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Ali, Ali Hassan

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**MANPOWER PLANNING
AND
DEVELOPMENT IN OMAN**

VOLUME III

APPENDIX I

ALI HASSAN ALI



MANPOWER PLANNING
AND
DEVELOPMENT IN OMAN

CONTENTS

Appendix I

Results of the Survey

Tables 1 - 68

TABLE NO. (1)

7.5.1

WOMEN'S OCCUPATIONS IN PUBLIC
AND PRIVATE SECTORS PER COUNTRY

WOMEN'S OCCUPATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Frequ- ency	(%)	Frequ- ency	(%)	Frequ- ency	(%)	Frequ- ency	(%)	Frequ- ency	(%)	Frequ- ency	(%)	Frequ- ency	(%)
Clerical, Secretarial and Typewriting	-	-	36	31.3	10	30.3	20	45.4	4	33.3	24	30.8	94	28.2
Administrative and Financial "Public Relations, Production Supervision and Personnel".	-	-	29	25.2	7	21.2	12	27.3	2	16.7	9	11.5	59	17.7
Technical "Technical Drawing & Surveying"	-	-	28	24.3	1	3.0	8	18.2	-	-	7	9.0	44	13.2
Handicraft "Sewing, Stitching & Book Binding"	-	-	11	9.6	1	3.0	-	-	-	-	3	3.8	15	4.5
Medicine & Nursing	-	-	3	2.6	-	-	1	2.3	-	-	-	-	4	1.2
Computer	-	-	2	1.7	-	-	-	-	-	-	1	1.3	3	0.9
Information "Radio, TV and Journalism"	1	2.0	-	-	-	-	-	-	-	-	-	-	1	0.3
Other Occupations	-	-	1	0.9	1	3.0	-	-	-	-	-	-	2	0.6
None	50	93.0	5	4.3	13	39.4	3	6.8	6	50.0	34	43.6	111	33.3
GRAND TOTAL	51	100	115	100	33	100	44	100	12	100	78	100	333	100

TABLE NO. (2)

THE MOST EXPECTED WOMEN'S OCCUPATIONS PER COUNTRY

7.5.1

THE MOST EXPECTED WOMEN'S OCCUPATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Clerical Work, Secretarial and Typing.	10	14.7	5	7.1	10	33.3	5	17.9	8	34.8	20	19.4	105	18.0
Administrative and Financial "Public Relations, Production Supervisors and Personnel"	14	20.6	11	15.7	10	33.3	6	21.4	7	30.5	22	21.4	70	
Technical "Technical Drawing & Surveying"	-	-	13	18.6	-	-	5	17.9	-	-	12	11.7	30	
Handicraft "Sewing stotcjong and book binding"	2	2.9	8	11.4	-	-	1	3.6	1	4.3	4	3.9	16	
Medicine and Nursing	1	1.5	10	14.3	-	-	-	-	1	4.3	1	1.0	13	
Computer	1	1.5	5	7.1	-	-	2	7.1	1	4.3	3	2.9	12	
Information "Radio, T.V. & Journalism"	-	-	-	-	-	-	-	-	-	-	2	1.9	2	
Other Occupations	1	1.5	4	5.7	1	3.3	-	-	1	4.3	6	5.8	13	
None	39	57.3	14	20.0	9	30.0	9	32.1	4	17.4	33	32.0	108	
GRAND TOTAL	68	100	70	100	30	100	28	100	23	100	103	100	322	100

TABLE NO. (3)

THE PREFERABLE MANPOWER IN THE EYES OF THE PUBLIC AND
PRIVATE SECTOR DIRECTORS PER COUNTRY

7.5.3

THE PREFERABLE MANPOWER	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
The National Manpower	47	73.4	27	75.0	15	65.2	17	77.3	6	66.7	26	59.1	138	69.7
The Expatriate Manpower	17	26.6	9	25.0	8	34.8	5	22.7	3	33.3	18	40.9	60	30.3
GRAND TOTAL	64	100	36	100	23	100	22	100	9	100	44	100	198	100

TABLE NO. (4)

THE PREFERABLE WORKING FORCE IN THE EYES OF
THE PUBLIC AND PRIVATE SECTOR DIRECTORS

7.5.3.

THE PREFERABLE WORKING FORCE	PUBLIC SECTOR DIRECTORS		PRIVATE SECTOR DIRECTORS		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
The National Working Force	11	78.6	4	44.4	15	65.2
The Expatriate Working Force	3	21.9	5	65.6	8	34.8
GRAND TOTAL	14	100	9	100	23	100

TABLE NO. (5)

THE ADVANTAGES OF RECRUITING NATIONAL MANPOWER IN THE
EYES OF PUBLIC AND PRIVATE SECTOR DIRECTORS PER COUNTRY

7-5-3

ADVANTAGES OF RECRUITING NATIONAL MANPOWER	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
The Nation's Public Interest	33	27.5	35	37.87	15	39.47	10	23.25	7	53.84	20	22.47	110	29.81
Stability and Continuity	24	20.00	5	7.57	4	10.52	3	6.97	1	7.69	11	12.35	48	13.00
Loyalty	17	14.16	6	9.09	3	7.89	7	16.27	1	7.69	10	11.23	44	11.92
The Economical and Future view of the Employer's Benefit as General	6	5.00	11	16.166	4	10.52	8	18.06	2	15.38	11	12.35	42	11.38
Easy Communication	9	7.05	6	9.09	3	7.89	3	6.97	-	-	11	12.35	32	8.67
Avoiding of Problems of Abroad Recruiting, Travelling and Lodging	9	7.05	3	4.54	4	10.52	4	9.03	-	-	9	10.11	29	7.85
Less Social and Behavioural Problems	6	5.00	3	4.54	2	5.26	-	-	1	7.69	7	7.86	19	5.14
Higher Productivity	6	5.00	3	4.54	1	2.63	3	4.65	-	-	3	3.37	15	4.06
Availability	-	-	1	1.51	1	2.63	4	9.03	-	-	2	2.24	8	2.16
Other Benefits	10	8.33	3	3.54	1	2.63	2	4.65	1	7.69	5	5.61	22	5.96
GRAND TOTAL	130	100	66	100	38	100	43	100	13	100	89	100	369	100

TABLE NO. (6)

ADVANTAGES OF THE EXPATRIATE FORCE IN THE EYES OF
PUBLIC AND PRIVATE SECTORS DIRECTORS PER COUNTRY

7.5.3

ADVANTAGES OF EXPATRIATES	SAUDI ARABIA		BAHRAIN		SULATANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Acquisition of Rare Specialization	51	20.8	36	36.7	19	20.4	19	18.0	11	30.6	52	27.2	188	26.4
Less Cost	47	19.2	9	9.2	15	15.3	9	16.0	3	8.3	46	24.1	128	18.0
Less Absence from Work	46	18.8	12	12.2	16	17.2	6	12.0	5	13.9	26	13.6	111	15.6
More Skill and Experience	25	10.2	15	15.3	18	19.4	8	16.0	5	13.9	26	13.6	97	13.6
More Obedient to the Administration	19	15.9	10	10.2	10	10.8	6	12.0	6	16.7	23	12.0	94	13.2
More Flexible at Work	28	11.4	9	9.2	11	11.8	2	4.0	3	8.3	12	6.3	65	9.1
More Loyal and Serious	6	2.4	2	2.0	4	4.0	-	-	2	5.6	3	1.6	17	2.4
Low Rate of Labour Turn-Over	2	0.8	1	1.0	-	-	1	2.0	1	2.8	-	-	5	0.7
Other Advantages	1	0.4	4	4.1	-	-	-	-	-	-	3	1.6	8	1.1
GRAND TOTAL	235	100	98	100	93	100	50	100	36	100	191	100	713	100

TABLE NO. (7)

DISADVANTAGES OF NATIONAL MANPOWER IN THE EYES OF THE
DIRECTORS OF THE PUBLIC AND PRIVATE SECTORS PER COUNTRY

7.5.3

DISADVANTAGES OF NATIONAL MANPOWER	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Less in Skill, Experience and Training	-	-	-	-	1	14.3	3	30.0	1	50.0	7	25.0	12	18.5
Insufficient Availability	3	17.6	1	100.0	1	14.3	1	10.0	-	-	6	21.4	12	18.5
Lack of Interest in Vocational Work for the availability of easier work	3	17.6	-	-	-	-	1	10.0	-	-	5	17.9	9	13.8
Less Flexibility at Work	2	11.8	-	-	1	14.3	2	10.0	1	60.0	2	7.1	8	12.3
Less Disciplined	2	11.8	-	-	1	14.3	-	-	-	-	1	3.6	4	6.2
Less Loyal, Less Serious and Less Productive	1	5.9	-	-	1	14.3	1	10.0	-	-	1	3.6	4	6.2
Higher Rate of Labour Turn-Over	-	-	-	-	-	-	-	-	-	-	1	3.6	1	1.5
Higher Costs	4	23.5	-	-	2	28.6	2	20.0	-	-	3	10.7	11	16.9
Other Disadvantages	2	11.8	-	-	-	-	-	-	-	-	2	7.1	4	6.2
GRAND TOTAL	17	100	1	100	7	100	10	100	2	100	28	100	65	100

TABLE NO. (8)

THE DISADVANTAGES OF EXPATRIATES IN THE EYES OF THE
PUBLIC AND PRIVATE SECTOR DIRECTORS AS PER COUNTRY

7.5.3

DISADVANTAGES OF RECRUITING EXPATRIATES	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		T O T A L	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Housing & Transporta- tion Problems	30	25.4	22	28.2	14	27.5	15	26.6	7	50.0	19	23.2	107	27.9
Recruiting Abroad and Travelling Expenses	30	25.4	15	19.2	18	35.3	9	19.5	1	7.1	20	24.4	92	24.0
Communication with the Administration Problems	28	23.7	16	20.5	10	19.6	16	14.6	2	14.3	24	29.3	86	22.4
Social, Psychological & Misadjustment Problems	8	6.8	7	9.0	3	5.9	5	12.2	3	21.4	3	3.7	29	7.6
Problems of Skillful Labour Selection	7	5.9	2	2.6	1	2.0	2	4.9	-	-	5	6.1	17	4.4
Instability of Expatriate Manpower	8	6.8	3	2.6	-	-	1	2.4	-	-	-	-	11	2.9
The Tremendous Responsi- bility of the Expatriate's Employer	1	0.8	4	5.1	1	2.0	-	-	-	-	3	3.7	9	2.3
Less Loyalty of the Expatriates	1	0.8	-	-	-	-	-	-	-	-	1	1.2	2	0.5
Other Disadvantages	-	-	6	7.7	2	3.9	2	4.9	1	7.1	4	4.9	15	3.9
They Have No Disadvantages	5	4.2	4	5.1	2	3.9	2	4.9	-	-	3	3.7	16	4.2
GRAND TOTAL	118	100	78	100	51	100	41	100	14	100	82	100	384	100

TABLE NO. (9)
THE PUBLIC SECTOR PRESENT NEEDS FROM TECHNICAL
 AND VOCATIONAL SPECIALIZATIONS PER COUNTRY

7.5.4

THE REQUIRED SPECIALIZATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Mechanics, "Machines & Metals"	1	3.8	5	7.4	2	11.1	2	8.7	6	23.1	8	18.2	24	
Electricity, "Installations, Mechanical"	3	11.5	5	7.4	4	22.2	3	13.0	7	27.0	7	15.9	29	
Administrative, Accounting, Supervision, Marketing	4	15.4	12	17.6	1	5.6	2	8.7	-	-	-	-	19	
Operating & Maintenance	4	15.4	6	8.8	2	11.1	2	8.7	3	11.5	1	2.3	18	
Chemicals & Laboratories	1	3.8	5	7.4	-	-	5	21.7	2	7.7	7	15.9	20	
Electronics "TV, Radio"	3	11.5	7	10.3	1	5.6	2	8.7	3	11.5	5	11.4	21	
Metals "Welding, Bench Fitting, Turning, Blacksmithing, Sheets, Aluminium"	2	7.7	3	4.4	1	5.6	-	-	2	7.7	2	4.5	10	
Architecture "Technical Drawing, Supervision, Surveying"	1	3.8	2	3.0	2	11.1	-	-	1	3.8	2	4.5	8	
Computers & Calculators	2	7.7	6	8.8	-	-	3	13.0	-	-	2	4.5	13	
Plastic, Glass & Fiber Glass	-	-	-	-	-	-	-	-	-	-	-	-	-	
Carpentry, Furniture	-	-	-	-	-	-	-	-	-	-	1	2.3	1	0.5
Vehicles, "Denting, Electricity Mechanical Diesel & Benzine"	3	11.5	-	-	-	-	-	-	-	-	3	6.8	6	2.9
Painting	-	-	1	1.5	-	-	-	-	-	-	-	-	1	0.5
Conditioning "Cooling & Heating"	2	7.7	1	1.5	-	-	-	-	-	-	-	-	3	1.5
Typewriting & Clerical Work	-	-	-	-	-	-	1	4.3	-	-	-	-	1	0.5
Plumbing & Pipe Fitting	-	-	1	1.5	-	-	1	4.3	-	-	-	-	2	1.0
Other Specializations	-	-	14	20.6	5	2.8	2	8.8	2	7.7	6	13.6	29	14.1
GRAND TOTAL	26	100	68	100	18	100	23	100	26	100	44	100	205	100

TABLE NO. (10)
THE PRIVATE SECTOR PRESENT NEEDS FROM TECHNICAL AND
VOCATIONAL SPECIALIZATIONS AS PER COUNTRY

7-5-4

THE REQUIRED SPECIALIZATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Mechanics "Machines & Metals"	6	11.1	1	5.9	2	9.1	2	9.1	3	30.0	4	10.0	18	
Electricity "Installations, Mechanical"	4	7.4	-	-	1	2.9	2	9.1	3	30.0	2	5.0	12	
Administrative, Accounting, Supervision, Marketing	4	7.4	1	5.9	6	17.6	1	4.5	1	10.0	8	20.0	21	
Operating & Maintenance	3	5.6	4	23.5	3	8.8	4	18.2	-	-	4	10.0	18	
Chemicals, Laboratories	3	5.6	1	5.9	4	11.8	1	4.5	1	10.0	2	5.0	12	
Electronics "TV, Radio"	5	9.3	-	-	1	2.9	1	4.5	-	-	1	2.5	8	
Metals "Welding, Bench Fitting Turning, Blacksmithing, Sheets Aluminium"	5	9.3	1	5.9	2	5.9	1	4.5	-	-	2	5.0	11	
Architecture "Technical Drawing Supervision, Surveying"	1	1.9	1	5.9	2	5.9	1	4.5	-	-	2	5.0	7	
Computers & Calculators	-	-	-	-	-	-	1	4.5	-	-	1	2.5	2	
Plastic, Glass & Fiber Glass	5	9.3	1	5.9	1	2.9	1	4.5	1	10.0	1	2.5	10	
Carpentry, Furniture	1	1.9	2	11.8	2	5.9	1	4.5	-	-	2	5.0	8	
Vehicles "Denting, Electricity, Mechanical Diesel & Benzine"	1	1.9	-	-	1	2.9	-	-	-	-	-	-	2	
Painting	3	5.6	-	-	-	-	1	4.5	-	-	2	5.0	6	
Conditioning "Cooling & Heating"	1	5.9	-	-	-	-	-	-	-	-	-	-	2	
Typewriting & Clerical Works	3	5.6	-	-	-	-	-	-	-	-	-	-	3	
Plumbing & Pipe Fitting	1	1.9	-	-	1	2.9	-	-	-	-	-	-	2	
Weaving & Sewing	1	1.9	3	17.6	-	-	-	-	-	-	2	5.0	6	
Other Specializations	7	12.9	1	5.9	8	23.5	5	22.7	1	10.0	7	17.5	29	
GRAND TOTAL	54	100	17	100	24	100	22	100	10	100	40	100	177	

TABLE NO. (11)
THE OBSTACLES OF REPLACING THE EXPATRIATE FORCE BY THE
NATIONAL MANPOWER AS PER COUNTRY

7-5-5

OBSTACLES	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
NATIONAL MANPOWER IS:														
Less skillful, Less Experienced and trained.	4	8.9	2	16.7	4	26.7	5	25.0	2	25.0	11	19.0	28	17.7
Insufficient in required number	13	28.9	4	33.3	4	26.7	3	15.0	1	12.5	19	32.7	44	27.8
Not oriented to vocational work because of Fortune, Easier jobs in Commerce, Govt. or other sectors	11	24.4	3	25.0	3	20.0	4	20.0	1	12.5	11	19.0	33	20.9
More costing	6	13.3	-	-	-	-	-	-	1	12.5	11	19.0	18	11.4
Less vocational vigilance among community individuals	2	4.4	2	16.7	-	-	2	10.0	-	-	-	-	6	3.8
Less serious, less loyal and less productive	4	4.4	-	-	-	-	1	5.0	1	12.5	2	3.4	6	3.8
Higher rate of labour turn-over	3	6.7	-	-	2	13.3	-	-	-	-	1	1.7	6	3.8
Less disciplined, less flexible and less obedient to the administration	1	2.2	-	-	1	6.6	1	5.0	2	25.0	1	1.7	6	3.8
Vocational works are more risky than other administrative, clerical and commercial works	-	-	-	-	-	-	-	-	-	-	1	1.7	1	0.6
Others	3	6.7	1	8.3	1	6.6	4	20.0	-	-	1	1.7	10	6.3
GRAND TOTAL	45	100	12	100	15	100	20	100	8	100	58	100	158	100

TABLE NO. (12)

THE RELATION BETWEEN THE INDEPENDENT TRAINING CENTRES
AND THE RELEVANT GOVERNMENTAL INSTITUTIONS IN EACH
GCC COUNTRY

7.5.7

TYPE OF RELATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Full Supervision	1	5.6	3	8.6	1	9.1	2	18.2	-	-	4	44.4	11	12.4
Inspection or Guidance	3	16.6	3	8.6	3	27.3	-	-	-	-	1	11.1	10	11.2
Only Circular or Periodical Directives to the Training Centres	1	5.6	30	57.1	3	27.3	-	-	-	-	1	11.1	25	28.1
No Supervision	13	82.2	8	22.9	2	18.2	8	72.7	5	100.0	3	33.3	39	43.8
Other Types of Relations	-	-	1	2.8	2	18.2	1	9.1	-	-	-	-	4	4.5
GRAND TOTAL	18	100	35	100	11	100	11	100	5	100	9	100	89	100

TABLE NO. (13)

STUDENTS MOTIVATION TO ENROL IN TECHNICAL AND VOCATIONAL
EDUCATIONAL ESTABLISHMENTS IN EACH COUNTRY

7.5.8

STUDENTS' MOTIVATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.-		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Personal tendency and national motivations	448	36.0	101	38.5	44	31.9	63	26.7	50	20.7	55	48.7	762	34.1
Desire to obtain a qualification	202	16.2	62	23.7	29	21.0	54	22.9	39	16.2	14	12.4	400	17.9
Guarantee of Job Acquisition upon Graduation	199	16.0	45	17.2	17	12.3	42	17.8	45	18.7	20	17.7	368	16.5
Wish of Parents or One of Them	74	5.9	11	4.2	16	11.6	13	5.5	16	6.6	3	2.7	133	5.9
Friends' or Relatives' Advice	72	5.7	8	3.0	8	5.8	13	5.5	10	4.1	5	4.4	116	5.2
Easiness of Technical/Vocational Education	62	5.0	8	3.0	6	4.3	6	2.5	21	8.7	4	3.5	107	4.8
Attractive Publications of Technical/Vocational Educational Establishments	42	3.4	1	0.4	4	2.9	9	3.8	7	2.9	2	1.8	65	2.9
Teacher's direction or Advice	18	1.4	1	0.4	3	2.2	4	1.7	8	3.3	1	0.9	35	1.6
Difficulty of General Education	77	6.2	3	1.1	7	5.1	9	3.8	21	8.2	4	3.5	121	5.4
Nomination by an Official Organization	8	0.6	-	-	-	-	6	2.5	10	4.1	1	0.9	25	1.1
Others	44	3.5	21	8.0	4	2.9	17	7.2	14	5.8	4	3.5	104	4.7
GRAND TOTAL	1246	100	262	100	138	100	236	100	241	100	113	100	2236	100

TABLE NO. (14)

FACTORS DETERMINING STUDENTS SELECTION OF
DIFFERENT SPECIALIZATIONS IN EACH COUNTRY

7.5.8

FACTORS DETERMINING SPECIALIZATION SELECTION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Desires and Tendencies	52	10.7	32	27.6	17	25.7	20	23.5	2	3.8	4	11.1	127	15.1
Grades and Scores	362	84.8	61	52.6	38	57.6	43	50.5	36	67.9	26	72.2	566	67.4
Establishment Admin- istration Influence	51	10.5	16	13.8	11	16.7	22	25.9	9	17.0	5	13.9	114	13.6
Wish of Parents and Relatives	4	0.8	-	-	-	-	-	-	-	-	-	-	4	0.5
Colleagues and Friends' Influence	1	0.2	-	-	-	-	-	-	-	-	-	-	1	0.1
Other Factors	14	2.9	7	6.0	-	-	-	-	6	11.3	1	2.8	28	3.3
GRAND TOTAL	484	100	116	100	66	100	85	100	53	100	36	100	840	100

TABLE NO. (15)

TYPES OF INCENTIVES OFFERED BY TECHNICAL AND VOCATIONAL
EDUCATIONAL ESTABLISHMENTS TO STUDENTS IN EACH COUNTRY

7.5.9

TYPES OF INCENTIVES	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Availability of Financial Incentives "Salaries, Increments, Rewards and Allowances".	336	28.9	15	10.5	41	25.6	62	29.1	25	26.0	13	13.0	492	26.3
Job Guarantee upon Graduation	177	15.2	22	15.4	8	5.0	52	24.4	1	1.0	13	13.0	273	14.6
Availability of Facilities "Housing, Restaurants, playgrounds Mosques, Library and Parking areas	196	16.9	9	6.3	37	23.1	4	1.9	-	-	5	5.0	251	13.4
Acquisition of a Qualification or Certificate	83	7.1	7	4.9	2	1.3	21	9.8	29	30.2	11	11.0	153	8.2
Availability of Equipment Tools & Working Uniforms	60	5.2	12	8.4	13	8.1	7	3.3	2	2.1	4	4.0	98	5.2
Availability of the Desired Specialisation	27	2.3	5	3.5	1	0.6	19	8.9	18	13.8	10	10.0	80	4.3
Efficiency of Instructors, Teachers & Administration of the Establishment and the Easy Treatment	52	4.5	8	5.6	3	1.9	10	4.7	4	4.2	1	1.0	78	4.2
Availability of moral incentives "encouragement, good treatment"	42	3.6	9	6.3	-	-	4	1.9	4	4.2	16	16.0	75	4.0
Available Chances of continuation of study, scholarships & courses	31	2.7	5	3.5	-	-	10	4.7	3	3.1	19	19.0	68	3.6
Others	157	13.5	51	35.7	55	34.4	24	11.3	10	10.4	8	8.0	305	6.3
GRAND TOTAL	1161	100	143	100	160	100	213	100	90	100	100	100	1873	100

TABLE NO. (16)

ADEQUACY OF INCENTIVES OFFERED BY TECHNICAL AND VOCATIONAL
ESTABLISHMENTS TO SATISFY STUDENTS NEEDS IN EACH COUNTRY

7.5.9

ADEQUACY OF INCENTIVES IN SATISFYING STUDENTS NEEDS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Very Adequate	175	29.9	15	12.8	15	22.1	21	17.9	9	11.3	22	31.0	257	24.7
Adequate	296	50.8	61	52.1	26	38.2	45	38.5	21	26.2	26	36.6	477	45.9
Inadequate	113	19.3	41	35.0	27	39.7	51	43.6	50	62.5	23	32.4	305	29.4
GRAND TOTAL	586	100	117	100	68	100	117	100	80	100	71	100	1039	100

TABLE NO. (17)

ASPECTS OF INADEQUACY OF INCENTIVES OFFERED BY TECHNICAL
AND VOCATIONAL EDUCATION ESTABLISHMENTS IN THE EYES OF
STUDENTS IN EACH COUNTRY

7.5.9

ASPECTS OF INCENTIVE INADEQUACY	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Inavailability of Financial Incentives	78	29.2	8	9.1	27	42.2	33	27.5	31	22.6	5	25.0	182	26.1
Inavailability of Social Service Facilities "Housing, Restaurants, Playing Grounds, Library Mosque, Parking Lot".	48	18.0	8	9.1	10	15.6	15	12.5	34	24.8	3	15.0	118	17.0
Insufficiency of equip- ment, tools & educational aids	23	8.6	23	26.1	12	18.7	13	10.8	39	28.5	3	15.0	113	16.2
Inavailability of moral incentives "Encouragement, Kind Treatment".	17	6.4	5	5.7	-	-	16	13.3	2	1.5	3	15.0	43	6.2
Insufficiency of Instruc- tors, Teachers & Admin".	11	4.1	3	3.4	1	1.6	5	4.2	13	9.5	-	-	33	4.7
Inavailability of Conti- nuation of Study, Scholarships & Courses	14	5.2	2	2.3	-	-	5	4.2	-	-	1	5.0	22	3.2
No Job Guarantee on Graduation	7	2.6	2	2.3	-	-	3	2.5	-	-	-	-	12	17.2
Inavailability of the Desired Specialization	1	0.4	2	2.3	-	-	3	2.5	1	0.7	1	5.0	8	1.1
Other Aspects of Inadequacy	68	25.4	35	39.8	14	21.9	27	22.5	17	12.4	4	20.0	165	23.7
GRAND TOTAL	268	100	88	100	64	100	120	100	137	100	20	100	696	100

TABLE NO. (18)

PERCENTAGE OF STUDENTS' DROP-OUT OF TECHNICAL AND
VOCATIONAL EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7.5.10

PERCENTAGE OF STUDENT DROP-OUT	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
None	7	8.5	4	25.0	-	-	1	1.0	-	-	2	13.3	14	10.1
1 - 10%	63	76.8	9	56.2	3	23.0	7	70.0	2	33.3	4	26.7	88	63.3
11 - 20%	10	12.2	2	12.5	3	23.0	-	-	3	50.0	9	60.0	27	19.4
21 - 30%	-	-	1	6.2	1	7.8	-	-	1	16.7	-	-	3	2.2
Above 30%	2	2.4	-	-	3	23.0	2	20.0	-	-	-	-	7	5.0
31 - 40%	-	-	-	-	2	15.4	-	-	-	-	-	-	2	1.4
41 - 50%	1	1.2	-	-	-	-	2	20.0	-	-	-	-	3	2.2
51 - 60%	-	-	-	-	1	7.8	-	-	-	-	-	-	1	0.7
61% and Above	1	1.2	-	-	-	-	-	-	-	-	-	-	1	0.7
GRNAD TOTAL	82	100	16	100	13	100	10	100	6	100	15	100	139	100

TABLE NO. (19)

REASONS OF STUDENTS DROP-OUT OF TECHNICAL AND
VOCATIONAL EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7.5.10

REASONS OF DROP-OUTS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Students Laziness	193	28.2	33	19.4	12	16.7	21	11.7	31	24.0	23	28.4	313	23.8
Family Circumstances	155	22.7	46	21.1	36	50.0	29	16.1	21	16.3	19	23.5	306	23.3
Academic Failure	109	15.9	30	25.9	11	15.3	23	12.8	26	20.2	22	27.2	221	16.8
Difficulty of Tech/Voc. Education Syllabi	76	11.1	14	8.2	5	6.9	29	16.1	17	13.2	4	4.9	145	11.0
Bad Treatment of Instructors, Teachers and Administrators	55	8.0	20	11.8	2	2.8	24	13.3	19	14.7	2	2.5	122	9.3
Diversion to other jobs as a Result of Inavail- ability of jobs for certain specializations	14	2.0	2	1.2	1	1.4	15	8.3	-	-	6	7.4	38	2.9
Students Discontentment of Technical Education	16	2.3	-	-	-	-	17	9.4	-	-	1	1.2	34	2.6
Inadequacy of Social Services & Facilities	14	2.0	-	-	1	1.4	8	4.4	6	4.7	1	1.2	30	2.3
Other Reasons	52	7.6	25	14.7	4	5.6	14	7.8	9	7.0	3	3.7	107	8.1
GRNAD TOTAL	684	100	170	100	72	100	180	100	129	100	81	100	1316	100

TABLE NO. (20)

THE EXPECTED FUTURE EMPLOYERS IN THE EYES OF STUDENTS
OF TECHNICAL AND VOCATIONAL EDUCATION ESTABLISHMENTS
IN EACH COUNTRY

7.5.11

EXPECTED EMPLOYER OR PLACE OF WORK	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Government	381	43.8	48	35.6	45	59.2	90	70.8	31	37.8	37	48.0	532	46.7
A Private Company or Establishment	174	27.1	38	28.1	7	9.2	15	11.8	22	26.8	12	15.6	268	23.6
Start Business of His Own	58	9.0	80	5.9	3	3.9	3	2.4	3	3.7	-	-	75	6.6
Work for One's Family	1	0.2	-	-	-	-	-	-	1	1.2	-	-	2	0.2
Others	21	3.3	13	9.6	3	3.9	-	-	-	-	1	1.3	38	3.3
Has No Idea	106	16.5	28	20.7	18	23.7	19	15.0	25	30.5	27	35.1	223	19.6
GRAND TOTAL	641	100	135	100	76	100	127	100	82	100	77	100	1138	100

TABLE NO. (21)
ASPECTS OF STRENGTH OF TECHNICAL AND VOCATIONAL
EDUCATION PROGRAMMES IN EACH COUNTRY

7.5.12.A

ASPECTS OF STRENGTH	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Concentration on the Practical Side	135	22.1	60	22.1	31	21.7	32	19.4	15	18.5	20	16.1	293	21.0
Development & sufficiency of equipment, aids, information, machines & raw materials	84	13.7	43	15.8	21	14.7	20	12.1	12	14.8	14	11.3	194	13.9
Development & compatability of syllabi & programmes with the needs of labour market and technological change	63	10.3	24	8.8	15	10.5	16	9.7	10	12.3	18	14.5	146	10.5
Collaboration & Proficiency of Educational & administrative Body	62	10.1	26	9.6	11	7.7	13	7.9	8	9.9	14	11.3	134	9.6
Good guidance and briefing of students	48	7.9	19	7.0	12	8.4	10	6.1	8	9.9	5	4.0	102	7.3
Sufficient period of training for different specializations	34	5.6	23	8.5	8	5.6	13	7.9	12	14.8	5	4.0	95	6.8
Integration & co-ordination between the theoretical and practical sides and concentration on both	30	4.9	19	7.0	12	8.4	10	6.1	6	7.4	11	8.9	88	6.3
Concentration on the theoretical side	34	5.6	11	4.0	4	2.8	13	7.9	1	1.2	7	5.6	70	5.0
Intensive English Language	6	1.0	7	2.6	2	1.4	2	1.2	-	-	12	9.7	19	2.1
Availability of Incentives systems during & after training	12	2.0	3	1.1	2	1.4	1	0.6	1	1.2	1	0.8	20	1.4
Availability of more academic activities	7	1.1	2	0.7	1	0.7	2	1.2	-	-	-	-	12	0.9
Other Aspects	96	15.7	35	12.9	24	16.8	33	20.0	8	9.9	17	13.7	213	15.3
GRAND TOTAL	611	100	272	100	143	100	165	100	81	100	124	100	1396	100

TABLE NO. (22)

POINTS OF WEAKNESS OF TECHNICAL AND VOCATIONAL
EDUCATION PROGRAMMES IN EACH COUNTRY

7.5.12.B

POINTS OF WEAKNESS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Weakness of syllabi and programmes in general Generality of specialization, short period of training, incompatibility to students aptitudes, numerous subjects syllabi at the expense of intensity.	84	14.9	19	9.2	26	21.7	30	21.7	12	16.7	15	11.5	186	15.1
Inflexibility and non-renewal of programmes	84	14.9	15	7.2	20	16.7	28	20.3	12	16.7	13	10.0	172	14.0
Poor appliances, materials, tools and aids	75	13.3	21	10.1	13	10.8	13	9.4	8	11.1	23	17.7	153	12.4
Bad administration and weak guidance	34	6.0	21	10.1	15	12.5	3	2.2	8	11.1	9	6.9	90	7.3
Weak theoretical programmes	34	6.0	14	6.8	3	2.5	2	1.4	4	5.5	7	5.4	64	5.2
Poor standard of teachers and instructors	34	6.0	14	6.8	3	2.5	2	1.4	4	5.5	5	3.8	62	5.0
Poor relation between the syllabi and the labour market needs	31	5.5	10	4.8	6	5.0	2	1.4	4	5.5	5	3.8	58	4.7
Weak practical programme	26	4.6	4	1.9	7	5.8	10	7.2	3	4.2	7	5.4	57	4.6
Poor coordination between theoretical and practical programmes	29	5.1	4	1.9	-	-	8	5.8	4	5.5	4	3.1	49	4.0
Student's poor English	17	3.0	10	4.8	4	3.3	5	3.6	1	1.4	10	7.7	48	3.8
Insufficiency of Recreational & para-academic activities	26	4.6	10	4.8	-	-	3	2.4	1	1.4	1	0.8	41	3.3
Numerous foreign terminologies in the programmes	9	1.6	7	3.4	1	0.8	3	2.2	1	1.4	4	3.1	25	2.0
Other points of weakness	82	14.5	58	28.0	22	18.3	29	21.0	10	13.9	27	20.8	228	18.5
GRAND TOTAL	565	100	207	100	120	100	138	100	72	100	130	100	1232	100

TABLE NO. (23)

GRADUATES GAIN FROM THEORETICAL EDUCATION IN TECHNICAL
AND VOCATIONAL ESTABLISHMENTS IN EACH COUNTRY

7-5-13

GAIN FROM THEORETICAL EDUCATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
(1) Great	92	37.6	35	43.2	22	35.5	30	44.8	14	31.1	14	51.9	207	39.3
(2) Moderate	124	50.6	43	53.1	37	59.7	30	44.8	27	60.0	10	37.0	271	51.4
(3) Little	26	10.6	3	4.8	3	4.8	7	10.4	4	8.9	3	11.1	46	8.7
(4) NIL	3	1.2	-	-	-	-	-	-	-	-	-	-	3	0.6
GRAND TOTAL	245	100	81	100	62	100	67	100	45	100	27	100	527	100

TABLE NO. (24)

GRADUATES GAIN FROM PRACTICAL TRAINING IN TECHNICAL AND
VOCATIONAL EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7.5.13

GRAIN FROM PRACTICAL EDUCATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
(1) Great	127	51.8	28	37.8	23	37.7	38	56.7	22	53.7	17	43.0	255	49.5
(2) Moderate	95	38.8	33	44.6	32	52.5	20	29.9	12	29.2	9	33.3	201	39.0
(3) Little	20	8.2	12	16.2	6	9.8	8	11.9	2	4.9	1	3.7	49	9.5
(4) NIL	3	1.2	1	1.4	-	-	1	1.5	5	12.2	-	-	10	1.9
GRAND TOTAL	245	100	74	100	61	100	67	100	41	100	27	100	515	100

TABLE NO.(25)

SUFFICIENCY OF PERIOD ALLOTTED TO THEORETICAL EDUCATION
IN TECHNICAL AND VOCATIONAL EDUCATION ESTABLISHMENTS IN
EACH COUNTRY

7.5.14

SUFFICIENCY OF PERIOD FOR THEORETICAL EDUCATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Longer Than is Needed	37	4.6	14	4.2	8	4.7	15	9.5	13	10.3	3	2.2	90	5.2
Adequate	638	79.0	252	75.2	135	79.9	118	74.7	97	77.0	109	79.0	1349	77.8
Inadequate	133	16.5	69	20.6	26	15.4	25	15.8	16	12.7	26	18.8	295	17.0
GRAND TOTAL	808	100	335	100	169	100	158	100	126	100	138	100	1734	100

TABLE NO. (26)

SUFFICIENCY OF PERIOD ALLOTTED TO PRACTICAL TRAINING
IN TECHNICAL AND VOCATIONAL EDUCATION ESTABLISHMENTS
IN EACH COUNTRY

7.5.14

SUFFICIENCY OF PERIOD FOR PRACTICAL TRAINING	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Longer Than is Needed	33	4.2	20	6.4	3	1.8	12	7.9	15	12.9	3	2.2	86	5.2
Adequate	604	76.6	269	86.5	107	65.2	111	73.5	85	73.3	116	84.7	1292	77.5
Inadequate	151	19.2	22	7.1	54	32.9	28	18.5	16	13.8	18	13.1	289	17.3
GRAND TOTAL	788	100	311	100	164	100	151	100	116	100	137	100	1667	100

TABLE NO. 27

MEDIUM OF INSTRUCTION AT TECHNICAL VOCATIONAL
EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7-5-15

MEDIUM OF INSTRUCTION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre-quency	(%)	Fre-quency	(%)	Fre-quency	(%)	Fre-quency	(%)	Fre-quency	(%)	Fre-quency	(%)	Fre-quency	(%)
Arabic only	65	80.3	-	-	4	40.0	-	-	-	-	-	-	69	49.7
English only	1	1.2	2	12.5	3	10.0	2	22.2	2	28.6	4	25.0	12	8.6
Both Arabic and English	15	18.5	14	87.5	5	50.0	7	77.8	5	71.4	12	75.0	58	41.7
GRAND TOTAL	81	100	16	100	10	100	9	100	7	100	16	100	139	100

TABLE NO. 28

MEDIUM OF INSTRUCTION TO BE USED AT TECHNICAL
VOCATIONAL EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7-5-15

MEDIUM OF INSTRUCTION WHICH MUST BE USED	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Arabic Only	177	37.5	58	27.1	31	27.4	27	20.3	13	20.3	7	7.3	313	28.7
English Only	43	9.1	26	12.2	14	12.4	33	24.8	16	25.0	22	22.9	154	14.1
Arabic and English Both	252	53.44	130	60.7	68	60.2	73	54.9	35	54.7	67	69.8	625	57.2
GRAND TOTAL	472	100	214	100	113	100	133	100	64	100	96	100	1092	100

TABLE IX. (29)

INSPECTORS' VIEWS ON THE WAYS OF TEACHERS AND INSTRUCTORS
FOLLOWING-UP OF INNOVATIONS IN THEIR SPECIALIZATIONS IN
EACH COUNTRY

7.5.16

WAYS OF TEACHERS AND INSTRUCTORS FOLLOWING-UP INNOVATIONS IN THEIR SPECIALIZATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Centres, Institutes and Libraries	19	22.9	11	18.6	9	25.0	3	37.5	3	21.4	-	-	45	22.2
Inspectors & Supervisors	19	22.9	12	20.3	8	22.2	-	-	3	21.4	1	33.3	43	21.2
Correspondence	6	7.2	10	16.9	4	11.1	-	-	-	-	1	33.3	21	10.3
Available Foreign Expertise	4	4.8	3	5.1	-	-	-	-	-	-	-	-	7	3.4
Syllabi Renewal	4	4.8	1	1.7	-	-	-	-	-	-	-	-	5	2.5
Specialized Agencies in Market	2	2.4	1	1.7	-	-	-	-	-	-	-	-	3	1.5
Mass Media	-	-	2	2.4	-	-	-	-	-	-	-	-	2	1.0
Courses	1	1.2	-	-	-	-	-	-	-	-	-	-	1	0.5
Other Ways	5	6.0	2	2.4	1	2.8	1	12.5	-	-	-	-	9	4.4
No Follow-Up	23	27.7	17	18.8	14	38.9	4	50.0	8	57.1	1	33.3	67	33.0
GRNAD TOTAL	83	100	59	100	30	100	8	100	14	100	3	100	203	100

TABLE NO: (30)

7.5.16

TEACHERS & INSTRUCTORS' VIEWS ON THE REASONS OF THEIR NOT FOLLOWING UP
THE NEW IN THEIR FIELDS OF SPECIALIZATIONS IN EACH COUNTRY

REASONS OF TEACHERS AND INSTRUCTORS NOT FOLLOWING THE NEW IN THEIR SPECIALIZATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Pre- quency	(%)	Pre- quency	(%)	Pre- quency	(%)	Pre- quency	(%)	Pre- quency	(%)	Pre- quency	(%)	Pre- quency	(%)
Lack of Library, Magazine & Periodicals	74	30.6	19	34.6	9	34.6	9	20.9	5	20.8	16	44.4	132	
Lack of courses & Training Programmes, for instructor in co-ordination with other institutions	29	12.0	5	9.1	4	15.4	7	16.3	6	25.0	4	11.1	55	12.9
Insufficient time	21	8.7	7	12.7	1	3.8	8	18.6	2	8.3	2	5.6	41	9.6
Inefficacy of Educational Orientation	14	5.8	2	3.6	3	11.5	1	2.3	4	16.7	1	2.8	25	5.9
Poor Standard at English Language	22	9.1	1	1.8	-	-	-	-	-	-	-	-	24	5.6
Inevitability of incentives systems and lack of encouragements through outside stimulations and students poor academic standards	8	3.3	2	3.6	1	3.8	6	14.0	2	8.3	-	-	19	4.5
Not Providing Foreign expertise and making use of them	6	2.5	4	7.3	-	-	3	7.0	2	8.3	1	2.8	16	3.8
Inefficiency of Mass Media	9	3.7	2	3.6	-	-	1	2.3	-	-	2	5.6	14	3.3
Other Reasons	59	24.4	13	23.6	7	26.9	8	18.6	3	12.5	10	27.8	100	23.5
GRAND TOTAL	242	100	55	100	26	100	41	100	24	100	36	100	426	100

TABLE NO. (31)

COMPATABILITY OF TECHNICAL AND VOCATIONAL EDUCATION
ESTABLISHMENTS WITH THE LABOUR MARKET NEEDS IN THE
EYES OF INSPECTORS AND TEACHERS

7-5-17

COMPATABILITY	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Very Compatable	74	18.2	46	23.1	11	10.6	13	29.7	3	5.4	6	7.4	175	18.1
Compatable to Some Extent "Moderate"	284	70.0	136	68.3	67	64.4	77	65.2	40	71.4	59	72.8	663	68.8
Don't Know	19	4.7	9	4.5	10	9.6	1	0.8	3	5.4	6	7.4	48	5.0
Incompatable	29	7.1	8	4.0	16	15.3	5	4.2	10	17.8	10	12.3	78	8.1
GRAND TOTAL	406	100	199	100	104	100	118	100	56	100	81	100	964	100

TABLE NO: (32)

7-5-17

METHODS OF COORDINATION BETWEEN TECHNICAL AND VOCATIONAL EDUCATIONAL ESTABLISHMENTS & PUBLIC AND PRIVATE SECTORS ESTABLISHMENTS IN EACH COUNTRY

METHODS OF COORDINATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%
Field training in other establishments	18	18.7	2	14.3	3	23.1	2	25.0	2	20.0	1	16.7	10	8.9
Correspondance with other establishments to know their occupational needs	12	12.5	1	7.1	4	30.7	3	37.5	1	10.0	1	16.7	24	5.1
Field visits on other establishments	9	9.4	-	-	-	-	1	12.5	1	30.0	1	16.7	16	0.1
Trainees briefing on other establishments	3	3.1	-	-	1	1.7	-	-	-	-	-	-	4	2.5
Holding and courses and Sencing out instructors to other establishments	2	2.1	-	-	-	-	1	12.5	1	10.0	-	-	4	2.5
Providing labour offices with graduation resolutions for recruiting fo establishments	4	4.2	-	-	-	-	-	-	-	-	-	-	4	1.5
Other Methods	10	10.4	3	21.4	2	15.4	-	-	1	10.0	-	-	4	2.5
No Cooordination	38	39.6	8	57.1	3	23.1	1	12.5	2	20.0	9	50.0	61	8.3
GRAND TOTAL	96	100	14	100	13	100	8	100	10	100	18	100	159	100

TABLE NO. (33)

SUITABILITY OF NATURE OF WORK TO THE ACADEMIC
SPECIALIZATIONS IN THE EYES OF GRADUATES IN EACH COUNTRY

7.5.18

SUITABILITY OF NATURE OF WORK TO ACADEMIC SPECIALIZATIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.F.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Very Suitable	182	76.2	52	62.7	44	73.3	48	72.7	30	66.7	11	50.0	367	71.3
Not Suitable	33	13.8	9	10.8	9	15.0	10	15.2	7	15.5	8	36.4	76	14.7
Suitable to Some Extent	24	10.0	22	26.5	7	11.7	8	12.1	8	17.8	3	13.6	72	14.0
GRAND TOTAL	239	100	83	100	60	100	66	100	15	100	22	100	515	100

TABLE NO. (34)

DEGREE OF EFFICIENCY OF SYSTEMS AND AIDS USED IN
TECHNICAL / VOCATIONAL EDUCATION IN EACH COUNTRY

7.5.19

DEGREE OF EFFICIENCY OF SYSTEMS AND TECHNICAL AIDS USED IN TECHNICAL/ VOCATIONAL EDUCATION	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Very High	75	18.2	37	18.7	7	6.7	14	11.3	5	8.8	3	3.7	141	14.4
High to Some Extent	161	29.0	100	50.5	40	38.5	56	45.1	17	29.8	22	27.2	396	40.5
Moderate	136	32.9	54	27.3	46	44.2	41	33.1	26	45.6	41	50.6	344	35.2
Low	28	6.8	4	2.6	7	6.7	13	10.5	4	7.0	11	13.6	67	6.9
Very Low	13	3.1	3	1.5	4	3.8	-	-	5	8.8	4	4.9	29	3.0
GRAND TOTAL	413	100	198	100	104	100	134	100	57	100	81	100	977	100

TABLE NO. (35)

SUITABILITY OF PREMISES AND UTILITIES OF TECHNICAL/
VOCATIONAL EDUCATIONAL ESTABLISHMENTS FOR THE
PURPOSES OF THEORETICAL TRAINING IN EACH COUNTRY

7.5.20

DEGREE OF EFFICIENCY OF SYSTEMS AND TECHNICAL AIDS USED IN TECHNICAL/ VOCATIONAL EDUCATION	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
High	37	46.3	11	68.8	5	50.0	-	-	3	42.8	6	37.5	62	44.9
Moderate	31	38.7	4	25.0	5	50.0	8	88.9	2	28.6	7	43.8	57	41.3
Low	12	15.0	1	6.2	-	-	1	11.1	2	28.6	3	18.7	19	13.8
GRAND TOTAL	80	100	16	100	10	100	9	100	7	100	16	100	138	100

TABLE NO. (37)

COMPATIBILITY OF PREMISES AND UTILITIES OF TECHNICAL
AND VOCATIONAL EDUCATION ESTABLISHMENTS WITH SAFETY
REQUIREMENTS IN EACH COUNTRY

7.5.20

DEGREE OF EFFICIENCY OF SYSTEMS AND TECHNICAL AIDS USED IN TECHNICAL/ VOCATIONAL EDUCATION	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
High	44	54.3	14	87.5	6	60.0	-	-	3	42.9	7	43.8	73	53.2
Moderate	24	29.6	1	6.25	4	40.0	6	66.7	1	14.3	9	56.2	45	32.4
Low	13	16.0	1	6.25	-	-	3	33.3	3	42.9	-	-	20	14.4
	"	"	"	"	"	"	"	"	"	"	"	"	"	"
GRAND TOTAL	81	100	16	100	10	100	9	100	7	100	16	100	139	100

TABLE NO. (38)

DEGREE OF SUITABILITY OF PREMISES AND UTILITIES OF
TECHNICAL/VOCATIONAL EDUCATION ESTABLISHMENTS TO
THE NONE-ACADEMIC ACTIVITIES

7.5.20

DEGREE OF EFFICIENCY OF SYSTEMS AND TECHNICAL AIDS USED IN TECHNICAL/ VOCATIONAL EDUCATION	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
High	22	28.9	2	16.6	3	42.9	1	11.1	1	20.0	2	16.7	31	25.6
Moderate	23	30.3	5	41.7	4	57.1	3	33.3	1	20.0	8	66.6	44	36.4
Low	31	40.8	5	41.7	-	-	5	55.6	3	60.0	2	16.7	46	38.6
GRAND TOTAL	" 70	' 100	" 12	' 100	" 7	' 100	" 9	' 100	" 5	' 100	" 12	' 100	" 121	' 100

TABLE NO. (39)

SUITABILITY OF STUDENTS ASSESSMENT METHODS AS INDICATORS
OF THEIR POST GRADUATE PERFORMANCE IN EACH COUNTRY IN
THE EYES OF TEACHERS

7.5.21

ADEQUACY OF STUDENTS ASSESSMENT METHODS	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Suitable	266	74.9	113	71.5	57	72.2	97	85.8	33	75.0	49	62.0	615	74.3
Not Suitable	66	18.6	36	22.8	12	15.2	13	11.5	5	11.4	24	30.4	156	18.8
Do Not Know	23	6.5	9	5.7	10	12.6	3	2.7	6	13.6	6	7.6	57	6.9
GRAND TOTAL	355	100	158	100	79	100	113	100	44	100	79	100	828	100

TABLE NO. (40)

IEWS OF TECHNICAL AND VOCATIONAL ESTABLISHMENTS ADMINISTRATORS
OF ADEQUACY OF STUDENTS GUIDANCE PROGRAMMES IN EACH COUNTRY

7.5.22

DEGREE OF ADEQUACY OF STUDENTS GUIDANCE PROGRAMMES	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Very Adequate	8	10.0	4	25.0	2	20.0	-	-	-	-	2	12.5	16	11.7
Adequate to Some Extent	19	23.8	3	18.8	4	40.0	2	25.0	2	28.6	8	50.0	38	27.7
Adequate to a Lesser Degree	20	25.0	2	12.5	1	10.0	3	37.5	1	14.3	1	6.2	28	20.4
Inadequate	9	11.2	1	6.2	-	-	2	25.0	-	-	1	6.2	13	9.5
There are No Students Guidance Programmes	24	30.0	6	37.5	3	30.0	1	12.5	4	57.1	4	25.0	42	30.7
GRAND TOTAL	80	100	16	100	10	100	8	100	7	100	16	100	137	100

TABLE NO: (41)

7.5.23

TEACHERS AND INSTRUCTORS DEFICIENCY IN DIFFERENT
SPECIALIZATION FIELDS IN EACH COUNTRY

SPECIALIATIONS THAT FACE DEFICIENCY IN TEACHERS & INSTRUCTORS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QUATAR		U.A.E		TOTAL	
	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%
Mechanical Section "Machinery & Metals"	1	4.3	1	5.6	-	-	1	7.1	-	-	-	-	8	3.5
Electrical Section "Installation Mechanical"	4	2.9	1	5.6	-	-	1	7.1	1	4.2	1	4.2	8	3.5
Auto Section " Denting,Electrical Mechanical, Benzine, Diesel	6	4.3	-	-	1	8.3	-	-	-	-	-	-	7	3.2
Electronic Section " TV, Radio	8	5.8	1	5.6	-	-	-	-	-	-	1	4.2	10	4.5
Architecture " Technical drawing, Foremanship, Surveying.	4	2.9	-	-	-	-	-	-	1	6.2	2	8.3	7	3.2
Carpentry and Home Furniture	4	2.9	-	-	-	-	-	-	2	2.5	1	4.2	7	3.2
Sheet metal Section, "Welding Bench fitting , Turning,blacksmithing Sheets & Aluminium"	10	7.2	-	-	1	8.3	-	-	2	12.5	-	-	13	5.9
Typewriting ,Clerical work and printing	3	2.2	-	-	-	-	-	-	-	-	-	-	3	1.1
Air conditioning Refrigeration & Heating	9	6.5	-	-	-	-	-	-	2	12.5	2	8.3	13	5.9
Driving Vehicles and Machinery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Painting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plumbing and Pipe fitting	2	1.4	-	-	-	-	-	-	-	-	-	-	2	0.9
Computer & Calculator	-	-	-	-	-	-	-	7.1	-	-	1	4.2	2	0.9
Chemicals and Laboratories Plastic, Glass & Fibre glass	1	0.7	0	-	-	-	-	-	-	-	-	-	1	0.5
Operating & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Weaving & Sewing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration wor Accounting, Supervision and Marketing	2	1.4	-	-	-	-	1	7.1	-	-	-	-	3	1.1
Other-Specializations	7	5.1	-	-	-	-	1	7.1	1	6½2	-	-		4.1
No Deficiency	72	52.2	15	83.2	10	83.4	9	64.5	7	43.8	16	66.6	129	58.1
GRAND TOTAL	138	100	18	100	12	100	14	100	16	100	24	100	222	100

TABLE NO. (42)

REASONS OF TEACHERS AND INSTRUCTORS DEFICIENCY IN
SOME SPECIALIZATIONS IN EACH COUNTRY

7.5.23

REASONS OF TEACHERS AND INSTRUCTORS DEFICIENCY IN SOME SPECIALIZATIONS	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Little Attention is paid to national graduates & their scholarships in technical specializations	6	17.6	1	50.0	-	-	-	-	1	25.0	1	20.0	9	17.3
Insufficiency of Incen- tives Offered to Teachers and Instructors	2	5.9	-	-	1	50.0	3	60.0	-	-	1	20.0	7	13.5
Insufficient Recruiting of Personnel to meet the Needs	6	17.6	-	-	-	-	-	-	-	-	-	-	6	11.5
Little Attention is paid to Some Sections	2	5.9	-	-	-	-	-	-	-	-	1	20.0	3	5.8
Bad Planning	2	5.9	-	-	-	-	-	-	-	-	-	-	2	3.8
Others	16	47.1	1	50.0	1	50.0	2	40.0	3	75.0	2	40.0	25	48.1
GRAND TOTAL	34	100	2	100	2	100	5	100	4	100	5	100	52	100

TABLE NO. (43)

7.5.24

PERCENTAGE OF NATIONALS TO EXPATRIATES IN TEACHING
AND TRAINING STAFF IN EACH COUNTRY

PERCENTAGE OF NATIONALS TO EXPATRIATES	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
None	-	-	-	-	2	20.0	2	22.2	2	28.6	5	33.3	11	8.1
1- 20%	14	17.7	11	73.3	5	50.0	2	22.2	4	57.1	9	60.0	45	33.2
21 - 40%	8	10.1	1	6.7	2	20.0	2	22.2	-	-	-	-	13	9.6
41 - 60%	16	20.3	1	6.7	-	-	2	22.2	1	14.3	-	-	20	14.8
61 - 80%	30	38.0	2	13.3	-	-	1	11.1	-	-	1	6.7	34	25.2
81 - 100%	11	13.9	-	-	1	10.0	-	-	-	-	-	-	12	8.9
	"	,	"	,	"	,	"	,	"	,	"	,	"	,
GRAND TOTAL	79	100	15	100	10	100	9	100	7	100	15	100	135	100

TABLE NO. (44)

REASONS OF NATIONAL TEACHERS AND INSTRUCTORS DEFICIENCY
IN TECHNICAL AND VOCATIONAL ESTABLISHMENTS IN EACH COUNTRY

7.5.24

REASONS OF TEACHERS AND INSTRUCTORS DEFICIENCY	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Scarcity and Inavailability	7	77.8	1	20.0	3	60.0	3	37.5	6	85.7	4	44.4	24	55.8
Insufficiency of Financial Incentives Offered by Technical and Vocational Establishments	2	22.2	4	80.0	2	40.0	4	50.0	-	-	3	33.3	15	34.9
Others	-	-	-	-	-	-	1	12.5	1	14.4	2	22.2	4	9.3
GRAND TOTAL	" 9	' 100	" 5	' 100	" 5	' 100	" 8	' 100	" 7	' 100	" 9	' 100	" 43	' 100

TABLE NO: (45)

75.25

THE MAIN PROBLEMS TEACHERS AND INSTRUCTORS FACE IN
TECHNICAL AND VOCATIONAL ESTABLISHMENTS IN EACH COUNTRY

PROBLEMS FACED BY TEACHERS & INSTRUCTORS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U. A. E.		TOTAL	
	Pre- quency	%	Pre- quency	%	Pre- Quency	%	Pre- Quency	%	Pre- Quency	%	Pre- Quency	%	Pre- Quency	%
Students problems, laziness, absence, indiscipline, lack of guardians attention	220	42.1	106	43.8	61	38.0	59	28.1	35	41.7	52	35.1	523	39.0
Deficiency of equipment, machinery, workshop & aids	111	21.2	31	12.8	28	20.9	33	15.7	14	16.7	45	30.4	262	19.5
Administrative problems, "Distribution of timetables, relation between administra- tion and teachers"	68	13.0	26	10.7	7	5.2	33	15.7	15	17.8	7	4.7	156	11.6
Poor standards of teachers and instructors and their insufficient numbers	8	1.5	-	-	1	0.7	2	1.0	1	1.2	-	-	12	0.9
Over teaching	6	1.1	3	1.2	-	-	2	1.0	-	-	-	-	11	0.8
Ambiguity of syllabus	5	1.0	1	0.4	-	-	-	-	3	3.6	1	0.7	10	0.7
Poor financial incentives	70	13.4	45	18.6	38	28.4	63	30.0	11	13.1	32	21.6	259	19.3
Insufficiency of essential utilities "Playgrounds, Premises, Library, food facility, Mosque	5	1.1	-	-	-	-	-	-	-	-	1	0.7	7	0.5
Unsuitability of surroundings and location of work	5	1.0	-	-	-	-	-	-	-	-	-	-	5	0.4
Lack of subjects, inspectors "Deficiency of inspection, Lack of experts visits"	2	0.4	1	0.4	-	-	2	1.0	-	-	-	-	5	0.4
Others	22	4.2	29	12.0	9	6.7	16	7.5	5	5.9	10	6.8	91	6.8
GRAND TOTAL	523	100	242	100	134	100	210	100	84	100	148	100	1341	100

TABLE NO: (46)

SUGGESTED SOLUTIONS TO PROBLEMS FACED BY
TEACHERS AND INSTRUCTORS IN EACH COUNTRY

7.5.25

SUGGESTED SOLUTIONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF QAN		KUWAIT		QATAR		U. A. E.		TOTAL	
	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%	Pre-Quency	%
Solutions of Students problems "familistic, social, laziness, absence, indiscipline, guardians following-up"	97	18.4	55	21.8	28	21.7	21	10.7	14	18.9	29	19.2	244	18.3
Provision & maintenance of equipment, machinery, aids, laboratory and library	95	18.0	26	10.3	22	17.0	25	12.7	11	14.9	38	25.2	217	16.3
More rewards & incentives for teachers and instructors, Housing, holidays, promotions, chances of transfers, staying visa for the wife & children, fewer training hours"	57	10.8	41	16.3	33	25.6	33	16.8	4	5.4	34	22.5	202	15.2
Solution of administrative problems, time tables, relation between administration and teachers, good selection of students	75	14.2	28	11.1	10	7.8	33	16.8	10	13.5	8	5.3	164	12.3
More rewards and incentives for students and encouragement "Jobs upon graduation, holidays, promotions, facilities, housing, orientation, enlightenment chances of continuing their study"	72	13.6	19	7.5	10	7.8	30	15.2	8	10.8	11	7.3	150	11.3
Holding of upgrade courses for teachers and instructors	31	5.9	5	2.0	1	0.8	14	7.1	5	6.8	2	1.3	58	4.4
Development of Syllabi and covering of training programmes according to technological development and defining of specialia specialization	14	2.7	5	2.0	5	3.9	6	3.0	6	8.1	3	2.0	39	2.9
Concentration on the practical side "Factory visits etc.,"	65	12.3	66	26.2	18	13.9	32	16.2	15	20.3	24	15.9	220	16.5
GRAND TOTALL	528	100	252	100	129	100	197	100	74	100	150	100	1331	100

TABLE NO. (47)

LOCATIONS OF TRAINING COURSES FOR TEACHERS
AND INSTRUCTORS IN EACH COUNTRY

7.5.26

PLACE OF HOLDING TRAINING COURSES	SAUDI ARABIA		BAHRIAN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
LOCAL "WITHIN THE COUNTRY"	3	3.7	-	-	5	50.0	1	12.5	1	14.3	2	12.5	12	8.8
ABROAD	16	19.8	-	-	-	-	-	-	1	14.3	-	-	17	12.5
LOCALLY AND ABROAD	47	58.0	10	71.4	3	30.0	4	50.0	2	28.6	4	25.0	70	51.5
NO COURSES ARE HELD	15	18.5	4	28.6	2	20.0	3	37.5	3	42.8	10	62.5	37	27.2
GRAND TOTAL	" 81	' 100	" 14	' 100	" 10	' 100	" 8	' 100	" 7	' 100	" 16	' 100	" 136	' 100

TABLE NO. (48)

NATIONALITIES OF TEACHERS AND INSTRUCTORS
IN TECHNICAL AND VOCATIONAL ESTABLISHMENTS
TRAINING COURSES IN EACH COUNTRY

7.5.26

NATIONALITY	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
NATIONALS	54	81.8	7	63.6	1	12.5	4	80.0	1	25.0	1	16.7	68	60.0
FOREIGNERS	-	-	-	-	-	-	-	-	-	-	1	16.7	1	1.0
BOTH GROUPS	12	18.2	4	36.4	7	87.5	1	20.0	3	75.0	4	66.6	31	30.0
GRAND TOTAL	" 66	' 100	" 11	' 100	" 8	' 100	" 5	' 100	" 4	' 100	" 6	' 100	" 100	' 100

TABLE NO. (49)

DEGREE OF BENEFIT OF TEACHERS AND INSTRUCTORS
FROM TRAINING COURSES

7-5-26

DEGREE OF BENEFIT	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
GREAT	39	59.1	10	90.9	4	50.0	3	75.0	2	50.0	4	66.7	62	62.6
MODERATE	24	36.4	1	9.1	4	50.0	1	25.0	2	50.0	2	33.3	34	34.4
LITTLE	3	4.5	-	-	-	-	-	-	-	-	-	-	3	3.0
NO BENEFIT AT ALL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL	" 66	' 100	" 11	' 100	" 8	' 100	" 4	' 100	" 4	' 100	" 6	' 100	" 99	' 100

TABLE NO. (50)

DISTRIBUTION OF ESTABLISHMENTS ACCORDING TO THE EXISTENCE
OF NATIONAL WORKERS TRAINING CENTRES WITHIN AND OUTSIDE
PUBLIC AND PRIVATE SECTORS ESTABLISHMENTS IN EACH COUNTRY

7.5.27

EXISTENCE OF TRAINING COURSES WITHIN AND OUTSIDE ESTABLISHMENTS	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
WITHIN THE ESTABLISHMENT	26	30.6	3	16.7	6	18.2	8	34.8	5	31.2	22	26.8	70	27.2
OUTSIDE THE ESTABLISHMENT	9	10.6	-	-	5	15.2	1	4.3	3	18.8	3	3.7	21	8.2
BOTH INSIDE AND OUTSIDE THE ESTABLISHMENT	4	4.7	9	50.0	3	9.0	1	4.3	1	6.2	2	2.4	20	7.8
NO TRAINING CENTRES OR TRAINING AUTHORITY	46	54.1	6	33.3	19	57.6	13	56.5	7	43.8	55	67.1	146	56.8
GRAND TOTAL	" 85	' 100	" 18	' 100	" 33	' 100	" 23	' 100	" 16	' 100	" 82	' 100	" 252	' 100

TABLE NO: (51)

EFFICIENCY OF THE PRINCIPLES FOLLOWED IN NOMINATING STAFF
FOR TRAINING ABROAD AND IN THE COUNTRY

7.5.30

Efficiency of Principle Used	SAUDIA		BAHRAIN		OMAN		KUWAIT		QATAR		U.A.E		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Very Efficient	3	13	2	5.9	2	18.2	4	28.6	-	-	5	25	16	14.5
Efficient	5	21.7	4	11.8	3	27.3	3	21.4	1	12.5	7	35	23	20.9
Average	8	34.8	1	2.9	-	-	1	7.1	2	25	2	10	14	12.7
Less than average	3	13	18	52.9	5	45.4	6	42.9	1	12.5	4	20	37	33.6
Inefficient	4	17.4	9	26.5	1	9.1	-	-	4	50	2	10	2	18.2
T O T A L	23	100	34	100	11	100	14	100	8	100	20	100	110	100

TABLE NO. (52)

ASPECTS OF DEFICIENCY OF ABROAD SCHOLARSHIPS CONDITIONS
IN THE EYES OF PUBLIC AND PRIVATE SECTORS DIRECTORS IN
EACH COUNTRY

7.5.30

ASPECTS OF DEFICIENCY	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Unsuitability of conditions, bad selection, lack of competitive contests.	3	37.5	4	40.0	2	66.7	2	40.0	1	100.0	-	-	12	41.4
Haphazard arrangements of abroad scholarships, lack of long range scholarship plans	-	-	2	20.0	-	-	1	20.0	-	-	-	-	3	10.3
Scholars changing their scholarship specialization fields	2	25.0	-	-	-	-	1	20.0	-	-	-	-	3	10.3
Lack of consideration of Scholars social and Familistic circumstances	1	12.5	2	20.0	-	-	-	-	-	-	-	-	3	10.3
Little Supervision and Follow-Up of Scholars	1	12.5	1	10.0	-	-	-	-	-	-	-	-	2	6.9
Scholars poor standard at English language	1	12.5	-	-	1	33.3	-	-	-	-	-	-	2	6.9
Lack of Criteria of Selection of institutes & Institutions to which the Students & Trainees are sent	-	-	-	-	-	-	-	-	-	-	2	100.00	2	6.9
Others	-	-	1	10.0	-	-	1	20.0	-	-	-	-	2	6.9
GRAND TOTAL	8	100	10	100	3	100	5	100	1	100	2	100	29	100

TABLE NO. (53)

DEGREE OF BENEFIT GRADUATES GAIN FROM TRAINING
COURSES IN EACH COUNTRY

7.5.31

DEGREE OF BENEFIT	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Great	58	53.7	26	44.1	19	45.2	23	62.2	14	48.3	6	60.0	146	51.2
Moderate	42	38.9	29	49.1	18	42.9	11	29.7	13	44.8	3	30.0	116	40.7
Little	7	6.5	4	9.5	4	9.5	2	5.4	2	6.9	-	-	19	6.7
Nil	1	0.9	-	-	1	2.4	1	2.7	-	-	1	10.0	4	1.4
GRAND TOTAL	" 108	' 100	" 59	' 100	" 42	' 100	" 37	' 100	" 29	' 100	" 10	' 100	" 285	' 100

TABLE NO. (54)

GRADUATES PREFERENCE BETWEEN LOCAL AND ABROAD
STUDIES IN EACH COUNTRY

7.5.31

GRADUATES PREFERENCE	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Graduates Prefer Local Study	56	58.9	10	15.9	4	14.8	14	35.0	4	14.3	2	14.3	90	38.7
Graduates Prefer Study Abroad	39	41.1	53	84.1	23	85.2	26	65.0	24	85.7	12	85.7	177	66.3
GRAND TOTAL	" 95	' 100	" 63	' 100	" 27	' 100	" 40	' 100	" 28	' 100	" 14	' 100	" 267	' 100

TABLE NO. (55)

DEGREE OF SUCCESS OF STUDENTS GUIDANCE IN GENERAL
EDUCATION SCHOOLS TOWARDS TECHNICAL / VOCATIONAL
EDUCATION IN EACH COUNTRY

7.5.32

DEGREE OF SUCCESS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
VERY SUCCESSFUL	2	3.8	6	20.7	1	4.3	2	9.1	-	-	3	6.1	15	6.8
MODERATELY SUCCESSFUL	32	41.0	17	58.6	11	47.8	8	36.4	4	22.2	14	28.6	86	39.3
SOMETIMES SUCCESSFUL	32	41.0	5	17.3	8	24.8	3	13.6	10	55.6	14	28.6	72	32.9
COMPLETE FAILURE	1	1.4	-	-	-	-	-	-	-	-	1	2.0	2	0.9
STUDENTS ARE NOT DIRECTED TOWARDS TECHNICAL EDUCATION	10	12.8	1	3.4	3	13.1	9	40.9	4	22.2	17	34.7	44	20.1
GRAND TOTAL	78	100	29	100	23	100	22	100	18	100	49	100	219	100

TABLE NO.(56)

THE MOST IMPORTANT ASPECTS STUDENTS GUIDANCE PROGRAMMES
CONCENTRATE ON IN GENERAL EDUCATION SCHOOLS IN EACH COUNTRY

7.5.32

MOST IMPORTANT ASPECTS	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quenc	(%)	Fre- quency	(%)
Emphasis on students academic weakness	72	36.0	14	18.9	17	27.4	22	44.9	14	48.3	45	41.3	184	35.4
Students problems with administration & teachers	28	14.2	10	13.6	12	19.4	19	38.7	7	24.1	29	26.6	105	20.2
Students behavioural and social problems	44	22.4	17	23.0	8	12.9	4	8.2	4	13.8	15	13.8	92	17.7
Students enlightenment of future occupations and works	44	22.4	17	23.0	8	12.9	4	8.2	3	13.8	15	13.8	92	17.7
Care to develop distinguished students talents	6	3.0	1	1.3	-	-	-	-	-	-	-	-	7	1.3
Care of extra curricula activities and group activity work	-	-	-	-	4	6.5	-	-	-	-	3	2.7	7	1.3
Others	1	0.5	1	1.3	1	1.6	-	-	-	-	2	1.8	5	1.0
No Guidance	2	1.0	14	18.9	12	19.3	-	-	-	-	-	-	28	5.4
GRAND TOTAL	" 197	, 100	" 74	, 100	" 62	, 100	" 49	, 100	" 29	, 100	" 109	, 100	" 520	, 100

TABLE NO. (57)

7.5.32

TYPES OF GENERAL EDUCATION STUDENTS DIRECTED OFFICIALLY OR
UN-OFFICIALLY TO TECHNICAL / VOCATIONAL ESTABLISHMENTS IN
EACH COUNTRY

STUDENTS TYPES	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" QATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Students with Technical/ Vocational Tendencies	60	50.4	24	52.2	17	47.3	11	31.4	7	29.1	23	31.9	142	42.8
Students weak at Theoretical Studies	38	31.9	14	30.4	8	22.2	12	34.3	10	41.7	22	30.6	104	31.3
Students Problems "absence, trouble makers"	6	5.1	5	10.8	4	11.1	3	8.6	2	8.3	8	11.1	28	8.4
Academically Strong Students	4	3.4	1	2.2	1	2.8	-	-	-	-	1	1.4	7	2.1
No Direction to Technical Education	10	8.4	1	2.2	3	8.3	9	25.7	4	16.7	17	23.6	44	13.3
Others	" 1	0.8	" 1	2.2	" 3	8.3	" -	-	" 1	4.2	" 1	1.4	" 7	2.1
GRAND TOTAL	119	100	46	100	36	100	35	100	24	100	72	100	332	100

TABLE NO. (58)

STUDENTS REASONS FOR JOINING TECHNICAL AND VOCATIONAL
EDUCATION ESTABLISHMENTS IN EACH COUNTRY

7.6.1

STUDENTS REASONS	SAUDI ARABIA		BAHRAIN		SULTANATE OF OMAN		KUWAIT		QATAR		U.A.E.		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Personal Tendency and Patriotic Motive	448	36.0	102	38.9	44	31.9	63	26.7	50	20.7	55	48.7	762	34.1
Desire to Acquire a Qualification	202	16.2	62	23.7	29	21.0	54	22.9	39	16.2	14	12.4	400	17.9
Job Guarantee on Graduation	199	16.0	45	17.2	17	12.3	42	17.8	45	18.7	20	17.7	358	16.5
Desire of One of the Parents or Both	74	5.9	11	4.2	16	11.6	13	5.5	16	6.6	3	2.7	133	5.9
Friends or Relatives Advice	72	5.8	8	3.0	8	5.8	13	5.5	10	4.1	5	4.4	116	5.2
Easiness of Technical/Vocational Education	62	5.0	8	3.0	6	4.3	6	2.5	21	8.7	4	3.5	107	4.8
Attractiveness of Technical/Vocational Institutions Announcements	42	3.4	1	0.4	4	2.9	9	3.8	7	2.9	2	1.8	65	2.9
Guidance of Teachers or Their Advice	18	1.4	1	0.4	3	2.2	4	1.7	8	3.3	1	0.9	35	1.6
Difficulty of General Education	77	6.2	3	1.1	7	5.1	9	3.8	21	8.7	4	3.5	121	5.4
Nomination by an Official Body	8	0.8	-	-	-	-	6	2.5	10	4.1	1	0.9	25	1.1
Others	44	3.5	21	8.0	4	2.9	17	7.2	14	5.8	4	3.5	104	4.6
GRAND TOTAL	1246	100	262	100	138	100	236	100	241	100	113	100	2236	100

TABLE NO. (59)

INCENTIVES OFFERED TO ATTRACT NATIONAL WORK FORCE
IN EACH COUNTRY

7.6.1

INCENTIVES	" SAUDI ARABIA		" BAHRAIN		" SULTANATE OF OMAN		" KUWAIT		" OATAR		" U.A.E.		" TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Financial Incentives "Salaries, Increments, Housing, Medical Care, Social Security, Saving, Insurance"	33	45.8	26	35.1	17	48.6	13	35.1	4	22.2	14	20.6	107	35.2
Moral Incentives "Promotions, Encoura- gement, Experience Providing a Favour- able Work Atmosphere"	10	13.9	17	23.0	11	31.4	10	27.0	2	11.1	6	8.8	56	18.4
Scholarships and Courses Abroad	" 10	' 13.9	" 21	' 28.4	" 5	' 14.3	" 6	' 16.2	" 3	' 16.7	" 3	' 4.4	" 48	' 15.8
Others	-	-	2	2.7	-	-	1	2.7	1	5.6	3	4.4	7	2.3
No Incentives	19	26.4	8	10.8	2	5.7	7	18.9	8	44.4	42	61.8	86	28.3
GRAND TOTAL	72	100	74	100	35	100	37	100	18	100	68	100	304	100

TABLE NO. (60)

ADEQUACY OF INCENTIVES OFFERED TO ATTRACT
NATIONAL WORK FORCE IN THE EYES OF PUBLIC
AND PRIVATE SECTORS DIRECTORS

7.6.1.

ADEQUACY OF INCENTIVES	PUBLIC SECTOR		PRIVATE SECTOR		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Adequate	10	66.7	12	60.0	22	62.8
Inadequate	5	33.3	8	40.0	13	37.2
GRAND TOTAL	15	100	20	100	35	100

TABLE NO. (61)

THE SUGGESTED INCENTIVES TO ATTRACT NATIONAL
WORK FORCE IN THE EYES OF PUBLIC AND PRIVATE
SECTORS DIRECTORS

7.6.1

SUGGESTED INCENTIVES	PUBLIC SECTOR DIRECTORS		PRIVATE SECTOR DIRECTORS		TOTAL	
	Fre- quency	(%)	Fre- quency	(%)	Fre- quency	(%)
Enhancing of Present Allowances Funds "Travelling Allowance, Secondment Allowance etc."	6	40.0	5	25.0	11	31.4
Adapting of New Allowance and Rewards Funds "Ramadhan Allowance...Allowances of Rare Specializations"	4	26.7	1	5	5	14.3
The State Protection of National Products	2	13.3	6	30.0	8	22.9
Providing of Moral Incentives "Encouragement, Contests, Competitions"	2	13.3	2	10.0	4	11.4
Others	1	6.7	6	30.0	7	20.0
GRAND TOTAL	15	100	20	100	35	100

TABLE NO: (62)

DISTRIBUTION OF RESPONSE OF INTERMEDIATE STUDENTS ABOUT
TECHNICAL EDUCATION ACCORDING TO SEX VARIABLE AND K_a^2 VALUE
WITH ITS PROOF

S E X STATEMENT	M A L E			F E M A L E			Ka ² And Its Proof DH≠2
	Agree	Do Not Know	Do not Agree	Agree	Do Not Know	Do Not Agree	
General Education is more useful than Technical Education	597 61.6	202 20.9	170 17.5	47 61.0	13 16.9	17 22.1	1.36
Technical Education is a guarantee for the Student's future	620 63.1	226 23.4	131 13.5	54 70.1	13 16.9	10 13.0	1.88
Technical Education frees the country of the expertiate force	818 84.7	81 8.4	67 6.9	62 80.5	9 11.7	6 7.8	1.12
Technical education provides the chances for those who could not continue in general education	809 83.5	105 10.8	55 5.7	64 83.1	11 14.3	2 2.6	2.0
Technical education helps in the country's progress	858 88.7	74 7.7	35 3.6	67 87.0	8 10.4	2 2.6	0.91
Technical education reduces father's expenses	722 74.6	165 17.0	81 8.4	49 63.6	22 28.6	6 7.8	6.48*
I shall encourage my children to join technical education	538 55.5	207 21.4	224 23.1	43 55.8	15 19.5	19 24.7	0.19
Higher families do not marry their daughters to technical education graduates	162 16.8	284 29.3	522 53.9	10 12.8	16 20.5	52 66.7	4.76
Technical education suits rich students	206 21.3	337 24.8	425 43.9	8 10.4	26 33.8	43 55.8	6.42*
Technical education does not allow proceeding to university study	262 27.1	266 29.5	420 43.4	29 37.2	16 20.5	33 42.3	4.71
Technical education graduates are more useful to society than general education graduates	311 32.1	233 24.1	424 43.8	16 20.5	22 28.1	40 51.3	4.53
Technical work is more difficult than clerical work	429 44.3	302 31.2	237 24.5	40 51.9	21 27.3	16 20.8	1.68
Technical education suits failure of the general education	324 33.4	221 22.8	425 43.8	22 28.2	7 9.0	49 62.8	12.68**

* Proof Level .05 ** Proof Level .01

TABLE NO: (63)

DISTRIBUTION OF INTERMEDIATE STUDENTS RESPONSES ABOUT TECHNICAL
EDUCATION ACCORDING TO TOWN VARIABLE AND K_a^2 VALUE WITH ITS PROOF

7.7.1

T O W N S t a t e m e n t	THE CAPITAL RESPONSE			OTHER TOWNS RESPONSE			K_a^2 and its proof DH/2
	Agree	Do not Know	Do Not Agree	Agree	Do not Know	Do not Agree	
General Education is more useful than Technical Education	135 58.4	45 19.5	51 22.1	490 63.2	164 21.1	122 15.7	5.05 ..
Technical education is a guarantee for the student's future	146 63.2	42 18.2	43 18.6	491 63.7	190 24.5	91 11.8	9.40**
Technical education frees the country of expatriate force	193 83.5	17 7.4	21 9.1	651 84.2	73 9.5	49 6.3	2.80
Technical Education provides the chances for those who could not continue in General Education	185 79.7	31 13.4	16 6.9	656 74.6	82 10.6	37 4.8	3.27
Technical Education helps in the country's progress	206 89.2	14 6.1	11 4.7	683 88.2	66 8.5	25 3.0	2.54
Technical Education reduces Father's expenses	163 70.3	48 20.7	21 9.0	584 75.3	130 16.8	61 7.9	2.47
I shall encourage my children to join technical education	1.0 56.0	40 17.3	62 26.7	427 55.0	173 22.4	175 22.6	3.61
Higher families do not marry their daughters to technical education graduates	45 19.3	53 22.8	135 57.9	125 16.2	240 31.0	409 52.8	6.12*
Technical education suits rich students students	50 21.6	65 28.0	117 50.4	156 20.2	291 37.6	327 42.7	7.50
Technical education does not allow proceeding to university study	64 27.6	65 28.0	103 44.4	215 27.7	230 29.7	330 42.6	0.30
Technical education graduates are more useful to society than General education graduates	74 31.9	49 21.1	109 47.0	239 30.8	197 25.4	339 43.8	1.83
Technical work is more difficult than clerical work	107 46.1	63 27.2	62 26.7	347 44.8	250 32.3	177 22.9	2.70
Technical Education suits failure of the general education	73 31.3	37 45.9	123 52.8	258 33.3	184 23..	334 43.0	8.97**

* Proof Level .05 ** Proof Level .01

TABLE NO. (64)

GENERAL EDUCATION STUDENTS' INTEREST TO JOIN TECHNICAL
AND VOCATIONAL EDUCATION ESTABLISHMENTS

7.7.1

INTEREST	"	FREQUENCY	"	PERCENTAGE
(1) Interested		214		20.5
2) I do not know		272		26.0
(3) Disinterested		559		53.5
TOTAL	"	1045	"	100

TABLE NO. (65)

REASONS FOR GENERAL EDUCATION STUDENTS DISINTEREST
IN TECHNICAL/VOCATIONAL EDUCATIONAL ESTABLISHMENTS

7.7.1

R E A S O N S	" FREQUENCY "	" PERCENTAGE "
(1) Disinterest, or lack of tendency, talent or capability for Technical/Vocational education, or interest to join other professions	187	33.5
(2) Interest and capability to continue general and university education	130	23.2
(3) Economical Reasons, "General education is economically more useful as future guarantee.	122	21.8
(4) The social and familistic attitude towards Technical/Vocational Education.	61	10.9
(5) The negative feelings towards the cultural ethical and behavioural atmosphere of Technical/Vocational education and its people	26	4.7
(6) Patriatic reasons, "General education is more useful to the nation".	17	3.0
(7) Other Reasons	16	2.9
	"	"
TOTAL	559	100

TABLE NO. (66)

GENERAL EDUCATION STUDENTS' REASONS FOR JOINING
TECHNICAL AND VOCATIONAL ESTABLISHMENTS

7-7-1

R E A S O N S	F R E Q U E N C Y	P E R C E N T A G E
(1) Economical Reasons, "More income, rewards, more employment chances, help the family, reduce the father's burden, acquire a trade, starting a workshop, future guarantee".	87	37.9
(2) Tendency or interest in Technical/Vocational Education, aptitudes suitability or it develops talents and creation.	63	29.5
(3) Patriotic Reasons, "To get rid of expatriate force, to serve the country, industrial progress"	54	25.2
(4) Failure or Disinterest in General Study, Disinterest in its continuation, or easiness of Technical/Vocational Education"	8	3.7
(5) Influence of Announcements and Propaganda, Direction of Relatives, Friends, or Teachers".	8	3.7
(6) Other Reasons	-	-
T O T A L	" 220	" 100

TABLE NO. (67)

REASONS THAT MAKE PARENTS DISENCOURAGE THEIR
SONS FROM JOINING TECHNICAL / VOCATIONAL
ESTABLISHMENTS

7.7.2

REASONS FOR DISENCOURAGEMENT	" FREQUENCY "	" PERCENTAGE "
(1) Interest and Capability to continue General and University education	111	27.0
(2) Disinterest in Technical Education and lack of Talent or Insuitability to his capabilities - General Education is superior - his interest to join other occupations - Technical Education is more difficult	98	23.9
(3) Economical Reasons, "General Education is economically more useful, with better future guarantee.	54	13.2
(4) Belittling social and familistic attitude towards Technical/ Vocational Education	50	12.2
(5) Not interfering in his decision "Self reliance and giving him freedom of choice".	23	8.2
(6) His negative feeling towards the cultural, practical, and ethical aspects of Technical Education and its people.	25	6.1
(7) Patriotic Reasons, "General Education is more useful to the nation than Technical Education	22	5.4
(8) Other Reasons	" 17 "	4.0
TOTAL	410	100

TABLE NO. (68)

REASONS MAKE PARENTS ENCOURAGE THEIR CHILDREN TO
JOIN TECHNICAL/VOCATIONAL ESTABLISHMENTS

772

REASONS FOR ENCOURAGEMENT	FREQUENCY	PERCENTAGE
(1) Economical Reasons, "Income Increase, Reward, Employment Chances, Support Family, Acquiring a Trade, Starting a Workshop, Future Guarantee".	224	34.7
(2) Patriotic Reasons, "Free the Country of Foreigners, to serve the Nation, Industry Development".	178	27.6
(3) Tendency or Interest in Technical/Vocational Education, "Suitable for his Capabilities and Aptitudes Development of Sense of Creation and talents".	128	19.8
(4) Technical Education helps in self assertion, "Development of self-reliance, making him a useful member in society, fill his liesure time.	40	6.2
(5) Failure or the son's disinterest in general education or disinterest to continue it, besides Technical Education easiness.	34	5.3
(6) Influence of Publicity	27	4.2
(7) Other Reasons	14	2.2
T O T A L	645	100