



Arab American University – Jenin
Faculty of Graduate Studies

**Students Awareness of Vocational Education and
Provision of Strategies to Promote it**

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This thesis was defended successfully on /2/2021 and approved by:

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Declaration

The thesis entitles “**Students Awareness of Vocational Education and Provision of Strategies to Promote it**” is conducted under the supervision of Dr. Ahmad Saleh Sadaqa, an instructor of strategic planning and fundraising at Arab American University (AAUP).

I declare that the information reported in the current paper is the result of my own work, except where due to references is made. The thesis has not been accepted for any degree and is not concurrently submitted to any candidature for any other degree.

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Dedication

I dedicate this work to my family and friends. A special feeling of gratitude first is given to the passed away soul of my mother secondly to my father, my wife, my sons (Adam and Yousef), my daughters Laila and Lara, and to my brothers who have never left my side and whom are very special.

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List of Abbreviations

Abbreviation	Meaning
VE	Vocational Education
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SP	Strategic Plan
NPA	National Policy Agenda
ESSP	Education Sector Strategic Plan
TVET	Technical, Vocational Education and Training
ANOVA	Analysis of Variance
LSD	Least Significant Differences
MOEHE	Ministry of Education and Higher Education

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Students Awareness of Vocational Education and Provision of Strategies to Promote it

Abstract

This study aims to identify the attitudes of students, their guardians and decision-makers toward vocational education, and, consequently, propose strategies and activities to raise societal awareness on the significance of vocational education that shall lead to promoting enrollment in the vocational system. In order to achieve the objective of this study, the researcher has defined his research questions to answer the following: “What are the attitudes of Grade 10 students towards enrollment in vocational education, from the viewpoint of the students, their families and decision-makers?” Furthermore, an attempt was made to study the effect of a number of variables on students’ attitudes towards vocational education, including: The impact of the student’s gender, place of residence, number of family members, the educational level of the family, and the average monthly income of the family. In order to achieve the objectives of the study, answer its questions, develop strategies, and identify the activities emanating from it, the researcher used the SWOT analysis methodology, which is a strategic analysis plan that includes elements of strength, weaknesses, identification of opportunities, and threats. The researcher used the descriptive and analytical approach as study tools, to build his strategies that contain a number of activities to raise students' professional awareness. In addition, the researcher supported his quantitative data he collected, with a number of qualitative analysis that were based on analyzing policies, plans and documents related to this topic. The sample of the pilot study consisted of 784 students from grade 10 in the Ramallah and Al-Bireh Governorate during the academic year 2019-2020, as well as 490 of their families. At the same time, there were 28 responses from decision-makers on the study tools to identify the trends towards vocational education from their viewpoint. The

survey results showed that attitudes were generally positive from the viewpoint of students and decision-makers, but the analysis revealed that the practice of enrollment in vocational education was not significant, for reasons related to awareness of the work details of the system. Moreover, the reality analysis revealed a great interest amongst officials in increasing enrollment in vocational education, because of the importance in providing learners with practical skills that help them in obtaining work and contribute to reducing unemployment among young people. Accordingly, the government has adopted a comprehensive plan to develop the vocational and technical education work system at the national level. One of the most important policies in this field is to raise career awareness, and thus the activities proposed by the researcher came within the national trends in this field.

Key words: Vocational Education, Strategies, Awareness, Attitudes

Chapter one

Students Awareness of Vocational Education and Provision of Strategies to Promote it

Introduction

Vocational Education serves to the development and growth of nations and states, and leads to their comprehensive development. It contributes to the achievement of comprehensive growth in all fields and sectors including the technological and technical advancement in all paths of life. Thus, vocational education works on developing individuals' capabilities which enables them to obtain job opportunities in specialized fields since they hold specialized certificates from educational institutions. Hence, vocational education builds skills that help integration into the labor market. This is why interest in vocational education is increasing worldwide, and in Palestine in particular, due to the emergence of different fields that require such specialized education to keep up with current life advances.

Vocational education is considered one of the secondary education stages, which seeks to improve the skills of individuals, and, consequently, achieve development and create job opportunities with suitable income for individuals and workers. As PCBS (2019), Vocational Education preserves the resilience of individuals in their homeland instead of emigrating in search for a livelihood abroad. This is in addition to the fact that it contributes to reducing unemployment as well as facing economic crises through investment in human beings.

In Palestine, the Palestinian National Authority has worked to advance the educational process since its arrival in 1994. The Education Law has been enacted along with legislations, frameworks, system and regulations to facilitate the functions of the educational process by involving all relevant ministries and institutions related. Within

the sector of technical and vocational education, the Ministry of Education has identified this field as a key priority within its sector strategic plan (2017-2022) as it did in 2010, and has collaborated with the Ministry of Higher Education and the Ministry of Labor in establishing a body concerned with the development of vocational and technical education.

Furthermore, a vocational education strategy was developed with the goal of creating a skilled Palestinian labor force that possess knowledge and leadership, who ultimately will contribute to advance and achieve economic development through the provision of qualitative and quantitative training education that is linked to labor market needs (Ministries of Education, Higher Education and Labor 2010).

Meanwhile, the weakness of the balance between labor market needs and educational sectors has led to an increase in unemployment between new graduates. As a result, it was necessary to create a scientific and practical approach to provide a workforce that will reduce the gap for the needs of the labor market through creating a national framework for the vocational education system with graduates geared, qualitatively and quantitatively, to supplying market needs.

Official data issued by the Palestinian Central Bureau of Statistics in 2015 indicated that the percentage of male participation in the labor force in Palestine was 71.4% out of the total number of males at a working age in 2014. However, female participation in the labor force reached 19.4% and is concentrated in only two sectors: Services and agriculture. Therefore, the criteria for the success of educational institutions are the number of employed graduates and the reduction of the unemployment rate in the labor market. In this context, it is natural for technical education to contribute to sustainable economic development in modern societies who are able to keep pace with the great accelerations in science and technology, because the stability of society is based on the stability of political, social, and cultural factors, and on the investment in human capital (Berri, 2015).

Despite all these efforts, enrollment in this sector remains low, and still suffers from an inferior view by families and society, in addition to low salaries and weak laws for protecting workers in the private sector. According to the national report related to labor development issued by the World Bank, there is a weakness in domestic financing and dependence on external funding grants. Moreover, there remains duplication in the programs provided by service providers to the vocational and technical education sector (Kahil 2015).

With the lack of a political horizon in Palestine, with its restricted economy, inadequate jobs in the public and private sectors, and the increase in the number of graduates in academic education specialties, it became necessary to move towards vocational education to reduce unemployment and create new job opportunities. Therefore, the Palestinian MOEHE sought to create new specializations in order to maintain the pace with the labor market needs and with modern technical and technological advances (Ministry of Education and Higher Education, 2017). In addition, those in charge of vocational education seek to raise student awareness on the significance of vocational education through assisting them in raising the level of their knowledge, skills, and qualifications, and to improve their future work opportunities. Awareness remains fundamental to making the appropriate decision on choosing a profession, and benefits the student in planning effectively for future career paths, particularly by facing unwanted and wrongly-taken decisions due to chance, family coercion or other factors when students are not aware of labor market needs (Martha & Caro, 2009). Henceforth, the researcher seeks to develop a strategy aimed at raising school students' awareness of vocational education.

Problem Statement

Abundance of human resources and in particular high percentage of youth is one of the main characteristics of the Arab World. It is perceived that the transformation of such high number of human resources from a stressful burden on other resources into

productive energy (by developing the productive capacities and competencies of individuals, and providing them with updated skills, experiences and knowledge) will have a great impact on bringing the Arab World to the class of developed nations (Ali, 2009).

According to 2019 date by the Ministry of Education, there is a low percentage, 3.9%, in the enrollment rate of secondary school students in vocational streams (Ministry of Education, 2019). This comes in light of the high unemployment rate in the Palestinian labor sector, especially for graduates holding academic university degrees, which reached in 2019 a revised rate of 25.3% of the total number of individuals participating in the labor force in Palestine. More importantly, the highest unemployment rate for 2019 was reported at 40.1% for the youth age group (15-24 years), for both females and males (Palestinian Central Bureau of Statistics, 2019).

It was necessary to undertake profound changes that intervene with the causes of the main problem. Accordingly, the process of developing awareness about this sector has become indispensable for reviving the vocational education sector, especially since vocational education in Palestine faces failures, attributable to social customs, traditions and culture of eastern societies, who have an inferior view towards this sector (Hamdan, 2018).

Choice and decision on the future profession is one of the most difficult decisions facing an individual; hence, it is to be decided with the utmost precision and caution (Majali, 2006). In addition, because the professional selection is a fateful decision, students must study it thoroughly, and it requires them to know very well the labor market and the world of work in a conscious manner, as well as realize that unsuccessful professional choices will negatively affect their society. This raised the researcher's interest to find out the reasons for the low enrollment of students and their reluctance to enroll in vocational education programs in Palestine.

Therefore, the problem of the study is characterized in measuring the attitudes of students and their guardians toward vocational education and the variables that affect them. Based on the study results, a strategy and awareness raising activities are proposed to promote enrollment in vocational education and address and intervene with the causes of reluctance towards this pivotal sector.

Questions of the Study

1. What attitudes do 10th grades have towards vocational education?
2. Are there differences of statistical significance at the level of $\alpha=0.05$ for the student attitudes toward vocational education refer sex, place of residence, number of family members, educational level, the field of parents work and monthly income?
3. What is the proposed strategy to enhance awareness of vocational education in Palestine from the point of view of decision makers and labor market?

Objective of the Study

This study aims to identify the attitudes of 10th grades towards vocational education in Palestine, and to propose an appropriate strategies to enhance community awareness towards higher enrollment in vocational education.

Significance of the Study

The results of the study will be beneficially used as follows:

1. A scientific study structured in a methodological approach with the goal of arriving at scientific results.
2. The study provides a theoretical and conceptual framework to previous studies.
3. The study provides decision makers with recommendations that can be practically applied in the future.

Terminologies in the Study:

Vocational education: The preparation of the learner for a work or a non-academic profession, by enabling him to obtain the skills necessary for a certain profession or work, and to practice this profession or work (Ministry of Education and Higher Education, 2007).

The procedural definition is: Vocational education in the secondary stage after the tenth grade (grades 11-12) in the following specializations developed by the Ministry of Education and Higher Education: Computer Equipment Maintenance, Communications, Industrial Electronics, Use Electricity, Automobile Electricity, Office Machinery Maintenance, Smart Buildings Technology, Automobile Mechatronics, Auto Mechanics, Industrial Machinery Maintenance, Elevator Technology, Air Conditioning and Cooling, Sanitary and Heating Tools, Welding and Metal Forming, Turning and Leveling, Car Seating, Beautification, Building and Surveying, Carpentry, Upholstery and Decoration, Hotel (General), Agricultural (General), Stone Marble, Fashion and Tailoring, Web Applications, Mobile Applications, Graphic Design, Renewable Energy, Interior and Decoration Design, Sound Technologies.

Strategies: is choosing a different set of activities to deliver a unique mix of value (Porter 1996).

The procedural definition is: mechanisms and activities proposed to increase awareness in vocational education.

Attitude: is a dealing or opinion about something or someone, or away of behaving that is caused by this (Cambridge Dictionary, 2005).

The procedural definition is: the view point of students and their families to enroll in vocational education.

Awareness: is a knowledge that something existing or understanding of a situation or subject at the present time based on information or experience (Cambridge Dictionary, 2005).

The procedural definition is: Information that will be provided to students and their families through a set of activities to increase interest in the importance of enrollment in vocational education.

Limitations of the study:

1. **Time limitations:**The first semester of the academic year 2019-2020.
2. **Location limitations:**Secondary schools within the Ramallah and Al-Bireh Directorate of Education.
3. **Human limitations:**Male and female students in 10th grades of secondary schools belong in the Ramallah and Al-Bireh Directorate, with 3485 female students and 2729 male students, totaling 6274 distributed in 126 school.
4. **Conceptual limitations:**Concepts defined by the researcher procedurally, and adhered to.
5. **Procedure limitations:**Nature of tools and sample determined by the researcher, and adhered to.

Chapter Two

Theoretical Background And Literature Review

This chapter includes two main axes: the first focuses on the theoretical framework of the study, while the second axis deals with previous studies related to the topic of the current study.

Theoretical Framework:

Vocational education is an important and distinct sector for the sake of advancement and development of society. Countries seek to achieve progress and prosperity for their people, in order to be in harmony with scientific and technological development to raise the productive capacity of individuals and society through the development of practical and technical experiences of their peoples.

Awareness of vocational education and career awareness is one of the modern concepts that studies and research have begun to focus on at present times. For career awareness is formed when the individual realizes his/her vocational self, and the possession of knowledge, experience, orientation and desires. Understanding the labor market data and reality, and its needs requirements and the jobs it provides, develops within the individual the level of career awareness in order to achieve objective and realistic awareness of different professions, which helps in achieving career success in the labor market (Hamdan 2018).

The study stage plays an important role in helping the student build his/her knowledge and experiences, refine his personality and develop his skills and abilities, so that s/he can easily engage in the profession that s/he intends to work in after graduation. This contributes to building personality, self-awareness, and future aspirations, where the studies become the way which connects the student to the labor market, since it provides the student with the necessary competencies that work life requires, as well as developing an outlook towards shaping the features of professional future, in order to become an active and productive element in society. (Al-Dhabiani, 2006)

This is in addition to the fact that career awareness is a fundamental pillar in making the appropriate professional decision for the profession in which the student aspires to work in the future, as well as the fact that awareness is important in highlighting the relationships of academic disciplines with the available job opportunities. Consequently, it becomes clear that professional awareness is a very important matter, as it benefits the student in effective career planning. The importance of this decision is evident in facing undesirable consequences that the student may fall into as a result of a wrong choice of specialization that came about by chance, through family pressure to choose professions for their children, or due to the temptations of some professions, or because the student is not aware of the requirements of work and his potential. Therefore, it is better for the student to discover self-skills and abilities that would lead into discovering the professions and jobs that are more suitable (Petraray, 2008).

Career awareness

Zook (2018) defines career awareness as the first essential step in the process of building students' understanding of the world of work by introducing them to different job opportunities and presenting them with future work options in a wide range, hoping that each student will find a profession that resonates with oneself, in terms of interests, goals and objectives. What Eliason and Patrick (2008) define as the individual's awareness of the available job opportunities and professional needs, and includes information and data about each of education requirements required technical skills, types of occupations available, work climate, regulations and instructions in the field of each profession.

Dimensions of career awareness

Occupational awareness includes a group of dimensions that can be clarified by the following points:

Awareness of professional self: This includes the extent of the student's awareness of his/her capabilities, preparations, and inclinations, in addition to the individual's awareness of one's own ambitions and aspirations, professional and economic desires, social standing, how one views oneself through future profession, and the extent of awareness of one's professional roles.

Awareness of labor market data: Awareness of the labor market needs, requires the student's awareness of a number of inputs: That the professions are now based in the modern era on acceptable scientific foundations; that some professions require high-level vocational training and an advanced educational level; and that specialized educational preparations is needed to engage in a certain profession in a manner that leads to its development through experience and experimentation.

Awareness of different business features: Awareness of the requirements and advantages of the profession requires the student's awareness of the various features in the labor market, such as wages and promotions, the social status it provides to its owner, and the individual's aspirations and career aspirations (Al-Anza and Al-Sharia, 2017).

Factors affecting career awareness:

Career awareness is affected by many factors that interact with each other to form the professional awareness of the individual, in the various stages of his/her life. Some of them have a non-external source, which is represented by the influences that the environment includes, as well as the methods of social and educational upbringing. The school plays a prominent and important role by helping the student to get to know him/herself and the environment as well as find harmony with one's community in order to become an active individual and has an active role in development and achieving progress, and economic prosperity.

Career awareness is also affected by the feelings of the individual towards a particular profession according to the experiences of friends or family members who previously worked in some professions. Feelings are transmitted among family members according to previous reactions in work situations, and this provides an indication of the strength or weakness of consciousness. Moreover, career awareness is also affected by the individual's cognitive pattern and personality type (petrvay,2008).

There are several factors that play a pivotal role in the formation of professional awareness, which can be summarized as follows:

Subjective factors: represented by the difference in personal characteristics between individuals, and the complete differences in mental abilities. The more innovative the individual realizes one's own psychological identity, the more mature, and the more employable the exploration behavior. For the individual who is an explorer and wants to know everything that is going on in the surrounding internal and external environment, whether in jobs or professions. This provides the individual with a high level of knowledge of the economic and social environment.

Family factors:The family is the first environment in which the individual grows up, so the personality is affected by the methods of parenting. Many studies have shown the effect of family factors on the psychological construction of the individual, including perceptions about the external environment, the standardization of the individual's sexual

role, and awareness of the social position of different professions. Moreover, the degree of an individual's career awareness is influenced by the orientations of the parents, the methods of counseling used within the family, including the career guidance, and their attitudes towards the world of study and the world of professions.

School factors:The school is the second environment that receives the student after the family, as its responsibility is to transfer the student from the family model to the community model with the preparation being in line with the requirements of life according to the knowledge and experience that has been acquired with the aim of engaging in the new environment, which affects all aspects of the student's personality and works to refine it, in order to prepare it for life. Thus, the teacher seeks to provide creative educational experiences for the students, in various fields of life, using the curricula in general and the curricula of career education in particular, which contributes to refining and shaping the student's personality.

Social factors:There are many social factors that have a clear influence on the level of career awareness such as the social status of the individual. The individual is not only raised by the family, but by the society within which s/he rather interacts, harmonizes and acquires some of its features and characteristics. On the other hand, the different social environments of rural and urban areas and the diversity of the surrounding professional models have an impact on the development of the student's career awareness (Ahmed, 2014; Al-Saqri and Al-Barashidiya, 2013).

The importance of career awareness lies in that it directs the student to reach the appropriate professional choice that meets his/her needs, satisfies desires, and raises the chances of performing professional roles, as satisfactory, in order to be in line with the developments of the specialization, and the requirements of the labor market (Amin, 2011).

The importance of career awareness is evident in the report prepared by Hillsdale Schools (Hillsdale public schools,2012):

- Selecting the appropriate work for the individual; helping to succeed and create, and obtain rewards. It also enables the individual to understand what competes with him/her in the selected profession.
- Defining the individual with the economic, social, psychological, and family levels as well as showing the nature of the work performed by the individual and the individuals with whom one deals.
- Assisting to spare the individual the problems of poor career choices, which stem from choosing a profession by chance, or from the individual's lack of knowledge of one's capabilities and the requirements of the profession.
- Achieving compatibility and the ability to give at work, by establishing the professional roles for individuals, and developing specific professional skills for them.
- Enhancing the individual's perception of the social role, and enabling the individual to confront economic life, deal with the problems facing him/her, and search for appropriate psychological and social conditions suitable to play the social role.
- Dedicating an appropriate time for future planning, which is considered a strong evidence of professional stability and achieving more successes.

In this regard, Al-Azaz (2015) affirms that choosing an appropriate profession for the individual provides motivation to more excel, give and exert effort, besides providing opportunities for advancement, development and growth in the profession. This is in addition to feeling of happiness, comfort and reassurance, which reflects positively on the psychological, social and professional adaptation, thus creating a comfortable, satisfying work environment. This affects the quality and quantity of production in particular, and thus the national economy grows in general.

Theories that explained career awareness:

The student's choice of profession is influenced by the level of mental, emotional, and social maturity and the career awareness that one reaches. Therefore, the theories of career counseling had an important role in clarifying the dimensions and requirements related to growth and career choice. It also contributed significantly to the development of career guidance and counseling programs. This is because they shed light on several issues including: stages of growth, tasks related to the transition from one stage to another, personality patterns, professional environment appropriate for each pattern, methods and mechanisms of professional decision-making (Antonova, 2014).

The theories of career guidance have dealt with the stages that the individual goes through in forming one's career awareness, as follows:

Super theory

Super is considered one of the first to talk about professional growth, as his theory is considered one of the first theories that dealt with psychological counseling in the professional field. Individuals prefer to choose a profession that they can achieve the concept of self through it, Super explains. This is through expressing themselves and the attitudes individuals perform to achieve the professional concept of the self. Professionally, it is a function of the developmental stage that one is going through, and when the individual matures, the self-concept becomes stable. According to this theory, professional growth is a process that extends throughout the individual's life (Brown & Brooks, 2002).

Super has indicated that there are five stages for this process, through which the individual will pass, and these stages are called, professional and developmental manifestations, or the requirements for professional growth; they are:

- The stage of growth and formation: it extends to the age of 14 years, and during this stage children develop their abilities, attitudes, interests, and needs, and are formed for them through a general understanding of the world of work.

- The stage of exploration and practical experience: It extends from the age of 14-24 years, during which individuals try to understand themselves, and find their place in the world of work, by determining their interest, abilities, and knowing how to fit them with different professions.

Ginsburg's theory

This theory is considered among the theories that focus on self-concept. The process of professional selection is a continuous and evolving process, characterized by the practices that the individual undertakes to reconcile between the personal qualities and the potentials. The professional selection process ends with the compatibility between the desires and values of the individual and the available opportunities available. There are our key factors, from the point of view of this theory, that have a fundamental role in the process of professional maturity: Realism, values, emotional factors, and type of education (Haddad, 2019).

According to Ginsburg's view, the individual passes through three life periods in order to have the ability to make an appropriate career decision; these are:

1- The imaginary period(Fantasy): Extending from the age of 3-11 years; children engage in this stage in cheerful acts, in which the child imagines him/herself in a certain profession through playing as a police officer, a doctor, a teacher, and others.

2 - The temporary experimental period(Tentative): It extends from the age of 11-18 years, and is divided into four sub-stages: the stage of interest that extends from the age of 11-12 years, during which the child determines what s/he desires and does not want in the professions, given his/her abilities, and the extent of the satisfaction one obtained; it is a stage of fluctuating changes. The stage of ability, which extends from the age of 12-14 years, during which the child is able to observe the practices and activities of educators, teachers and friends, as role models for them. The stage of values extends from the age of 14-17 years, in which the child connects activities and professions with human values and personal abilities. And, the stage of transition extends from the age of

17-18 years, in which the child is aware of the requirements of each profession, and in which the individual becomes responsible for one's own actions.

3- The realistic period(Realistic): It extends from the age of 18-22 years, during which the individual passes through several stages, to select the profession that suitable, represented in the exploration stage, in which the individual becomes able to define his/her professional goals from the previous periods.

Vocational Education

Vocational education is a stage of secondary education, and is an important element that seeks to attract students, prepare them, teach them the necessary skills and give them the crafts that enable them to enter the labor market. It provides students with the opportunity to complete their education or work through the craft that they learned, and provides an adequate income for individuals. It also maintains investment in human capital. This is why technical and vocational education in developed countries is an essential element in achieving economic growth rates, because it reduces poverty. Vocational education is also known as an educational system directed to the labor market by providing study programs supported by skills and knowledge in the fields of agriculture, hotel, industry and home economics (Al-Mawla, 2012).

The importance of vocational education

Vocational education works to raise the standard of life and well-being of peoples in developed societies and helps to develop skills and enhance the capabilities of students. Therefore, attention should be paid to the educational process and focus on the tools needed to achieve high quality education outcomes wherein students obtain the best qualifications and scientific and technological skills that enable them to work with distinction and professionalism (Joels,2015).

Economic growth and the progress of countries depend on preparing individuals who are equipped, trained, educated and cultured. They rely on an educational system that works to achieve prosperity and enhances the cultural and social aspects of those individuals in order to create competitiveness in the working forces among countries, which is reflected positively on the economy of a country (Ministry of Education Higher, 2010)

The UNESCO Strategy for Vocational Education (2016-2021) came to promote entrepreneurship and encourage individuals to self-employment, in order to build capacity and promote equality between males and females with the aim of reaching sustainable development. (UNESCO, 2016)

Investing in people is the basis for developed countries investment in the economy through caring for human minds by focusing on vocational and technical education, since the economy of these countries is characterized by competitiveness, quality and increased productivity through innovation, distinction, creativity and the production of knowledge that leads to well-being of societies. Therefore, skilled labor productivity provides knowledge and developing technical skills, and for this vocational education seeks to create craftsmen and skilled workers in a scientific way (Al-Sharrah, 2000).

Developed countries seek to keep pace with the rapid technical developments to produce the goods and services needed for society, so they need qualified workers with advanced technical training. However, the lagging countries are the places where unemployment increases, production decreases and the economy weakens (Joels, 2015).

Therefore, vocational education has become an urgent need for the development of societies and development events to reduce the scientific gap and knowledge between countries, and to provide the labor market with trained and professional workforce that has the skilled experience to keep up with the pace of scientific and knowledge development in the modern world. They have mental and intellectual skills that meet the needs of the market.

Goals of vocational education

Vocational education seeks to achieve the aspiration of the peoples by linking the outputs of educational institutions with the labor market by graduating individuals with technological expertise who are scientifically qualified in order to achieve social and economic change. It also aims to (Hamdan,2018).

- 1- Finding skilled workers linked to the needs of the labor market, as they have the necessary training for that.
- 2 - Preparing human cadres at a high level of thought, science and knowledge to fill the gap in the market needs.
- 3- Providing students with creativity and knowledge skills that qualifies them to integrate within international markets.
- 4- Providing students with the skills of mastery, taking responsibility, and developing cultural, ethical and national values
- 5- It helps students to develop their ethical values towards work, mastery of it and taking responsibility for it.
- 6- Preparing trained human cadres to achieve comprehensive development.(Abu Gazal,2014)

Vocational education in Palestine

Reality of Vocational Education in Palestine (Historical overview)

The establishment of the education and vocational training system in Palestine goes back to 144 years ago, when the Ottoman government allowed the population and the various sects in 1856 to establish schools that they deemed suitable for their constituents and parishes. In 1860, the Syrian-German orphan school, Schneller School, was established as the first foreign school concerned with vocational and handcraft training. The schools established a number of training workshops such as sewing, carpentry, blacksmithing, bookbinding, printing, shoe-making, lathing and pottery making. Its target was to enable orphans to support themselves by acquiring a profession (Abu Lughod, 1997, 43).

In 1863, the Selzian School was established in Bethlehem as a vocational school to achieve the same goals as the Schneller School. During the era of the British Mandate,

the Islamic Orphanage was established in Jerusalem in (1922) under the supervision of the Supreme Islamic Council in Palestine, as an industrial school to help orphans and the needy to have a decent life by acquiring a specific profession in this school (Abu Lughod, 1997, 43).

Consequently, the Khadoori Agricultural School was established in (1930) in Tulkarm, to train Arab village students, who finished primary school, in the methods of general agriculture for two academic years, which became three years in 1943. The aim was to have graduates return as successful farmers and educate in their villages by training other citizens. In 1933, the first governmental vocational school was established in Haifa, and the first training center was established in Jerusalem in 1948 through the Lutheran Union. It was later move to Beit Hanina in 1964, with most of the students registered were orphans, children of poor families, and refugees (Abu Lughod, 1997, 43).

However, the most important role in the development of vocational education during this period was undertaken by the UNRWA, which established two vocational training centers at the level of secondary education: One in Qalandia in 1953 and the other in Gaza in 1954. Those centers were established to rehabilitate the children of refugees in order to be able to support themselves and their families with dignity (Mi'ari, 1991,5).

Since 1958, during the Jordanian rule, the TVET system has covered the secondary education stage and the higher education stage under the umbrella of the Jordanian Ministry of Education, where the government and UNRWA have established a number of vocational schools, vocational training centers and community colleges.

In addition to the private institutions and the UNRWA, a new factor in industrial education entered in the 1960s. The Jordanian Ministry of Education began to take an interest in industrial education, and established a number of industrial schools in the Kingdom, including the Industrial Secondary School in Nablus in 1962. Then, the Arab Orphan House, a private institution, joined in, and established the Industrial Secondary School in Jerusalem in 1965. Moreover, the Jordanian the Ministry of Education established centers for industrial activity in 23 preparatory schools for handicrafts, blacksmithing and carpentry, and sometimes on basic electricity. The goal for those centers was to promote manual work among students and encourage manual labor without the accompanying stigma. Hence, the idea was to initially introduce the student

to industrial education, which may lead to having the students enroll in industrial schools after finishing middle school (Mi'ari, 1991,6)

The TVET system, along with other systems, suffered greatly at the hands of the Israeli occupation, after the 1967 War, who adopted a neglect policy, and only oriented this system to serve the Israeli economy through the establishment of traditional vocational centers with short 3-8 month periods of training. These centers often trained in the fields of construction, such as building, tiling, plaster, lathing, blacksmithing, carpentry, sewing, painting and car-styling so that graduates would work in Israel work as low-wage workers with limited skills; thus, depleting Palestinian human resources, with less return to the Palestinian economy. In fact, this system, which still bears the characteristics of the past, continues to suffer to this day, as it lacks a unified administration and effective legislation (Hashweh et al., 1997a).

The Israeli occupation authorities established three industrial secondary schools, and in 1973 the military administrative authority established the DeirDibwan Industrial Secondary School in Ramallah. During the same period, the Jerusalem Municipality, in cooperation with the Israeli Ministry of Labor and the Ort Foundation for Industrial Education, established the Abdullah bin Al Hussein Industrial Secondary School in Ramallah. The third school was the Industrial Secondary School in Tulkarm. In addition, the Arab Development Society in Jericho was transformed into an industrial secondary school in 1985 (Mi'ari, 1991,6).

When the Palestinian National Authority arrived to the homeland, it gave vocational education all attention and care. It was keen to establish many vocational schools, believing in the importance of this sector of education and its role in the national economy. Six schools were established in the West Bank and the Gaza Strip including the Jenin Industrial Secondary School, Qalqilya Secondary Industrial School, Salfit Industrial Secondary School and Dura Girls Vocational High School, as well as two schools in the Gaza Strip: Deir Al-Balah Industrial Secondary School and Gaza Vocational Secondary School for Girls. These schools have attracted many students in different specializations (General Administration for Vocational and Technical Education, Ministry Education, 2005).

The Vocational secondary schools provide this type of education for a period of two years after successfully passing the tenth grade. At the end of this stage, students sit for

the General Secondary Matriculation (Tawjihi) vocational examination, where the outstanding students can enroll in higher education in community colleges or universities in studies that are an extension of their professional studies.

Currently, there are (17) vocational schools, including (9) industrial schools, (2) agricultural schools and (2) schools with different fields of study. One of these has a hotel management branch, and the other contains a home economics branch. There are also (39) academic schools that contain commercial divisions. The Palestinian Ministry of Education supervises all schools educationally.

The vocational schools provide (31) specializations in the fields of industry, commerce, agriculture, hotel management and home economics as explained in the table (1) the data is taken from the MOE in 2019/2020.

Table (1): Illustrates the available specializations in the various vocational fields currently existing in the West Bank and Gaza Strip

1	Telecommunication	17	Air-Conditioning And Refrigeration
2	Beautification	18	Plumping & Central Heating
3	Lathing & Surface Milling	19	Electric Extensions
4	Renewable energy	20	Upholstery & Décor
5	Industrial Electronics	21	Radio And Television
6	Auto Mechatronics	22	Computer Maintenance
7	Surveying & Construction	23	Industrial Machines Maintenance
8	Car Body Repair & Painting	24	Computer Maintenance
9	Fashion Design	25	Office Machines Maintenance
10	Graphic Design	26	Printing
11	Smart Mobile Application	27	Electric Utilization
12	Web Application	28	Auto Electric
13	Sound Technology & Application	29	Welding & Metal Forming
14	Stone & Marble Technology	30	Auto Mechanic
15	Smart Buildings Technology	31	Carpentry
16	Elevator Technology		

Those in charge of vocational education--which targets at all members of the Palestinian society--seek to raise the level of awareness of society members on the significance of vocational education, and promote the participation in the available, new programs that meet their different and varied needs. The programs work to help those enrolled with their level of knowledge, skills and qualifications, which supports their chances of obtaining work; thus, improves their living conditions in all economic and social fields. This contributes to achieving comprehensive development that is able to keep pace with technological and scientific developments. Consequently, the labor market would reject graduates of academic education and make preference for graduates who have the skills and knowledge that qualify them for a better opportunity. This is because they receive 70% of practical training, compared to the theoretical aspects of education. This would surely contribute to reducing the level of unemployment and increasing productivity (Abu Shanab, 2015), (Al-Ramahi and Al-Daifi, 2005).

Because the MOEHE is keen to promote for this type of education, it called 2017, “the year “vocational and technical education,” then returned and declared the year 2018, “the year of higher education.” This confirms the great interest of the MOEHE in developing and implementing policies aimed at the development of these two sectors, which is in line with the National Policy Agenda (NPA) whose goal is sustainable development. Accordingly, the MOE has designated amongst its Education Sector Strategic Plan’s (ESSP) seven programs a vocational and technical education program, and another higher education program. The Ministry's ESSP (2017-2022) focused on a set of interventions aimed at supporting the development of the vocational education sector in Palestine in a way that would contribute to achieving the strategic goals adopted by the government. It has sought to do so in coordination with the Center for the Development of Vocational and Technical Education (the technical arm of the Higher Council), and other local partners, with its main focus to utilize the available infrastructure. Table (1) illustrates the change in student distribution in VE over years:

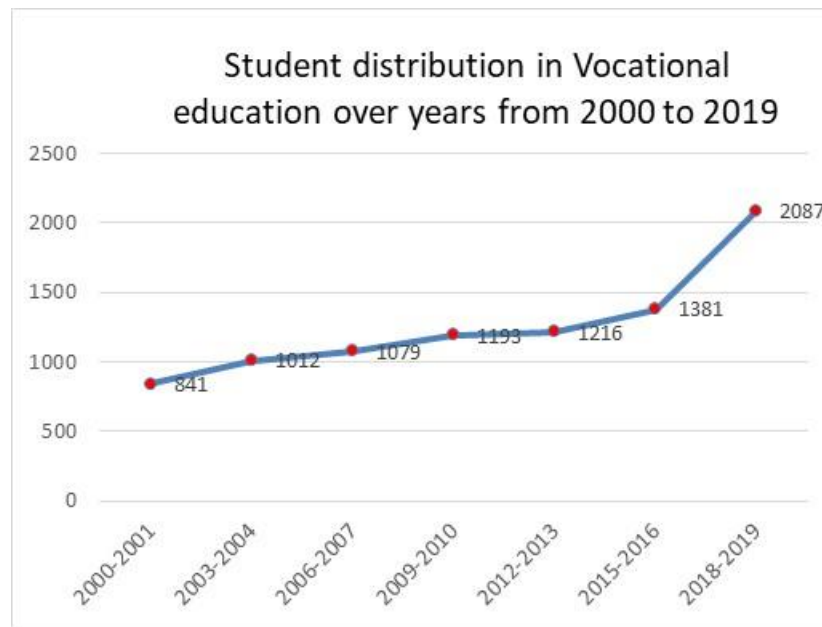


Fig1. Student distribution in Vocational education over years from 2000 to 2019

The results showed in fig (1) that there is an increase number of students enrolled in vocational education due to many reasons' opening new vocational schools and new vocational units, and expanding the vocational cycle to include 10th grade beside 11th and 12th grade.

Vocational education in Palestine aims to:

- 1- Providing society with skilled trained manpower, qualified technicians and technical experts who are able to contribute to the development and maintenance of the infrastructure and the industrial, technical and service sectors.
- 2- Keeping updated with the modern scientific and technological developments, monitoring their impact on the various economic sectors and seeking to deal with their impact on the labor market.
- 3- Confronting the changes taking place in the labor market that result from economic fluctuations, through special training programs and continuing education programs that increase the chances of finding a job permanently.

- 4- Enhancing individuals with the knowledge and skills required by their professional specialization in accordance with the basis and acceptable standards within the labor market and in a way, that achieves a level of flexibility for the individual which is required in the ever-changing labor market.
- 5- Preparing individuals to deal with modern technologies and developing their readiness for continuous learning and development.
- 6- Preparing individuals who are aware of the reality of the labor market and its changes.
- 7- Vocational education in Palestine has been greatly affected by the political changes and developments that the country has suffered from.

Vocational Education in Palestine consists of:

1- Vocational Secondary Schools: Vocational secondary schools aim to double prepare students: prepare them for work on the one hand, and enroll them in some areas of higher education on the other. Students in these schools spend half of the study period studying general subjects and the second half studying theoretical and practical subjects related to the profession.

Students enroll in these schools after successfully passing the tenth grade for a period of two years (grades 11 and 12), after which the student sits for the General Secondary Matriculation Exam for the Vocational Branch.

2- Intermediate Community Colleges: These prepare those at the middle level of the work force, which forms the link between the specialty and the skilled workers.

Students enroll in these colleges for a period of two years after passing the General Secondary Matriculation Exam at a rate of above 60%. The admission process is based on competition. After completing the community colleges comprehensive examination according to the student's specialization, the student may enroll at a university to

complete a Bachelor degree. This bridging process enables the enrolled students to obtain certain specializations.

Education, in general, and vocational education, in particular, is affected by a set of challenges and obstacles that prevent the achievement of its desired goals. These challenges include weak vocational and technical programs educational curricula, failure to keep pace with technological developments, lack of modern perspective training for members of the training staff, lack of necessary strategic planning, and weakness in internal support from the government as well as the stigmatic view of society towards vocational education (Hamdan, Abu Asi, 2008).

Challenges and obstacles facing Vocational Education:

- 1-Dispersion of the vocational and training education system management amongst several ministries.
- 2- Waste of time, efforts, funds, and absence of contributions by representatives from the private sector and civil society including NGOs in the management of this sector.
- 3-Poor quality TVET programs, high rate unemployment among graduates and incompatibility between this program's outputs and labor market demands.
- 4-Conflicting and selective donor policies.
- 5-Low rate of enrollment in TVET schools.
- 6-Community's adverse attitude towards TVET.
- 7-Limited vocational majors.
- 8-Poor infrastructures (curricula,staff,equipment,systems and buildings).
- 9- Developing and reforming supervision and monitoring system in vocational schools.
- 10-Promoting and reforming educational,health,psychological,and vocational to motivate vocational stream students, teachers and supporting staff.
- 11-Assessing and analyzing the current curricula to measure to what extent they achieve desirable educations goals.
- 12-Developing the current curriculum in accordance with labor market needs and technologies.
- 13-Developing the national qualification framework forth vocational education system.

Despite many plans and strategies, the vocational education sector in Palestine is still witnessing many studies and research that seek to address these obstacles. (Education Sector Strategic Plan 2017-2022).

Related Studies:

In this part, the researcher deals with a presentation of some previous studies related to the subject of the study and attempt to clarify the importance of this study in relation to previous studies.

The following are the studies that have been reviewed, both Arab and international:

A study was conducted in the Sultanate of Oman (2017), which aimed to investigate the effectiveness of a vocational orientation program that aimed to develop career awareness among ninth grade students, in the Governorate of South Al-Batinah. In her study, the researcher used the quasi-experimental method. The study sample consisted of 103 male and female students. To achieve the study objectives, the researcher applied a program in vocational guidance on the experimented students to measure their career awareness. The results of the study showed that there was a positive impact of the vocational guidance program on the experimental group; however, there was no different effects based on gender.

HebaJetawi conducted a study (2016) aimed at analyzing the reality of TVET from a gender perspective in VET institutions in the West Bank and Gaza Strip. The interview tool was used with 15 directors of vocational and technical educational institutions in the West Bank and Gaza. The results of the interviews indicated that the available specializations for females are appropriate, and that there is inferior view that prevents the enrollment of females in new specializations. The study recommended the importance of developing curricula in line with gender sensitivity in technical education and training institutions.

Dahmri (2014) conducted a study in Algeria aimed at assessing the degree of professional awareness among university students at the Department of Social Sciences at AlWadi University. In her study, the researcher used the episodic consecutive descriptive approach, and to achieve the objectives of the study, the researcher used a pre-prepared vocational awareness scale. The results indicated that students have a relatively high degree of career awareness. It also showed that there are no statistically significant differences on the degree of professional awareness, awareness of professional self, and awareness of the various business features amongst students of the Department of Social Sciences, when cross tabulated with their academic level. However, there were statistically significant differences in the degree of awareness of the different market data, in favor of third-year students. There were no statistically significant differences in the degree of career awareness according to the gender variable at the three levels.

As for Hilal's study (2013), it aimed at analyzing the qualitative and quantitative training needs and identifying the matching gap for the workforce in Palestine within the various economic sectors to develop vocational education and training programs. The study included 3681 employers and 163 TVET sector partners and decision-makers in West Bank governorates (Ramallah and Al-Bireh, Jerusalem, Hebron, Nablus). The study adopted the descriptive field survey approach. The results indicated a gap between the administrative and personal skills of graduates and the requirements of the labor market. In addition, it highlighted the importance of involving the labor market in planning and training for vocational and technical education, as well as the issue of high demand for trained professional workforce for the years 2013-2015.

Al-Kharouf and Al-Dhamsheh (2013) conducted a study aimed at identifying the attitudes of tenth grade students towards vocational education from the perspective of males and females in the city of Amman, Kingdom of Jordan. These were linked with the socio-economic variables affecting the attitudes of male and female students. A descriptive and analytical approach was used. The results showed that the students' attitudes towards vocational education were in a moderate degree for all social and

economic factors, school environment, and desire for academic achievement. Hence, the largest proportion of male and female students wanted to enroll in academia.

As for Al-Tweissi's study (2013), it aimed to identify the proposed solutions to improve the societal perception towards technical and vocational education from the point of view of experts in Jordan. Delphi was used in selecting experts and identifying solutions that could contribute to improving the societal view towards vocational education and training. The most important results of this study were that the areas of proposed solutions were through openness to international experiences in the field of developing curricula and methods of teaching and training, improving the infrastructure and the educational environment, highlighting through media and communication the significance of vocational education, and focusing on partnerships between the bodies concerned with vocational education, with preference for it become frame of reference for decision-makers to improve societal perception towards TVET.

NubiAbdulaziz, Al-Ajab and Al-Omran (2012) conducted a study in Bahrain, which aimed to explore the importance of electronic technology, in promoting the significance of vocational awareness, and the skills needed to join the labor market among industrial secondary education students. The researchers used in their study the descriptive and analytical approach with sixty students, all males aged range between 15-16 years. To achieve the study objectives, the researchers used the Occupational Awareness Scale, and a note card, for practical performance skills in the Industrial Assets Course. The results of the study showed the superiority of the experimental group which designed the Multimedia electronic introductory organizer.

Both Murad and Mahasna (2012) conducted a study aimed at identifying the reasons for students' reluctance to join community colleges in Jordan, from their point of view, and examining its relationship to several variables such as gender, the student's academic year, and the scientific specialization of a college student. The results of the study showed that the reasons for abstaining are due to parents' preference to enroll their children in universities rather than community colleges, the low salaries offered to graduates of community colleges, and the comprehensive examination that hinders

students from their point of view. The study concluded by linking the labor market needs with the specializations offered by the colleges as well as formulating a strategy to encourage the employment of community college graduates.

Al-Subhi (2010) conducted a study in Saudi Arabia, which aimed to investigate aspects of career growth, awareness, identity, and selection amongst gifted and ordinary students of both genders, and to find out the difference in the level of career awareness among them. The researcher used in her study the descriptive approach. Gifted students enjoy a higher level than ordinary students in terms of career awareness and achieving professional identity. She emphasized the importance of career awareness and counseling programs for students in general and for talented ones in particular.

Al-Ramahi and Al-Daifi (2005) conducted a study through the Palestinian Economic Policy Research Institute aimed at identifying the reality of young women in vocational and technical education in Palestine in terms of: The abundance of specializations and institutions, female turnout, and methods of activating the vocational education sector to stimulate and encourage young women to enter the Palestinian labor market. Five questionnaires were designed, a questionnaire for TVET students and another for its graduates, one for the management of institutions, and a questionnaire for school students who did not choose vocational education. The study recommended the necessity to focus on the quality of TVET programs' outputs, implement policies that guarantee female students to reach the educational institutions and specializations they desire as well as implementing awareness programs to encourage parents to motivate their daughters to enroll in vocational education.

Hamdan (2004) conducted a study aimed at identifying the motives of high school graduates to join vocational and technical colleges in Palestine and their impact on the variables of gender, qualification and the General Secondary Examination results averages. The results showed that one of the most important motivations for enrollment in vocational and technical colleges is the psychological one, and the least motivation was that of the family, the media, or the school for vocational education.

Tabele, Nel&Dlamin (2015) conducted a study in South Africa that sought to explore students' career awareness and needs. The sample of the study consisted of 20 students aged 16-17 years in the higher basic stage. To achieve the objectives of the study, the researchers used direct interviews to collect data. The results of the study showed the importance of social media networks in spreading career awareness among learners, and that students have a great knowledge of jobs and professional awareness through these networks that they use outside of school, as an alternative to educational preparation.

Yi, Chang, Yao, Wang, Mac, Shi, Chu, Loyalka, and Rozelle conducted a study (2015) aimed at examining the dropout rates and causes among high school students in vocational technical education in China. This study was conducted in coastal areas and some inland areas, to find out who had dropped out of technical and vocational education, to identify the factors affecting their reluctance to pursue technical and vocational education, and to identify the factors affecting their reluctance to pursue technical and vocational education, especially in terms of family financial aspects, parents' education, migration factors, and students' level in mathematics and computer. The study population consists of 7414 students of the upper secondary school in technical and vocational education in two provinces of coastal areas, and from poor inland areas. Dropout in coastal areas reached 10.7%, while in poor inland regions reached 22%, indicating the differences and gaps in TVET in Chinese regions. The study found a strong relationship between dropout rates among students and their academic performance, maternal education, and migration factors.

Pascual (2014) conducted a study aimed at investigating the factors that affect the preference of students in high school in the fourth year for a professional position and their career preference. The researcher used in his study the descriptive and analytical approach, in order to achieve the goals of the study BOPI (Brainard's Occupational Preference Inventory) was utilized for collecting data. The results of the study showed that the first thing that is taken into consideration is the availability of work opportunities after completion of the university. It also indicated that the factor influencing the opinions of colleagues and family is the last thing that the student takes into account. In addition, most students prefer to take scientific field courses related to the field of work

after university, and that the profession that is related to the preferred field of work for students, is related to the career of the father, and is not related to other factors such as the work of the mother, the monthly family income, or the achievement rates of students.

Baloch (2014) conducted a study in Macedonia, which aimed to investigate the importance of awareness of options and career opportunities for students. The researcher used in his study the descriptive analytical method. To achieve the objectives of the study, the researcher used a questionnaire as a tool to collect information. The results of the study showed the existence of a positive and important relationship between awareness and choice, the recruitment process, and taking career measures and decisions for students. Moreover, the presence of social influences affect the students' career decision-making, as well as the awareness about the selection and recruitment processes has great importance and impact on students. Also, awareness of career options affects the choice of academic specialization, but to a relatively low degree, compared to other factors such as family, community, and academic institutions.

Ibrahim, Wambiya, and Aloka (2014) conducted a study in Kenya, which aimed to investigate the state of career awareness among public high school students in the central Marsabit region. The researchers used in their study the descriptive survey method. The study sample consisted of 250 students, who were selected through random sampling. In order to achieve the objectives of the study, the researchers used a questionnaire and interviews as tools to collect data and information. The results of the study showed that the students' career awareness was high, and that it had a great relationship with making career decisions. Thus, students who were familiar with the professions were able to make career decisions, while those who were not familiar with the professions, had difficulty making such decisions.

Cinar, Dongle and Sogutlu (2009) conducted a study, the main objectives of which were to provide data and information on the education system in Turkey and teachers' responses to vocational and technical education. It conducted a survey of higher education institutions providing technical and vocational education approved by the Council of Higher Education and the Ministry of Education and Higher Education. This

study indicates that there is no consensus on the theoretical framework for preparing teachers for the twenty-first century for technical and vocational education. The study indicated the integration between academic and vocational education and the transition from school to work. It concluded that it is necessary to rebuild the capacity of vocational high schools and colleges to qualify teachers in their ability to effectively teach students in order to enter the job market in a skillful manner.

Edwards & Quinter (2011) conducted a study in Kenya aimed at investigating the factors affecting the career choice of high school students. In their study, the researchers used the descriptive analytical approach, and to achieve the objectives of the study, a questionnaire and interview tables were used as tools for data collection. Results showed that the most influencing factors on career options are: availability of advancement opportunities, educational experiences among students, and the absence of a gender based effect upon career choice.

Chamberlin (2007) conducted a study in Britain aimed at investigating the effect of regular lessons in developing career awareness among basic school students. To achieve the goals of the study, the researcher used a questionnaire of his design. The results of the study showed that students who undergo regular courses in career awareness have greater knowledge of the world of work than their peers who do not undergo such lessons. Those who undergo courses are less dependent on their families for career advice, are able to use various sources to obtain professional knowledge, and are more aware of the preparations needed for job interviews.

Remarks on previous studies

After reviewing previous studies in terms of its theoretical literature and scientific methodology, the researcher found the following:

- Previous studies included local, Arab and international studies and showed the reality of vocational education's significance. Such a reality was reviewed in different countries

such as Oman, Algeria, Jordan, Bahrain, Saudi Arabia, South Africa, Macedonia, Kenya, Turkey, Britain and Palestine.

- There are differences and agreement between this study and previous ones. Some of them aim to investigate the effectiveness of a career counseling program based on the evolutionary theoretical trend to raise the level of career awareness, such as the Al-Hanaia study (2017). Some of them aim to identify the level of career awareness, identity, and career choice of gifted and ordinary students of both genders, and to know the difference in the level of awareness between them, such as the study of Al-Subhi (2010). Some of them aimed at investigating the degree of career awareness among students, such as the study of Al-Dahmari (2014).
- The current study agreed with some previous studies in the study sample where it focused on middle school students and this is consistent with the studies of Al-Subhi (2010), Al-Hanaia (2017), Al-Anzi and Al-Shar'a (2017), and Al-Dahmri (2014). On the other hand, the current study agreed with previous studies in terms of the study tool, as it was based on a questionnaire that included the axes of awareness towards vocational education and this corresponds to the study of Nubi and others (2012), the study of Al-Subhi (2010), the study of Al-Dahmari (2014), the study of Pascual (2014), and the study of Ibrahim and others (2014).
- The current study differed from previous studies in that it revealed the reasons for the existence of negative trends towards vocational education. These reasons were used to build a strategy to enhance awareness of vocational education and thus linked the causes and methods of treatment.

Chapter Three

Methodology and Instrumentation

Introduction

This chapter deals with the procedures as well as the instruments used to carry out this study. It also describes the target population, the sample of the study, the variables, data collection tools and methods, also, the time and place limitations of the study, and the research design and statistical methods used in analyzing and discussing results.

Research Methodology

The researcher followed a descriptive – analysis method to achieve the main purpose of the study in building a proposed plan to raise awareness of students toward vocational education, and also to answer the research questions. This research was characterized by application of two research approaches:

- Quantitative approach which was measured by means of the three instruments of the questionnaire which was distributed for students, families, decision makers.
- Qualitative approach to develop the proposed plan.

Population

The population of the study comprised all tenth graders (6274) in Ramallah and Al-Bireh Governorate of education for the year 2019/2020.

Study sample

Table (2): Sample Distribution

Respondent	Number
Students	784
Families	490
Decision makers	28

Table (2) showed that the sample consists of (784) students from tenth grade of schools distributed in Ramallah and Al-Bireh Directorate of Education for the (2019/2020) academic year whom completely responds to the survey, also (490) Questionnaire respondents of their families were returned and (28) questionnaire from decision makers.

Instrumentation

The researcher developed three questionnaires (Appendix -I-) to achieve the objectives of the study as follows:

- 1- Student attitudes of tenth graders toward vocational education in Palestine, which consists of two parts. One for the demographic data and the other for the attitudes of the students from their own perspective
- 2- Student attitudes of tenth graders toward vocational education in Palestine, which consists of two parts. One for the demographic data and the other for the attitudes of the students from their families perspective.
- 3- Student attitudes of tenth graders toward vocational education in Palestine, which consists of two parts. One for the demographic data and the other for the attitudes of the students from their decision makers' perspective.

The following table (1-9) showed the sample distribution.

Part one: data distribution of study sample according to students responses:

Table 3: Sample distribution according to (Gender of student) Variable

Students' Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	408	52.0	52.0	52.0
	male	376	48.0	48.0	100.0
	Total	784	100.0	100.0	

Data Presented in table(3) showed that there was (784) students surveyed about their attitudes toward vocational education, with (48%) male and (52%) of them female.

Table 4: Sample distribution according to location

Location					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 (City)	608	77.6	77.6	77.6
	2 (camp)	152	19.4	19.4	96.9
	3 (Village)	24	3.1	3.1	100.0
	Total	784	100.0	100.0	

Data presented in table (4) showed that the sample was distributed by place of residence city (77.6%), camp (19.4%) and village (3.1%),

Table 5: Sample distribution according to Level of achievement

Level of achievement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (high)	161	20.5	20.5	20.5
	2.00 (middle)	351	44.8	44.8	65.3
	3.00 (Low)	272	34.7	34.7	100.0

Level of achievement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 (high)	161	20.5	20.5	20.5
	2.00 (middle)	351	44.8	44.8	65.3
	3.00 (Low)	272	34.7	34.7	100.0
	Total	784	100.0	100.0	

Data presented in table (5) showed that the sample was distributed by level of achievement in the ninth grade as follows: about (20.5%) of the students of high achievement, (44.8%) of the sample of students with middle achievement, and the (34.7%) that gain low achievement.

Table 6: Sample distribution according to Stream of student

Students' Stream					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Scientific	136	17.3	17.3	17.3
	literary	512	65.3	65.3	82.7
	Technology	64	8.2	8.2	90.8
	Vocational	64	8.2	8.2	99.0
	Agricultural	8	1.0	1.0	100.0
	Total	784	100.0	100.0	

Table 6 data showed that there was (17.3%) of the sample of students enrolled in the scientific stream, where there was (65.3%) of them attending the literary stream. As for the rest of the students, we found that there was (8.2%) only the Vocational stream. Finally, there was only (1%) in the agricultural stream.

Part Two: Data distribution according to Families responses:

Table 7: Sample distribution according to Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	189	38.6	38.6	38.6
	Male	301	61.4	61.4	100.0
	Total	490	100.0	100.0	

Data Presented in table(7) showed that there were (490) families surveyed about their attitudes toward vocational education. There was (38.6%) of the respondents, and the (61.4%) of them was female.

Table 8: Sample distribution according to location

location					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 (City)	140	28.6	28.6	28.6
	2 (camp)	14	2.9	2.9	31.4
	3 (Village)	336	68.6	68.6	100.0
	Total	490	100.0	100.0	

Table (8) Data showed that that the sample was distributed by place of residence in cities; there was (29.6%) of the families located in the camps, there was (2.9%), and there was (3.1%) located in the villages.

Table 9:Sample distribution according to **members** of the family

Members					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	105	21.4	21.4	21.4
	Middle	238	48.6	48.6	70.0
	high	147	30.0	30.0	100.0
	Total	490	100.0	100.0	

Table (9) Data showed that there was(21.4%) of the families whom have few members, (48.6%) mid-sized families, and (30.3%) big families.

Table 10:Sample distribution according to (families qualifications) Variable

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than university	21	4.3	4.3	4.3
	Graduate	357	72.9	72.9	77.1
	Post graduate	112	22.9	22.9	100.0
	Total	490	100.0	100.0	

Data Presented in table(10) showed thatthere was (4.3%) of the surveyed families whose members hold less than university qualifications and (72.9%) of them with Graduate qualifications, whereas(22.9%) of the rest of the sample holds post graduate qualification.

Table 11:Sample distribution according to Employment status

Employment status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gov	469	95.7	95.7	95.7
	non.gov	21	4.3	4.3	100.0

Employment status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gov	469	95.7	95.7	95.7
	non.gov	21	4.3	4.3	100.0
	Total	490	100.0	100.0	

The data of table (11) showed that there was (95.7%) of the sample working in governmental jobs, whilst (4.3%) of the remaining surveyed sample occupies non – governmental jobs.

Table 12:Sample distribution according to salaries range

Salaries range					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between1001and3000	104	21.2	21.2	21.2
	Between3001and5000	266	54.3	54.3	75.5
	>5000	120	24.5	24.5	100.0
	Total	490	100.0	100.0	

At the same time, the data of table (12) showed the results of the distribution of the samples of the families according to their salaries.(21.2%) of families salaries is within the range of 1001and3000 (NIS), whereas the majority of salaries of families (54.3%) is between 3001and5000.The rest of the sample of salaries is greater than 5000.

Validity of instrument

In order to ensure that the content of the study tools were valid and appropriate to its objectives, they were given to specialists at different universities and institutions, who were experienced in that topic. They suggested some recommendations and modifications. The researcher took them into consideration and made the necessary modifications accordingly.

Reliability of instrument

The researcher used Cronbach's alpha test to find out the internal consistency of the three tools, as follows:

Table 13: Cronbach's Alpha

Instrument	N of Items	Cronbach's Alpha
Student attitudes\students perspective.	9	0.798
Student attitudes\families perspective.	6	0.735
Student attitudes\decision makers perspective.	12	0.814

Table (13) Results Cronbach's Alpha test for internal consistency showed that the instrument gains respectively (0.798, 0.735, 0.814) which accepted to proceed in the study.

Statistical Analysis

Data was collected by the researcher through study tools, then SPSS was used to analyze the data and obtain the result, specifically the following test were conducted:

- Descriptive statistics (means , standard deviations, percentages)
- Cronbach's Alpha test
- one way ANOVA test
- Multiple Comparisons using (LSD) test

The proposed Strategies to Promote Vocational Education Awareness in Ramallah and Al-Bireh District, The Researcher perform the following steps to prepare the Plan:

- Conducted exploratory study to find out the attitudes of students, families and decision makers toward vocational educational.
- Analyzing related documents, studies, plans (Palestinian Ministries of Education and Higher Education and Labor, 2007; Hamdan, 2018; Joels, 2015;

UNESCO, 2016; Chris, 2018.

- Propose the Strategies to Promote Vocational Education Awareness.
- Ensure Validity and Reliability of the proposed plan.

Chapter 4

RESULTS OF THE STUDY

Introduction

This chapter showed the results of the study that aimed at proposing a plan to enhance attitudes of the tenth grade students towards vocational education in Palestine through investigating the attitudes of students, families and decision makers so as to find out the factors influencing it and building a plan. Moreover, the statistical data were analyzed by using the SPSS software.

Questions one: What attitudes do 10th grades, families, decision makers have towards vocational education? To the answer this question, the researcher used the descriptive statistics, and one sample t-test to determine the sig attitudes so that it can be included in the proposed plan. The results showed in table (14)

A. Students attitudes:

Table 14: Descriptive data for attitudes of the students of tenth grade toward vocational education from their perspective

Code	Item	Mean	SD	SEM	Sig.
Atts9	Vocational education helps me to have my own business	5.68	0.054	1.503	0.000
Atts7	I was provided with a brochure about vocational education during school	5.58	0.053	1.471	0.000
Atts5	Vocational education requires fewer study periods and abilities than Academic	4.88	0.064	1.796	0.000
Atts8	Success stories had a positive attitude on me toward vocational education	4.70	0.058	1.3631	0.000
Atts4	vocational education is an opportunity for high income	4.65	0.060	1670	0.000
Atts1	Vocational education makes me more independent	4.48	0.059	1.621	0.000
Atts3	Available programs in vocational education encourage me to enroll in it.	4.39	0.061	1.693	0.000
Atts6	The guidance that I have received from teachers and parents helped me to enroll in vocational education	4.04	0.060	1.7851	0.535
Atts2	I like to work in vocational filed	3.95	0.065	1.810	0.430

- Sig. at (0.05)

Table (14) shows that there are 7 of 9 item are significant in terms of students attitudes toward vocational education; the highest mean was 5.68/7 for the item “Vocational education helps me to have my own business. “Respectively, the means related to the items were (5.58, 4.88, 4.70, 4.65, 4.48, 4.39): “I was provided with a brochure about vocational education during school”, “Vocational education requires fewer study periods and abilities than Academic”, “Success stories had a positive attitude on me toward vocational education”, “vocational education is an opportunity for high income”, “Vocational education makes me more independent”, and “Available programs in vocational education encourage me to enroll in it”

B: Families attitudes:

what are the attitudes of the students families? To the answer this question the researcher used the descriptive statistics, and one sample t-test to determine the sig attitudes to include it the proposed plane. The results showed in table (15)

Table 15 : Descriptive data for attitudes of students families toward vocational education from their perspectives.

Code	Item	Mean	SD	SEM	Sig.
Attf6	Vocational education let you gain more income.	5.77	1.291	.058	0.00
Attf4	Students spend less time in receiving vocational education	5.07	1.303	.059	0.00
Attf2	Families are proud of vocational education	5.01	1.380	.062	0.00
Attf3	Attending vocational education let you receive respect of society	4.81	1.270	.057	0.00
Attf1	Expenses of vocational education is accepted	4.76	1.489	.067	0.00
Attf5	The image of vocational education is low than academic	3.65	1.606	.073	0.00

Table (15) shows that all families perspective toward vocational education are positive one, exactly the families in the sample of the study said that: “Vocational education let you gain more income.”, “Students spend less time in receiving vocational education”, “Families are proud of vocational education,” “Attending vocational education let you receive respect of society,” “Expenses of vocational education is accepted,” “The image of vocational education is low than academic”.

C: decision makers attitudes:

what are the attitudes decision makers? To the answer this question the researcher used the descriptive statistics, and one sample t-test to determine the sig attitudes to include it the proposed plane. The results showed in table (16)

Table 16 : Descriptive data for attitudes of decision makers

Code	Item	Mean	SEM	SD	Sig.
LMNS1	VE provided with an opportunity to attend labour market	6.6	0.09	0.47	0.00
LMNS4	Very Early joining labour market is provided by VE	6.4	0.11	0.63	0.00
LMNS2	Variety of jobs provided though attending VE	6.2	0.15	0.8	0.00
LMNS6	VE participate in in increasing GDP	6.25	0.18	1.0	0.00
LMNS3	VE Provided with connivance income	6.1	0.19	1.03	0.00
LMNS8	VE guided to more creativity Chances	5.9	0.15	0.18	0.00
LMNS12	Equal opportunities according to gender	5.8	0.18	0.9	0.00

	in sustainable development				
LMNS5	VE provide with new innovate programs	5.6	0.26	1.3	0.00
LMNS7	VE Curriculum is rich with cognitive and practical skills	5.4	0.2	1.5	0.00
LMNS9	Running programs are suitable to labour market needs	5.2	0.18	1.03	0.00
LMNS10	Female face obstacles to enrollment in VE	5.2	0.31	1.6	0.00
LMNS11	Programs in VE are not suitable for female	4.3	1.32	1.7	0.21

- Sig. at (0.05)

Study hypothesis:

Are there any statistical significant differences at ($\alpha = 0.05$) in the means of attitudes of students toward vocational education related to (gender, address, stream, level of achievement) for students. To answer the questions, the researcher uses One Way ANOVA, Table (17)

Table 17: One way ANOVA between means of student attitudes toward VE from their own perspective according to study variables.

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
mean * Gender	Between Groups	7.689	1	7.689	7.455	0.006
	Within Groups	806.578	782	1.031		
	Total	814.267	783			
mean * Address	Between Groups	24.754	2	12.377	12.243	0.000
	Within Groups	789.513	781	1.011		
	Total	814.267	783			
mean * Stream	Between Groups	68.621	4	17.155	17.923	0.000

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
mean * Gender	Between Groups	7.689	1	7.689	7.455	0.006
	Within Groups	806.578	782	1.031		
	Within Groups	745.645	779	.957		
	Total	814.267	783			
Mean*Achievement	Between Groups	12.095	2	6.047	5.888	0.003
	Within Groups	802.172	781	1.027		
	Total	814.267	783			

The data presented in table 17 showed that there are significant differences in students attitudes toward VE from their own perspective according to the (gender, address, stream, achievement) variables. This means that there is an impact for the students (gender, address, stream, achievement) on his/her own point view toward vocational education.

Table 18: One way ANOVA test to find the degree of significance of the differences in mean of families attitudes toward VE

		Sum of Squares	df	Mean Square	F	Sig.
Mean families *Gender	Between Groups	8.261	1	8.261	23.3	.000
	Within Groups	172.723	488	.354		
	Total	180.985	489			

		Sum of Squares	df	Mean Square	F	Sig.
Mean families *Gender	Between Groups	8.261	1	8.261	23.3	.000
	Within Groups	172.723	488	.354		
Mean_families *Address	Between Groups	3.592	2	1.796	4.931	.008
	Within Groups	177.392	487	.364		
	Total	180.985	489			
Mean families *families_memebrs	Between Groups	1.039	2	.519	1.405	.246
	Within Groups	179.946	487	.369		
	Total	180.985	489			
Mean families *qualification	Between Groups	9.062	2	4.531	12.835	.000
	Within Groups	171.923	487	.353		
	Total	180.985	489			
Mean families *Employment	Between Groups	16.655	1	16.655	49.460	.000
	Within Groups	164.329	488	.337		
	Total	180.985	489			
Mean families *salaries_range	Between Groups	5.959	2	2.979	8.290	.000
	Within Groups	175.026	487	.359		
	Total	180.985	489			

The data presented in table 18 showed that there are significant differences in students attitudes toward VE from their families perspectives according to the family variable which are: (Gender, qualifications, employment, salariesrange) variables. This means that there is an impact for the families(: (Gender, qualifications, employment, salariesrange) on their point view toward vocational education, so, to find out the cause of the differences.

Q3:What is the proposed strategy to enhance awareness of vocational education in Palestine from the point of view of decision makers and labor market?

The Plan is: A set of goals, activities, procedures and indicators for students, parents and decision makers to raise awareness among tenth grade students to encourage them to join vocational education

Justifications for developing a proposed plan:

- Students' desire to join vocational education was average for all the sections of the students' scale.
- There are generally positive trends among parents to enroll their children in vocational education.
- There are generally positive trends among decision-makers to improve student enrollment in vocational education.
- The analysis of reality showed that one of the most important weaknesses and challenges is the negative societal perception, the students' poor knowledge of vocational education specialties, job opportunities and employment emanating from that, and the concepts of self-employment, the absence of a basic role for media institutions to contribute to raising awareness, and the weak correlation between vocational schools and parents.

Plan procedures:

Surveying students', parents' and decision-makers' attitudes about vocational education, then the results showed that there were moderate trends for all student sections, as well as positive attitudes of their families and decision makers regarding the enrollment of their children in vocational education

The students stated that:

- vocational education makes me independent .
- The majors available in vocational education encourage me to enroll in
- vocational education provides me with a better income
- Vocational education requires less study periods and abilities than regular study.
- I was provided with brochure introducing me to vocational education in the school

- The success of those around me who enrolled in vocational education had a positive impact on me towards vocational education
- vocational education helps me to have my own business.
- I have a desire to be in vocational field
- I was supervised by teachers and parents to enroll in vocational education

The Families stated that:

- Vocational education has low costs
- Vocational education is appreciated by the family
- Vocational education is respected by society
- Vocational education requires a short times to study
- Vocational education has lower level than regular education
- Vocational education provides better income level than regular education

Decision Makers stated that:

- Vocational education is a good opportunity to enter the labor market
- Vocational education provides early access to the labor market
- Vocational education provides freedom to work
- Vocational education contributes to increasing national production
- Vocational education provides better income
- Vocational education provides an opportunity for creativity .
- Males and females are able in parallel to contribute to the development and growth through specialized professions.
- Vocational education provides new and innovative specializations that meet the needs of the labor market.
- Vocational curricula develop students' knowledge and provide necessary skills needed for the job market.
- Current professional specializations are compatible with the needs of the labor market.
- There is a difficulty in accepting females in the vocational labor market.
- Reality analysis to monitor (strengths, weaknesses, opportunities and challenges) facing vocational education, which shows:

SWOT Analysis to find out:

Strengths

- The presence of new vocational programs that encourage entrepreneurship and self-employment
- Developing strategic companies with a number of partners in the industry & employment sector, and the private sector within comprehensive education programs
- conducting various trainings in non-academic skills such as self-employment and leadership.
- There is a government approach to support vocational education
- Building and using the national standard method for developing vocational curricula and linking them to the labor market

weaknesses

- Low achievements of students who enroll in vocational education.
- Weakness of the integration and partnership with the labor market
- The lack of clarity in the identity of vocational specializations within the higher education system
- negativity of Societal cultural
- Poor students' knowledge of specializations in vocational education and employment opportunities stemming from that, and the concepts of self-employment
- The absence of a basic media role in raising the awareness
- Weakness of the relationship between the work of the vocational schools and parents.

Opportunities

- Projects from different funders to support vocational education
- Work on the National Qualifications' Framework

- Donors' support for vocational education
- - temporary job opportunities for young people with entrepreneurial ideas

Threats

- Negativity of the societal vision.
- The high cost of vocational education programs
- Scarcity of national funded projects to develop the system
- Absence of the organization in the labor market, monitoring of different professions, and comprehensive job descriptions.
- Rapid change in labor market needs
- Weakness of private sector participation

The researcher will prepare his plan to raise 10th grade students' awareness to achieve the goals according to the followings:

Students' level:

- 1- Counseling meetings for students
- 2- Conduct training to equip the students with self-employment skills
- 3- Conduct training to equip the students with life skills and entrepreneurship
- 4- Presenting success stories through discussions and workshops
- 5- Developing positive attitudes of the students
- 6- Conduct training in communication skills
- 7- Conduct training for the students to enable them to identify their professional tendencies and desires.

Family level:

- 1- Improving the societal perception of vocational education graduates
- 2- Helping children to identify their preferences and desires
- 3- developing an independent personality and improving decision-making ability

4- Activating the partnership between school and parents

Decision making level:

1-Creating motivational incentives system to attract qualified teachers

2- Expanding admission criteria in vocational educational institutions

3- Encouraging employers to raise awareness and tell success stories

4- Developing policies for training on gender issues

5- Approval of studies that identify the tendencies of tenth grade students

6- Development of vocational counseling system in schools

7- Producing educational manual for teachers and school principals to raise their awareness of vocational education.

The proposed Strategies to Promote Vocational Education Awareness

Goals:

1. Raise the level of awareness of students' vocational education
2. Raising awareness of family vocational education
3. Strengthen leadership and governance for the Minor Education Program

Objectives:

- 1.1 capacity-building for teachers and school administrators in how and how to teach
Promoting awareness of vocational education
- 1.2 Education and employment skills for the tenth grade students Self
- 1.3 promoting educational and vocational guidance services in schools to encourage
students And female students to choose vocational education
- 1.4 Developing student attitudes
- 1.5 developing students' life and business skills
- 1.6 Enabling students to determine their preferences and desires
- 1.7 Generalizing success stories
- 1.8 Encouraging employers' participation in raising awareness
- 2.1 Family awareness to help children determine their professional trends Direct them
toward appropriate disciplines
- 2.2 Developing the capacity of families to pursue their children's attitudes toward a trade
They want it
- 2.3 participation of families in policy-making and planning for vocational education
- 3.1 Adoption of the National Framework for qualifications for Vocational Education
- 3.2 developing professional disciplines that meet the needs of the labor market and
technological development.
- 3.3 Developing an incentive system to attract competent teachers.
- 3.4 Developing school infrastructure and building new schools to suit the required
disciplines.
- 3.4 Developing the foundations for admission to professional educational institutions
- 3.5 Development of policies on vocational education and gender issues.

3.6 Develop a quality system for vocational education

Activities:

- 1.1.1 An inventory of the training needs of the academic and administrative bodies in vocational schools.
- 1.1.2 Training of the academic body in the latest professional and technical equipment and teaching aids.
- 1.1.3 Training of the Administrative and Financial Authority on the latest technological programs that help in promoting the educational process and evaluating the learning outcomes.
- 1.1.4 Preparing and preparing the appropriate instructional intestine material.
- 1.1.5 Coordination with the Ministry of Education to obtain official approvals for visiting the Department of Education.
- 1.1.6 Selection and training of trainers nominated to promote awareness of the importance of vocational education.
- 1.1.7 Setting dates for the implementation of awareness meetings with managers and teachers.
- 1.1.8 Carrying out 8 4-hour quarterly meetings per meeting.
- 1.2.1 Setting dates for the holding of panel discussions for students in the tenth grade by the school administration.
- 1.2.2 Inviting delegates and delegates from vocational schools to participate in the discussion and training workshops.
- 1.2.3 Carrying out 4 vocational education and education courses in a single classroom.
- 1.3.1 Preparing school-to-school educational bulletins to demonstrate the importance of vocational education.
- 1.3.2 Educational mentor to hold an educational meeting with students and students To sensitize them and distribute handouts
- 1.4.1 Organizing educational trips to vocational educational schools.
- 1.4.2 Organizing educational trips to the labor market.

- 1.4.3 Strengthening the role of the International Labor Organization in the implementation of a program for the training of applicants for the establishment of their own projects.
- 1.4.4 encouraging and supporting mechanisms for financing projects distinguished by the sector Private
- 1.5.1 Coordination with the authorities responsible for leadership (Supreme Council for Innovation and Excellence, Palestine technological Park.
- 1.5.2 Organizing meetings between professional education authorities and different media to talk about the importance of vocational education.
- 1.5.3 Designing information programs that reflect the role of the benefits of vocational education.
- 1.5.4 View these programs in different media, especially the talk about them.
- 1.6.1 Encouraging students to apply for tests of trends and professional desires
- 1.6.2 Analyze and discuss student results with students
- 1.6.3 Field visits to learn about professions at close range
- 1.7.1 Meetings between professionals from vocational education and municipal and village councils to highlight the importance of vocational education.
- 1.7.2 a school year-to-year meeting was held with the parents in schools to encourage them to support their children in vocational education.
- 1.7.3 Meetings between Chambers of Commerce and employers to encourage them to support professional education graduates.
- 1.8.1 Market needs inventory
- 1.8.2 Holding a level of familiarization and guidance between the integration of operators and parents' councils
- 1.8.3 hold educational and mentoring meetings with trained teachers and school administrators
- 1.8.4 portraying and broadcasting success stories for operators in school and media Year
- 2.1.1 Exposing families to success stories that reflect the role and future of vocational education.
- 2.1.2 Hold meetings with parents and explain the dimensions of enrollment in the branches Academic and professional branches

- 2.1.3 Design and distribute educational bulletins on the importance of vocational education across sites Social networking
- 2.2.1 Family training to follow the work of their academic and non-academic children in coordination with the school.
- 2.2.2 Providing books, tools or things at home that help to develop students' desire for a particular craft.
- 2.2.3 Carrying out joint visits between families and their children to the labor market to enhance their preferences.
- 2.3.1 Meetings are held between parent councils and the General Directorate of Vocational Education to discuss needs monitoring and procedures covering the needs of the regions.
- 2.3.2 using experienced families to develop systemic policies On vocational education
- 3.1.1 Establishment of a management team with technical education specialists
- 3.1.2 Defining and linking levels of knowledge, skills and competencies within the national framework of qualifications.
- 3.1.3 Linking disciplines in technical education institutions with the national qualification framework.
- 3.1.4 laws have been enacted to increase student enrollment in the labor market
- 3.2.1 hold meetings with official bodies to discuss the priorities of professional disciplines needed by the labor market.
- 3.2.2 involve women in planning for the development of disciplines that are appropriate to the needs of female students.
- 3.2.3 Economic feasibility study for proposed new specializations
- 3.3.1 Hold meetings with official bodies to discuss the degree of suitability of graduates' competencies to the requirements of the labor market.
- 3.3.2 Developing a mechanism to continuously update disciplines by linking them to labor market updates.
- 3.3.3 Updating the educational content to suit the evolving modifications in the labor market.
- 3.4.1 Study the needs of different vocational schools.
- 3.4.2 Engaging the private sector in meeting needs.
- 3.4.3 provide the necessary training for teachers to use the equipment

- 3.4.1 Engaging the labor market in the training and evaluation process.
- 3.4.2 Conclusion of partnership agreements between the labor market and educational institutions.
- 3.4.3 identify the skills required to train students
- 3.4.4 implementation and evaluation of training
- 3.5.1 Collaborative meetings between the Women's Union and the Council of parents
And school principals
- 3.5.2 Women's participation Planning and policy-making meetings for the education sector Professional
- 3.5.3 Involve women in the professional disciplines needed for the needs of the labor market In vocational schools
- 3.6.1 The appointment of the Quality Control Committee in the Directorates with the support of people from the labor market.
- 3.6.2 to base decisions on vocational education for studies and research.
- 3.6.3 Due to various evaluations such as self-evaluation by vocational schools of their programs with the Department of Education, impact evaluation of projects, and follow-up studies to find out where professional education graduates are located and thus to judge the quality of the program.

Chapter Five

Discussion and Recommendations

This study aimed to identify the students' attitudes towards vocational education from their point, from the point of view of the family and decision makers, as well as studying the reality of their enrolment to determine the reasons for students' reluctance to enroll in vocational education in Palestine, and making a plan to raise awareness among them, parents and decision makers to improve enrolment processes. The study answered a number of questions:

1. What attitudes do tenth grade students have towards vocational education?

The results of the answer to this question, which were presented in Tables No. (14) of the fourth chapter, showed that students' attitudes were positive in the form of trends and were moderate and weak for seven paragraphs of the attitudes scale, and this confirms that students have positive attitudes to enrolment, but the enrolment process is not practiced on the ground. Whereas, the enrolment rates in vocational education were (3.9%), which are very low rates if compared to the enrolment rates in other academic branches, and in this context we note that these results were reached by many previous studies, including (Badrakhan, 2014), where the results indicated that it is the attitudes of the class students The tenth basic education in Jordan towards joining vocational education fields after the end of the basic education stage came within the intermediate level. Likewise, the study (Al-Agha, 2018), which showed the results that the level of tendency of tenth grade students towards joining vocational education, was about (85%). As well as a study (Ali Wasbieh, 2018) on the trend towards vocational education and its relationship to vocational awareness among ninth grade students in the Lattakia Governorate, as it showed that the trends towards vocational education among ninth grade students in Lattakia Governorate were weak, and the degree of vocational awareness among grade 9 students The ninth basic education in Lattakia governorate with an average degree, and a positive correlation relationship with statistical significance was observed between the trend

towards vocational education and vocational awareness among ninth grade students. With a high degree, and three items of the scale with a medium degree.

When studying the demographic variables that may affect the parents' point of view, it was found that there are statistically significant differences in students' attitudes towards vocational education from the parents' point of view due to gender variables in favour of mothers. As for the place of residence, the differences were in favour of families who live in the camps. The Fateen family official holds that the differences were for those with a qualification less than a university, and in terms of the nature of work it was found that positive trends were among those working in a non-governmental job, and on the one hand the effect of income level on students' attitudes from the point of view of their family, the differences were in favour of low and middle income people.

We notice that the differences in the statistic resulted from the nature of housing for the benefit of urban or camp residents, as most of the establishments are concentrated in cities, and on the other hand, the residents of villages and villages work in agriculture and government jobs, with respect to the income level, the differences were in favor of those with middle or low incomes, and the differences were in favor of those who work. This confirms that the closer the family is to an individual working in the field of vocational education, the better the tendencies towards vocational education.

Regarding the students' attitudes towards vocational education from the point of view of decision makers, the paragraphs were all positive and the majority of them are high and it is in perfect harmony with what the various relevant ministry is doing to restructure vocational education so that it is more coherent and positive and encourages young people to join it, and these bodies develop policies in various directions. Among those policies is improving trends and raising awareness of the vocational education system, and accordingly this proposed strategy is in line with the directions of decision makers to raise awareness of enrolment in vocational education (a reference should be added).

2. Which indicates the existence of statistically significant differences in students' attitudes from their point of view due to variables (gender, place of residence, high school branch, and level of achievement)?

The results showed in Table (No.) that there are statistically significant differences in students' attitudes towards vocational education according to the gender variable in favour of males, as well as for the variable of place of residence, the differences were in favour of city residents, then the camp and finally the residents of villages, and when examining the differences in the variable of the secondary branch General differences existed in favour of the agricultural branch, then the professional, technological, and finally the literary and scientific branch. As for researching the differences according to the achievement variable, the differences existed in favour of students with high achievement and then low achievement, and in conclusion, they would have been in favour of those with average achievement. To explain this, trends are related to knowledge and awareness of the subject, and thus the fact that the professional life of male students is more diverse and they have more imposition in society to engage in many professional and social activities. Which relates to the place of residence, education or secondary school branch. There are a number of studies that examined the effect of different variables on trends as follows: The study (Badrakhan, 2014) showed that there is a difference in the level of students' attitudes towards joining the fields of vocational education due to the variable of the student's achievement level in favour of those with medium and low achievement, and the variable of the guardian's education level in favor of children Holders of educational qualifications (high school or less, diploma, bachelor's), and the variable of the number of family members in favor of students who have family members (5-7 members) and (more than 7 members). Whereas, the results showed that there was no difference in the level of students' attitudes towards joining the fields of vocational education due to variables of the region, gender and average household income. As well as the study (Al-Agha, 2018), in which the results also showed the existence of a significant effect for each of (gender, the father's profession, the profession of the mother, the mother's education, the family income, the interaction between gender

and the GPA, the interaction between the family income and the cumulative rate, the interaction between the father's profession and the mother's profession. And family income, the interaction between the education of the father, the education of the mother and the GPA) on the tendency of the tenth grade students towards enrolment in vocational and technical education. Likewise, a study (On Wubiya, 2018) showed statistically significant differences between the mean scores of the research sample responses on the trend towards vocational education scale according to the gender variable, in favour of males. And the study (Al-Qaisi, 2016): It aimed to know the factor affecting the future career trends of the parents and to know the significance of the statistical differences in building the trends of the future profession of the parents, and the result was that the field of abilities and desires of students took the highest mean and weight, and the social field took the least middle and weight and the social field It took the lowest mean and weight percentages, while in the Parents' Scale, the family-educational sphere received the highest mean and weight, while the social sphere received the lowest mean and percentage weight. The result in the students' scale was that all the paragraphs were statistically significant except (10-13-16) that was not significant, and the difference was in favour of males, at a rate of (70%).

What is the situation of vocational education from the point of views of the students, their families and decision makers?

Results of SWOT analysis, showed the most prominent strengths, weaknesses, challenges and the available opportunities. Reality analysis was used to define the milestones of the proposed strategy based on the needs that were derived from the reality analysis.

There are many studies that focused on analyzing the reality of vocational education in Palestine such as Affounah, Jitawi(2017), It showed that the reality of vocational and technical education and training in Palestine from a gender perspective in vocational education and training institutions from the students point of view for domains of study was between medium and large. This was confirmed by Zaid study in (2018).

The current study and previous studies agreed that there are many weaknesses and challenges for vocational education, including the social inferior view, the lack of

awareness and interest among students, and students submission to parents' desires in choosing university majors, and others challenges.

As for the explanation of the analysis of the reality of vocational education, from the researcher's point of view it is fair to acknowledge that there are real interest and tendencies on the ground to support the vocational education sector. In addition to the increasing number of the vocational schools every year. This came to address what the Palestinian Authority inherited from the previously inherited system that was directed to supply the needs of the Israeli labor market. In addition, this sector is currently adopting many programs that contribute in upgrading the capabilities of workers and qualifying them to meet the market needs.

Despite all these efforts, vocational education still lacks unified administration, effective legislation, and suffers from the marginalization aspect that has been linked to the enrolment of poor achievers to the sector, in addition to the lack of trust between the private sector and government authorities, and this is confirmed by a study(4 ,3 ,1,2) .

The biggest challenge facing this sector is the prevailing trends, the weak social acceptance of craft and manual work, and the weakness of lifelong learning and self-employment culture. Consequently, it was necessary for awareness to be the master of the situation to face such a reality, because awareness simulates thought and convictions. The existence of real opportunities, support of partners and the interest of the highest levels in this type of education will bear positive fruits if there is sufficient awareness of the importance of this type of education and its reflection on the elimination of poverty, the reduction of hunger and the strengthening of the Palestinian economy.

What is the proposed strategy to enhance awareness of vocational education for tenth grade students?

After understanding and identifying the reasons for the lack of awareness about enrollment in vocational education in Palestine through identifying the opinions of tenth grade students, their families and decision makers, these opinions explain the negative reasons for their tendencies to join vocational education and the inferior view of this sector. A strategic plan was prepared that included vision, mission and goals that help in

increasing awareness to increase enrollment in vocational education, the most appropriate activities were chosen to achieve these goals.

This plan reflected a thoughtful scientific effort characterized by flexibility in implementation, it could be modified according to developments that happen during its implementation, and it also depends on the available financial and human abilities and the utilization of available resources in the Ministry of Education, the labor market and local community organizations.

The implementation of the plan depends on specialized experts, and it is possible to know the degree of success of this plan through the indicators, which are easy to measure, follow up and evaluate, and then amend them in order to be developed in the future.

There are many studies that focused on analyzing the reality of vocational education in Palestine (AfounehandGitawi, 2017), which showed that the reality of TVET in Palestine from a gender perspective in vocational education and training institutions from the students' point of view for fields of study was between medium and large. And (Zayed, 2018).

The current study and previous studies agreed that there are many weaknesses and challenges for vocational education, including the societal inferiority view, the lack of awareness and interest among students, and their submission to parents' desires in choosing university majors, and others, As for the interpretation of the analysis of the reality of vocational education, it is from the researcher's point of view that it is fair to acknowledge that there are real interest and trends on the ground to support the vocational education sector. The number of disciplines is constantly evolving from 45 In the year 1994 to me 236 In the year 2020, in addition to the increasing number of vocational schools annually. This came to address what the Palestinian Authority inherited from the previously inherited system, which was directed to the needs of the Israeli labor market. In addition to this sector's adoption of many programs that contribute to raising the capabilities of workers and qualifying them to meet the market need, and with these efforts, vocational education still lacks unified management and

effective legislation and the marginalization aspect that has been linked to the enrolment of poor students in the sector, in addition to the weak trust between the private sector and government authorities, and this is what This was confirmed by a study (1,2,3,4). The biggest challenge facing this sector is the prevailing intellectual trends, weak social acceptance of craft and manual work, and a weakening of the culture of lifelong education and self-employment. Therefore it was necessary for awareness to be the master of the situation to face such a reality, because awareness simulates thought and convictions.

The presence of real opportunities, support for partners and interest from the highest levels for this type of education will bear its positive fruits if there is sufficient awareness of the importance of this type of education and its reflection on eradicating poverty, reducing hunger and strengthening the Palestinian economy, and this is what this study has provided.

Understanding and identifying the reasons for the lack of awareness about enrolment in vocational education in Palestine is through identifying the opinions of tenth grade students, families and decision makers, which explain the negative reasons for their tendencies to join vocational education and the inferior view of this sector. A strategic plan was prepared that included setting the vision, mission and goals that help in increasing Awareness to increase enrolment in vocational education, the most appropriate activities that could lead to achieving these goals were chosen.

In this plan, it is a deliberate scientific effort characterized by flexibility in implementation, if it is possible to amend it according to the developments that happen during its implementation, and it also depends on the available financial and human capabilities and the exploitation of the resources available in the Ministry of Education, the labour market and local community organizations.

This plan depends on its implementation on experts with specializations, and it is possible to know the degree of success of this plan through the aforementioned indicators, which are easy to measure, follow up and evaluate, and then amend it in order to develop it in the future.

This plan is also considered comprehensive in its treatment to increase awareness of enrolment in vocational education through its focus on all axes (student, family, and decision makers), as the measures needed by each axis have been determined, and the plan is distinguished by addressing the societal inferiority view of vocational education, and working on Raising awareness among students and families, stimulating the local community and the labor market to promote vocational education, and activating the role of educational institutions supervising vocational education to raise awareness.

This plan depends in its construction and composition on actual research and analysis and analysis of local and regional studies and reports, and it was based on a set of accurate and comprehensive studies on accurate and detailed data at all levels according to the available capabilities, and it was presented to a group of arbitrators with competence in educational administration, strategic planning and vocational education.

Serving as a general framework for a participatory community work through the establishment of the various bodies concerned with vocational education, such as the Ministry of Education, Chambers of Commerce, the labor market, the media, local community bodies and other relevant institutions to implement this plan, and it also guarantees its continuity.

The researcher hopes that the plan will find the moral and moral interest on the ground and achieve the desired goal of this study.

It should be noted that this plan is the first to be addressed to raise awareness of enrolment in vocational education, as there are no clear educational plans that address these problems, and it also encourages donors to continue their support for vocational education, and encourages the labor market for the increasing demand for vocational education graduates.

Recommendations:

Based on the results of the study, the researcher recommends the following:

- Developing and activating the media to highlight the importance of vocational education.
- Adopting a national strategy through the Independent Commission for Vocational Education to accommodate graduates in vocational schools in the labor market or to provide opportunities for their enrolment in technical university education.
- Raising the level of awareness of the family and students about the importance of vocational education.
- Raise the level of the quality of the outputs of vocational education programs.
- Adopting the associated strategic plan to increase awareness of vocational education and applying it on the ground in schools, the local community, the labor market, and decision-makers related to vocational education.

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Annex I

استبيان حول توجهات طلبة الصف العاشر نحو التعليم المهني في فلسطين
(محور الطلبة)

القسم الاول: معلومات شخصيه (Personal): معلومات عامة عن المشارك في تعبئة الاستمارة :
املاً / املني الفراغات بالمعلومات المطلوبه شاكراً لكم ذلك سلفاً.

الرمز	السؤال
Per1	الجنس : ذكر <input type="checkbox"/> انثى.
Per2	مكان السكن : <input type="checkbox"/> مدينة <input type="checkbox"/> مخيم <input type="checkbox"/> قرية.
Per3	التحصيل الاكاديمي في الصف التاسع :.....
Per4	الفرع الذي تنوي الالتحاق به بعد الصف العاشر: <input type="checkbox"/> الفرع العلمي <input type="checkbox"/> الفرع الادبي <input type="checkbox"/> الفرع التكنولوجي <input type="checkbox"/> الفرع المهني <input type="checkbox"/> الفرع الزراعي <input type="checkbox"/> الفرع الشرعي .

القسم الثاني: معلومات عن توجهات الطلبة ونظرتهم للتعليم المهني.

توجهات الطلبة نحو التعليم المهني (Atts) Attitude of students towards VE

الرمز	السؤال	أوافق بشده	أوافق	أوافق لحد ما	محايد	لا أوافق لحد ما	لا أوافق بشده
Atts1	التعليم المهني يجعلني مستقلاً في شخصيتي						
Atts2	لدي رغبة بالعمل المهني						
Atts3	التخصصات المتوفرة في التعليم المهني تشجعني للالتحاق به						
Atts4	التعليم المهني يوفر لي دخل افضل						
Atts5	التعليم المهني يحتاج لفترات دراسة وقدرات اقل من الدراسة العادية						
Atts6	تم ارشادي من قبل المعلمين والاهل للالتحاق بالتعليم المهني						
Atts7	تم اعطائي نشرة تعريفية بالتعليم المهني في المدرسة						
Atts8	نجاح المحيطين بي ممن التحقوا بالتعليم المهني كان له اثرايحي فيتوجهي نحوالتعليم المهني						
Atts9	يساعدني التعليم المهني من امتلاك مشروع خاص بي						

Annex II

استبيان حول توجهات طلبة الصف العاشر نحو التعليم المهني في فلسطين

(محور العائلة)

القسم الاول: معلومات شخصية (Personal): معلومات عامة عن المشارك في تعبئة الاستمارة :

املاً / املني الفراغات بالمعلومات المطلوبه شاكرأ لكم ذلك سلفاً.

الرمز	السؤال
Per1	الجنس : <input type="checkbox"/> ذكر <input type="checkbox"/> انثى.
Per2	مكان السكن : <input type="checkbox"/> مدينة <input type="checkbox"/> مخيم <input type="checkbox"/> قرية.
Per3	عدد افراد الاسرة :
Per4	التحصيل العلمي :
Per5	مجال العمل :
Per6	يبلغ الدخل الشهري (الراتب الشهري) :

القسم الثاني: معلومات عن توجهات عائلات الطلبة ونظرتهم للتعليم المهني.

توجهات العائلة نحو التعليم المهني Attitude of Family towards VE (Attf)

الرمز	السؤال	أوافق بشده	أوافق	أوافق لحد ما	محايد	لا أوافق لحد ما	لا أوافق	لا اوافق بشده
Attf1	التعليم المهني تكاليفه منخفضة							
Attf2	التعليم المهني هو مصدر فخر وتقدير من العائلة							
Attf3	التعليم المهني هو مصدر احترام في المجتمع							
Attf4	التعليم المهني فترة دراسته قليلة							
Attf5	التعليم المهني اقل مستوى من التعليم العادي							
Attf6	التعليم المهني يوفر مستوى دخل افضل من التعليم العادي							

Annex III

استبيان حول توجهات طلبية الصف العاشر نحو التعليم المهني في فلسطين
(محور صناع القرار وسوق العمل)
القسم الاول: معلومات شخصية (Personal): معلومات عامة عن المشارك في تعبئة الاستمارة :
املاً / املئي الفراغات بالمعلومات المطلوبه شاكراً لكم ذلك سلفاً.

الرمز	السؤال
Per1	الجنس : <input type="checkbox"/> ذكر <input type="checkbox"/> انثى.
Per2	مكان السكن : <input type="checkbox"/> مدينة <input type="checkbox"/> مخيم <input type="checkbox"/> قرية.
Per3	التحصيل العلمي :
Per4	المؤسسة التابع لها :
Per5	المركز الوظيفي :

القسم الثاني: معلومات عن توجهات صناع القرار في الوزارات المختصة ومراكز التوظيف في الدولة حول احتياجات سوق العمل الخاصة بالتعليم المهني وتوجهاتهم تجاهه.

Labor market needs (LMNS)

احتياجات سوق العمل من المهن

الرمز	السؤال	أوافق بشده	أوافق	أوافق لحد ما	محايد	لا أوافق لحد ما	لا أوافق بشده
LMNS1	التعليم المهني يوفر فرصة جيدة لدخول سوق العمل						
LMNS2	التعليم المهني يوفر حرية العمل						
LMNS3	التعليم المهني يوفر دخل افضل						
LMNS4	التعليم المهني يوفر التحاق مبكر بسوق العمل						
LMNS5	التعليم المهني يوفر تخصصات جديدة ومبتكرة تلبي سوق العمل						
LMNS6	التعليم المهني يساهم في زيادة الانتاج القومي						
LMNS7	المناهج المهنية تنمي المعرفة لدى الطالب وتكسبه المهارات اللازمة لسوق العمل						
LMNS8	التعليم المهني يوفر فرصة الابداع في التخصص						
LMNS9	تتلاءم التخصصات المهنية الحالية مع احتياجات سوق العمل						
LMNS10	يوجد صعوبة في تقبل الاناث في سوق العمل المهني						
LMNS11	التعليم المهني لا يوفر فرص التحاق مناسبة للإناث من حيث التخصصات						
LMNS12	الذكر والانثى قادران بالتوازي على المساهمة في التنمية والتطوير من خلال المهن المتخصصة						

Annex IV.

Vocational Schools and Units in Palestine

Public Industrial Schools				Grade 11			Grade 12		
No.	Name of School			M	F	T	M	F	T
1	Nablus	Secondary	Vocational School	399	83	482	304	87	381
2	Tulkarem	Industrial	Co-Ed Sec. School	190	60	250	142	55	197
3	SelatAldhafer	Industrial	School	137	50	187	102	44	146
4	Agricultural	Al-Arrob	Coeducation Secondary School	45	14	59	34	17	51
5	Hebron	Industrial	Secondary School	274	46	320	231	55	286
6	Hebron	Industrial	Secondary School(B)	83		83	57		57
7	Qalqilia	Secondary	Vocational Boys' School	94		94	79		79
8	Jenin	Industrial	Secondary School	136		136	162		162
9	Salfit	Secondary	Industrial School	67		67	63		63
10	Dura	Girls	Vocational Secondary School		99	99		72	72
11	Dora	Secondary	Boys School	66		66	42		42
12	KoforNima	Secondary	Industrial School	84	55	139	58	34	92
13	Dar Alaytam	Islamic	Secondary Vocational School	32		32	16		16
14	Deir Debwan	Secondary	Industrial School	156		156	121		121
15	Deir Al Balah	Industrial	Secondary Boys School	113		113	102		102
16	Beit Hanon	Industrial	Secondary School	50		50	93		93
17	Gaza	Vocational	Secondary Girls School		75	75		97	97
				1926	482	2408	1606	461	2057
	Vocational Units			M	F	Total	M	F	Total
1	Alkhansa	Sec. Girls'	School		25	25			
2	Yamoun	Secondary	Boys' School	25		25	22		22
3	Tubas	Secondary	Boys School	12		12			
4	Tammoun	Secondary	Girls School		16	16			
5	Tubas	Secondary	Girls School		35	35		34	34
6	Kharas	Secondary	School		13	13		15	15
7	Omar Ahmad Al-Tamimi	Basic	School For Boys	30		30	26		26
8	Jammaeen	Sec. School	for Girls		19	19		13	13
9	Jammaeen	Sec. School	for Boys	16		16	13		13
10	OqabMufaddy	Sec. School	for		25	25		17	17

	Girls						
11	BureenCoeducation Sec.School	13	9	22	12	6	18
12	Aqraba Sec. School for Boys	9		9			
13	Thafer Al-Masri Secondary School for Girls		28	28			
14	Al-Masakin Secondary School for Boys	5		5			
15	Hajjah Secondary Co-Ed School	11	5	16			
16	Al-Shayma Secondary Girls' School		18	18			
17	Azzoun Secondary Boys' School	18		18			
18	Beit Sahour Secondary School For Boys	15		15			
19	Bethlehem Secondary School For Girls		6	6			
20	Fadel AbdeenSecondary School For Girls		130	130			
21	Al Dahreya Girl Secondary School		18	18			
22	AlmothanaBoys Secondary School	16		16	14		14
23	TarqomiaSecondary School For Boys	13		13	12		12
24	Alkhansa' Girls Secondary School		20	20			
25	AlshahidAbuJehad Secondary Boys School	24		24	26		26
26	EttihaSaffa Secondary Boys School	11		11	8		8
27	Jericho Secondary Girls School		7	7			
28	Hisham Secondary School	22		22			
29	Bidia Secondary Girls School		26	26			
30	AnabtaSec.Girls School		9	9			
31	Kufr ZebaidSec. Co-Ed School	8		8			
32	AttelSec. Boys School	7		7			
33	Abu Baker Asseddeq Secondary Girls' School		19	19			
34	Shadia Abu Ghazaleh Secondary Girls School		15	15		14	14
35	Al Haaj Mohammed El Najar Secondary Boys School	20		20	39		39
36	Shuhada Al Nusseirat Secondary Boys School	14		14	14		14
37	Mustafa Sadiq Al Rafii Secondary Boys School For Deaf	25		25	17		17
38	Mustafa Sadiq Al Rafii Secondary Girls School For Deaf		36	36		24	24
39	Souad Al Sabah Secondary Boys School		20	20			
		314	499	813	203	123	326
	Private Vocational Schools	Grade 11			Grade 12		
		M	F	Total	M	F	Total
1	Sallizian Industrial Secondary School	59		59	50		50
2	Jerusalem Industrial Secondary School	123		123	119		119
3	AliezariyehIndustrial Secondary School	30		30	25		25
4	College Des Freres-New Gate	18	8	26	10	5	15

5	Tracnata Coed Secondary School			15			15
6	Vocation Training Center	95	15	110	80	9	89
7	The Arab Evangelical Episcopal School	45	8	53	29		29
	Total	370	31	416	313	14	342

**Annex V:
SWOT Analysis**

SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
<p>-The presence of new vocational programs that encourage entrepreneurship and self-employment</p> <p>-Developing strategic companies with a number of partners in the industry & employment sector, and the private sector within comprehensive education programs</p> <p>- conducting various trainings in non-academic skills such as self-employment and leadership.</p> <p>- There is a government approach to support vocational education</p> <p>-Building and using the national standard method for developing</p>	<p>- International and local support through funded projects</p> <p>- A draft of qualification framework is established</p> <p>- Temporary job vacancies are available for young entrepreneurs</p>	<p>-Projects from different funders to support vocational education</p> <p>Work on the National Qualifications' Framework</p> <p>- Donors' support for vocational education</p> <p>- temporary job opportunities for young people with entrepreneurial ideas</p>	<p>Negative societal outlook</p> <p>The high cost of vocational education programs</p> <p>Scarcity of nationally funded projects to develop the system</p> <p>absence of organization in the labor market, monitoring of different professions, and comprehensive job descriptions</p> <p>Rapid change in the labor market needs</p> <p>-Weak participation of the private sector</p>

SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
vocational curricula and linking them to the labor market			

Annex VI: The proposed Strategies

Goal	Objects	Activities
1. Raise the level of awareness of students' vocational education	1.1 capacity-building for teachers and school administrators in how and how to teach Promoting awareness of vocational education	<p>1.1.1 An inventory of the training needs of the academic and administrative bodies in vocational schools.</p> <p>1.1.2 Training of the academic body in the latest professional and technical equipment and teaching aids.</p> <p>1.1.3 Training of the Administrative and Financial Authority on the latest technological programs that help in promoting the educational process and evaluating the learning outcomes.</p> <p>1.1.4 Preparing and preparing the appropriate instructional intestine material.</p> <p>1.1.5 Coordination with the Ministry of Education to obtain official approvals for visiting the Department of Education.</p> <p>1.1.6 Selection and training of trainers nominated to promote awareness of the importance of vocational education.</p> <p>1.1.7 Setting dates for the implementation of awareness meetings with managers and teachers.</p> <p>1.1.8 Carrying out 8 4-hour quarterly meetings per meeting.</p>
	1.2 Education and employment skills for the tenth grade students Self	<p>1.2.1 Setting dates for the holding of panel discussions for students in the tenth grade by the school administration.</p> <p>1.2.2 Inviting delegates and delegates from vocational schools to participate in the discussion and training workshops.</p> <p>1.2.3 Carrying out 4 vocational education and education courses in a single classroom.</p>

	<p>1.3 promoting educational and vocational guidance services in schools to encourage students And female students to choose vocational education</p>	<p>1.3.1 Preparing school-to-school educational bulletins to demonstrate the importance of vocational education. 1.3.2 Educational mentor to hold an educational meeting with students and students To sensitize them and distribute handouts</p>
	<p>1.4 Developing student attitudes</p>	<p>1.4.1 Organizing educational trips to vocational educational schools. 1.4.2 Organizing educational trips to the labor market. 1.4.3 Strengthening the role of the International Labor Organization in the implementation of a program for the training of applicants for the establishment of their own projects. 1.4.4 encouraging and supporting mechanisms for financing projects distinguished by the sector Private</p>
	<p>1.5 developing students' life and business skills</p>	<p>1.5.1 Coordination with the authorities responsible for leadership (Supreme Council for Innovation and Excellence, Palestine technological Park,) 1.5.2 Organizing meetings between professional education authorities and different media to talk about the importance of vocational education. 1.5.3 Designing information programs that reflect the role of the benefits of vocational education. 1.5.4 View these programs in different media, especially the talk about them.</p>
	<p>1.6 Enabling students to determine their preferences and desires</p>	<p>1.6.1 Encouraging students to apply for tests of trends and professional desires 1.6.2 Analyze and discuss student results with students 1.6.3 Field visits to learn about professions at close range</p>
	<p>1.7 Generalizing success stories</p>	<p>1.7.1 Meetings between professionals from vocational education and municipal and village councils to highlight the importance of vocational education. 1.7.2 a school year-to-year meeting was held with the parents in schools to encourage them to support their children in vocational education. 1.7.3 Meetings between Chambers of Commerce and employers to encourage them to support professional education graduates.</p>

	1.8 Encouraging employers' participation in raising awareness	<p>1.8.1 Market needs inventory</p> <p>1.8.2 Holding a level of familiarization and guidance between the integration of operators and parents' councils</p> <p>1.8.3 hold educational and mentoring meetings with trained teachers and school administrators</p> <p>1.8.4 portraying and broadcasting success stories for operators in school and media Year</p>
Raising awareness of family vocational education	2.1 Family awareness to help children determine their professional trends Direct them toward appropriate disciplines	<p>2.1.1 Exposing families to success stories that reflect the role and future of vocational education.</p> <p>2.1.2 Hold meetings with parents and explain the dimensions of enrollment in the branches Academic and professional branches</p> <p>2.1.3 Design and distribute educational bulletins on the importance of vocational education across sites</p> <p>Social networking</p>
	2.2 Developing the capacity of families to pursue their children's attitudes toward a trade They want it	<p>2.2.1 Family training to follow the work of their academic and non-academic children in coordination with the school.</p> <p>2.2.2 Providing books, tools or things at home that help to develop students' desire for a particular craft.</p> <p>2.2.3 Carrying out joint visits between families and their children to the labor market to enhance their preferences.</p>
	2.3 participation of families in policy-making and planning for vocational education	<p>2.3.1 Meetings are held between parent councils and the General Directorate of Vocational Education to discuss needs monitoring and procedures covering the needs of the regions.</p> <p>2.3.2 using experienced families to develop systemic policies On vocational education</p>
3. Strengthen leadership and governance for the Minor Education Program	3.1 Adoption of the National Framework for qualifications for Vocational Education	<p>3.1.1 Establishment of a management team with technical education specialists</p> <p>3.1.2 Defining and linking levels of knowledge, skills and competencies within the national framework of qualifications.</p> <p>3.1.3 Linking disciplines in technical education institutions with the national qualification framework.</p> <p>3.1.4 laws have been enacted to increase student enrollment in the labor market</p>

	<p>3.2 developing professional disciplines that meet the needs of the labor market and technological development.</p>	<p>3.2.1 hold meetings with official bodies to discuss the priorities of professional disciplines needed by the labor market. 3.2.2 involve women in planning for the development of disciplines that are appropriate to the needs of female students. 3.2.3 Economic feasibility study for proposed new specializations</p>
	<p>3.3 Developing an incentive system to attract competent teachers.</p>	<p>3.3.1 Hold meetings with official bodies to discuss the degree of suitability of graduates' competencies to the requirements of the labor market. 3.3.2 Developing a mechanism to continuously update disciplines by linking them to labor market updates. 3.3.3 Updating the educational content to suit the evolving modifications in the labor market.</p>
	<p>3.4 Developing school infrastructure and building new schools to suit the required disciplines.</p>	<p>3.4.1 Study the needs of different vocational schools. 3.4.2 Engaging the private sector in meeting needs. 3.4.3 provide the necessary training for teachers to use the equipment</p>
	<p>3.4 Developing the foundations for admission to professional educational institutions</p>	<p>3.4.1 Engaging the labor market in the training and evaluation process. 3.4.2 Conclusion of partnership agreements between the labor market and educational institutions. 3.4.3 identify the skills required to train students 3.4.4 implementation and evaluation of training</p>
	<p>3.5 Development of policies on vocational education and gender issues.</p>	<p>3.5.1 Collaborative meetings between the Women's Union and the Council of parents And school principals 3.5.2 Women's participation Planning and policy-making meetings for the education sector Professional 3.5.3 Involve women in the professional disciplines needed for the needs of the labor market In vocational schools</p>
	<p>3.6 Develop a quality system for vocational education</p>	<p>3.6.1 The appointment of the Quality Control Committee in the Directorates with the support of people from the labor market. 3.6.2 to base decisions on vocational education for studies and research. 3.6.3 Due to various evaluations such as self-evaluation by vocational schools of their programs with the Department of Education, impact evaluation of projects, and follow-up</p>

		studies to find out where professional education graduates are located and thus to judge the quality of the program.
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توعية الطلاب بالتعليم المهني وتوفير الاستراتيجيات للنهوض به

ملخص:

هدفت الدراسة إلى معرفة توجهات الطلبة وذويهم وصناع القرار نحو التعليم المهني، ومن ثم اقتراح استراتيجيات وأنشطة لرفع الوعي المجتمعي لتشجيع الالتحاق في منظومة التعليم المهني. ولتحقيق هدف الدراسة قام الباحث بتصميم أسئلته البحثية التي ركزت في الإجابة عن السؤال: "ما اتجاهات طلبة الصف العاشر نحو الالتحاق بالتعليم المهني، من وجهة نظر الطلبة انفسهم ومن وجهة نظر عائلاتهم، ومن وجهة نظر صناع القرار؟" وكذلك تم محاولة بحث أثر عدد من المتغيرات على اتجاهات الطلبة نحو التعليم المهني منها: أثر جنس الطالب، ومكان سكنه، وعدد أفراد أسرته، والمستوى التعليمي للأسرة، ومتوسط الدخل الشهري للأسرة. ولتحقيق أهداف الدراسة والإجابة عن أسئلتها ووضع الاستراتيجيات وتحديد الأنشطة المنبثقة عنها قام الباحث باستخدام منهجية التحليل الرباعي، وهي خطة تحليل استراتيجي تشمل عناصر القوة، ونقاط الضعف، تحديد الفرص، وإظهار التهديدات، استخدم الباحث المنهج الوصفي التحليلي بالاعتماد على أدوات الدراسة، لبناء استراتيجياته التي تحتوي على عدد من الأنشطة لرفع الوعي المهني للطلبة، ودعم الباحث بياناته الكمية التي جمعها بعدد من التحليلات النوعية التي قامت على تحليل السياسات والخطط والوثائق المرتبطة بهذا الموضوع، وقد تكونت عينة الدراسة الاستطلاعية من (784) من طلبة الصف العاشر في محافظة رام الله والبيرة للعام الدراسي (2020/2019)، وكذلك (490) من أسرهم وفي نفس السياق كان هناك (28) استجابة لصناع القرار على أدوات الدراسة لمعرفة الاتجاهات نحو التعليم المهني من وجهة نظر الطلبة وأهاليهم وصناع القرار من الجهات المسؤولة عن التعليم المهني، أظهرت النتائج الاستطلاعية أن اتجاهات الطلبة كانت في مجملها إيجابية من وجهة نظر الطلبة وصناع القرار، ولكن التحليل كشف أن ممارسة عمليات الالتحاق في التعليم المهني لم تكن كبيرة، لأسباب تتعلق بالوعي بنفاصل عمل المنظومة، وكشف تحليل الواقع أيضا عن اهتمام كبير عند المسؤولين في زيادة عمليات الالتحاق في التعليم المهني لما لذلك من أهمية في تزويد المتعلمين بمهارات عملية تساعد في الحصول على عمل، وتسهم في تقليل البطالة بين الشباب، وقد تنبأت الحكومة خطة شمولية لتطوير عمل نظام التعليم المهني والتقني على المستوى الوطني، ومن أهم السياسات في هذا المجال هو رفع الوعي المهني، وبالتالي جاءت الأنشطة التي اقترحها الباحث ضمن التوجهات الوطنية في هذا المجال.