
Among the female participants, the inquiry "Are you satisfied with your present occupation?" elicited responses indicating that none of them strongly disagreed, one disagreed, none were neutral, one agreed, and three strongly agreed. The male participants' responses were as follows: 5 individuals expressed strong disagreement, 6 individuals expressed disagreement, 1 individual remained neutral, 1 individual expressed agreement, and 2 individuals expressed strong agreement.

The data indicates that a significant proportion of female participants exhibit either a neutral or strongly positive stance towards their present job satisfaction. Conversely, a significant proportion of male participants express a negative stance towards their present level of job contentment, with a majority indicating either a strong disagreement or disagreement. The findings indicate a potential gender-based discrepancy in the degree of job satisfaction, as female participants exhibited a greater inclination towards expressing elevated levels of satisfaction in contrast to their male counterparts.

In conclusion, the survey data reveals that female participants are more satisfied with their jobs than male participants. Workplace issues, gender bias and discrimination, job fit, personal characteristics, and societal and cultural influences may all have an impact on this discrepancy. Addressing gender imbalances and encouraging equal opportunities, as well as building inclusive and supportive work cultures, can all contribute to increased job satisfaction.

#### 4.4.3. Job According to the Education

The figure 4.4.3 gives the information about the similarity between the education and the demand of the job sector based on gender. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.4.3:** Job According to the Education

In regards to the inquiry "To what extent do you believe your current occupation aligns with your educational background?" the female participants' responses indicate that 1 individual strongly disagrees, 0 individuals disagree, 0 individuals remain neutral, 2 individuals agree, and 2 individuals strongly agree. The male respondents' opinions were distributed as follows: 3 individuals strongly disagreed, 3 individuals disagreed, 3 individuals were neutral, 1 individual agreed, and 5 individuals strongly agreed.

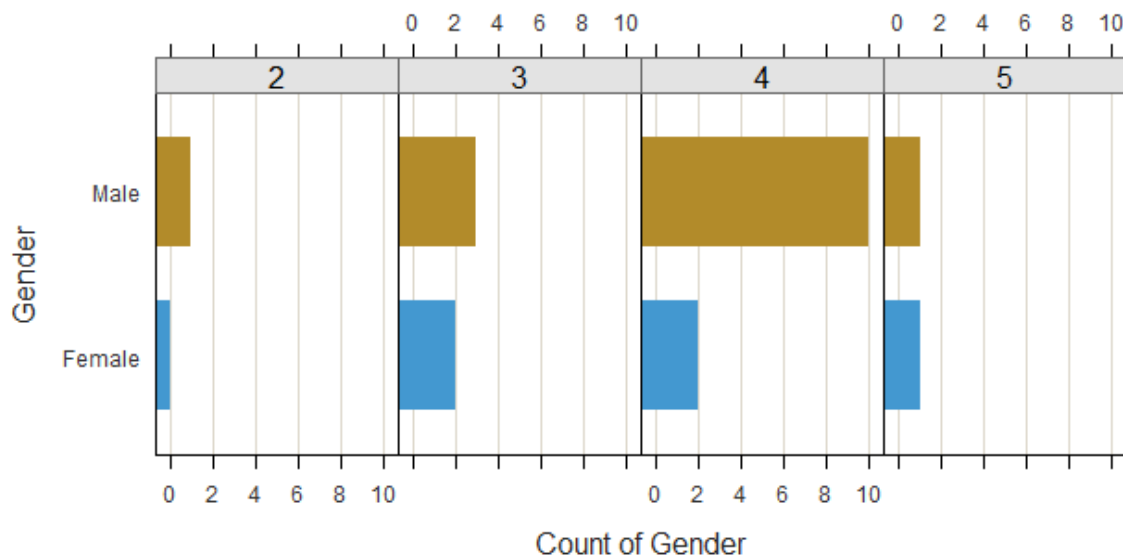
The data obtained from the responses indicates that a significant proportion of both male and female participants hold the view that their current employment aligns with their educational

background, as they either express agreement or strong agreement with this statement. Nonetheless, the proportion of male participants who express strong disagreement or disagreement is higher than that of female participants. The data suggests that male respondents may exhibit a greater degree of discontent or inconsistency between their educational background and employment status in comparison to their female counterparts.

In conclusion, the survey data suggests that female participants perceive a greater harmony between their educational background and current work than male participants. Work market needs, gendered career routes, work prospects and career choices, personal attitudes and expectations, and disparities in abilities and qualifications may all have an impact on this disparity. Understanding and resolving these characteristics can help both male and female participants find a better match between their educational backgrounds and professional opportunities.

#### 4.4.4. Workforce according to the Workload

The figure 4.4.4 depicts the situation of the workforce in the job sector. It gives insight into the availability of workforce according to the workload based on gender. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.4.4:** Workforce according to the Workload

In relation to the inquiry "To what extent do you believe that the workforce in your job sector is sufficient to handle the workload?" The female participants' responses are as follows: none strongly disagreed, none disagreed, two were neutral, two agreed, and one strongly agreed. In the male cohort, there were no strong disagreements, one disagreement, three neutral responses, ten agreements, and one strong agreement.

The data indicates that a significant proportion of male and female participants agree or strongly agree with the notion that their respective occupational domains possess adequate personnel to handle the workload. The proportion of male respondents who agree or strongly agree is greater than that of female respondents. The data indicates that male participants exhibit higher levels of contentment with the accessibility of the labor force within their respective occupational domains in contrast to their female counterparts.

In conclusion, the survey data indicates that male participants perceive workforce sufficiency in their particular job sectors to be higher than female participants. This disparity could be influenced by occupational environment, gender makeup, experience and exposure, cultural and societal variables, and individual workload perceptions. Understanding and resolving these characteristics can contribute to a more equitable and balanced workforce across industries.

#### **4.6. Comparison of Employees working in Pakistan and Foreign Countries**

The following points are depicting the comparison between the employees working in Pakistan and abroad about their responses related to the educational sector and job sector. Moreover, there is also comparison of responses based on gender.

- The analysis of the data indicates that a notable disparity exists between the levels of satisfaction expressed by participants who are employed abroad and those who work in Pakistan regarding the quality of counseling, training, and education provided by their respective educational institutions. Specifically, a greater proportion of respondents who work overseas reported dissatisfaction with these aspects of their university or institute experience in comparison to their counterparts based in Pakistan. This statement implies that there exists a necessity for enhancement in the quality of education and training dispensed by academic institutions in Pakistan.
- A considerable proportion of participants expressed satisfaction with the relevance of their academic qualifications to the employment sector. Nevertheless, there exist

certain disparities among the outcomes. An instance of this can be observed in the data where a greater proportion of participants from international regions express a strong disagreement with the notion that the knowledge and skills acquired during their academic pursuits are sought after in the professional realm. Furthermore, a greater proportion of participants residing in foreign nations express a strong disagreement with the notion that their present occupation is in line with their educational background. Furthermore, the findings indicate that a considerable percentage of participants express dissatisfaction regarding the relatedness of their educational background to the current job market. This is a matter of concern as it implies that a considerable number of graduates may lack the necessary skills and knowledge required to succeed in the professional arena. Several factors may potentially contribute to this phenomenon, including the dynamic nature of work, the absence of resemblance between educational curricula and employer requirements, and the escalating expenses associated with pursuing higher education.

- The survey findings for Pakistan and foreign countries exhibit certain resemblances. In both instances, a noteworthy proportion of participants evaluate the resources and training accessible within their respective occupational field or sector as acceptable. Nevertheless, there exist certain disparities among the outcomes. An increased proportion of survey participants in Pakistan express strong disagreement regarding the availability of resources within their workplace or industry that facilitate their training. Furthermore, a greater proportion of survey participants in Pakistan express strong disagreement regarding the adequacy of up-to-date resources in their respective job sectors or industries, in comparison to their counterparts employed in foreign nations.
- A greater proportion of participants in Pakistan express a strong disagreement with regard to their level of job satisfaction. Moreover, a greater proportion of survey participants in Pakistan express strong disagreement with the notion that their job sector possesses an adequate workforce in relation to the workload. In general, the findings of the survey indicate a noteworthy degree of dissatisfaction among the participants concerning their present job satisfaction, as a considerable proportion of respondents conveyed dissent or intense dissent. Likewise, there exists a varied perception concerning the sufficiency of the workforce in the job sector to manage the

workload, as a significant proportion of the participants expressed neutrality or mixed feelings.

- Evidently, there exist certain resemblances in the outcomes of the survey conducted for Pakistan and other nations. A considerable proportion of participants in both nations express dissatisfaction with the employment opportunities available to recent graduates. Nevertheless, there exist certain disparities among the outcomes. An increased proportion of participants in Pakistan express strong disagreement regarding the potential of their job sector to provide employment opportunities for recent graduates. Furthermore, a greater proportion of survey participants in Pakistan express strong disagreement with the notion that their respective job sectors or industries are generating an adequate number of employment opportunities. The survey findings indicate a noteworthy degree of discontentment among the participants concerning the employment landscape for recent graduates, as a considerable proportion of respondents conveyed dissent or intense dissent. Likewise, there exists a varied perception concerning the adequacy of job production within the job sector or industries, with a significant portion of participants expressing neutrality or neutrality.
- In general, the outcomes of the two surveys indicate that there exists a variety of perspectives concerning the similarity between education and the requisites of the labor market in both Pakistan and overseas nations. Nevertheless, there exist some noteworthy distinctions between the two nations. The findings indicate that a greater proportion of participants in Pakistan express agreement or strong agreement with the notion that their education is in line with the demands of the job market, whereas a larger proportion of respondents in foreign countries exhibit a neutral stance towards this alignment. In terms of gender, there exists a notable disparity in the distribution of responses across foreign nations, wherein a greater proportion of female respondents express agreement or strong agreement compared to their male counterparts.
- In the context of Pakistan, 42% of the participants expressed a neutral or strongly affirmative stance towards their present job satisfaction. Conversely, in international contexts, a mere 21% of participants express a neutral or strongly affirmative stance towards their present level of job contentment. The findings indicate a potential variation in the levels of job satisfaction between Pakistan and foreign nations,

wherein a greater proportion of participants from Pakistan reported elevated satisfaction levels in contrast to their counterparts from foreign nations.

- Evidently, apparent dissimilarities exist between the two surveys. In Pakistan, there is a notable disparity between the perceptions of males and females regarding the alignment of their jobs with their educational backgrounds. Specifically, a significantly higher proportion of females (44%) express disagreement or strong disagreement with this alignment, as compared to their male counterparts (29%). In contrast, a greater percentage of male individuals (61%) express agreement or strong agreement regarding the alignment of their occupation with their educational background, in comparison to their female counterparts (36%). The outcomes in international respondents exhibit some degree of variation. A significant proportion of the survey participants, comprising both genders, amounting to 67%, expressed their concurrence or strong concurrence with the notion that their occupation aligns with their educational background. The data indicates a higher proportion of male participants expressing strong disagreement or disagreement in comparison to their female counterparts. The aforementioned observation suggests that male participants may exhibit a greater degree of discontent or inconsistency between their educational attainment and occupational pursuits in comparison to their female counterparts.
- Evidently, notable variations exist between the two surveys. In Pakistan, a higher percentage of females (40%) strongly disagree or disagree that the workforce is aligned with the workload, compared to males (37%). Conversely, a larger proportion of males (63%) agrees or strongly agrees that the workforce corresponds to the workload, compared to females (50%). The outcomes in international respondents exhibit certain variations. The results indicate that a significant proportion of both male and female participants (86%) hold the view that their respective occupational domains possess adequate human resources to meet the demands of their workloads. However, there are more male respondents who agree or strongly agree compared to female respondents. This suggests that male respondents are generally more satisfied with the workforce availability in their job sector compared to female respondents.

In summary, the conclusions drawn from the data point to the importance of improving the quality of education and training in Pakistan, addressing concerns about the relevance of academic credentials, and addressing job satisfaction and employment opportunities for recent graduates in both Pakistan and abroad. Furthermore, the found gender discrepancies



point to the necessity for further research into factors impacting job satisfaction and alignment between educational backgrounds and employment ambitions across various women.

## 4.7. Employers Data Analysis

The data related to employers has been collected from the employers in the Pakistan's job sector. The sample consists of 31 respondents. Table 4.7 provides an overview of the respondents' educational qualifications, their distribution across different age groups, and the gender composition of the participants. This information can be used to learn more about the educational background, age diversity, and gender representation in the questioned population.

*Table 4.7:* Employers General Information

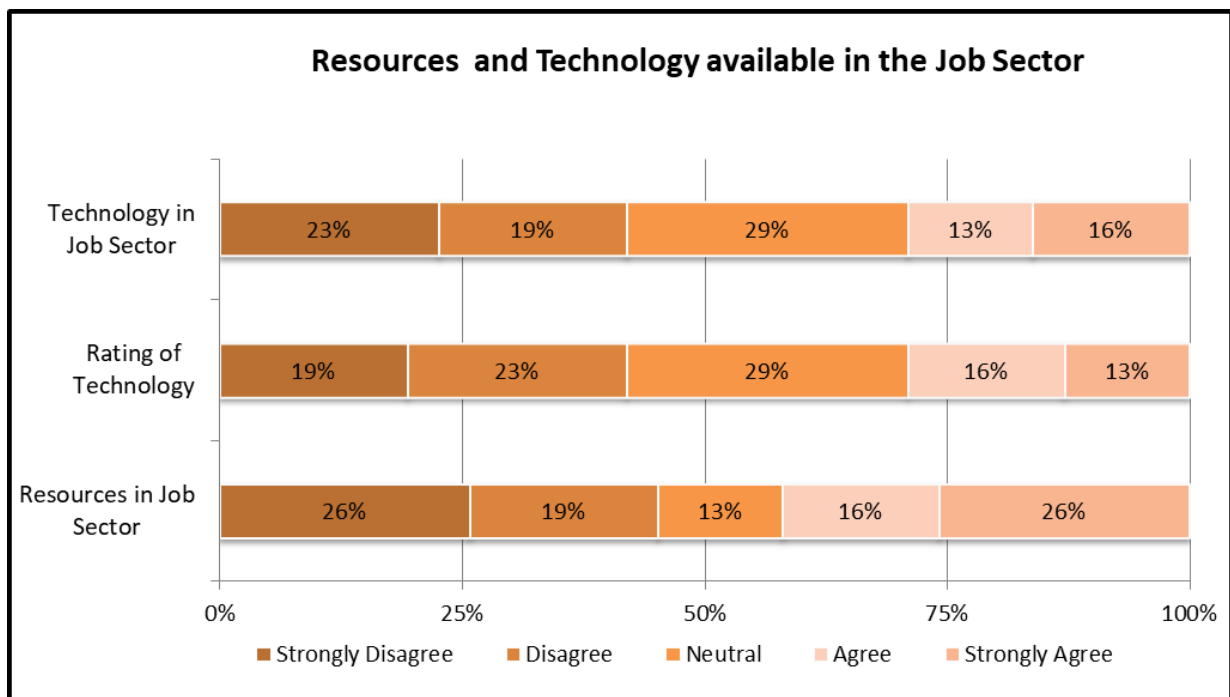
<b>Qualification</b>	<b>Number of Respondents</b>
BS(Hons)/BBA/MSc(16 years)	8
MPhil/MS(Hons)	10
PhD	13
<b>Age Groups</b>	
18-35	10
36-50	11
51-56	9
65+	1
<b>Gender</b>	
Male	27
Female	4

The information presented reveals the dispersion of employers with respect to their qualifications, age cohorts, and gender. The data reveals that among the surveyed employers, 8 possess a BS (Hons)/BBA/MSc (16 years) qualification, 10 possess an MPhil/MS (Hons) qualification, and 13 possess a PhD. The distribution of employers across different age groups is as follows: 10 employers belong to the age range of 18-35, 11 employers belong to the age range of 36-50, 9 employers belong to the age range of 51-56, and only 1 employer belongs to the age range of 65 and above. Finally, the gender breakdown indicates that there are 27 male employers and 4 female employers. Furthermore, the data demonstrates that a greater proportion of employers are male, while a lesser proportion is female.

Finally, the data analysis reveals some noteworthy findings regarding the qualifications, age distribution, and gender representation among surveyed employers. Employers with advanced degrees, such as MPhil/MS (Hons) and PhD are more prevalent, implying a higher level of study and specialization. This could be linked to the growing demand for advanced skills and experience in specific areas, leading individuals to pursue additional education in order to advance their job chances. Employers have a highly broad age distribution, with a higher percentage in the middle-aged groups (36-50), which can be attributed to variables such as acquired work experience, attaining leadership positions, and obtaining advanced degrees. However, the gender discrepancy seen, with males outnumbering females, underscores the need to address gender disparities in the workplace. Socio-cultural reasons, historical biases, and industrial preferences may all contribute to this difference. Initiatives like equal opportunity rules, flexible work arrangements, and confronting gender biases are critical for promoting gender equality and inclusivity. We may try to build a balanced and diversified employer landscape that benefits people of all genders by fostering an inclusive environment.

#### 4.7.1. Resources and Technology available in the Job Sector

The figure 4.7.1 gives the information about the resources and technology availability in the job sector. It depicts the availability of resources in the job sector and the information related to technology availability in the job sector.



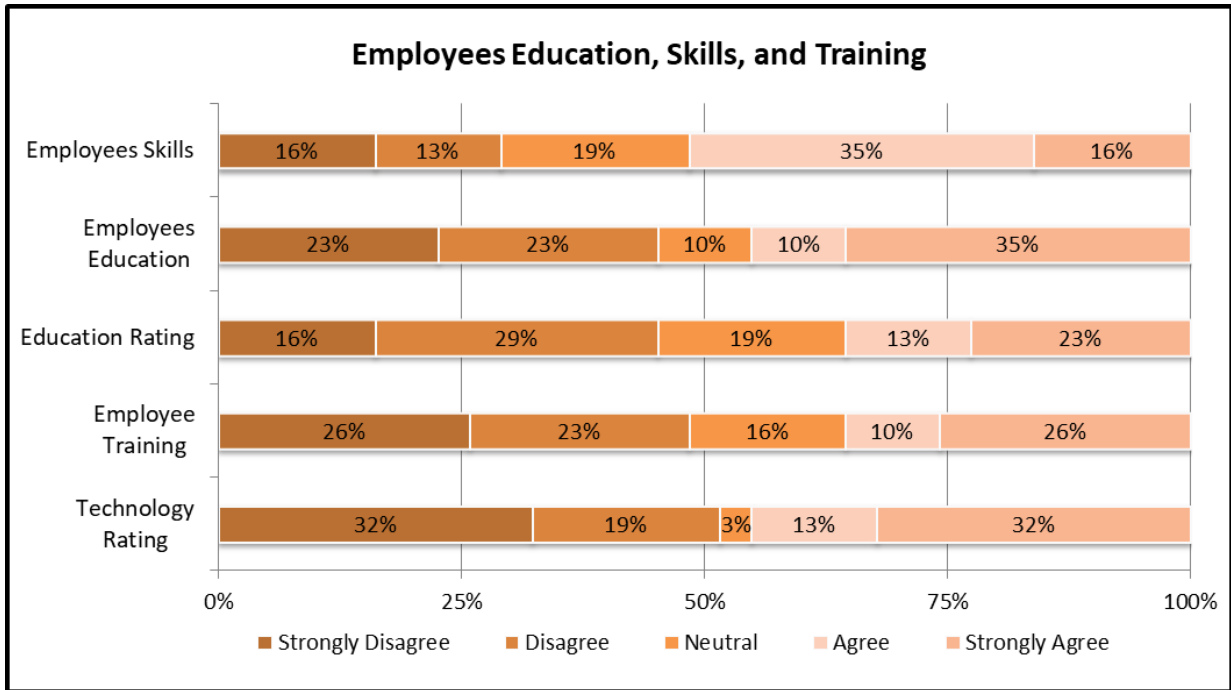
**Figure 4.7.1:** Resources and Technology available in the Job Sector

The findings indicate that a significant proportion of employers (59.2%) hold a positive view regarding the adequacy of technological advancements and resources in their respective occupational domains. Nonetheless, noteworthy proportions of employers (30.8%) hold a disagreeing view or express strong disagreement towards the aforementioned statement. The data depicted in the figure indicates that employees are inclined to evaluate the resources available in their job sector as "good" or "very good" in comparison to their assessment of the technology as "good" or "very good." The implication of this observation is that employees exhibit a higher level of contentment with the resources at their disposal within their occupational domain, as opposed to the technological infrastructure. In general, the findings of the survey indicate that the job sector is adequately equipped with contemporary technology and resources. Nevertheless, there exists a scope for enhancement, given that a noteworthy proportion of employers express discontentment with the technological resources at their disposal.

Finally, the survey results show that employers have a mixed view of the appropriateness of technology improvements and resources in respective work sectors. While a sizable proportion of employers are positive, suggesting satisfaction with the available resources, a sizable minority are disagreeing or strongly disagreeing. It is worth noting that employees generally rank their employment sector's resources higher than the technology itself. This implies that employees are more satisfied with the resources available to them than with the technological infrastructure. Although the job sector is appropriately equipped with modern technology and resources, the dissatisfaction indicated by a major part of employers shows the need for technological resource enhancements. The causes of this discontent could range from insufficient investment in technology to antiquated systems, a lack of training, or limited access to sophisticated tools. Addressing these concerns and prioritizing technical improvements might help to improve the overall work environment and productivity across industries.

#### **4.7.2. Employees Skills, Training, and Education**

The figure 4.7.2 shows the employer's responses about the employee's education, skills and training. It shows the employee's skills attained from the educational institute. It depicts the education and training of the employees.



**Figure 4.7.2:** Employees Skills, Training, and Education

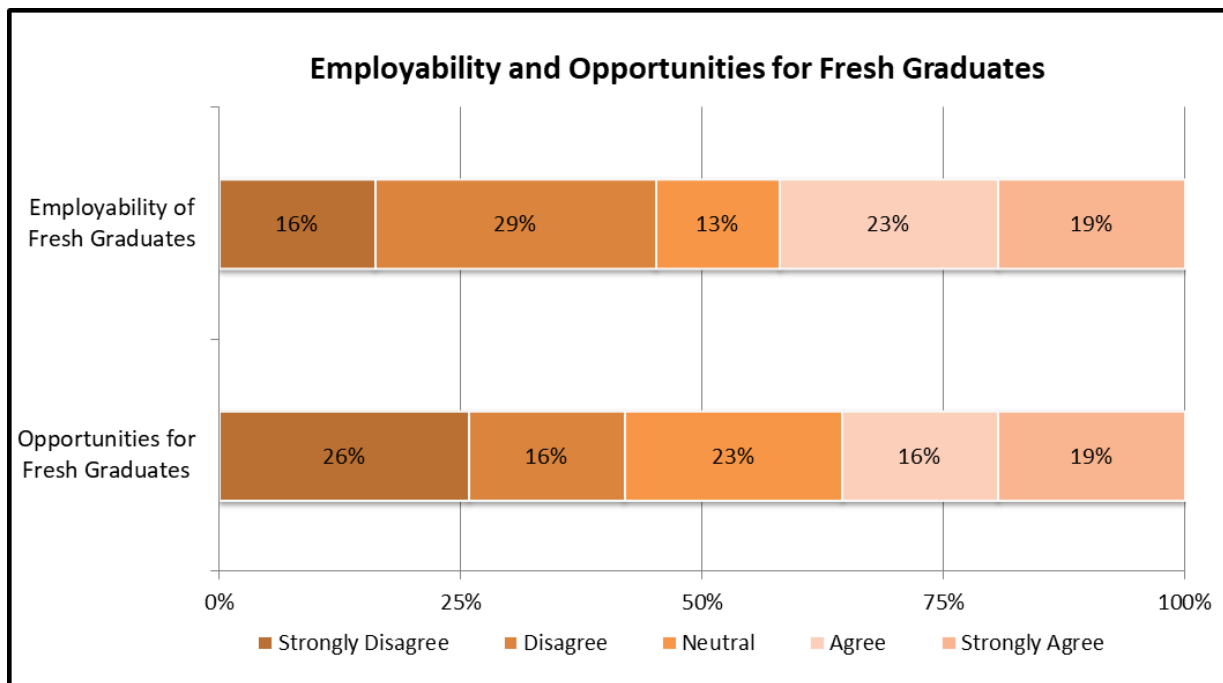
The findings indicate that a significant proportion of employers (65.1%) express satisfaction with the educational qualifications possessed by their workforce. Nevertheless, a noteworthy proportion of employers (34.9%) express dissatisfaction with the educational qualifications of their workforce. According to the table, employers tend to evaluate the educational background of their employees more favorably, as evidenced by a higher frequency of ratings indicating "good" or "very good" quality, compared to ratings indicating "poor" or "very poor" quality. This implies that employers, on the whole, are content with the educational attainment of their workforce. In general, the outcomes of the survey indicate that employers exhibit a satisfactory level of contentment with the educational qualifications of their workforce. Furthermore, a significant proportion of employers (63.7%) hold the belief that their workforce possesses the necessary skills and training prior to commencing employment. Nonetheless, a noteworthy proportion of employers (36.3%) maintain a belief that their workforce lacks the necessary skills and training prior to commencing employment. A significant proportion of employers, specifically 63.7%, express contentment with the training provided to their employees. Nonetheless, a noteworthy proportion of employers (36.3%) express dissatisfaction with the training provided to their employees. A significant proportion of employers, specifically 63.7%, evaluate their employees as possessing satisfactory or exceptional skills and training. Nonetheless, a noteworthy proportion of employers (36.3%) evaluate their employees as "inadequate" or "extremely inadequate" in

regards to their competencies and education. In general, the outcomes of the survey indicate that employers express contentment with the competencies and education of their employees. Nevertheless, there exists a scope for enhancement, given that a noteworthy fraction of employers express discontentment with the competencies and education of their employees.

While the survey results show that most employers are satisfied with their employees' educational qualifications, skills, and training, the dissatisfaction expressed by a significant portion of employers highlights the need for ongoing efforts to improve education, skills, and training programmes. The causes of dissatisfaction could range from poor education systems to a mismatch between industrial requirements and educational curricula, limited access to quality training programmes, or a lack of investment in personnel development. Addressing these variables can help to improve the workforce's competencies and education, benefiting both businesses and employees.

#### 4.7.3. Employability and Opportunities for Fresh Graduates

The figure 4.7.3 gives insight into the employment and opportunities for fresh graduates. It shows the capability of job sector to employ fresh graduates and the opportunities available for fresh graduates in the job sector



**Figure 4.7.3:** Employability and Opportunities for Fresh Graduates

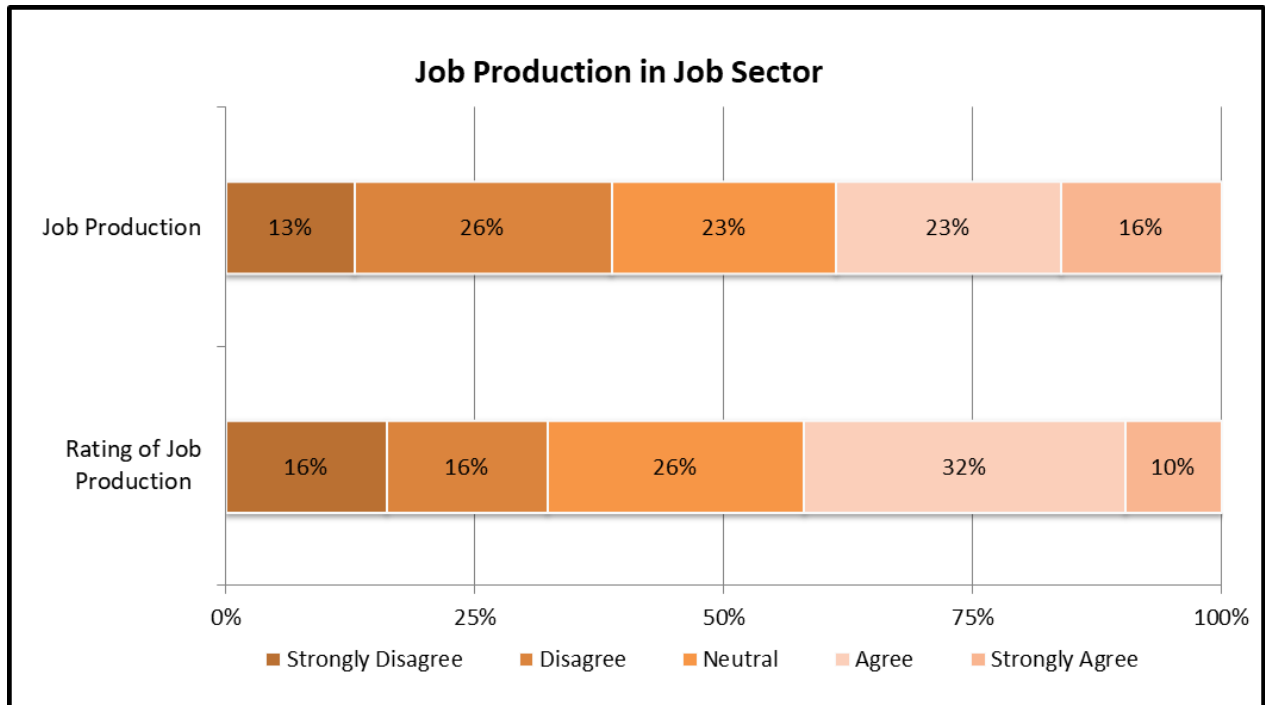
According to a survey, a significant proportion of employers (43.7%) hold the view that the job sector offers a greater number of prospects for recent graduates. Nevertheless, a noteworthy proportion of employers (36.3%) hold the view that there are no additional prospects available for recent graduates within their respective occupational domains. According to a survey, a significant proportion of employers (43.7%) hold the belief that their respective job sector or industry has the capacity to provide employment opportunities to recent graduates. Nevertheless, a noteworthy proportion of employers (36.3%) hold the belief that their respective job sector or industry lacks the capacity to provide employment opportunities for recent graduates.

In general, the findings of the survey indicate that employers hold a positive outlook regarding the prospects available to recent graduates within their respective industries. Nonetheless, a noteworthy proportion of employers hold a pessimistic outlook regarding the prospects available to recent graduates within their respective occupational domains. Several things could impact the reasons behind these opposing viewpoints. Industries vary in terms of growth rates, demand for certain skills, and overall economic conditions, all of which might affect their capacity to produce job prospects for new graduates. Furthermore, issues such as market saturation, automation, and industry-specific obstacles may contribute to some employers' negative perspective. Furthermore, regional or global economic variables, educational system deficiencies, and mismatches between job market requirements and recent graduates' skills may all play a role in molding employers' opinions on employment prospects.

To address these gaps and expand possibilities for recent graduates, stakeholders such as companies, educational institutions, and legislators must work together to bridge the gap between industry expectations and graduate capabilities. Curriculum upgrades, industry-academia partnerships, internships, and skill development programmes customized to the changing demands of various job sectors can help achieve this. Overall, the poll emphasizes the necessity of gaining a complete understanding of the factors influencing career prospects for recent graduates, as well as the importance of integrating educational institutions with industry requirements to improve work chances across diverse professional domains.

#### 4.7.4. Job Production

The figure 4.7.4 gives the information related to job production and the capability of job sector to produce more jobs.



**Figure 4.7.4:** Job Production

A significant proportion of employers, specifically 46.2%, hold the belief that their respective job sector or industry has the potential to generate additional employment opportunities. Nevertheless, a noteworthy proportion of employers (33.8%) hold the belief that their respective job sector or industry lacks the potential to generate additional employment opportunities. A significant proportion of employers, specifically 46.2%, perceive their job sector or industry to be favorable in generating employment opportunities. Nevertheless, a notable proportion of employers (33.8%) evaluate their job sector or industry as "poor" or "very poor" with regards to generating additional employment opportunities. In general, the findings of the survey indicate that employers hold a positive outlook regarding the potential of their respective job sector or industry to generate additional employment opportunities. Nevertheless, a notable proportion of employers hold a pessimistic view regarding the capacity of their respective job sectors or industries to generate additional employment opportunities.

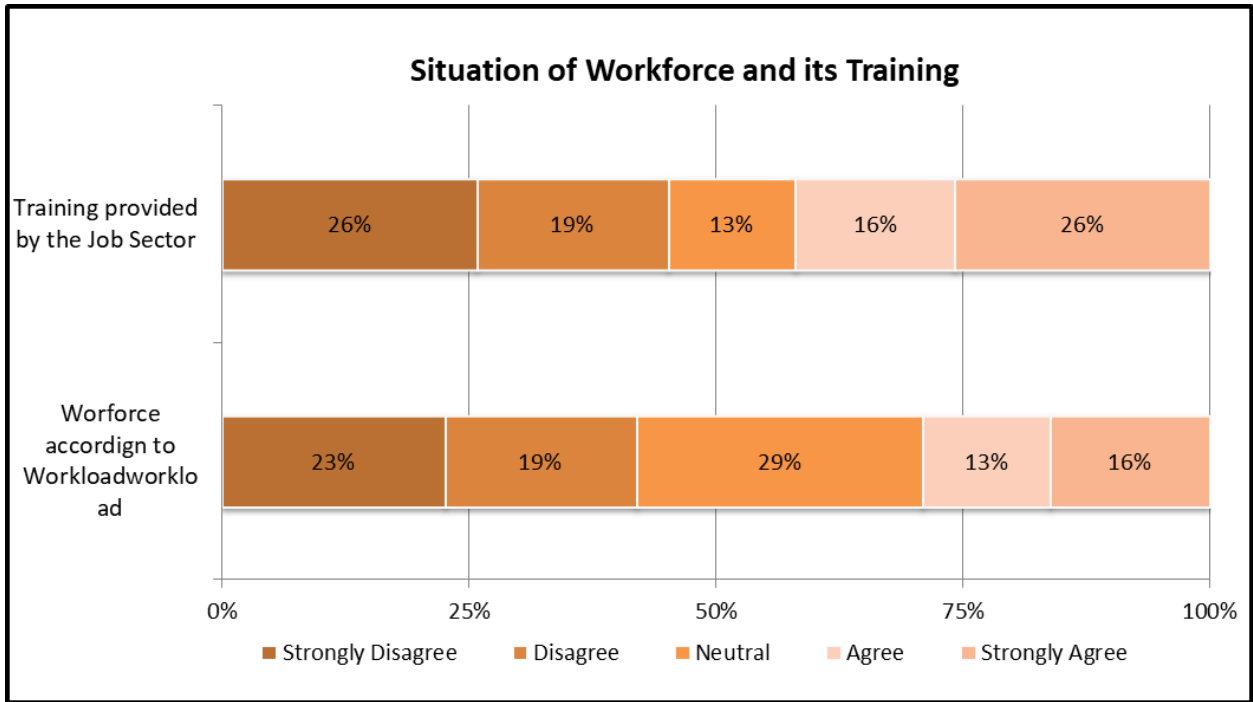


In conclusion, the survey findings indicate that employers have varying perceptions about the ability of their various work sectors or industries to provide extra employment possibilities. Several causes can be linked to these diverse perceptions. In terms of growth potential, market demand, technical advancements, and overall economic conditions, industries and job sectors differ. Sectors experiencing growth, innovation, or a high demand for specific skills are more likely to be seen as having the potential to create extra job possibilities. Sectors experiencing stagnation, decline, or disruption, on the other hand, may be perceived as having low prospects for job generation. External variables such as economic swings, government regulations, technology changes, and global market trends can also have a substantial impact on the employment environment in individual industries. Industries that rely heavily on manual labor or encounter difficulties adjusting to new technologies may struggle to provide new job possibilities.

It is critical for governments, industry leaders, and educational institutions to work together to solve the underlying problems that impede job development in specific industries. Fostering innovation, boosting entrepreneurship, providing targeted training and reskilling programmes, and creating a suitable corporate environment that supports investment and growth are all examples of how this might be accomplished. Overall, the survey emphasizes the need of knowing the dynamics and possibilities of various work sectors or businesses in order to design successful strategies for boosting job opportunities. Stakeholders may work to create a more equitable and strong job market by addressing the problems and using the strengths of each sector.

#### **4.7.5. Situation of Workforce and its Training**

The figure 4.7.5 shows the situation of the workforce in the job sector. It is related to the training provided by the job sector before giving employees their roles and duties.



**Figure 4.7.5:** Situation of Workforce and its Training

According to the findings, a significant proportion of employers (43.7%) hold the belief that their current workforce is adequate to meet the demands of their workload. Nevertheless, a noteworthy proportion of employers (36.3%) maintain the perspective that their workforce is insufficient in relation to the volume of work. According to a recent survey, a significant proportion of employers (46.2%) hold the belief that it is necessary to provide training to their employees prior to assigning them job responsibilities. Nevertheless, a noteworthy proportion of employers (33.8%) hold the belief that it is unnecessary to provide training to their employees prior to assigning them tasks. In general, the findings of the survey indicate that employers express contentment with their workload and training requirements. Nevertheless, a notable proportion of employers express discontentment regarding their workload and training requirements.

Finally, the survey results show that employers have differing viewpoints on their workforce's ability to manage workload expectations and the need of offering staff training. The reasons for different opinions can differ based on the sector, job complexity, and amount of specialization within the workforce. Industries that experience rapid technology changes or require specialized knowledge may prioritize training to guarantee that their workforce is current and competent. Industries with more standardized tasks or positions, on the other

hand, may place less emphasis on pre-assignment training, instead relying on job-specific training when personnel are employed.

Employers must frequently examine their workforce's capabilities and match them to task needs. This could include analyzing productivity levels, identifying skill gaps, offering targeted training programmes, or considering workforce expansion as needed. In conclusion, the survey findings emphasize the need of matching staff to workload demands and investing in training when needed. Employers can strive for optimal staff performance, productivity, and overall happiness by recognizing and addressing these aspects.

#### 4.8. Cross Tabulation Based on Gender of Employers

The tale 4.8 produces significant insights regarding the distribution of individuals in relation to their gender, qualifications, and age cohorts. The data presented in the table indicates that males exhibit a greater prevalence across all qualification categories among the surveyed population.

**Table 4.8:** Cross Tabulation Based on Gender of Employers

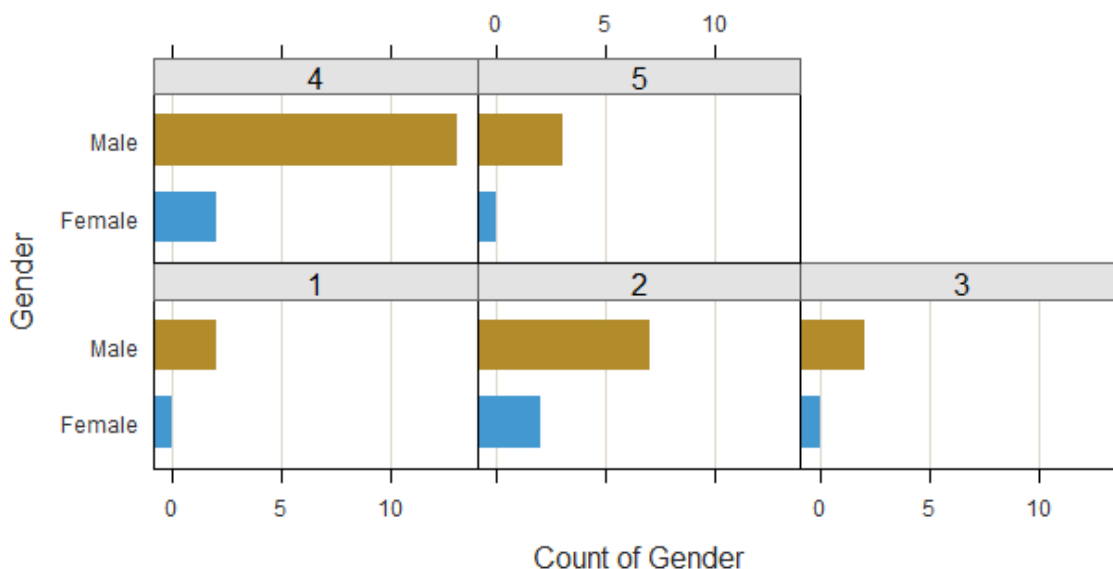
<b>Qualification</b>	<b>Male</b>	<b>Female</b>
<b>BS(Hons)/BBA/MSc(16 years)</b>	7	1
<b>MPhil/MS(Hons)</b>	8	2
<b>PhD</b>	12	1
<b>Age</b>	<b>Male</b>	<b>Female</b>
<b>18-35</b>	8	2
<b>36-50</b>	9	2
<b>51-65</b>	9	
<b>65+</b>	1	0

The data indicates a higher representation of males holding qualifications such as "BS (Hons)/BBA/MSc (16 years)", "MPhil/MS (Hons)", and "PhD" in comparison to their female counterparts. The aforementioned observation suggests an uneven distribution of educational achievements based on gender within the selected population. According to the data presented in the table, there appears to be a relatively equitable distribution of age among both genders, as evidenced by the presence of both male and female individuals across

multiple age categories. It is noteworthy that the aforementioned age brackets of 51-65 and 65+ exhibit an absence of female representation, whereas males are present in those cohorts. The aforementioned findings serve to underscore prospective domains of concentration for policymakers and employers operating within Pakistan. It is imperative to undertake measures to mitigate the gender disparity in qualifications, guaranteeing equitable access and prospects for women in academic and occupational domains. Moreover, the potential lack of adequate representation of senior women within the sample group may suggest a requirement for tailored assistance and prospects to foster professional advancement and inclusivity for women as they age. Through recognition and mitigation of these discrepancies, entities and decision-makers can strive towards establishing a workforce in Pakistan that is more just and comprehensive.

#### 4.8.1. Up to date Technology in Job Sector

The figure 4.8.1 shows the employers responses on availability of up-to-date technology in the job sector. The responses are varied according to gender. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



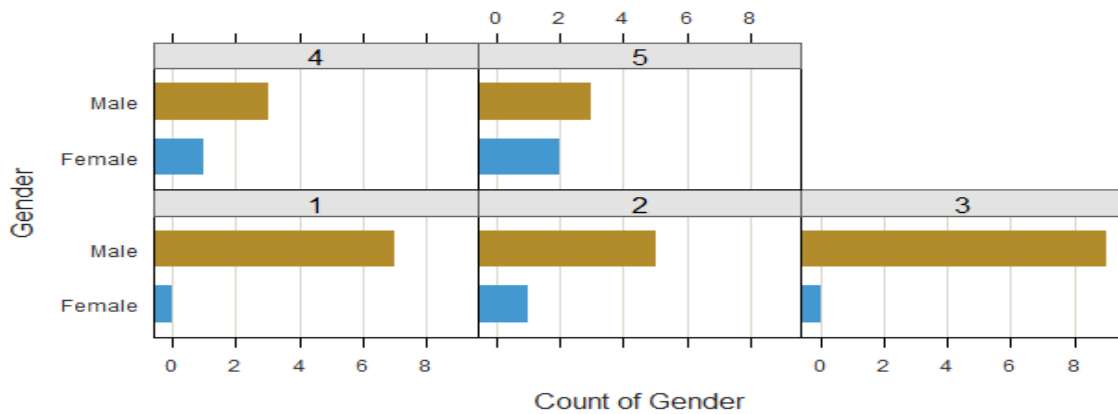
**Figure 4.8.1:** Up to Date Technology in Job Sector

The figure reveals that within the female respondents, there were no instances of strong disagreement or strong agreement regarding the contemporary technology utilized in the job sector. However, two female individuals expressed disagreement while two others agreed with the aforementioned statement. Within the male cohort of participants, there existed a notable degree of both agreement and disagreement. The survey results indicate that a minority of two males expressed strong disagreement, while a larger group of seven individuals disagreed with the current technology being used in the job sector. In contrast, a majority of thirteen respondents agreed with the technology, and a smaller group of three individuals strongly agreed with it.

Finally, the survey results show that respondents have diverse viewpoints on the modern technologies used in the job sector. The causes for these discrepancies in opinion could be due to a variety of variables. Some individuals, both male and female, may have varying amounts of exposure or knowledge with technological improvements in their respective professional fields. Personal experiences and professional positions may also influence their views on whether present technology is adequate or needs to be improved. Furthermore, factors like industry-specific requirements, access to training and resources, and organizational culture can all have an impact on people's impressions of the technology they use in their jobs. Variation in beliefs can also be attributed to differences in tastes, attitudes, and individual expectations. Employers and organizations must consider the many perspectives and comments from employees regarding technology in the workplace. Employers may create a more inclusive and technologically equipped work environment that meets the needs and expectations of their employees by actively addressing complaints and giving opportunities for training and technical developments.

#### **4.8.2. Workforce according to the Workload**

The figure 4.8.2 shows the situation of the workforce in the job sector. It gives information about the availability of workforce according to the workload. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.8.2:** Workforce according to the Workload

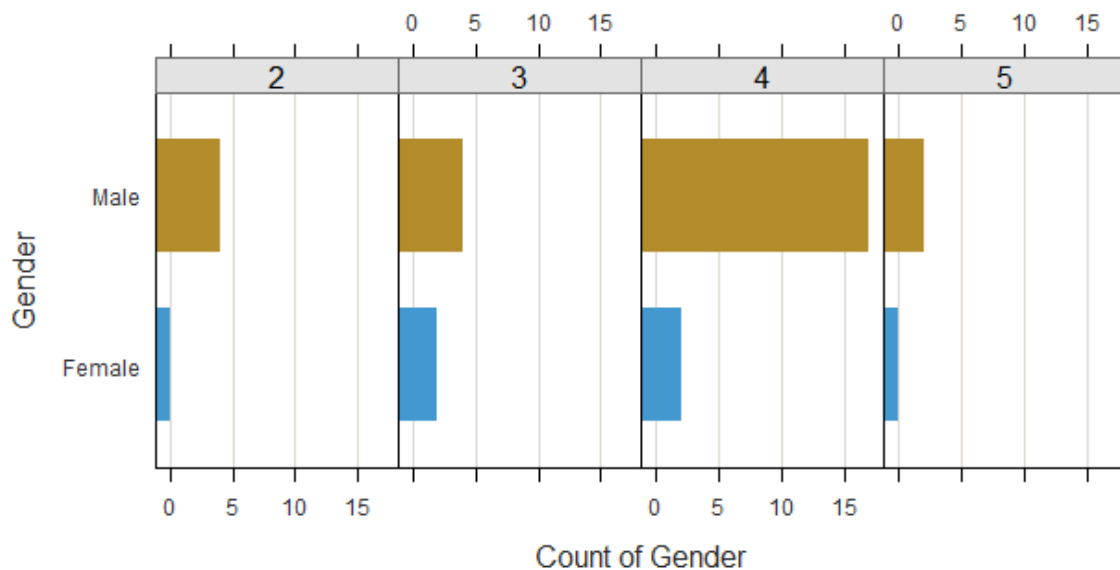
The table reveals that within the female respondents, there was an absence of significant dissent or concurrence regarding the workload of employees. One female participant expressed dissent, while another agreed, and two others strongly agreed with the statement. Within the male cohort of participants, there existed a notable degree of both agreement and disagreement. The survey results indicate that seven male respondents expressed strong disagreement, five expressed disagreement, nine expressed a neutral stance, three expressed agreement, and three expressed strong agreement with regards to the workload of employees.

The statement posits the possibility of divergent perceptions and assessments of employees' workload depending on gender, with males exhibiting a wider range of perspectives relative to females. The data suggests that a significant proportion of male participants conveyed discontentment regarding the amount of work assigned, whereas female participants exhibited a more diverse array of viewpoints.

Finally, the survey results show that respondents have differing viewpoints on the workload of employees. Various factors could account for these disparities in views and assessments of employees' workload. Individual job positions, responsibilities, and work environments can all have a substantial impact on people's perceptions of burden. It is likely that the industries or sectors in which the participants work have distinct demands and expectations, resulting in a range of experiences and perspectives. Gender roles and expectations, as well as societal and cultural standards, may influence people's opinions. Regular appraisals, workload modifications, and supportive measures can all help to ensure that employees' workloads are evenly distributed and managed, regardless of gender.

### 4.8.3. Employee's Education

The figure 4.8.3 shows the employers view about the employees' education. The responses show the employer's satisfaction towards employee's education. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.8.3:** Employee's Education

The table indicates that within the female respondents, there were no instances of strong disagreement or agreement regarding the education of employees. Two women expressed a neutral stance, while two others concurred with the position. Within the male cohort of participants, there existed a range of viewpoints, with some expressing dissenting opinions while others shared similar perspectives. Among the participants, four individuals expressed disagreement, four maintained a neutral stance, seventeen concurred, and two strongly concurred with the notion that employee education is valuable.

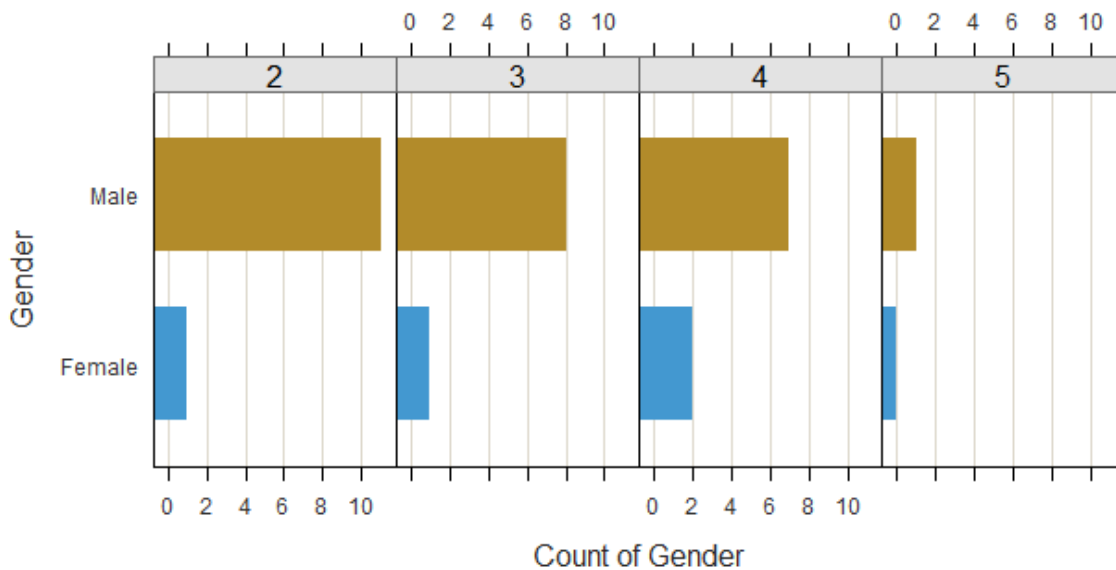
The aforementioned observation implies that there could be divergent interpretations and assessments of employees' educational qualifications contingent on their gender, with males exhibiting a more mixed range of perspectives relative to females. The data suggests that male participants predominantly exhibited agreement towards the educational qualifications

of employees, whereas female participants displayed a more diverse range of viewpoints, encompassing neutrality and agreement.

In conclusion, the survey results show that participants have differing viewpoints on employee education. The type of the job sector or industry in which the participants work may also have an impact on their perceptions. Different industries may prioritize or need different educational qualifications, resulting in differing perspectives among respondents based on their professional experiences. Employers should seek to build a culture that emphasizes continual learning and development for all employees, regardless of gender, in order to foster a more inclusive and equal approach to employee education. This can be accomplished through the implementation of training programmes, the provision of educational materials, and the creation of a supportive environment that encourages people to improve their skills and knowledge.

#### 4.8.4. Employee’s Training

The figure 4.8.4 shows the employer’s satisfaction towards the employees training. It gives the responses of employers about the employees training, which they achieved during or after their education. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.8.4:** Employee’s Training



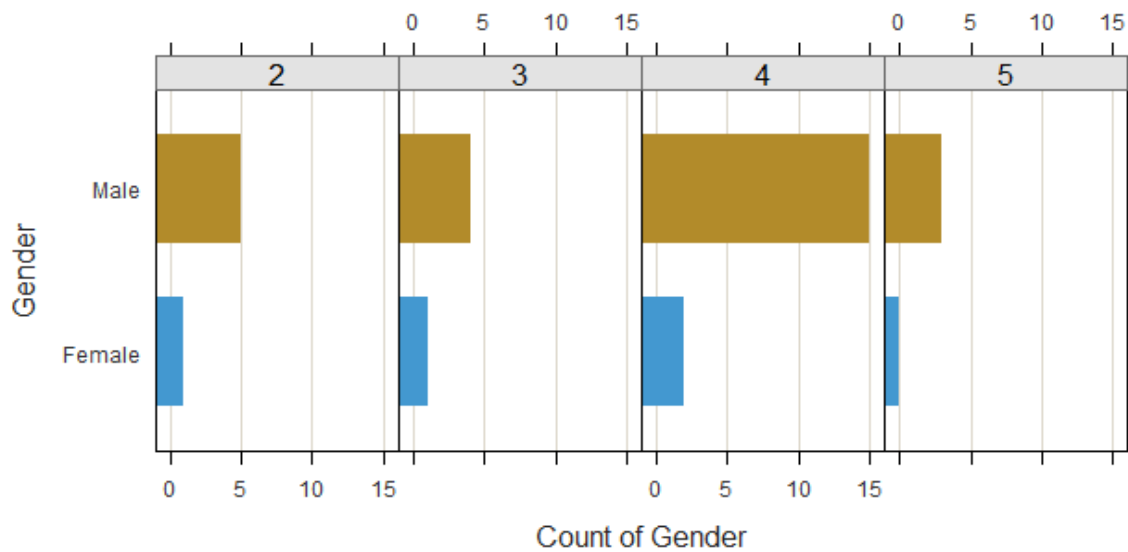
The table reveals that within the female respondents, there were no instances of either strong disagreement or strong agreement with regards to employee training. One female participant expressed dissent; another remained impartial, while two others concurred with the statement. Within the male cohort of participants, there existed a range of opinions, with some expressing dissent and others expressing concurrence. The survey results indicated that a majority of the male participants held a negative view towards employee training, with eleven respondents expressing disagreement. A smaller proportion of the participants, comprising seven individuals, held a positive view, indicating agreement with the concept of employee training. Additionally, eight respondents maintained a neutral stance on the matter, while only one participant expressed strong agreement with employee training.

The aforementioned observation implies that gender may influence the way in which employee training is perceived and evaluated, with males exhibiting a more diverse array of perspectives in contrast to their female counterparts. The data suggests that a considerable proportion of male participants exhibited dissent towards employee training, whereas female participants displayed a more diverse spectrum of viewpoints, encompassing dissent, impartiality, and agreement.

Divergent perceptions and evaluations of employee training could be influenced by a variety of circumstances. Individual views about the importance of training, as well as personal experiences and backgrounds, may contribute to the observed differences in perspectives. Furthermore, cultural and societal conventions, such as gender stereotypes and expectations, may impact participants' perspectives on the importance of workplace training. Employers should seek to create a culture that emphasizes continual learning and development for all employees, regardless of gender, in order to foster a more inclusive and complete perspective on employee training.

#### **4.8.5. Opportunities for Fresh Graduates**

The figure 4.8.5 addresses the employers about the opportunities for fresh graduates in the job sector. It gives insight into the production of opportunities for fresh graduates. . Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.8.5:** Opportunities for Fresh Graduates

The figure indicates that within the female respondents, there were no instances of strong disagreement or strong agreement regarding the opportunities available for fresh graduates in the job sector. One female participant expressed disagreement; another adopted a neutral stance, while two others concurred with the proposition. Within the male participants, there existed both concurrences and divergences. Fifteen male respondents expressed agreement, three strongly agreed, four remained neutral, and five disagreed with regards to the opportunities available for recent graduates.

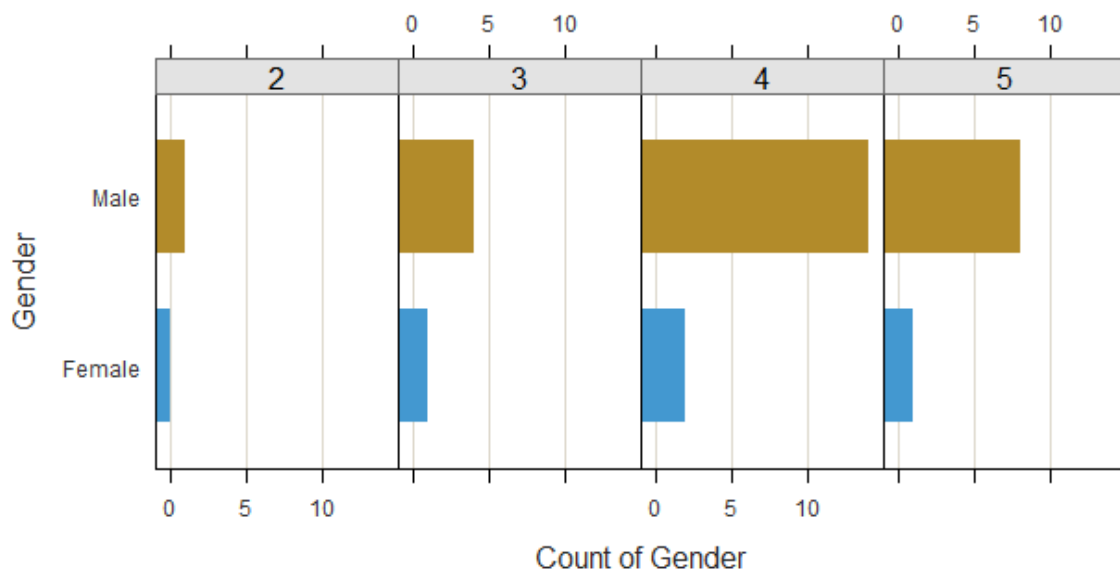
The aforementioned observation implies that there could be divergent perspectives and assessments regarding the employment prospects for recent graduates contingent upon gender, with males exhibiting a more extensive spectrum of opinions relative to their female counterparts. The data suggests that a greater proportion of male participants exhibited concurrence with the prospects available to recent graduates, whereas female participants displayed a more diverse array of viewpoints, encompassing dissent, impartiality, and concurrence.

Finally, the survey results show that participants have a variety of viewpoints on the availability of work possibilities for recent graduates in the labor sector. The causes for these opposing viewpoints could be due to a variety of circumstances. One cause could be the impact of personal experiences and backgrounds. Individuals may have had diverse experiences with the labor market and may have varying impressions of the options

accessible to recent grads based on their personal experiences or observations. Furthermore, participants' perceptions on career prospects for recent graduates can be influenced by economic conditions and job market changes. Economic development, industry demand, and market competitiveness can all impact participants' views of job opportunities and influence their opinions. To address these varied perceptions, stakeholders such as politicians and businesses must establish an atmosphere that encourages equitable opportunities for recent graduates of all genders.

#### 4.8.6. Job Production

The figure 4.8.6 gives the information of job production. It provides the views of employers regarding job production in the job sector. Moreover, in the below figure, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree.



**Figure 4.8.6:** Job Production

The tabulated data reveals that within the female respondents, there were no instances of strong disagreement or strong agreement regarding the job sector's potential to generate additional employment opportunities. One female participant expressed a neutral stance, while two participants concurred and one participant strongly concurred with the statement. Within the male cohort of participants, there existed a range of opinions, with some expressing dissent while others concurred. Among the respondents, one male expressed

disagreement, four maintained a neutral stance, while fourteen agreed and eight strongly agreed with the capacity of the job sector to generate more employment opportunities.

The aforementioned observation implies that there could be divergent perspectives and assessments regarding the job market's potential to generate additional employment opportunities based on gender, with males exhibiting a more extensive spectrum of opinions in contrast to females. The data suggests that a significant proportion of male participants exhibited concurrence or a high degree of concurrence with the potential of the job sector to generate additional employment opportunities. Conversely, female participants displayed a more diverse array of viewpoints, encompassing neutrality as well as concurrence.

Finally, the survey results show that participants have differing viewpoints on the job sector's ability to provide extra job possibilities. Societal and cultural variables may also influence participants' opinions. Gender norms and expectations, as well as prevalent biases or preconceptions, may influence how people perceive the job sector's ability to produce new job opportunities. These factors may result in opposing perspectives among male and female participants. Furthermore, participants' occupations and industries may have an impact on their attitudes. Different industries may provide varying growth and job opportunities, resulting in varying perspectives among participants depending on their own professional experiences within their respective disciplines.

To address these varied viewpoints, policymakers, industry leaders, and stakeholders must focus on building a flourishing and inclusive labor market. This can be accomplished through efforts that promote economic growth, boost entrepreneurship, improve skill development programmes, and promote diversity and equal opportunity in hiring and promotion. It is possible to build a more fair and equitable employment market that benefits both male and female participants by addressing the underlying causes that contribute to diverse opinions.

## 4.9. Focus Group Discussion

A focus group discussion is conducted from employers. Their responses provide valuable information about the challenges faced by the job sector. From human resource depletion to lack of coordination, it is facing several challenges which are making it difficult for the job sector to produce employment opportunities for the youth.

### 4.9.1. Depletion of Human Resource:

Pakistan is currently encountering a challenging dilemma. From one perspective, the nation boasts a population of over 210 million individuals, ranking it as the fifth most populous country globally. However, the country is currently encountering significant challenges in recruiting highly qualified personnel, particularly within the public sector. This scenario exemplifies the conflict between quantity and quality, which engenders a range of socio-economic issues such as unemployment, law and order concerns, and a reduction in the number of skilled professionals (Masud, 2019). Moreover, the gap between the recruitment adds more to the injury. The recruitment gap resulting from the failure to maintain a consistent and on-going recruitment procedure has detrimental effects on organizations and the public sector. With retirements causing vacancies, the loss of experienced employees leads to a decline in institutional knowledge and expertise. This coupled with the increasing workload on existing employees, negatively impacts productivity and work quality. The delay in filling positions also disrupts project timelines and increases recruitment costs. Service quality may suffer, leading to public dissatisfaction and reputational damage. Additionally, succession planning becomes challenging, jeopardizing leadership transitions. Every year, it is critical to maintain a consistent and on-going recruitment procedure to replace empty jobs. As a result, this gap has a negative impact on activities and increases workload pressure.

As one of the participant said:

*“There was an eight-year lapse between the 2015 drive and the most recent drive in 2023. As a result, over this time period, a large number of employees have retired, cutting the workforce by around half. Sadly, not enough effort was made to reverse this deterioration.”*

Organizations should take a proactive effort to minimize the negative consequences of the recruiting gap. Establishing a well-defined recruiting plan that is aligned with predicted staffing needs, conducting frequent recruitment drives, utilizing technology and data analytics

for effective talent acquisition, and cultivating a good work culture that fosters employee well-being and growth are all part of this. Organizations may improve productivity, maintain service quality, develop talent, and assure long-term success by tackling the recruiting gap completely.

#### **4.9.2. Selection Criteria of Job Applicants:**

Candidates are evaluated on a wide range of characteristics. Before looking at a candidate's GPA, list of awards, or other academic credentials, it is important to evaluate their conceptual clarity and level of expertise in the field. The focus is on determining how well one knows a subject in great detail. The cumulative grade point average is not heavily considered. Moreover, candidates' behavior and attitude are also taken into account throughout the selection process. The applicant's intentions are also taken into account. Either they are only searching for a government position, or they have true motivation to contribute in the progress of the department. The applicant's competency in the area being interviewed for is of utmost importance. After that, their goals and academic achievement are taken into account. As one of the respondent said:

*“Even applicants who have obtained gold medals for their academic achievements have struggled to give appropriate answers to key issues. If someone has 3.9 CGPA, and he/she is not vocal, then his/her CGPA is of no use.”*

The department places a premium on students' ability to grasp both the academic foundations and practical implications of their studies. It has come to light that even candidates with top academic credentials have trouble answering basic interview questions to their satisfaction. Their confusion and inability to grasp fundamental ideas becomes clear. In contrast, ideal applicants will show not just excellent knowledge of the field, but also keen insight into its potential. People who have deep expertise in their field and a vision for the future are highly valued by the department. Moreover, Knowledge application, good communication skills, adaptability, problem-solving abilities, enthusiasm, and alignment with organizational goals are all important. Employers prefer individuals who can demonstrate practical abilities, critical thinking, and a vision for the future in addition to academic achievement. Organizations want to discover employees who can successfully use their knowledge, cooperate with others, adapt to change, and contribute to the organization's success by measuring these abilities.

### **4.9.3. Education System and Curriculum Updates:**

According to the interview panel's views, universities are underperforming in terms of modernizing their educational curricula and information. Despite the creation of new disciplines and departments, current disciplines and departments have not been updated as needed. In contrast, the job sector has been adjusting to changing times by creating appropriate skills and providing employees with training to fit with current trends. The employment market is constantly updating its knowledge base in response to worldwide advancements and improvements. Unfortunately, universities have failed to prioritize this aspect, resulting in a failing system. Because of the emphasis on quantity, degrees have been awarded without adequate consideration of the students' performance, resulting in a decline in quality. As one of the respondent said:

*I recently visited a university that has an enrollment of approximately 66,000 students. When we inquired about the teachers, we discovered that they were quite overburdened due to a shortage of teachers in comparison to the number of students. When a teacher is so overburdened that he cannot give attention to his pupils, his class, or even his research, he is unable to do his job.*

Two major variables contribute to the decline in quality. First, there has been an exponential expansion in the number of universities, followed by an increase in student enrolment, resulting in an unfavorable student-to-teacher ratio. Budgetary constraints compound the dilemma, with a restricted number of teachers accessible due to Higher Education Commission (HEC) financial limitations. The HEC must address this issue by establishing limitations on the amount of students that a teacher can supervise. Such methods have the potential to improve educational quality.

Universities are under fire for failing to modernize their educational courses and address the deterioration in educational quality. They have failed to keep up with changing industry expectations, resulting in a skills gap between graduates and industry needs. Out-dated teaching techniques, a lack of practical experience, and a lack of emphasis on research all contribute to the deterioration. The exponential growth of universities without equivalent increases in faculty and budgetary restrictions has resulted in unfavorable student-to-teacher ratios, hurting student attention and education quality. Universities must update their curricula, incorporate practical training, embrace new teaching techniques, prioritize research, engage in faculty development, and implement quality assurance procedures to

address the situation. Collaboration between universities, industry, and regulatory agencies is critical to addressing these difficulties and ensuring that graduates have the skills and knowledge required for employment success.

#### **4.9.4. Budget Constraints:**

One of the most significant obstacles is the restraint created by budgetary constraints. Budgetary constraints and political interference can contribute to brain drain, where highly skilled individuals seek opportunities abroad due to better prospects and resources. The lack of support and inadequate financial backing may compel talented individuals to leave the country in search of better-funded research and career opportunities. This further exacerbates the shortage of qualified professionals and impedes the growth and development of the organization. Furthermore, political influence and involvement pose considerable barriers to accommodating worthy and qualified applicants. The requirement to accept three candidates with political backing complicates the process of accommodating a single deserving candidate.

*“To recruit one eligible and deserving candidate, I have to recruit two to three candidates who have political connections.”*

As a result, even if it is conceivable to accommodate meritorious individuals, the capacity to do so becomes questionable. Insufficient allocation of funds by the government towards the economy has been identified as a significant determinant of youth unemployment in developing nations such as Pakistan (Fakih et al., 2020). The most major obstacle is insufficient funding and a limited budget, which has a direct influence on research production and contributes to a loss in technical manpower. Due to fiscal restrictions, the organization confronts challenges in employing new employees. To solve these challenges, governments must prioritize investment in education, research, and development. To guarantee that qualified candidates are given equitable opportunity, adequate financing, clear recruiting processes, and merit-based selection standards should be implemented. Furthermore, strong norms and policies must be put in place to avoid political involvement and to create a fair and inclusive recruiting system. Organizations can recruit and keep exceptional employees, stimulate innovation, and contribute to social development by tackling these difficulties.

#### **4.9.5. Coordination Gap between Education Sector and Job Sector:**

One of the job sector’s primary issues is a lack of coordination. For example, there has been a strong emphasis on certain areas, which has resulted in the neglect of other sectors. To



overcome this difficulty, a concerted national effort is required, in which the sorts of persons to be admitted are selected and linked with the requirements of various disciplines. There is now a disparity between universities and job opportunities, resulting in students attaining those degrees that do not have a matching demand in the labor market. This lack of coordination and connectivity across various organizations and research institutes is a key impediment to finding the proper people and establishing the department's direction. The level of skills possessed by recent graduates and their relevance to job market requirements are a source of dissatisfaction among employers in Pakistan. The inadequate alignment between the skills possessed by the workforce and the requirements of the industry is a primary factor contributing to the suboptimal competitiveness of the industrial sector in Pakistan. (Mirza et al., 2014) assert that the demographic composition of Pakistan is predominantly youthful, which presents a potential avenue for either advantageous or disadvantageous outcomes in terms of fostering comprehensive and enduring economic expansion. The key determinant of the outcome is contingent upon the judicious design and execution of policies aimed at cultivating the requisite competencies that align with the demands of the labor market. It is critical to close this coordination gap in order to provide a streamlined and effective workforce development process. As one of the respondent said:

*“The foundation of our department was based on a disease.in 1970s; a disease attacked on wheat, created epidemic like situation in Pakistan, not a single grain of wheat was produced in the country. As a result, Pakistan had to import 100% wheat from foreign countries. Consequently, this department was created and since then that type of situation never occurred.”*

The country confronts several obstacles in coordinating efforts across various sectors, needing a holistic approach. Establishing a solid relationship between universities and workforce requirements is critical, allowing institutions to predict the number of inductions necessary in various areas. Moreover, youth are getting more educated, yet there aren't enough jobs available, particularly in cities. Due to a lack of job creation, educated young face significant unemployment rates. Efforts must be implemented to link education and employment in order to sustain a densely populated country (Korpela, 2017). This relationship should continue from student induction through their eventual work placements, bridging the coordination gap that now exists across the countries many institutions and organizations. This coordination can help to mitigate the challenges faced by the country.

#### **4.10. The Disparity between the Source and the Sink**

Many Pakistani employees are not really satisfied with the compatibility between their university education and the requirements of the job market. They frequently discover that the skills and knowledge gained through their education are not directly applicable to their positions of employment. Moreover, a substantial proportion of Pakistani employees report low job satisfaction. This may be the result of a perceived mismatch between their educational culture and job responsibilities. Employees frequently believe their jobs do not correspond well with their educational credentials. Many disagree or strongly disagree that their current jobs are appropriate with their level of education. Furthermore, Employees are concerned about the workforce's ability to manage the workload. Many disagree or are neutral, indicating potential planning and allocation flaws in the workforce. There is a prevalent belief among employees that opportunities for recent graduates are insufficient. Significant numbers disagree or vehemently disagree that there are sufficient job openings for recent graduates.

Employers frequently find that recent graduates lack the necessary practical skills and knowledge for their positions. There is a disparity between university-acquired theoretical knowledge and practical job requirement. Employers observe that employees whose education does not align with their job duties tend to be dissatisfied, resulting in decreased productivity and engagement. Moreover, employers face difficulties when employing candidates whose educational backgrounds are not relevant to the job roles. This necessitates additional training and adaptation time for employees, which impacts overall productivity. Employers struggle to manage assignments due to the misalignment of the workforce with the job sector's requirements. This can result in fatigue, decreased productivity, and potential project delays. Due to a disparity between the skills provided by educational institutions and the skills required by industries, it is difficult for employers to find qualified candidates for certain job positions.

In Pakistan, both employees and employers perceive a substantial mismatch between the education and job sectors. Employees frequently believe that their education has not adequately prepared them for their careers, resulting in job dissatisfaction and misalignment with their job responsibilities. Conversely, employers struggle to find candidates whose education matches the practical requirements of the position, resulting in the need for training and potential productivity issues. To close the disparity between theoretical knowledge and

practical skills, educational institutions and businesses must collaborate to ensure that graduates are better prepared for the demands of the job market.

## Chapter 5

### **Conclusion and Policy Recommendation:**

For many years, youth unemployment in Pakistan has been a major issue. Several reasons contribute to Pakistan's high young unemployment rate. To begin with, the country's fast population expansion has resulted in a significant number of young people joining the workforce each year, resulting in strong rivalry for limited employment possibilities. Furthermore, the education system frequently fails to provide young people with the requisite skills and qualifications expected by the labor market, resulting in a mismatch between the talents held by youth and the expectations of the job sector. The data analysis reveals numerous noteworthy insights. To begin, individuals working overseas are more dissatisfied with the level of counseling, training, and education offered by their educational institutions than those working in Pakistan. This highlights the need of improving education quality in Pakistan. Second, there are differences in participants' perceptions of the relevance of academic degrees to the work sector, with participants from foreign regions disagreeing more. Third, while participants in both Pakistan and other nations typically rate their sectors' resources and training favorably, there is a greater proportion of disagreement among Pakistani participants evaluating resource availability. Furthermore, participants in Pakistan show greater levels of job discontent and see an insufficient manpower in their job sectors to handle the burden. There is also dissatisfaction with job options for fresh grads. The study emphasizes the need of resolving these difficulties, as well as enhancing education-employment alignment and taking gender disparities in job satisfaction and worker views into account.

Brain drain, the phenomenon in which smart individuals seek opportunities elsewhere, must be reduced by building an environment that offers appealing possibilities and chances within the country. To do this, the country needs have a clear policy direction and a comprehensive strategy that tackles the entire system while also addressing social concerns inside society is critical for promoting growth. Recognizing young potential, efforts should be made to give opportunity and guidance. Rather than enabling them to travel overseas without putting their abilities to use, the youth should be steered into meaningful jobs. Neglecting the youth can result in social problems including unemployment, crime, and terrorism. It is critical to provide alternatives and to foster an atmosphere in which youths may develop and contribute productively. To promote the development of the nation, a cohesive national idea that transcends political and institutional rivalry should be fostered. A more cohesive and peaceful

society may be established by prioritizing the collective well-being of the country over individual interests. Human resource utilization is critical for attaining economic progress. To use the talents and abilities of the youthful people for the benefit of the nation, a comprehensive policy is required.

In Pakistan, the challenges posed by the mismatch between the education sector and the employment market are multifaceted and have far-reaching consequences. With a growing youth population and a swiftly changing employment landscape, it has become essential to bridge the gap between what educational institutions offer and what employers require. The following recommendations can help in addressing the identified gaps and nurturing a more harmonious relationship between education and employment.

#### **5.1. Promoting Collaboration between Industry and Education:**

There is a need to establish advisory boards composed of industry professionals to guide curriculum development and ensure alignment with the sector's practical requirements. Encourage collaboration between educational institutions and businesses through joint research projects, apprenticeships, and real-world projects. By integrating industry-relevant skills into the curriculum will help to enhance students' practical skills. It will help to remove the disparity between the education sector and job sector.

#### **5.2. Improving Practical Applicability:**

Regular revision of educational curricula to reflect new technologies and shifting industry demands is necessary. Implement apprenticeships, co-op programs, and practical training modules as required components of academic programs. Moreover, complement technical expertise with soft skills such as communication, problem resolution, and teamwork.

#### **5.3. Motivating Research and Development:**

Research is an integral part in creating solutions for many problems. Therefore, by encouraging funding the universities to conduct research, the solutions to actual challenges confronted by industries can be mitigated. There is need to foster an atmosphere that encourages innovation and encourages entrepreneurial endeavors.

#### **5.4. Reforms to Public Policy for Job Creation:**

Implement policies that reduce administrative barriers and create incentives for entrepreneurs and businesses to create a business-friendly environment. Moreover, by provide assistance and resources to small and medium-sized businesses (SMEs), the job growth can be fostered.

### **5.5. Continuous Learning and Skill Growth:**

By conducting seminars, online courses, and professional development programs, a culture of continuous learning can be developed. By establishing mechanisms for recognizing non-traditional educational pathways, such as online courses, and certifications can make the education gaining process easy.

### **5.6. International Cooperation for Skill Transfer:**

By Facilitate knowledge-sharing and skill repatriation from Pakistanis operating abroad can benefit the local job market. The phenomenon of brain gain can be adopted by create opportunities for international professionals to contribute to the local labor market through remote work, consulting, and mentoring.

### **5.7. Strategic Structural Reforms:**

Construction of a comprehensive framework of skills that defines industry-specific requirements and guides curriculum development is required. By promoting partnerships between educational institutions, businesses, and government entities, a successful implementation of reforms can be ensured. Establishment of mechanisms for employers to provide continuous feedback to educational institutions on the changing requirements of the labor market can help to bridge the gap between education sector and job sector.

To conclude, in Pakistan, bridging the gap between the education and employment sectors necessitates a comprehensive and concerted effort from multiple stakeholders. The aforementioned recommendations address the complexity of the problems by emphasizing collaboration, relevance, innovation, policy reform, skill development, and global engagement. By implementing these recommendations, Pakistan can pave the way for a more aligned and prosperous future in which graduates are endowed with marketable skills and positively contribute to the nation's economic growth and development.

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## Appendix A

*Table 5: Employees Working in Pakistan*

<b>Employees Rating about different factors related to Educational Institutes and Job Sector</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Counseling (for job) by University</b>	21.10092	20.18349	22.93578	16.51376	19.26606
<b>University Education</b>	18.34862	24.77064	20.18349	18.34862	18.34862
<b>University Training</b>	25.68807	19.26606	11.00917	15.59633	28.44037
<b>Alignment b/w University Education and Job</b>	16.51376	20.18349	22.01835	20.18349	21.10092
<b>Job according to the Education</b>	17.43119	19.26606	18.34862	22.01835	22.93578
<b>Required skills for the job</b>	19.26606	19.26606	18.34862	19.26606	23.85321
<b>Availability of job sector resources</b>	19.26606	18.34862	17.43119	19.26606	25.68807
<b>Job sector Resources</b>	23.85321	22.01835	18.34862	22.93578	12.84404
<b>Job satisfaction</b>	25.68807	23.85321	22.93578	13.76147	13.76147
<b>Workforce according to workload</b>	20.18349	22.93578	25.68807	16.51376	14.6789
<b>Opportunities for fresh graduates</b>	22.93578	29.3578	18.34862	16.51376	12.84404
<b>Job production by Job Sector</b>	23.85321	10.09174	22.01835	20.18349	23.85321
	<b>Very Poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>
<b>University Education</b>	15.59633	20.18349	26.6055	22.01835	15.59633
<b>University Training</b>	25.68807	17.43119	16.51376	21.10092	19.26606
<b>Job sector Training</b>	23.85321	20.18349	15.59633	20.18349	20.18349
<b>Job production in job sector</b>	27.52294	20.18349	11.92661	20.18349	20.18349

**Table 5.1:** Employees working in Pakistan based on Gender

<b>Alignment b/w University Education and Job sector Demand</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	6	4
<b>Disagree</b>	6	8
<b>Neutral</b>	18	10
<b>Agree</b>	21	23
<b>Strongly Agree</b>	6	7
<b>current job satisfaction</b>		
	<b>female</b>	<b>Male</b>
<b>Strongly Disagree</b>	4	2
<b>Disagree</b>	4	4
<b>Neutral</b>	17	6
<b>Agree</b>	21	30
<b>Strongly Agree</b>	11	10
<b>Job According to the Education</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	8	5
<b>Disagree</b>	13	8
<b>Neutral</b>	7	4
<b>Agree</b>	17	19
<b>Strongly Agree</b>	12	16
<b>Workforce According to the Workload</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	9	2
<b>Disagree</b>	13	18
<b>Neutral</b>	9	7
<b>Agree</b>	20	21
<b>Strongly Agree</b>	6	4

**Table 6:** Employees Working in Foreign Countries

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Counseling (for job) by University</b>	20	20	35	10	15
<b>University Education</b>	30	20	10	20	20
<b>University Training</b>	25	20	20	15	20
<b>Alignment b/w University Education and Job</b>	20	10	20	35	15
<b>Job according to the Education</b>	20	15	15	15	35
<b>Required skills for the job</b>	20	30	10	5	35
<b>Availability of job sector resources</b>	20	20	15	25	20
<b>Job sector Resources</b>	10	25	35	30	0
<b>Job satisfaction</b>	25	35	5	10	25
<b>Workforce according to workload</b>	15	15	30	20	20
<b>Opportunities for fresh graduates</b>	25	20	30	10	15
<b>Job production by Job Sector</b>	15	30	15	20	20
	<b>Very Poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>
<b>University Education</b>	20	20	25	10	25
<b>University Training</b>	10	20	25	30	15
<b>Job sector Training</b>	20	10	20	25	25
<b>Job production in job sector</b>	10	25	25	25	15

**Table 6.1:** Employees working in Foreign Countries based on Gender

<b>Alignment b/w University Education and Job sector Demand</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	2	2
<b>Disagree</b>	0	2
<b>Neutral</b>	0	4
<b>Agree</b>	1	6
<b>Strongly Agree</b>	2	1
<b>current job satisfaction</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	5
<b>Disagree</b>	1	6
<b>Neutral</b>	0	1
<b>Agree</b>	1	1
<b>Strongly Agree</b>	3	2
<b>Job According to the Education</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	1	3
<b>Disagree</b>	0	3
<b>Neutral</b>	0	3
<b>Agree</b>	2	1
<b>Strongly Agree</b>	2	5
<b>Workforce According to the Workload</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	0
<b>Disagree</b>	0	1
<b>Neutral</b>	2	3
<b>Agree</b>	2	10
<b>Strongly Agree</b>	1	1

**Table 7: Employers Responses**

<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Up to date Technology in job sector</b>	22.58065	19.35484	29.03226	12.90323	16.12903
<b>Employee's Education</b>	22.58065	22.58065	9.677419	9.677419	35.48387
<b>Employee's Skills</b>	16.12903	12.90323	19.35484	35.48387	16.12903
<b>Employee's Training</b>	25.80645	22.58065	16.12903	9.677419	25.80645
<b>Opportunities for fresh graduates</b>	25.80645	16.12903	22.58065	16.12903	19.35484
<b>Fresh graduates employment</b>	16.12903	29.03226	12.90323	22.58065	19.35484
<b>Job Production</b>	12.90323	25.80645	22.58065	22.58065	16.12903
<b>Workforce according to workload</b>	22.58065	19.35484	29.03226	12.90323	16.12903
<b>Training of Employees before giving work</b>	25.80645	19.35484	12.90323	16.12903	25.80645
	<b>Very Poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>
<b>Job Sector Resources</b>	25.80645	19.35484	12.90323	16.12903	25.80645
<b>Job Sector Technology</b>	19.35484	22.58065	29.03226	16.12903	12.90323
<b>Employee's Education</b>	16.12903	29.03226	19.35484	12.90323	22.58065
<b>Employee's Training</b>	32.25806	19.35484	3.225806	12.90323	32.25806
<b>Job Production</b>	16.12903	16.12903	25.80645	32.25806	9.677419

*Table 7.1:* Employers Responses based on Gender

<b>Up-to-date Technology of job sector</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	2
<b>Disagree</b>	2	7
<b>Neutral</b>	0	2
<b>Agree</b>	2	13
<b>Strongly Agree</b>	0	3
<b>Employees according to the workload</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	7
<b>Disagree</b>	1	5
<b>Neutral</b>	0	9
<b>Agree</b>	1	3
<b>Strongly Agree</b>	2	3
<b>training of employees before giving them work</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	8
<b>Disagree</b>	0	6
<b>Neutral</b>	1	3
<b>Agree</b>	1	4
<b>Strongly Agree</b>	2	6
<b>Employees Education</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	0
<b>Disagree</b>	0	4
<b>Neutral</b>	2	4
<b>Agree</b>	2	17
<b>Strongly Agree</b>	0	2
<b>Opportunities for fresh graduates in your job sector</b>		
	<b>Female</b>	<b>Male</b>

<b>Strongly Disagree</b>	0	0
<b>Disagree</b>	1	5
<b>Neutral</b>	1	4
<b>Agree</b>	2	15
<b>Strongly Agree</b>	0	3
<b>Job sector capability of producing more jobs</b>		
	<b>Female</b>	<b>Male</b>
<b>Strongly Disagree</b>	0	0
<b>Disagree</b>	0	1
<b>Neutral</b>	1	4
<b>Agree</b>	2	14
<b>Strongly Agree</b>	1	8



## **Appendix B**

### **Questionnaire for Employees Working in Pakistan and Foreign Countries**

**1. Qualification:**

- a) BSc/BA (14 years)
- b) BS (Hons)/BBA/MSc (16 years)
- c) MPhil/MS (Hons)
- d) PhD
- e) Other

**2. Gender:**

- a) Male
- b) Female
- c) Other

**3. Age:**

- a) 18-35
- b) 36-50
- c) 51-65

**4. What is your current status of employment?**

- a. Employed
- b. Unemployed

**5. Is this your first job?**

- a) Yes
- b) No

**6. Were you employed in the past?**

- a. Yes
- b. No

**7. Are you working in Pakistan?**

- a) Yes
- b) No

If Pakistan, then:

**8. Do you want to move to a foreign country?**

- a) Yes
- b) No

If yes, then:

**9. If you move to a foreign country, what would be the reason?**

- a) Better employment opportunity
- b) Better work environment
- c) Innovative job sectors
- d) Better Wages
- e) Other \_\_\_\_\_

If working in or for foreign country, then:

**10. Which level of education have you attained from Pakistan?**

- a. BSc/BA (14 years)
- b. BS/MSc (16 years)
- c. MPhil/MS
- d. PhD
- e. Other

**11. Did you get the job on the basis of the degree, which you have attained in Pakistan?**

- a. Yes
- b. No

**12. Have you done any internship before or after passing out from your university/institute?**

- a. Yes
- b. No

**13. Was that internship helpful for you to get the job?**

- a) Yes
- b) No

**Please mark the answers for following question (Questions related to university/institute)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	1	2	3	4	5
<b>14.</b> Did your university or institute provide you any counseling or help in order to get a job?					
<b>15.</b> Do you think your university or institution equipped you with the required skills or training?	1	2	3	4	5
<b>16.</b> What you have learned in university or institute is also in demand in the job sector?	1	2	3	4	5
<b>17.</b> Do you think your university/institute has equipped you with up-to-date knowledge?	1	2	3	4	5

**Please mark the answers for following questions (Questions related to job sector)**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>18.</b> Are you satisfied with your current job?	1	2	3	4	5
<b>19.</b> Do you think your job is according to your education?					
<b>20.</b> Did you have the required skills when you get this job?					
<b>21.</b> Do you think your working place or industry has resources on which you have got the training?					
<b>22.</b> Do you think your job sector can employ fresh graduates?					
<b>23.</b> Do you think your job sector has enough workforces according to the workload?					
<b>24.</b> Do you think your job sector or industries are equipped with up to date resources?					
<b>25.</b> Do you think our job sector or industries are producing enough jobs?					

**Kindly give your rating for the following questions:**

	<b>Very poor</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>
<b>26.</b> How do you rate your university or institute in terms of education?					
<b>27.</b> How do you rate your university or institute in terms of skills and training?					
<b>28.</b> How do you rate your job sector or industry in terms of training?					
<b>29.</b> How do you rate your job sector or industry in terms of producing more jobs?					

**30.** If you leave this job, do you think you will be able to get a new job?

- a) Yes
- b) No
- c) Maybe

## Questionnaire for Employers

### 1. Qualification

- f) BSc/BA (14 years)
- g) BS/MSc (16 years)
- h) MPhil/MS
- i) PhD
- a. Other

### 2. Gender:

- d) Male
- e) Female
- f) Other

### 3. Age:

- d) 18-35
- e) 36-50
- f) 51-65
- g) 65 +

**Please mark the answers for following question**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4. Do you have enough employees according to the workload?					
5. Do you have to train your employees before giving them work	1	2	3	4	5
6. Does your job sector have up to date					

technology and resources?					
7. Do you think your workforce has the required skills and education before joining the job?					
8. Are there more opportunities for fresh graduates in your job sector?					
9. Are you satisfied with your employee's education?					
10. Are you satisfied with your employee's training?					
11. Do you think your job sector or industry is able to employ fresh graduates?					
12. Do you think your job sector or industry is capable of producing more jobs?					

**Kindly give your rating for the following questions:**

	<b>Very</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very</b>
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	<b>poor</b>				<b>Good</b>
13. How do you rate your employees in terms of education?	1	2	3	4	5
14. How do you rate your employees in terms of skills and training?					
15. How do you rate your job sector or industry, in terms of resources?					
16. How do you rate your job sector or industry, in terms of technology?					
17. How do you rate your job sector or industry in terms of producing more jobs?					

### **Focused Group Discussion Questions**

1. How has your job sector evolved over the past years?
2. What skills and qualities do you look for in job applicants?
3. How do you stay up-to-date with changes and developments in your job sector?
4. What are some of the biggest challenges facing your job sector currently?
5. What can be done to produce more jobs for fresh graduates?
6. How can the coherence be created between the education sector and job sector?



