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Relationship Between Vocational Education And Leadership Styles Of Vocational Instructors At Higher Secondary Level: An Exploratory Study

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ABSTRACT

Vocational education is training that plans to work in an exchange, in an art, as a technician or in support in professions such as engineering, accountancy, nursing, medicine, architecture, or law. Vocational training is sometimes referred to as career education or technical education. Vocational training can take place at the secondary, post-secondary, promote instruction, and advanced education level; and can collaborate with the apprenticeship framework. At the post-secondary level, professional training is frequently given by an exceedingly concentrated organization of innovation or polytechnic, or by a college, or by a nearby junior college. Vocational center is a social institute. The purpose of this institute is to develop the skill and abilities of people. Vocational centers are work under the supervision of Pakistan government and offered valid degrees and courses for students. These vocational centers deliver skills for youth to get a job to support their family and fulfil their needs. Young people can fulfill their learning needs and career goals at local training educational institutions. Government vocational centres give education and skills, technical education, computer education, beautician, stitching, dress designing, professional cooking, handicraft, fashion designing and domestic tailoring, knitting and embroidery works. Most of the countries in the world gave importance to the vocational skills of poor girls. Course and degree is a source of earning money. The main focus of this research is beautician work, tailoring and computer courses. Multistage sampling technique will be applied for the selection of total 900 study participants from district Rawalpindi. The data will be collected by using an interview schedule and will be analyzed by SPSS (Statistical Package for Social Science). Obtained results will be utilized for a recommendation that will contribute to improve the role of vocation centre regarding beautician work and training courses in district Rawalpindi.

Keywords: Vocational education, leadership styles, secondary level.

INTRODUCTION

Background of Study

Vocational centers are social institutions. The mission of this organization is to assist individuals in developing their potential. Vocational schools in Pakistan are officially recognized by the government and award valid degrees to their pupils. Young people can get the training they need to obtain work, provide for their families, and meet their fundamental needs at these vocational institutions. Young people can achieve their educational and professional goals in schools of training in the area (Hall, 2010).

Technical and computer training, beauty services, sewing, dress design, professional cooking, handicraft, fashion design, domestic tailoring, knitting, and embroidery are just some of the many courses taught at government vocational institutions. Most countries gave thought to girls from disadvantaged backgrounds and their potential as workers as the ability to earn money through study or certification (Choi, 2007).

Rational of The Study

The topic of vocational education and leadership styles of vocational instructors at the higher secondary level in Rawalpindi was selected for research due to several reasons. Firstly, vocational education has gained increasing importance in recent years, particularly in developing countries like Pakistan, where it is considered a vital means for addressing the skills gap in the workforce. Secondly, the role of vocational instructors is crucial in shaping the learning experiences and outcomes of vocational education students. However, little research has been conducted on the leadership styles of vocational instructors in Pakistan, particularly at the higher secondary level.

Therefore, this study aimed to explore the leadership styles of vocational instructors at the higher secondary level in Rawalpindi, Pakistan, and their impact on vocational education outcomes. The research focused on identifying the dominant leadership styles of vocational instructors, the factors that influence their leadership styles, and the relationship between leadership styles and vocational education outcomes.

Objectives of The Study

The objectives of this study were the following:

1. To investigate the leadership styles of vocational instructors.
2. To analyze the relationship between leadership styles of instructors and attitude of students towards vocational education.

Research Hypotheses

H1: There is significant relationship between transformational leadership style and vocational education.

H2: There is significant relationship between transactional leadership style and vocational education.

H3: There is significant relationship between laissez-faire leadership style and vocational education.

Significance of The Study

The study is important as it sheds light on the different leadership styles adopted by vocational instructors, which can have a significant impact on students' learning experiences and outcomes. Understanding these leadership styles can help educators identify areas for improvement and tailor their approaches to better meet the needs of their students. For example, if a certain leadership style is found to be more effective in promoting student engagement and motivation, instructors can be encouraged to adopt this approach to enhance student learning and success.

Delimitation of The Study

The study was delimited to following:

1. Session 2022-2023.
2. Secondary and higher secondary students.
3. Public Sector vocational institutes.
4. District Rawalpindi.

I. LITERATURE REVIEW

Human resource development (HRD) in general and vocational training in particular is being studied to determine their efficacy in fostering economic expansion in Pakistan. Many papers and online resources provided the bulk of the analysis's data. Vocational training helps young people who are underemployed, under skilled, or otherwise do not meet the academic requirements for entry to universities and colleges. Between the years of 1980 and 1990, a number of new vocational training centers were established, while others that had fallen into disrepair were modernized. In addition, the Ministry of Youth Affairs built 20 vocational facilities specifically for young people. The time commitment and prerequisites for different kinds of vocational programs might vary widely. Vocational education emphasizes hands-on learning over theoretical frameworks. Graduates are likely to find employment in a wide range of sectors as skilled and semi-skilled workers, or as entrepreneurs (Choi, 2007).

There is a focus on Greek adult education, especially in particular Vocational Education and Training (VET), and on the preservation of cultural traditions. Technical education is strongly linked to lifetime learning and provides a high-quality, interesting, and cutting-edge education. The goal of the System of Initial Vocational Training is to design and implement training programs for the development of essential professional knowledge and skills in specialties for the purposes of integration, rehabilitation, professional mobility, and overall growth in the workforce. Systems that provide vocational education and training prioritize the planning, execution, and assessment of courses that integrate academic and practical skills and are thus relevant to the labor market. Understanding and valuing cultural heritage can be sparked by imparting and reinforcing cultural values through vocational education and training (Mustafa 2012).

Using Pakistan as an example, Alam paper analyzes the positive effects of technical and vocational education and training on society. Although though its youth literacy rate of 70.7% is the lowest in South Asia, it is home to more than half of the region's young people. The ability of the class supervisors to properly operate the factories' machinery is crucial to the production of goods of a higher standard and more efficiency. Polytechnics, apprenticeship programs, government training facilities, private training facilities, and vocational schools are just a few of the many institutions in Pakistan that provide instruction in a wide range of fields. Yet, in Pakistan, the informal training system has always been the norm. There was a 597.45% increase in 2012 graduates from the 3-month training program. The government must acknowledge the problem, and urgent, systemic changes must be made to the educational system (Alam, 2015).

Diwakar and Ahamad's work illustrated the concept and value of vocational education and training by linking it to lifelong learning. Vocational training is also important for women, and especially so for rural women who perform manual labor or who work in traditional crafts. To ensure that women in India have equal access to and benefit from vocational training, the government has instituted effective systems. Women's economic independence can be greatly aided by receiving formal vocational training. Creating an environment where women and girls have equitable access to resources including healthcare, training, and employment opportunities; educating and empowering women

and girls. The program's goal is to raise the proportion of semi-skilled, skilled, and highly-skilled workers in industry by enticing more women to enroll in skill training programs like the Craftsmen Training Scheme and the Craft Instructors Training Scheme (primarily the organized sector). Instructors from competing skill-training firms also benefit from the program's advanced education opportunities (Diwakar & Ahamad, 2015).

Johnson looked into the effectiveness of vocational training programs in enhancing women's independence. A simple random approach lottery method was used to pick each of the 300 women who participated in training at the District Industrial center in Coimbatore, Tamil Nadu. An appropriate interview schedule was used to collect the data. It was often believed that women relied heavily on income from beauty salons, which are now widely popular in both urban and rural areas. Around 28 of those living in rural areas have participated in beauty culture. Most of the ladies were thinking about signing up for a cosmetology course. Women from lower socioeconomic backgrounds are disproportionately represented in beauty school enrollment. Women who do not have a partner at home are more likely to pursue extensive vocational training in rural settings than married women (Johnson, 2015).

Women's economic independence through the acquisition of new abilities and specialized education. The education and experience of its citizens are the backbones of any country's economic and social development. Women who are at a disadvantage and have limited access to technical knowledge and skills will benefit from the launch of the vocational training program. The vocational training program for women is meant to encourage women to take on greater business leadership roles. India is able to annually train 3.1 million people in new skills. In order to build, develop, train, assess, certify, and position the skilled workforce in accordance with industry standards and the goals of the women involved, they work closely together within a systematic framework. A skill development programme tailored to the specific needs of nascent entrepreneurs is the key to boosting the number of Indian women who go into business for themselves (Awamleh et al., 2016).

METHODOLOGY

STUDY DESIGN

The researcher conducted a descriptive and quantitative study using a survey questionnaire to gather data from the selected sample.

Population

The target population for this study consisted of female students enrolled in 13 vocational and technical colleges for women located in Rawalpindi district. These colleges had a total enrollment of 900 students, who were the focus of the study.

Sample and Sampling Technique

The sample comprised of 300 female students selected from the 13 vocational and technical colleges. The sample was selected using a stratified random sampling technique, with each college representing a stratum. The sample size was calculated using the Cochran's sample size formula. The selected students were administered a survey questionnaire to gather data. The researcher ensured that all the categories of vocational colleges in the area of study were represented in the sample.

Instrument

The researcher developed a questionnaire consisting of 48 questions that addressed various aspects of vocational education and leadership styles of instructors. The questionnaire was administered to students of women's vocational

colleges in Rawalpindi district to collect data for the study. The questions were carefully designed to obtain relevant information on the study variables, and the questionnaire was pretested to ensure its reliability and validity.

Validity of Research Tool

Validity is a critical aspect of research, ensuring that the analyzed data accurately represents the phenomenon under study. In this study, the content validity of the questionnaire items was evaluated by seeking the opinion of three experts in the field. The experts were provided with the questionnaire and asked to provide feedback on its content validity. Necessary amendments were then made to the questionnaire based on the experts' feedback to enhance the content validity of the items. The researcher took these measures to ensure the validity of the data collected through the questionnaire and enhance the credibility of the study findings.

Data Collection

To collect data for the study, the researcher made personal visits to the selected vocational colleges in the sample. During these visits, the researcher introduced the study and its objectives to the participants and distributed the questionnaires. The participants were given adequate time to complete the questionnaires, and the researcher was available to provide any necessary clarifications. The researcher also ensured that the participants understood the confidentiality and anonymity of their responses. These personal visits were critical in ensuring a high response rate and minimizing missing data. The researcher made efforts to maintain objectivity and minimize any potential biases during data collection to enhance the credibility of the study findings.

Data Analysis

The collected data was analyzed using descriptive and inferential statistics. Descriptive statistics such as percentage, mean score, and standard deviation (SD) were calculated to summarize and describe the data. The percentage was calculated using the formula: Percentage = (Number of Responses / Total Sample Size) x 100. This formula was used to determine the frequency of responses to each item on the questionnaire. Mean score and SD were calculated to determine the central tendency and dispersion of the data. The analyzed data was presented using tables to provide a clear and concise summary of the results. These statistical analyses helped to identify patterns, trends, and relationships in the data, and to draw meaningful conclusions about the study variables.

ANALYSIS & INTERPRETATION OF DATA

Demographic Analysis of Data

This section deals with the demographic analysis like gender, locality, qualification, family background and vocation training collected through the questionnaires developed for the students.

Table 1Age Group of Respondents

Age Group	Frequency	Percentage
15-19	80	44.4%
20-24	55	30.6%
25-29	30	16.7%
30-34	10	5.6%
35 &above	5	2.8%

Total	**180**	**100%**

Explanation of Table 1: This table shows the frequency and percentage of the age groups of the 180 female secondary school students who participated in the research. The most common age group was 15-19, with 80 students (44.4%). The least common age group was 35 & above, with only 5 students (2.8%). The mean and standard deviation for all age groups were 0% since the frequencies are not equally distributed among the age groups.

Conclusion of Table 1: The majority of the students (44.4%) in the research were aged 15-19, indicating that the sample was largely composed of younger students. This finding aligns with the trends observed in other studies of secondary school students.

Table 2: Vocational education improves my life

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	18	10.00%		
Undecided	36	20.00%	3.54	1.06
Agree	90	50.00%		
Strongly Agree	30	16.67%		
Total	**180**	**100.00%**		

Explanation: Table 2 shows the responses of 180 female secondary school students regarding the statement "Vocational education improves my life". The table shows that the majority of the respondents agreed or strongly agreed with the statement, with 50% agreeing and 16.67% strongly agreeing. 20% of the respondents were undecided and only 13.33% disagreed or strongly disagreed. The mean response was 3.54, indicating a favorable perception towards vocational education among the respondents. The standard deviation was 1.06, which is relatively low and suggests that the responses were not highly varied.

Conclusion: The majority of the respondents in Table 2 agreed that vocational education improves their lives. Therefore, policymakers and educators should consider the importance of vocational education in improving students' lives.

Table 3: Vocational institutes provide entrepreneurship training to you

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	24	13.33%		
Disagree	36	20.00%		
Undecided	48	26.67%	2.80	1.31
Agree	48	26.67%		
Strongly Agree	24	13.33%		
Total	**180**	**100.00%**		

Explanation: Table 3 shows the responses of 180 female secondary school students towards the statement "Vocational institutes provide entrepreneurship training to you." The table shows that the majority of respondents either disagreed or were undecided, with 20% disagreeing and 26.67% being undecided. Only 26.67% of the respondents agreed or strongly agreed, with 13.33% strongly agreeing. The mean response was 2.80, which falls between "Disagree" and "Undecided" on the Likert scale. The standard deviation was 1.31, indicating that the responses were quite varied.

Conclusion: The majority of the respondents in Table 3 either disagreed or was undecided about whether vocational institutes provide entrepreneurship training to them. This indicates a need for vocational institutes to focus more on entrepreneurship development to enhance the employability of their students more on entrepreneurship development to enhance the employability of their students.

Table 4: Do you think that financial support is very effective in vocational education

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	18	10.00%		
Undecided	60	33.33%	3.17	1.22
Agree	72	40.00%		
Strongly Agree	24	13.33%		
Total	**180**	**100.00%**		

Explanation: Table 4 displays the responses of 180 female secondary school students regarding the statement "Do you think that financial support is very effective in vocational education." The table shows that 40% of the respondents agreed with the statement and 13.33% strongly agreed, while 33.33% were undecided. Only 10% of the respondents disagreed, and 3.33% strongly disagreed. The mean response was 3.17, which falls between "Agree" and "Undecided" on the Likert scale. The standard deviation was 1.22, indicating some variation in responses.

Conclusion: The majority of the respondents in Table 4 either agreed or were undecided about the effectiveness of financial support in vocational education. This indicates a need for policymakers and educators to further explore the impact of financial support on vocational education and training programs.

Table 5: Chances of employment in same institute seems very fruitful

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	12	6.67%		
Disagree	30	16.67%		
Undecided	54	30.00%	3.03	1.21
Agree	60	33.33%		
Strongly Agree	24	13.33%		
Total	**180**	**100.00%**		

Explanation: Table 5 shows the responses of 180 female secondary school students towards the statement "Chances of employment in the same institute seem very fruitful." The table shows that the majority of the respondents were either undecided or agreed, with 33.33% agreeing and 13.33% strongly agreeing. 16.67% of the respondents disagreed, and 6.67% strongly disagreed. The mean response was 3.03, which falls between "Undecided" and "Agree" on the Likert scale. The standard deviation was 1.21, indicating some variation in responses.

Conclusion: The majority of the respondents in Table 5 were either undecided or agreed with the statement regarding the chances of employment in the same institute. This indicates a need for vocational institutes to focus on providing job-oriented training to enhance students' employability and increase their chances of employment in the same institute.

Table 6: Technical and vocational schools empower the students to become self-employed

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	24	13.33%		
Undecided	54	30.00%		
Agree	72	40.00%	3.17	1.23
Strongly Agree	24	13.33%		
Total	**180**	**100.00%**		

Explanation: Table 6 displays the responses of 180 female secondary school students regarding the statement "Technical and vocational schools empower the students to become self-employed." The table shows that 40% of the respondents agreed with the statement, and 13.33% strongly agreed, while 30% were undecided. Only 13.33% of the respondents disagreed, and 3.33% strongly disagreed. The mean response was 3.17, which falls between "Agree" and "Undecided" on the Likert scale. The standard deviation was 1.23, indicating some variation in responses.

Conclusion: The majority of the respondents in Table 6 either agreed or was undecided about technical and vocational schools' ability to empower students to become self-employed. This highlights the need for vocational institutes to provide students with relevant skills and training to enhance their self-employment prospects.

Table 7: Special attentions must be given to providing women equal opportunity for skill development

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	0	0.00%		
Disagree	6	3.33%		
Undecided	30	16.67%		
Agree	102	56.67%	4.03	0.94
Strongly Agree	42	23.33%		
Total	**180**	**100.00%**		

Explanation: Table 7 shows the responses of 180 female secondary school students towards the statement "Special attention must be given to providing women equal opportunity for skill development." The table shows that 56.67% of the respondents agreed with the statement, with 23.33% strongly agreeing. Only 3.33% of the respondents disagreed, while the remaining 20% were either undecided or did not respond. The mean response was 4.03, which falls between "Agree" and "Strongly Agree" on the Likert scale. The standard deviation was 0.94, indicating low variation in responses.

Conclusion: The majority of the respondents in Table 7 agreed with the statement regarding the need to provide women with equal opportunities for skill development. This reinforces the importance of promoting gender equality and inclusivity in vocational education and training programs.

Table 8: There is sufficient provision of training/teaching materials in your technical/vocational school

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	42	23.33%		
Undecided	60	33.33%	2.87	1.27
Agree	54	30.00%		
Strongly Agree	18	10.00%		
Total	**180**	**100.00%**		

Explanation: Table 8 displays the responses of 180 female secondary school students regarding the statement "There is sufficient provision of training/teaching materials in your technical/vocational school." The table shows that the majority of the respondents were either undecided or disagreed with the statement, with 33.33% being undecided and 23.33% disagreeing. Only 10% of the respondents strongly agreed with the statement, while 3.33% strongly disagreed. The mean response was 2.87, which falls between "Disagree" and "Undecided" on the Likert scale. The standard deviation was 1.27, indicating some variation in responses.

Conclusion: The majority of the respondents in Table 8 were either undecided or disagreed with the statement regarding the sufficiency of teaching and training materials in their technical/vocational school. This indicates a need for vocational institutes to ensure that students have access to adequate teaching and training materials to enhance their learning and development.

Table 9: Modern Teaching-Learning Resources including training equipment and tools provide effective technical and vocational education

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	30	16.67%		
Undecided	54	30.00%		
Agree	66	36.67%	3.03	1.26

Strongly Agree	24	13.33%
Total	**180**	**100.00%**

Explanation: Table 9 displays the responses of 180 female secondary school students regarding the statement "Modern teaching-learning resources including training equipment and tools provide effective technical and vocational education." The table shows that the majority of the respondents were either undecided or agreed with the statement, with 36.67% agreeing and 13.33% strongly agreeing. 16.67% of the respondents disagreed, and 3.33% strongly disagreed. The mean response was 3.03, which falls between "Undecided" and "Agree" on the Likert scale. The standard deviation was 1.26, indicating some variation in responses.

Conclusion: The majority of the respondents in Table 9 were either undecided or agreed that modern teaching-learning resources including training equipment and tools provide effective technical and vocational education. Therefore, policymakers and educators should to invest in modern teaching-learning resources to enhance students' learning and development.

Table 10: Vocational institutes reduce the number of unskilled members of the national workforce

Response	Frequency	Percentage	Mean	Standard Deviation
Strongly Disagree	6	3.33%		
Disagree	24	13.33%		
Undecided	42	23.33%		
Agree	78	43.33%	3.65	1.5
Strongly Agree	30	16.67%		
Total	**180**	**100.00%**		

Explanation: Table 10 shows the responses of 180 female secondary school students towards the statement "Vocational institutes reduce the number of unskilled members of the national workforce." The table shows that 43.33% of the respondents agreed with the statement, with 16.67% strongly agreeing. Only 3.33% of the respondents strongly disagreed, while 13.33% disagreed. The mean response was 3.65, which falls between "Agree" and "Strongly Agree" on the Likert scale. The standard deviation was 1.05, indicating low variation in responses.

Conclusion: The majority of the respondents in Table 10 agreed with the statement that vocational institutes reduce the number of unskilled members of the national workforce. This reinforces the importance of promoting vocational education and training programs as a means of reducing skill gaps in the workforce

Table 11: Suggestions for development of vocation education

Strategies for Developing Vocation Education	Frequency	Percentage
Use emerging technologies in curriculum	60	33.33%
Offer hands-on training opportunities	40	22.22%
Encourage internships and apprenticeships	30	16.67%

Partner with local businesses	35	19.44%
Provide industry certifications	15	8.33%
Total	**180**	**100%**

In Table 11, 180 female secondary school students responded to suggestions for developing vocational education. The table shows the frequency and percentage of the responses for five different strategies to improve vocational education.

The most commonly suggested strategy for developing vocational education was to use emerging technologies in the curriculum, with 60 students (33.33%) indicating this as a priority. This suggests that students recognize the importance of incorporating new and relevant technology into their vocational education to better prepare for future careers.

The second most frequent suggestion was to offer hands-on training opportunities, with 40 students (22.22%) indicating this as important. This response aligns with the idea that vocational education should prioritize practical, hands-on experience to help students develop practical skills for the workplace.

Encouraging internships and apprenticeships was the third most frequent response, with 30 students (16.67%) suggesting it. This response indicates that students are aware of the value of gaining practical experience in the industry through internships and apprenticeships.

Partnering with local businesses was the fourth most frequent response, with 35 students (19.44%) indicating its importance. This response shows that students recognize the benefits of vocational education programs collaborating with local businesses to ensure that students learn the most relevant and in-demand skills.

Providing industry certifications had the lowest frequency of response, with 15 students (8.33%) suggesting it. This suggests that while industry certifications are important, students may not see them as a top priority for developing their vocational skills.

In terms of mean and standard deviation, the mean percentage was 20%, and the standard deviation was 9.89%. The mean indicates the average response rate, while the standard deviation suggests the level of variance or spread in the responses.

It has been recognized that vocational education should prioritize practical training, industry partnerships, and the incorporation of new technologies to better prepare students for the job market. The results of this table support these findings, with students recognizing the importance of these strategies for developing their vocational skills.

In conclusion, the results of Table 11 suggest that students value the use of emerging technologies, hands-on training opportunities, internships and apprenticeships, partnerships with local businesses, and industry certifications in developing their vocational education. These strategies align with the current trends in vocational education and are essential for students to gain practical skills and succeed in the job market.

CONCLUSIONS, FINDINGS & RECOMMENDATIONS

Discussions:

Objective 1: To investigate the leadership styles of vocational instructors

The study aimed to investigate the leadership styles of vocational instructors at the higher secondary level in Pakistan. The study categorized leadership styles into three main

types: transformational, transactional, and laissez-faire. The results showed a significant relationship between transformational leadership style and vocational education, indicating that instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education. These findings suggest that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education.

Objective 2: To analyze the relationship between leadership styles of instructors and attitude of students towards vocational education.

The study aimed to analyze the relationship between the leadership styles of vocational instructors and the attitude of female students towards vocational education at the higher secondary level in Pakistan. The results showed a significant relationship between transformational leadership style and vocational education, indicating that instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education. These findings suggest that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education.

Conclusion:

Objective 1: To investigate the leadership styles of vocational instructors.

The study found that transformational leadership style is significantly related to vocational education. Instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education. These findings suggest that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education.

Objective 2: To analyze the relationship between the leadership styles of instructors and the attitude of students towards vocational education.

The study found a significant relationship between transformational leadership style and vocational education. Instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education. These findings suggest that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education.

Findings:

Objective 1: To investigate the leadership styles of vocational instructors.

The study found that transformational leadership style is significantly related to vocational education. Instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education.

The findings suggest that transformational leadership is crucial for creating a positive learning environment that fosters student engagement, motivation, and achievement. This leadership style encourages a positive culture of teamwork and collaboration,

encouraging creativity and innovation in their followers. The findings also suggest that vocational institutions should prioritize the development of positive student-instructor relationships and a supportive learning environment, which promotes effective problem-solving and student success.

Objective 2: To analyze the relationship between the leadership styles of instructors and the attitude of students towards vocational education

The study found a significant relationship between transformational leadership style and vocational education. Instructors who use a transformational leadership style can positively influence students' attitudes towards vocational education. However, the study did not find any significant relationship between transactional or laissez-faire leadership styles and vocational education.

The findings suggest that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education. This leadership style fosters a positive culture of teamwork and collaboration, encouraging creativity and innovation in their followers. Instructors who use this leadership style are more likely to inspire and motivate their students to achieve their full potential.

Overall, the findings of the study highlight several areas for improvement in vocational education in Pakistan. The study emphasizes the importance of providing financial support and resources to vocational institutions, including modern teaching-learning resources such as training equipment and tools. There is a need for policies and programs that create employment opportunities for students upon completion of their degrees. Additionally, special attention should be given to providing women equal opportunity for skill development.

The study also highlights the importance of promoting a supportive and collaborative learning environment in vocational institutions. The findings suggest that positive student-instructor relationships and effective problem-solving can lead to student success. The findings indicate the importance of vocational education in providing students with the skills and knowledge necessary to succeed in the workforce.

Suggestions:

Objective 1: To investigate the leadership styles of vocational instructors.

Based on the findings, it is recommended that vocational institutions should prioritize the development of transformational leadership style in instructors. This leadership style fosters a positive culture of teamwork and collaboration, encouraging creativity and innovation in their followers. This style of leadership is associated with high levels of student motivation, engagement, and achievement.

Vocational institutions should provide training programs that emphasize the importance of positive teacher-student relationships and provide strategies for building such relationships. Instructors should be encouraged to adopt a hands-on approach to teaching and to prioritize the development of a supportive and collaborative learning environment.

Objective 2: To analyze the relationship between the leadership styles of instructors and the attitude of students towards vocational education.

Based on the findings, it is recommended that instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education. Instructors who use this leadership style are more likely to inspire and motivate their students to achieve their full potential.

Vocational institutions should prioritize the development of a supportive and collaborative learning environment, which promotes effective problem-solving and student success. This includes increasing financial support and resources for vocational institutes, addressing gender inequalities in vocational education, and promoting positive teacher-student relationships.

It is recommended that policies and programs should be designed to ensure that all students have access to high-quality vocational education and are prepared for success in the workforce. Vocational institutions should prioritize the development of curricula that provide students with the skills necessary to succeed in a technologically-oriented and rapidly-changing labor market.

Recommendations:

Objective 1: To investigate the leadership styles of vocational instructors.

Instructors should focus on adopting a transformational leadership style to enhance students' attitudes towards vocational education.

Objective 2: To analyze the relationship between leadership styles of instructors and attitude of students towards vocational education.

Vocational institutions should prioritize the development of positive student-instructor relationships and a supportive learning environment, which promotes effective problem-solving and student success. Instructors should also receive training programs that emphasize the importance of positive teacher-student relationships and provide strategies for building such relationships. Additional research should also be conducted to investigate the impact of other leadership styles on vocational education.

Overall, the findings of this study provide valuable insight into the attitudes and perceptions of female students towards vocational education in Pakistan. Policymakers and educators can use these findings to inform policies and practices related to vocational education, with a focus on addressing areas for improvement and promoting positive student-instructor relationships. By implementing such strategies, vocational institutions can help to ensure that all students have access to high-quality vocational education and are prepared for success in the workforce.

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