



## The Relationships of Schools Conditions and their Impact on Economic Growth

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### Abstract

*The purpose of my research is to measure the relationship between school conditions and economic growth in the Republic of Kosovo. The research was conducted with vocational high schools during the period 2020–2021. The research was conducted through a closed-ended questionnaire of students and teachers of vocational schools in Kosovo, while the data were analyzed through the Statistical Package for the Social Sciences (SPSS) program (version 25). Descriptive analysis, Alpha Cronbach's reliability test, and normality analysis were first performed by Kolmogorov Smirnov and Shapiro Wilk. The results are presented in descriptive form through frequency and percentage, while the verification of hypotheses is performed through Spearman Correlation. I Can conclude that Kosovo is progressing well in terms of the implementation of vocational education, thus providing a link between vocational education and practice in business or economic development. The research was conducted over two years, during the time of the pandemic, and can be considered as a barrier to investment in school conditions. The research was conducted through questionnaires that I administered, and the data are relevant to the research issue. Research is of great importance in improving the school conditions of vocational high schools in the Republic of Kosovo.*

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## 1. Introduction

According to Tucker, the difference between countries' economic growth lies in the quality of education existing in different regions (Tucker, 2019). Education is then defined as the foundation of human capital; to the World Bank report, 56% of the world's children will be more than the workforce if they are in excellent health and educated. Education aids in increasing the amount of human capital in the labor force, consequentially increasing labor productivity. Further, Miao et al. denote those innovations and technological advancements are the fundamental principles of driving economic growth (Miao, Fang, Sun, & Luo, 2017). Quality education enables different stakeholders to understand the needed skills that align with the population needed to drive the economy's growth; explains that the gap between developing and developed countries comes in terms of the quality of education invested within the region (Goczek, Witkowska, & Witkowski, 2021). The integration of quality of education in terms of skills alignment and elimination of inequalities that might limit individuals' access to services has been attributed to developing and emerging countries re-strategizing their development goals to include quality of education in terms of skills alignment and elimination of inequalities that might limit individuals' access to services.

Policymakers need to improve education; management and system qualities ensure that teachers have the required resources and skills to usher in their students with reliable skills to thrive through the maker needs (Tucker, 2019). According to Goczek et al. (2021), education plays a critical role in accelerating the process of passage between pre-scientific to a scientific mode of thinking (Goczek et al., 2021). The improvements have had the unintended consequence of enhancing the population's intellect scores. Employees with creative-critical thinking skills, which are vital in knowledge-based economies, have resulted. Knowledge-based economies are characterized by a fast-changing environment that creates a demand for employees who are always learning.

Education of high quality develops scholars who are eager to acquire new concepts, allowing them to achieve better levels of workability and thereby enhancing economic production.

Velez-Calle et al. (2020) explain that the market is adjusting toward being technological-dependent and the school's commitment to aligning their students towards this determines their future economic growth (Velez-Calle et al., 2020). Countries like Singapore, Japan, Korea, and China realize this factor has made them commit to investing in quality education (Urata, 2019). These variables have allowed the workforce to become more competitive, resulting in increased productivity and Gross Domestic Product (GDP). Technology has been the foundation for building learning pathways in various countries.

Developments in social societies in recent years have faced economic and social society, I contribute to the adaptation and reform of education and vocational school. Based on the national strategies of societies to determine the purpose of education in current performance, are the capacity of the system for the last grade, which is what focuses on strategies to change the student body in school (Daley & Mott, 2000). The findings on economic growth provide us with assessments of the effects of some government policies that have been applied in the context of the development of vocational secondary education. Vocational secondary education is considered to have the potential to increase the human capital of the workforce, which means that it can improve labor productivity growth as well as higher levels of economic growth. It is said to be able to create a class of educated executives to fill vacancies in government services, public corporations, domestic and foreign private businesses, and professions. This is only one side of the scale that enables a sustainable economic and social development of a country (Jin, 2009).

The purpose of the research is to measure the relationship between school conditions and economic growth in the Republic of Kosovo. Through a range of research in vocational high schools, I have included in the research teachers and students of vocational schools, which provided us with a very accurate approach to the development of vocational education in Kosovo.

### 1.1. Research Questions

- What is the relationship between the general conditions of education and economic growth in Kosovo?
- What are the links between school conditions and student assessment?
- What is the level of application of practical work by students of vocational schools?
- What is the effect of Years of school, School enrolment (% gross), and Employment ratio on GDP in Balkan countries?

## 2. Research Methodology

The research belongs to the quantitative and qualitative type, where exactly the empirical data on previous research are treated in the context of the relationship between school conditions and impetus in economic development, the impact of secondary vocational education on economic development, and the importance of vocational secondary education.

Sample: data were conducted with high school teachers and students of vocational high schools throughout Kosovo, during the period 2020-2021. The questionnaire was structured in the form that contained demographic data, data on school conditions, school practice, communication, evaluation, methodology used, and business practice.

Results: Data were analyzed through the SPSS program (version 25), while for the analysis of demographic-descriptive data statistical parameters of frequency and percentage were used, and research questions were verified through correlation analysis.

$$\text{Spearman Correlation: } \rho = 1 - \frac{6\sum d_i^2}{n(n^2-1)}$$

### 2.1. Normality Test

The normality test will be performed through the application of the Kolmogorov Smirnov and Shapiro Wilk test, which aims to measure the distribution of data whether they are normal or abnormal.

*Kolmogorov Smirnov formula:*  $T = \sup_x |F_n^*(x) - F_n(x)|$

*Shapiro Wilk formula:*  $W = \frac{(\sum_{i=1}^n a_i x_{(i)})^2}{(\sum_{i=1}^n (x_{(i)} - \bar{x})^2)}$

### 2.2. Reliability Test

Through the reliability test, we validate the data, thus enabling further processing of the data.

$$\text{Alpha Cronbach's } \alpha = \frac{N_c}{v + (N - 1)c}$$

The scientific impact of research: research is of great importance in improving the educational conditions of vocational high schools in the Republic of Kosovo.

Scientific limitation: data were collected during the pandemic, which is a negative factor in the normal development of vocational education, given that vocational schools conduct practical work in the field, and during this time the possibility of school practice has been limited.

### **3. Literature Review**

Nowadays vocational education is defined as a form of engagement in pursuing education to become up-to-date in the knowledge and skills of one's profession (Wiegand, 1999). Even on a theoretical and practical basis, continuing professional education is considered to be fragmented and identified with their professions and not with the field of adult education (Mercana & Sezerb, 2014) or human resource development. This has been recognized by adult educators as an important field of study and practice since the 1960s. It is said that adult education graduation programs, teach students effective practice as facilitators, program planners, and administrators (Cervero, 2001).

The author Cervero had estimated that about 25% of the workforce claimed membership in a profession, which from this assessment could only have increased over the years (Cervero, 2001). Also, more professionals become corporate employees, thus it has become an important phenomenon in many jobs making it the responsibility of practitioners. The author Cervero shows that in recent decades, the amount offered in the workplace has increased more than any other type of education (Cervero, 2001). Cost-benefit analysis and return on investment are terms that are increasingly being used by HRD to support training as a sound investment in human capital (Jasper & Tonette, 2006). Human capital has also attracted the attention of researchers and practitioners outside the field of economics as it is increasingly seen as the "profit lever of a knowledge economy" (Fitz-enz, 2002). It is clearly stated that without a workforce that is constantly increasing its knowledge and skills, organizations cannot remain competitive.

Studies show average growth rates and average investment-to-GDP ratios over three different decades, which appear in periods like 1965-75, 1975-85, and 1985-95. In a sense, this long-term context is data-driven, as many of the determinants of the variables considered, such as school achievement and fertility, are measured at best at five-year intervals. Other analyzes present test results internationally comparable, which are available for even fewer years. The low-frequency context is said to agree with the basic theories of growth, which do not attempt to explain short-term business fluctuations. Based on these theories, the exact response time - for example, the rate of economic growth to a change in a public institution - is not specified as clearly as the long-term response. Therefore, it is argued that applying theories to annual or other high-frequency observations would complicate measurement errors in the data by highlighting relationship-time-related errors (Hassan & Cooray, 2013).

Researchers like Jalil explain that the Vocational Education factor included in the basic regression system is one that was previously found to have considerable explanatory power for economic growth. They say that vocational education has values at the beginning of each period of the average years of school attainment at the upper levels (middle and upper) for men 25 years and older. There are also subsequent analyzes that have considered some alternative measurements of the quantity and quality of education: primary school achievement, female achievement, and results in comparable international examinations. This analysis also evaluates health status measurements, another dimension of human capital, as determinants of growth and investment (Jalil & Idrees, 2013).

After many years an author like Jin presents research that had fully utilized its superior geographical position, special policy support, foreign trade advantage, and other favorable factors to create its brilliant achievement. However, some people ignore the effect of education on boosting economic growth, especially the contribution of investment in education to economic development (Jin, 2009). Based on the research of the author's Van Loo and Rocco, show that in the theory of endogenous growth, education promotes innovation, and knowledge of new technologies and products, thus contributing to economic growth (Van Loo & Rocco, 2004)

In vocational secondary education, according to Fitzenz's research, the relationship between investment in education and economic growth is widely presented in the existing literature. The author shows that investing in education and other aspects can accelerate economic growth in the 1960 Declaration of Human Capital Investments (Fitz-enz, 2002). found that the rate of education contributes to the annual growth of national income (2.93%) from waste analysis and found that education contributed 35% in the United States, which noted that education contributes to large economic growth (Barro & Lee, 1997), (Cervero, 2001). The authors Cervero (2001) they had managed to find that there is a positive correlation between investments in public education and economic growth. On the other hand, a group of scientists led by Collins, estimated the contribution of per capita education to per capita growth among the seven Asian countries, finding that the contribution of investment in education to economic growth was 9.7% in South Korea from 1984 to 1994. It can be concluded that education is an important factor affecting economic growth (Liping et al, 2019).

Authors Daley and Mott (2000) also showed that although education spending hurts economic growth in the short run, it plays a positive role in the long run. Research conducted by Hanushek and Woessmann (2020) also assessed the contribution of investment in education to Sri Lanka's economic growth during the period 1959-to 2008, showing that the impact of education is assessed through a measure of quality regulated human

capital and return on investment. in education. are positive. but significantly lower than those found for other emerging economies (Lv, Yu, Gong, Wu, & Xu, 2017). The authors Hanushek and Woessmann (2020) found that a positive relationship between education spending and economic growth was found in the Turkish economy during the period 1970-to 2012. A greater distribution of resources for investment in education can make the economy more dynamic. There are various research methods in the literature on the impact of education on economic growth. Regarding the Granger cointegration and causality test, (Jalil & Idrees, 2013) examined the hypothesis of growth-driven improvements in the education sector and found that public spending on Granger education causes economic growth.

The authors Lanz, Dietz, and Swanson (2018) showed that vocational education has a significant effect on Greece's economic growth, as this effect still exists when we consider time delays. On the other hand, the authors (Qadri & Waheed, 2014) used a macroeconomic model to detect changes in educational expenditures that affect production by increasing productivity and the principles of multiplier acceleration. The authors Pink-Harper (2015) explained that public education has had a positive effect on promoting sustainable economic growth in the eastern region from 2005-to 2011 in China, while the gap in public education in the central and western regions is narrowing. Authors like Jalil and Idrees (2013) also used two-stage nonlinear instrumental models to assess the level and effects of education growth on economic growth in Pakistan from 1960 to 2010 and showed that it has a positive effect on different levels of education, education in economics, growth. Lanz et al. (2018) examined the impact of investment in education and Research and development (R&D) on regional economic growth by developing a log-linear Cobb-Douglas regional production function in South Korea.

Notably, low-school dropout is a positive indicator of the quality of education, which then implies a positive effect on the growth of the productive labor productive market (Haapanen & Böckerman, 2017). The market productivity is accelerated by the availability of skills needed for the market to align with the current needs. Chmielewski uses the scheme that a more educated person is receptive to new information, implying the achievement of high-quality workers since they align themselves with skills that enable the utilization of unknown but better means of production (518). Educated people learn new information faster. However, the ability to achieve the scheme is by ensuring that the dropout rate is kept at a minimal level to ensure that enrollment and advancement of individuals from primary to secondary school to higher education have been established; Manstead explains that the problem facing many poor regions is the inability of students to finish their basic education (269). Chmielewski, the case showed that low enrollment in secondary schools and higher institutions resulted in poverty (530). Liang and Yang (2019) show evidence of the relationship between demand for education attainment and economic growth (7). From the studies, countries such as South Korea and the United States have higher education attainment provoked by increased funding for the education systems, which has led to higher GDP levels (Chmielewski, 2019).

Haapanen and Böckerman (2017) showed that individuals with postsecondary education within the OECD countries had a higher probability of receiving 20% more income than the population with secondary education (2017). At the same time, primary education earns 30% less than those with postsecondary education. The gap widens with countries depending on the market and economic development level. However, quality of education issues determines individuals' resilience and commitment towards finishing the education level that they are within a particular region. Manstead (2018) explains that the cycle of poverty among people from low social class continues to exist since the poor quality of education determines the student's perception of schools (269). Schools in racially and socially or minority group regions have inadequate access to education resources, which inhibits students from achieving higher performance. Diamond establishes a relationship between poor performance and a high dropout rate (Diamond, Dickstein, McQuade, & Persson, 2018). Higher performance motivates students to continue studying, increasing their chances of enrolling in the next level. Inability to access quality education creates a hostile environment in terms of teachers' attitudes and physical environment, which might be a barrier to students' commitment to schools. The student's lack of a conducive environment not only causes psychological stress but also inhibits their motivation to go to school (Okeke & Mtyuda, 2017). The process yields a high dropout rate, which is then attributed to a high number of unskilled laborers in the market. World Bank described unskilled laborers as not having higher unemployment rates but also creating a huge size of the informal sector. Economic growth is measured in the income generated per head within a country. High informal employment size and unemployment rates attribute to lower economic growth.

Park and Holloway's (2017) interview showed that children from private schools had a higher chance of transitioning and enrolling in the next education rate than in public schools (10). The gap between the two schools' systems is in terms of quality of education. Even though private school makes parents incur extra education costs, the advantage derived from lower chances of their children becoming unskilled creates commitment and motivation towards incurring the cost. Teachers from private schools are committed to enhancing an environment for their students to thrive through their education despite their performance levels.

Policymakers need to improve education; management and system qualities ensure that teachers have the required resources and skills to usher in their students with reliable skills to thrive through the maker needs (Tucker, 2019). According to Goczek et al. (2021), education plays a critical role in accelerating the process of passage between pre-scientific to a scientific mode of thinking (3). The changes have trickled down to the probable effect of improving the population's intelligence results. It has yielded employees equipped with creative-critical thinking skills crucial for knowledge-based economies. The knowledge-based economies are

characterized by a rapidly developing environment that creates a demand for continuous life-learning employees. Quality of education produces scholars ready to learn new concepts, enabling the achievement of higher workability levels, thus increasing productivity in the economy.

Velez-Calle et al. (2020) explain that the market is adjusting toward being technological-dependent and the school's commitment to aligning their student's towards this determines their future economic growth (pp 4). Countries like Singapore, Japan, Korea, and China realize this factor has made them commit to investing in quality education (Urata, 2019). These factors have enabled the workforce to become highly competitive, yielding higher productivity and increasing GDP levels. In these countries, technology has become the basis for establishing learning pathways.

#### 4. Results from Kosovo and Analysis

Results show the opinion of teachers and students from high school in Kosovo.

##### 4.1. Description Statistics

The first part of the questionnaire addressed questions about the conditions of schools in schools, and the same questions were asked to teachers and students. The results show that in terms of space in schools for the development of theoretical and practical learning, we understand that it is relatively spacious, and there is not much security for teachers, but such a situation is also for students.

##### a. School Conditions

In the table below (Table 1), the issue of school conditions is addressed, based on the opinion of students and teachers. In the table below (Table 1), the school space that affects theoretical and practical development, safety aspects, the application of technology during teaching work, and the level of application of this technology are precisely addressed. Both the teachers and the students presented their opinion on what they believed to be true.

Table 1. School conditions evaluation through the opinion of teachers and students.

School conditions - teachers' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
School provides sample space for the development and theoretical and practical learning.	0	0.0%	59	19.7%	82	27.3%	67	22.3%	92	30.7%
School provides high security for students and teachers.	48	16.0%	6	2.0%	109	36.3%	25	8.3%	112	37.3%
The lessons offered by us can be practiced through information technology.	15	5.0%	20	6.7%	67	22.3%	89	29.7%	109	36.3%
Practical work is offered in each subject.	46	15.3%	106	35.3%	48	16.0%	58	19.3%	42	14.0%
The technology used in the classrooms is sufficient for all students	64	21.3%	55	18.3%	76	25.3%	71	23.7%	34	11.3%
School conditions- students' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
In school, there is enough space for the development of theoretical and practical teaching	21	4.2%	18	3.6%	4	0.8%	262	52.4%	195	39.0%
School offers high security for me during internships	0	0.0%	10	2.0%	43	8.6%	251	50.2%	196	39.2%
The lessons we learn can also be practiced through information technology	0	0.0%	31	6.2%	83	16.6%	309	61.8%	77	15.4%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
The technology used in the classrooms is sufficient for all students	73	14.6%	45	9.0%	10	2.0%	246	49.2%	126	25.2%

According to the above results (Table 1), teachers and students have expressed their compliance with the conditions offered in schools, which can be practiced to some extent in school through information technology, this is a very positive aspect, but which is not offered in any subject or subject area, and it is not possible for every student to practice or use technology, as evidenced by teachers and students. They are also satisfied with the school space, there is a good level of technology practice in lessons, and this offers a real opportunity to

develop study programs. There is room for a wider level of technology application, thus enabling application in each subject, but this requires time and high investments.

*b. School Practice*

In the following part (Table 2), the aspect of school practice is addressed, focusing on school laboratories and the level of application in each subject, their practice, then the level of technological equipment in classrooms, the level of effects of technology application in the classroom among students, where the opinion of teachers and students was measured.

Table 2. School practice is shown as per teachers' and students' opinions.

School practice- teachers' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
	146	48.7%	43	14.3%	36	12.0%	39	13.0%	36	12.0%
The school has laboratories for each subject.	94	31.3%	77	25.7%	42	14.0%	34	11.3%	53	17.7%
The taught units are practiced in the school laboratory, exactly of the subject in question.	166	55.3%	36	12.0%	54	18.0%	10	3.3%	34	11.3%
The classroom is equipped with information technology equipment such as projectors, computers, and other equipment.	19	6.3%	38	12.7%	48	16.0%	136	45.3%	59	19.7%
Practical lessons in school enable students to be prepared for their internship in business.	58	19.3%	91	30.3%	64	21.3%	64	21.3%	23	7.7%
School practice- students' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
In each subject, I can develop school practice	181	36.2%	0	0.0%	10	2.0%	181	36.2%	128	25.6%
I practice the taught units in the school laboratory, exactly the subject in question	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
In each subject, I can develop school practice	100	20.0%	8	1.6%	83	16.6%	120	24.0%	189	37.8%
Practical lessons in school enable me to be prepared for internships in business	75	15.0%	107	21.4%	10	2.0%	181	36.2%	127	25.4%

Based on the above results (Table 2), we see that we have addressed the forms of school practice, where teachers and students generally have the same opinion. In this aspect, regarding the possession of school laboratories, it is said that we have a bad situation in this aspect and normally the possibility of practicing teaching in the laboratory is impossible when they have difficulties, but if we look at the results it turns out that even though they are, the practice. not performed in laboratories. It is understood that the classrooms do not have information technology equipment such as projectors, computers, or other technological equipment or have a very small percentage of them. They agree that lessons learned through practical work enable students to be better prepared, but this is not possible in most schools.

*c. Communication with Students and Teachers*

In this part, the issue of communication between teachers and students has been addressed (Table 3), where I have precisely presented the opinion of teachers and students regarding the fact that mutual requirements are considered, the closeness of students to their teachers, forms of communication as well as the level of the climate of communication and cooperation in the classroom, between teachers and students.

The results (Table 3) show the level of communication between both sides, teachers, and students, where we see that in general, we have genuine communication between students and teachers despite the bad conditions of the school. Namely, we see that students are satisfied with their teachers in terms of their requirements, but this level of satisfaction is not in terms of school practice, while communication with them is commendable. A level of satisfaction has also been expressed by the teachers, who unanimously say that communication is good, but there are no opportunities for practical work in the classroom in terms of practicing the teaching units.

Table 3. Terms and forms of communications as per teachers' and students' opinions.

Communication- teachers' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
My requests are taken seriously by the students.	15	5.0%	0	0.0%	53	17.7%	125	41.7%	107	35.7%
Students respond comprehensively to my requests.	15	5.0%	0	0.0%	50	16.7%	104	34.7%	131	43.7%
Students are close to teachers in terms of learning.	15	5.0%	0	0.0%	44	14.7%	110	36.7%	131	43.7%
I communicate with students about learning units and provide information outside of those offered by the books.	15	5.0%	0	0.0%	5	1.7%	40	13.3%	240	80.0%
A culture of exchange and cooperation with students prevails in our classroom.	15	5.0%	0	0.0%	35	11.7%	80	26.7%	170	56.7%
Communication - students' opinions	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
My requests are taken seriously by teachers	12	2.4%	0	0.0%	125	25.0%	260	52.0%	103	20.6%
Teachers respond understandingly to my requests.	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
Teachers are close to students in terms of learning	0	0.0%	125	25.0%	12	2.4%	153	30.6%	210	42.0%
I communicate with teachers about learning units and get information in and out of the lesson.	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
A culture of exchange and collaboration with teachers prevails in our classroom	0	0.0%	0	0.0%	125	25.0%	272	54.4%	103	20.6%

d. Assessment

In the following part (Table 4) the aspect of assessment by the teachers has been addressed, where for this issue I have analyzed the opinion of both sides, teachers and students, where it has been addressed whether their assessment is based on the students' skills that they acquire during practice or theory, if there is a connection between the use of their knowledge in practice and the achievement of objectives, as well as the connection with the theoretical aspects.

Table 4. Evaluation format and teacher and student satisfaction.

Assessment - teachers' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
Assessment is based on the skills of students that they acquire during the internship.	15	5.0%	10	3.3%	87	29.0%	129	43.0%	59	19.7%
Assessment is based on students' skills that they acquire during theoretical.	15	5.0%	0	0.0%	74	24.7%	116	38.7%	95	31.7%
Assessment is based on students' abilities in the use of information technology equipment.	17	5.7%	31	10.3%	128	42.7%	38	12.7%	86	28.7%
Assessment is based on the skills of the students they acquire.	15	5.0%	15	5.0%	26	8.7%	42	14.0%	202	67.3%
Student assessment is based on theoretical and practical learning conditions.	15	5.0%	0	0.0%	22	7.3%	95	31.7%	168	56.0%
Assessment - students' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
Assessment by teachers represents my theoretical skills	125	25.0%	0	0.0%	12	2.4%	167	33.4%	196	39.2%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
Assessment by teachers accurately measures my skills	0	0.0%	0	0.0%	185	37.0%	119	23.8%	196	39.2%
Assessment by teachers is based on practical and theoretical teaching conditions	0	0.0%	0	0.0%	197	39.4%	0	0.0%	303	60.6%

The above results (Table 4) show that the evaluation is considered not based on practical work, something which is not at all positive for systematic work, then in most cases this evaluation is based on theoretical work due to the lack of facilities and laboratories, which has negative effects on the achievement of objectives and skills, and there is said to be a lack of information technology equipment in the classroom, especially in core subjects.

*e. The Methodology Used in the Classroom*

In the following part (Table 5) the opinion of teachers and students is presented in the framework of the evaluation of the teaching methodology, the aspect of using information technology tools in teaching, giving important information to students if the methodology is adapted to the conditions of the development of innovation, compatibility with educational practice and business, as well as whether the teaching units enable the success of students during the practice in businesses.

**Table 5.** Applied methodology and satisfaction according to teachers and students.

Methodology- teachers' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
I used information technology tools or equipment during each lesson.	38	12.7%	19	6.3%	65	21.7%	77	25.7%	101	33.7%
I give students new information all the time.	15	5.0%	0	0.0%	2	0.7%	98	32.7%	185	61.7%
The methodology used in schools creates the conditions for the development of innovations.	15	5.0%	32	10.7%	84	28.0%	86	28.7%	83	27.7%
The lessons I offer are consistent with the practice that students carry out in businesses or public organizations.	15	5.0%	2	0.7%	17	5.7%	92	30.7%	174	58.0%
Teaching units and internships provide students with opportunities to be successful during internships in businesses or public organizations.	15	5.0%	0	0.0%	11	3.7%	150	50.0%	124	41.3%
Methodology- students' opinion	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
Teachers give us new information all the time	0	0.0%	125	25.0%	115	23.0%	153	30.6%	107	21.4%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
Learning units and school internships offer me the opportunity to do internships in business successfully	125	25.0%	0	0.0%	163	32.6%	12	2.4%	200	40.0%

In the above results (Table 5), we understand that the aspect of the methodology is very important for achieving learning goals and objectives, which is also shown by the answers of teachers and students. It is said that in the methodology used in teaching, we have stagnation as the teachers say that they are not very satisfied with the application of different forms in teaching, due to the conditions of the school, while the students testify that such a situation is current. This represents a negative aspect at the level of assessment and practical work, which should be well planned in methodological terms.

*f. Internships in Businesses and Institutions - Business / Economic Development*

In the following results (Table 6) the results of the cooperation between the institutions and the school are presented, based on the opinion of the teachers and students, the aspect of the organization of practice in contracting businesses or public organizations, practice, and forms of practice, has been precisely addressed. safety conditions and the benefits that students can achieve.

The above results (Table 6) show that the practice in schools and businesses is not very satisfactory, which shows that we have a fundamental problem with the implementation of the teaching plan, since the teaching practice is one of the main parts of achieving the students' skills. Even despite a level of application, students' express dissatisfaction with the offered conditions of teaching practice.



**Table 6.** The level of practice in businesses and the effects on economic development according to the opinion of teachers and students.

Internships in businesses and institutions/teachers	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
Internships outside the school are organized in contracted businesses or public organizations.	31	10.3%	39	13.0%	47	15.7%	47	15.7%	136	45.3%
During school practice, students practice the theoretical units learned.	15	5.0%	27	9.0%	60	20.0%	32	10.7%	166	55.3%
Businesses or public organizations where students do internships provide conditions and security for students and teachers.	43	14.3%	23	7.7%	86	28.7%	84	28.0%	64	21.3%
The skills that students acquire during their internship in businesses or public organizations, enable them for their chosen profession.	23	7.7%	20	6.7%	63	21.0%	80	26.7%	114	38.0%
Internships in businesses or public organizations where students perform enable them to achieve the skills required by the job market.	23	7.7%	18	6.0%	47	15.7%	108	36.0%	104	34.7%
Internships in businesses and institutions/students	I do not agree at all		I do not agree		Neutral		I agree		I totally agree	
	N	%	N	%	N	%	N	%	N	%
I do my internship in businesses and public organizations in Kosovo	0	0.0%	304	60.8%	0	0.0%	196	39.2%	0	0.0%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%
The skills he acquires during the school internship will be enough to start working in the profession I have chosen	0	0.0%	278	55.6%	12	2.4%	103	20.6%	107	21.4%
In each subject, I can develop school practice	110	22.0%	0	0.0%	205	41.0%	117	23.4%	68	13.6%

**4.2. Reliability Test**

The following results (Table 7) represent the reliability test, which was performed to verify the validity of our data, and they turned out to be at the level of acceptability we say that the average of the questionnaire data with teachers is .891, while students have an average of 0.701. In this case, we say that we can proceed with the verification of hypotheses through econometric tests.

**Table 7.** Alpha Cronbach's reliability test for the sets of questions that were applied in the research.

Question Group - Teachers	Variable	Alpha Cronbach's
School conditions	5	0.832
School practice	5	0.882
Communication with students	5	0.937
Assessment	5	0.895
The methodology used in the classroom	5	0.861
Internships in businesses and institutions	5	0.939
Average reliability		0.891
Student question group	Variable	Alpha Cronbach's
School conditions	5	0.656
School practice	5	0.870
Communication with students	5	0.645
Assessment	5	0.619
The methodology used in the classroom	5	0.769
Internships in businesses and institutions	5	0.649
Average reliability		0.701

As we can see in the results above (Table 7) School conditions have reliability of 0.832, then School practice = 0.882, Communication with students = 0.937, Assessment has a reliability of 0.895, then The methodology used in the classroom = 0.861, Internships in business and institutions=0.939, with an overall average of 0.891,

a high level of reliability, while among students we see that School conditions have the reliability of 0.656, school practice has an average of 0.870, communication with students =0.645, then Assessment = 0.619, The methodology used in the classroom has an average of 0.769 and Internships in businesses and institutions has an average of 0.649 with an overall average of 0.701 which is moderately acceptable.

4.3. Normality Test

In the following table (Table 8) I presented the results of the normality test for the groups of questions that I applied during the hypothesis testing, through Kolmogorov Smirnov and Shapiro Wilk. The goal was to measure whether the data has a normal or non-normal distribution, which means we have a non-parametric distribution.

Table 8. Testing the distribution of data through Kolmogorov and Shapiro-Wilk.

Tests of Normality						
Teachers	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
School conditions	0.135	300	0.000	0.941	300	0.000
School practice	0.195	300	0.000	0.917	300	0.000
Communication with students	0.220	300	0.000	0.715	300	0.000
Assessment	0.195	300	0.000	0.828	300	0.000
The methodology used in the classroom	0.176	300	0.000	0.773	300	0.000
Internships in businesses and institutions	0.175	300	0.000	0.892	300	0.000

a. Lilliefors Significance Correction

Tests of Normality						
Students	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
School conditions	0.123	500	0.000	0.952	500	0.000
School practice	0.176	500	0.000	0.902	500	0.000
Communication with students	0.133	500	0.000	0.957	500	0.000
Assessment	0.145	500	0.000	0.932	500	0.000
The methodology used in the classroom	0.227	500	0.000	0.906	500	0.000
Internships in businesses and institutions	0.118	500	0.000	0.961	500	0.000

a. Lilliefors Significance Correction.

Based on the above results of normality (Table 8) consider that the data have non-parametric distribution <0.05, which results that the tests and hypotheses will be realized through non-parametric tests which are presented in each part of the paper.

4.4. Correlation analysis

According to the following results, we see that we correlate with the factors of school conditions and the opportunity for practical work in public institutions in Kosovo, which consequently affects economic growth. To perform the analysis, I applied the Spearman Correlation test which shows the links between school factors and practice in public institutions-economic growth in the country.

4.5. Teachers

In the following part (Table 9) the correlation analysis is addressed through the Spearman Correlation test, where the issues of school conditions, cooperation, communication with students and teachers, assessment, and teaching methodology are addressed. The analysis is presented in the table and through correlation and significance coefficients.

Table 9. Correlative analysis between business practice and influencing factors such as schooling conditions, school practices, communication with students, assessment, and methodology - measuring the correlation according to teachers' opinion.

			School conditions	School internship	Communication with students	Assessment	Methodology
Spearman Correlation	Internships in businesses and institutions - Economic development	Correlation Coefficient	0.333**	0.421**	0.382**	0.437**	0.205**
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
		N	300	300	300	300	300

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

Based on the following results (Table 9) we see that we have a positive correlation between the general conditions of education and practice-economic development ( $\rho = 0.333^{**}$ ,  $p\text{-value} = 0.000$ ), then with school practice ( $\rho = 0.421^{**}$ ,  $p\text{-value} = 0.000$ ), with communication ( $\rho = 0.382^{**}$ ,  $p\text{-value} = 0.000$ ), with the evaluation form ( $\rho = 0.437^{**}$ ,  $p\text{-value} = 0.000$ ) and with the methodology ( $\rho = 0.205^{**}$ ,  $p\text{-value} = 0.000$ ). Therefore, we say that statistically, we have appropriate learning conditions which have a significant impact on the development of professional practice and the economic development of the country.

4.6. Students

In the following section, I also applied the Spearman correlation test, where the opinion of the students was presented in the context of cooperation, conditions, communication, assessment, and teaching methodology, presented in a table, and interpreted through correlation coefficients and significance.

**Table 10.** Correlative analysis between business practice and influencing factors such as schooling conditions, school practices, communication with students, assessment, and methodology - measuring the correlation according to students' opinion.

		School conditions	School internship	Communication	Assessment	Methodology	
Spearman Correlation	Internships in businesses and institutions - Economic development	Correlation Coefficient	0.162**	0.657**	0.857**	0.771**	0.880**
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
		N	500	500	500	500	500

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

Based on results ( Table 10 ) we see that we have a significant correlation between the conditions of education and practice - economic development ( $\rho = 0.162^{**}$ ,  $p\text{-value} = 0.000$ ), then with classroom practice ( $\rho = 0.657^{**}$ ,  $p\text{-value} = 0.000$ ), communication ( $\rho = 0.857^{**}$ ,  $p\text{-value} = 0.000$ ), then with evaluation ( $\rho = 0.771^{**}$ ,  $p\text{-value} = 0.000$ ) and methodology ( $\rho = 0.880^{**}$ ,  $p\text{-value} = 0.000$ ). Based on these results (Table 10 ), we acknowledge that the general school practice has a significant relationship with the conditions of education, which consequently affects the improvement of work in businesses, and the implementation of business projects and practically affects the economic growth of the country.

4.7. Below I Have Presented a Comparative Analysis of the Balkan States

Below I have presented the economic parameters of the Western Balkan countries, including economic parameters such as GDP, Years of school, employment, and secondary enrollment. Data are collected from the World Bank database and presented through mean, standard deviation, and number of years.

**Table 11.** Descriptive parameters of economic factors and education for Western Balkan countries.

Descriptive Statistics				
Countries		Mean	Std. Deviation	N
Croatia	GDP	1.153	2.230	10
	Years of school	11.130	0.177	10
	Employment ratio (15 +)	44.899	1.803	10
	School enrollment - secondary (% gross)	99.319	0.554	10
Montenegro	GDP	0.903	6.490	9
	Years of school	11.244	0.088	9
	Employment ratio (15 +)	43.722	3.545	9
	School enrollment - secondary (% gross)	92.265	3.354	9
Maqedonia	GDP	2.468	1.577	7
	Years of school	9.429	0.180	7
	Employment ratio (15 +)	40.470	2.225	7
	School enrollment - secondary (% gross)	81.348	0.887	7
Serbia	GDP	1.683	2.087	11
	Years of school	10.746	0.266	11
	Employment ratio (15 +)	42.623	5.231	11
	School enrollment - secondary (% gross)	94.380	1.560	11
Albania	GDP	1.996	2.218	11
	Years of school	9.746	0.273	11
	Employment ratio (15 +)	48.782	3.192	11
	School enrollment - secondary (% gross)	94.300	3.039	11
Slovenia	GDP	1.920	2.352	10
	Years of school	12.060	0.227	10
	Employment ratio (15 +)	53.423	1.612	10
	School enrollment - secondary (% gross)	108.712	7.162	10

In the model above (Table 11), the effects of years of schooling, 15+ enrollment ratio, and high school enrollment (% gross) on GDP were tested. The countries included in the research are Albania, Croatia, Montenegro, Macedonia, Serbia, and Slovenia. Based on the above results (Table 10), the effects of school years, school enrollment, and employment ratio are found only in Croatia and Slovenia, precisely in Croatia it is classified in a model with correlation R = 0.908, regression R square = 0.825 and p-value = 0.000, while Slovenia is classified in two models, precisely in the first model there is high correlation R = 0.807, regression R square = 0.651 and p-value = 0.005, and in the second model there is a correlation. R = 0.920, regression R square = 0.846 and p-value = 0.020. Below we see (Table 12) that the main regression table is presented, where only two countries are presented which have significant effects such as Croatia and Slovenia.

Table 12. Regression analysis presented for Western Balkan countries broken down by country.

Model Summary<sup>c</sup>

Countries	Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Change Statistics				
						R Square Change	F Change	df1	df2	Sig. F Change
Croatia	1	0.908 <sup>b</sup>	0.825	0.803	0.991	0.825	37.593	1	8	0.000
Slovenia	1	0.807 <sup>b</sup>	0.651	0.607	1.475	0.651	14.893	1	8	0.005
	2	0.920 <sup>d</sup>	0.846	0.802	1.046	0.196	8.904	1	7	0.020

Based on the above table (Table 12), we see that GDP have Years of School in Croatia with results B = 11.459, Std Error = 1.869, Beta = 0.908, t = 6.131 and p-value = 0.000 which means. Slovenia has two significant factors that affect GDP such as Years of School in the first model with B = 8.354, Std.Error = 2.165, Beta = 0.807, t = 3.859 and p-value = 0.005, as well as in the second model two factors are classified as Years of School and School Enrolment, where Years of School has these coefficients such as B = 6.257, Std.error = 1.653, Beta = 0.630 and p-value = 0.006, as well as School Enrolment secondary (% gross) with coefficients of B = 0.156, Std.Error = 0.052, t = 2.984 and p-value = 0.020.

Table 13. Results of regression coefficients for countries such as Croatia and Slovenia.

Coefficients <sup>b</sup>							
Countries	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Croatia	1	(Constant)	-126.381	20.803		-6.075	0.000
		Years of school	11.459	1.869	0.908	6.131	0.000
Slovenia	1	(Constant)	-98.829	26.111		-3.785	0.005
		Years of school	8.354	2.165	0.807	3.859	0.005
	2	(Constant)	-93.796	18.596		-5.044	0.001
		Years of school	6.527	1.653	0.630	3.949	0.006
		School enrollment - secondary (% gross)	0.156	0.052	0.476	2.984	0.020

Table 14. Correlative analysis between economic factors and education for the Western Balkan countries.

Correlations						
			Years of school	Employment ratio (15 +)	School enrollment - secondary (% gross)	GDP
Spearman's rho	Years of school	Correlation Coefficient	1.000	0.636**	0.646**	0.050
		Sig. (2-tailed)	.	0.000	0.000	0.668
		N		77	58	77
	Employment ratio (15 +)	Correlation Coefficient		1.000	0.418**	0.085
		Sig. (2-tailed)		.	0.001	0.432
		N			60	88
	School enrollment - secondary (% gross)	Correlation Coefficient			1.000	-0.141
		Sig. (2-tailed)			.	0.282
		N				60
	GDP	Correlation Coefficient				1.000
		Sig. (2-tailed)				.
		N				

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

Based on (Table 13), we say that except in Croatia and Slovenia, GDP does not affect Years of School, Employment ratio (15+), and School enrollment secondary (% gross), in any of the other countries such as Albania, Macedonia, Serbia, Montenegro. In general, Bosnia, Kosovo, Croatia, Montenegro, Macedonia, Serbia, Albania, and Slovenia are included, where data on Years of School, Employment ratio (15+), and School enrollment secondary (% gross) are taken as variables. independent and GDP as a dependent variable. In the following part (Table 14) I have presented the analysis of the correlation between economic factors and education, for the states of the Western Balkans for 10 years of analysis.

As we can see, correlations are presented in the case of years of education and employment (15+), then between years of education and school enrollment-secondary, and between employment ratio and school enrollment-secondary. Precisely in the table above (Table 14) it can be seen that in general there is no significant relationship with GDP as a dependent factor, and there is a significant correlation between the years of schooling and the employment ratio (15+) ( $\rho = 0.636^{**}$ ,  $p\text{-value} = 0.000$ ) and with secondary school enrollment (% gross) ( $\rho = 0.646^{**}$ ,  $p\text{-value} = 0.000$ ), as well as between employment ratio (15+) and secondary school enrollment (% gross) ( $\rho = 0.418^{**}$ ,  $p\text{-value} = 0.001$ ).

## 5. Conclusion and Recommendation

To summarize, there is a favorable association between high educational attainment and increased economic growth. Furthermore, the value and investment in education differ between emerging developed and developing countries. Countries such as the United States, China, and Korea have recognized the importance of quality education and creative and critical thinking in the development of skilled labor and have been forced to invest in education levels to ensure students' resilience at current levels as well as commitment and enrolment at higher levels.

As we can see, the research offers a professional approach to the connection between the factors of the vocational school and the business practice-economic development of the country. The workforce has significant effects ( $p\text{-value} < 0.01$ ) on business development and the overall economic development of our country. The results show that most teachers say that the lessons offered in schools can be applied in practical business work, while school practice is directly related to job opportunities in practice. There is genuine communication between teachers and students, and the assessment and methodology used have positive effects on them.

Based on the correlation results, significant relationships were found between general school conditions such as learning conditions, classroom practice, communication, assessment, and methodology with business practice or business economic development  $p\text{-value} < 0.01$ .

Based on the comparisons found, we see that Years of school and School enrolment (% gross) have significant effects on the GDP of countries like Croatia and Slovenia  $p\text{-value} < 0.01$ .

According to the above results, we can offer some recommendations which can be considered:

1. Develop a long-term strategy on the relationship between school conditions and business or institutional practice.
2. Draft international agreements between vocational schools and internships in EU countries.
3. To create favorable working conditions in terms of benefits and to have long-term contracts.
4. Inter-institutional cooperation.
5. Continued support to businesses to admit vocational school students.
6. Improving school conditions within the years of school and secondary education, especially vocational education in the Western Balkan countries such as Kosovo, Albania, Montenegro, Macedonia, Bosnia, and Serbia.

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