

Resolving the Shortage of Vocational Workforce in Jordan: An Islamic Perspective

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ABSTRACT

The present study aimed at determining the factors, which delineated students from pursuing a vocational education major and providing a plausible theoretical solution for such delineation from an Islamic perspective. A total of 140 students participated in the study by completing the Vocational Education Delineation Questionnaire (VEDQ). The results indicated that students perceived their family, society, school, lack of information, and students' personal desire as major barriers, which inhibited them from pursuing a vocational education major as indicated by the mean values for each item. Furthermore, the study provided a theoretical solution that may contribute to resolving the shortage problems of vocational workforce in Jordan.

Keywords: Vocational Education; Islamic Education, Shame Culture, Workforce Shortage, Jordan.

INTRODUCTION

Many countries across the world face serious challenges in satisfying themselves with the needed competent and qualified workforce. The challenges become more serious when the issue concerns developing countries that seek to enter the global market. These countries, especially Jordan, found themselves in a critical situation that requires them to backup their global commitments to increase their productivity and compete with others.

Perhaps, preparing skillful workforce represents the most serious concern of Jordan. Indeed, several solutions were undertaken to eliminate that concern. The growing attention from the Jordanian Ministry of Education and the Ministry of Labor represents the first important step in resolving the shortage of vocational workforce in the country. These agencies have paid special attention to encourage youth population to choose the right vocation that matches their interest with society's needs for the sake of providing the country with enough vocational workers (Almasri, 2003).

In spite of the great efforts that Jordan has undertaken regarding vocational education, the country still suffers from a massive shortage of competent and skilled

workforces to orchestrate with the rapidly changing economical and technological global world (Billh, 1996). National statistics affirm that the enrollment of Jordanian students in vocational education in secondary education is still lower than what would educational planners expect (Billh, 1996). For example, 35% of students chose vocational education compared to 65% who chose academic education in 1998 (National Center for Human Resources Development, 1998). Tamimi and Wadyan (1996) emphasized that there is a low participation in Jordanian workforce and an unbalance between outputs of educational system and demands of the market place. Such direction of students' education may have some negative impacts on the market structure because of high supplies in some academic majors balanced with shortages in craftsmen and skilled workers, which may necessitate the utilization of foreign workers that shape about 25% of Jordanian market (Khasawneh, 1988). Moreover, such direction may result in increasing unemployment rate among workers who have secondary certificates or lower with an approximate rate of 65% (Nahar, 1999).

The persistence of that problem has many reflections and explanations. Most argue that the main cause of that problem is the "shame culture" that dominates the mentalities of Jordanian people (Rawagah, 1997). Rawagah (1997) defines the term "Shame culture" as the negative attitudes expressed by people toward vocational work and vocational workers. These attitudes have many

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negative consequences that complicate the workforce shortage problem in the country.

Other researchers mentioned that factors leading to delineate students from pursuing a vocational major may include parents' negative attitudes toward vocational work (Alhuthi, 1986); society low image of vocations and vocational workers (Nazal, 1989); school negative environment toward the value of work in society (Ebtekar, 1994); and students' desire to choose a career that does not require hard work (Alghfaly, 1984).

One plausible solution that could contribute in resolving that problem is to invest on the religious (i.e. Islamic) beliefs of Jordanian students in order to promote their positive attitudes toward vocational education (Alhnaidi, 1999). Islam has many evidences that encourage Muslims to be more oriented toward vocations and careers (Almuhaimeed, 2003). Quran is full of verses that aim at promoting work attitudes in its followers. Moreover, the Sunnah of the prophet Mohammad (PBUH) is full with the sayings that complement the positive attitudes of Muslims toward work. For example, prophet Mohammad (PBUH) asked which gaining better, He (PBUH) said: the man gaining by his hand (Alhaythami, 1986).

Alghaphili (1984) indicated that Saudi youth preferred clerk careers than professional careers, and the social factor plays crucial role than economical role in selecting their career. Saudi youth have negative perception toward vocational education. Also, Alhouthi (1986) study in Yemen about reasons that effects on students toward choosing their career, the results revealed that their parents respects careers and its importance towards Yemen's and its roles in developing Yemeni society.

Nazal (1989) said that in his study about reasons that students at basic grades ignore enrolling in vocational centers in Jordan that these reasons values and trends among students and their parents that related to lower education toward vocational centers, in addition to economic, personal and social factors.

In their study Olaimat, Albasheer and Alsartawi (1996) about the effect of Islamic education curricula among 10th grade vocational attitudes, the study reveals there was a statistical difference between the two groups of students experimental and pilot, for experimental group that educated Islamic education with relationship to real world.

ALmuhaimeed (2003) study about the Islamic standards for vocational education reveals that vocational

education rely on Islamic standards encourage other to enroll in it, because in Islam work is worship at the same time.

Altamimi and Wadyan (1996) indicated that the lower participation percentage among population of Jordan in vocational force, and unbalanced between educational system outputs and work market. Therefore, this situation needs new educational policies to develop human resources.

Aldahawi and Issan (1997) showed that in Oman about vocational and technical education, in interest in this education stated in seventy of twenty century, but the output of this education did nit cover the needs of market.

According to foreign studies, Ebtekar (1994) studied the technical and vocational education (TVE) system in Iran and revealed suffers from a lack of social status in comparison to academic education. Recent and future planning is directed toward changing the existing ratio of approximately 10:90 (TVE in comparison to academic) at the secondary level to 50:50 by the end of the second 5-year plan. The lack of trained TVE teachers is one of the most important obstacles that TVE is facing. Nonformal and formal TVE teacher training institutions and the Union of Universities of Technology's (UUT) Technical and Vocational Teacher Training School are acting to train TVE teachers. To implement and complete its second 5-year economic development plan, Iran must train 35,000 technicians and 120,000 trainees by 1999 in the TVE system. To achieve these goals, two major policymaking organizations have been formed: Higher Council for Educational Planning (HCEP) and Supreme Council for Technological Education (SCTE). Practical steps taken so far include the following: establishment of the UUT, which aims to provide common facilities and linkage between industry and educational institutions; incorporation of TVE in the second 5-year plan; an international seminar on technological education; and establishment of teacher training institutions. To ensure a successful path for the future development of TVE in Iran, the social status of the TVE system and its graduates must be raised.

Godfrey (1997) addresses the scope and content of planning for vocational education, training and employment in developing countries. Its premises are that, since planning uses scarce resources, it should be engaged in as little as is necessary to maximize efficiency and economic growth. Although the premise of the paper is the need to economize on scarce planning resources,

minimalism will not necessarily mean less planning. Rather, planning will need to be better and, above all, more useful.

Rawagah and Odeh (1997) evaluate the vocational education program in Basic grades in Jordan that the basic problems in this program is teachers and parents underappreciated the vocational education subjects, no workshops and laboratories, no specific textbooks related to vocational education. According to the literature, ignorance vocational education among students is not just in Jordan but it is in most countries. This gives the importance of this study.

Statement of the Problem

This study focused primarily on the causes behind shortages in vocational workers in Jordan and the contribution of Islamic beliefs in resolving that problem. To date, little studies that address the relation between Islamic solutions and vocational education were found. No research was found that associated the contribution of Islamic education in resolving problems of shortages in vocational workers in Jordan. Therefore, this research came to determine the factors that influence students' choice to pursue a vocational major. Another goal of this study was to propose a theoretical solution from an Islamic perspective that may aid students to direct their attitudes toward choosing a vocational education major.

Research Questions

The following research questions were formulated to accomplish the purpose of the study:

1. What are the factors related to family, society, school, information and personal desire that delineate students to enroll in vocational education?
2. Theoretically, how can Islamic education contribute in facing students' delineation to enroll in vocational education?

Significance of the Study

The successful marketing of vocational education begs knowing the sort of barriers that prevent students from enrolling in vocational disciplines. In order to successfully market vocational education, the barriers to enrollment need to be known. To date, no research was found that addressed the contribution of Islamic education in resolving problems of shortage of vocational workers in Jordan. Therefore, the significance of this study came through achieving the following goals and

objectives:

- Knowing the factors of students' delineation to enroll in vocational education.
- Clarifying the ability of Islamic education in resolving social problems.
- Emphasizing the importance of the relationship and the collaboration between Islamic education and vocational majors to achieve the main objective of the learning and teaching process.
- Introducing results of this study to educational planners and curriculum designers and authors of textbooks, teachers, supervisors, and educational counselors. These people can then incorporate Islamic education into their work as a major cornerstone.
- Guiding policy makers toward the need to change in curriculum design related to vocational education.

Operational Definitions

Islamic Perspective: Concept regarding to Islamic faith and its view to universe , life ,human being and his role in developing the earth ,via Allah way, which translated educationally by A collection of knowledge, experiences, skills, values, and attitudes that emerged from the Holly Quran, Prophet Mohammad (PBUH) Suna, and his followers that offered through school curriculum and textbooks, or through other educational programs offered by Mosques and Media to develop human thinking and organize their behaviors and emotions on an Islamic base.

Vocational Education: Education that is organized to develop basic skills, and job-related knowledge, sufficient to prepare students for additional skills development for a career in industrial, agricultural, home economics, and trade education. Usually offered through high school (UNISCO, 1984).

Vocational Workers: Craftsmen and skilled workers who demonstrate skills in different fields in vocational education, comprehensive schools, and vocational training centers.

METHODOLOGY

Subjective of the Study

The target population for this study was all undergraduate university students in Jordan. The accessible population was the undergraduate university students at the Hashemite University. The sample

consisted of all undergraduate students enrolled in vocational education classes for the second semester of the academic year 2005/2006. The final sample consisted of 178 students who were chosen purposefully to achieve the purpose of the study.

Instrumentation

The instrument used to collect data for this study consisted of two parts. The first part of the instrument included demographic variables related to students' gender, educational level, and grade-point average (GPA). The second part of the instrument named, Vocational Education Questionnaire (VEDQ) was designed by the researchers and was used to collect data for this study. The instrument consisted of 35 items representing five dimensions developed to measure students' perceptions regarding the factors that might delineate them from enrolling in vocational education majors. The first dimension consisted of seven items related to family; the second dimension included five items related to society; the third dimension included eight items related to school; the fourth dimension included five items related to information; and the fifth dimension included six items related to students' personal desire (see Appendix 1). All items of the instrument were rated on a Likert type-scale with the following anchors: 1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. The instrument went through a rigorous developmental process as follows (a) extensive review of related literature, (b) consultation with faculty members from the field of vocational education, (c) personal interviews with nine students enrolled in vocational education classes at the Hashemite University, where they answered the following pilot question "what are the factors that delineate you from pursuing a vocational education major?", (d) a focus group which consisted of 62 students enrolled in vocational education classes to determine the factors that delineate them from pursuing a vocational education major, and (e) development of the items of the instrument.

An expert panel of four faculty members from the field of vocational education evaluated the face and content validity of the instrument. The instrument was given to a pilot group of 23 students who took vocational education course. These students were excluded from the main sample of the study. Changes recommended by the validation panel and those identified as needed during the pilot test were incorporated into the instrument. These changes occurred in the wording of items and in the

instructions for completing the instrument. The internal consistency of the instrument was determined using the same group of students used in the pilot study. The calculated coefficient alpha reliability for the instrument was .89, which was appropriate for conducting such a study.

Data Collection

Data were collected from vocational education students during the last two weeks of the second semester of the academic year 2005/2006. The instrument was handed to 155 students in the two sections of the vocational education course. Data were collected in class from 140 students, with a response rate of 90% (140 out of 155). Twenty-two percent of the respondents were males and 78% were females. Ninety students were freshmen (65%), 30 sophomores (21%), 12 juniors (9%), and eight seniors (5%). Students' overall grade-point average was 2.70, ranging from 2.29 to 3.54.

Data Analysis

A descriptive research design was used to answer the two research questions of the study. The first research question "what are the factors of students' delineation to enroll in vocational education?" was answered using a quantitative approach. Descriptive statistics were used to compute means and standard deviations for items of the five sub-scales of the instrument. The SPSS statistical package version 11.5 was employed to carry out these analyses. With regard to the second research question, "theoretically, how an Islamic education can contribute in facing students' delineation to enroll in vocational education?" was answered utilizing a qualitative approach. The researchers employed theory and research related to the topic at hand as well as their prior experiences to provide a plausible solution for students' delineation to enroll in vocational education. This, in turn, may contribute in resolving the shortage problems of vocational workers in Jordan. This question was fully discussed in the discussion section below.

RESULTS

1) Results relating to the first question of the study: Results Pertaining to Dimension (1): Family

The first dimension was about the role of family in either encouraging or delineating students to enroll in vocational education. To measure students' agreement

related to this dimension, students were asked to rate their responses on seven items. The mean values and standard deviations for students' responses to these items are presented in Table 1. According to the table, the overall mean score for all items was 2.04, indicating a medium to low agreement toward the role of family in encouraging vocational education. All items had mean values between 1.88 and 2.20. The results indicated that the highest items

means were item (1 with mean (2.20) then item (7) with mean (2.14) that revealed family encourage vocational work and have positive perception toward vocation and vocational workers. The lowest means of items were item (5) with mean (1.88) and item (4) with mean (1.89) that indicated families look to vocational work with lower prestigious and did not suitable to the family stage.

Table 1: Means and Standard Deviations for the Items of the Family Dimension (N = 140)

Item	Mean	SD
1. My family encourages vocational work.	2.20	1.01
2. My family has no desire to maintain its vocational, social and economical status	2.00	1.12
3. My family directs me to study vocational majors.	2.12	.87
4. Vocational occupations are consistent with family work status.	1.89	.95
5. My family thinks that financial income of vocational occupations is suitable	1.88	.98
6. My family thinks that vocational graduates have job demands.	2.10	1.15
7. My family has positive views toward vocations and vocational workers	2.14	1.05
Total	2.04	1.01
5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree		

Table 2: Means and Standard Deviations for the Items of the Society Dimension (N = 140)

Item	Mean	SD
1. My family encourages vocational work.	1.94	.92
2. Students who pursue vocational majors are not classified as losers by society.	2.01	.93
3. Relatives and neighbors respect vocational work.	2.40	.95
4. Vocational education does not involve physical hardships.	2.44	.86
5. Vocational workers have respectful status in my society.	2.06	.95
Total	2.18	.92
5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree		

Table 3: Means and Standard Deviations for the Items of the School Dimension (N = 140)

Item	Mean	SD
1. My school shows interest in vocational classes.	2.20	.92
2. Vocational education classes are not being replaced by other classes.	2.08	.98
3. There are specialized vocational teachers in my school.	2.19	.88
4. There are enough vocational teachers in my school.	1.92	.99
5. My school offers vocational classes that utilize hands-on applications.	1.72	.76
6. The vocational curriculum at my school considers society needs.	2.09	.90
7. My school focuses on raising students' knowledge, skills, and abilities.	2.10	.70
8. Students are guided towards suitable vocational occupations.	2.24	.79
Total	2.06	.86
5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree		

Results Pertaining to Dimension (2): Society

The second dimension was about the role of society in either encouraging or delineating students to enroll in vocational education. Students were asked to rate their responses to five items. Table 2 provides the mean values and standard deviations for students' ratings of these items. According to the table, the overall mean value for all items was 2.18, indicating a medium to low agreement

with the fact that society encourages vocational education. Item 1 "the society has positive views toward vocations and vocational work" received the lowest mean value of 1.94, whereas item 4 "vocational education does not involve physical hardship" received the highest mean value of 2.44. The rest of the items had almost equal distribution of mean values ranging from 2.01 to 2.40.

Table 4: Means and Standard Deviations for the Items of the Information Dimension (N = 140)

Item	Mean	SD
1. Enough information is provided about vocational majors.	1.77	.84
2. Enough information is provided about future expectations of the continuation of vocational occupations.	1.82	.90
3. Enough information is provided about future financial outcomes for the various vocational occupations.	1.89	.77
4. Enough information is provided about future social status for vocational occupations.	2.10	.87
5. Schools, societies, newspapers, and places of worship provide Enough information about the importance of vocational work.	2.00	.83
Total	1.92	.84
5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree		

Table 5: Means and Standard Deviations for the Items of the Personal Desire Dimension (N=140)

Item	Mean	SD
1. I have positive values toward vocational work.	2.22	.97
2. Vocational curriculum focuses on raising personal values and beliefs.	1.93	1.01
3. I wish I majored in vocational work.	2.39	1.10
4. Vocational occupations provide adequate financial freedom.	2.59	1.11
5. I desire to study a vocational major.	2.26	.98
6. There are incentives that encourage students to study vocational majors.	2.04	.99
Total	2.23	1.02
5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree		

Results Pertaining to Dimension (3): School

The third dimension concerned whether school played a part in students' delineation to enroll in vocational education. Students were asked to rate their responses to eight items. The mean values and standard deviations are presented in Table 3. According to the table, the overall mean score for all items was 2.06, indicating a medium to low agreement toward the role of school to delineate students to enroll in vocational education. While Items 4 and 5 had the lowest mean values (1.92, and 1.72 respectively), Items 1 and 8 had the highest mean values (2.20 and 2.24 respectively).

Results Pertaining to Dimension (4): Information

The fourth dimension was related to whether students received enough information that enabled them to make informed decisions about a suitable vocational major. Students were asked to rate their responses to five items. Table 4 displays the mean values and standard deviations for students' ratings of these items. According to the table, the overall mean value for all items was 1.92, indicating that students perceive they did not receive enough information about vocational education majors. While Item 1 "Enough information is provided about vocational majors" had the lowest mean value (1.77), Item 4 "enough

information is provided about future social status for vocational occupations” had the highest mean (2.10).

Results Pertaining to Dimension (5): Students’ Personal Desire

The fifth dimension was related to students’ personal desire to enroll in vocational education. Students were

asked to rate their responses to six items. The mean values and standard deviations for students’ responses to these items are presented in Table 5. According to the table, the overall mean score for all items was 2.23, indicating a medium students’ desire to enroll in vocational education. While Item 2 had the lowest mean value (1.93), Item 4 had the highest mean value (2.59).

Table 6: Means and Standard Deviations and Rank for the Dimensions of the Study (N = 140)

Item	Mean	SD	Rank
Family	2.04	1.01	4
Society	2.18	0.92	2
School	2.06	0.86	3
Information	1.98	0.84	5
Personal Desire	2.32	1.02	1

Table (6) clarifies Means and Standard Deviations and Rank for the Dimensions of the Study.

2) Results relating to the second question of the study:

The Islamic Education that depends on faith and believe in God and their attitudes toward human being can play a crucial role facing shortage in force workers in Jordan. This will be done by including the vocational education the values and attitudes that shape and incentive students to enroll vocational education, through the following:

1. Insight students with the Islamic vision toward work. Work in Islam not only economic and social side, but also it comes from the faith and close work to God. The modern theories and economic philosophies come to agree with this vision (ISESCO, 1990).
2. Inform students that reaching their self-achievement will be done through work. God ask people to be his agent in earth to build earth and invest in it.
3. Encourage students to gain positive attitude toward vocational education, and let them know that vocational education will not decrease human dignity. Prophet Muhammad (PBUH) is model for us, he work with trade and sheep keeper. Abu Hurayra said, Prophet (PBUH) said “All Prophets sent by God, work as sheep keeper, his colleague said, and you? He said: yes I was keep it for little fund for Macca people” (Albukhari, w.d., vo. 3, Kitab Alejarah, Bab Raie Alghanam, p. 180).
4. Provide students with Islamic values that serve attitudes toward vocational work, and work to

modify the social values system. Examples of these Islamic values depends on selves, encourage responsibly, using experimental and notice. These things will increase social status. Omar Bin Alkhatib said: I saw the man I like, then I knew he has no job, I feel bad (Alkittani, w.d., vo.3, 23).

Discussion

The primary purposes of this study were to determine the factors that delineated students from pursuing a vocational education major, and to provide a plausible theoretical solution for such delineation from an Islamic perspective.

The results of the first question of this study revealed that there were different factors that discouraged students from pursuing a discipline in vocational education (i.e., family, society, school, information, and students’ personal desire), according to table (6) the effects of the five dimensions on students prevents them to enroll in vocational education were: Personal desire, society, school, family, and information. It clears from this reslu the importance of student desire and his attitude, and the importance of society and its effects in encouraging students toward vocational education. This result agrees with results of (Alghafily, 1984; Alhouthi, 1986; Ebtika, 1994; Rawagah & Odeh, 1997), at the same time it differ from the results oof studies (Alhouthi, 1986; Nazal, 1989; Rawagah & Odeh, 1997). These factors, collectively, contribute to abandoning students’ enrollment in vocational education. It is viewed that resolving this problem requires considering all these factors together, specifically students’ values and attitudes (Nazal, 1989).

However, the most important factor that could greatly contribute to resolving the problem preparing directing and counseling programs through school curriculum and media (Alkhateeb, 1993), and look for experience other countries (Aldahawi and Issan, 1997), and stimulating students' positive attitudes toward vocational education. The results of the second question of the study: A legitimate approach to achieve such an objective could be through using students' Islamic beliefs, especially those beliefs that complement the conduct of physical and hand works.

The two reliable sources in Islam (the Holy Quran and the Sunnah) maintain a high respect for most businesses and works that require the use of hands (Dunya, 1979). For example, in verse 107 of Surah Alkahf, Allah says "As to those who believe and work righteous deeds, they have, for their entertainment, the Gardens of Paradise, Wherein they shall dwell (for aye): no change will they wish for from them". This verse signifies the highest reward from Allah to those who are faithful and do their work in this life.

Furthermore, to indicate the high level of appreciation and encouragement from Allah for Muslims to use their hands in building the earth, Allah correlates between conducting work and worshiping him, he says in verse 10 of Surah Aljuma, "And when the Prayer is finished, then may ye disperse through the land, and seek of the Bounty of Allah and celebrate the Praises of Allah often (and without stint): that ye may prosper". Additionally, Allah equates between doing work and Al-Jihad, he says in verse 20 of surah Almozamel " He knoweth that there may be (some) among you in ill-health; others traveling through the land, seeking of Allah's bounty; yet others fighting in Allah".

Similarly, the life of Prophet Mohammad (PBUH) shows multiple examples of the appreciation of handworkers. In one occasion, Alzubair bin Alawam said: Messenger Muhammad says: "It is better for one of you to get rope and carry wood and sell it than to ask others to give him or not" (Almunthiri, 1968, p. 522). Moreover, the Prophet demonstrates that doing work is a type of Jihad that each Muslim is supposed to do. Ka'ab bin Ajrah said: "once the messenger came to a man, and the messenger's companions saw from that man activities and patience, then they said to the messenger: Wishing if it was in the sake of Allah, then the messenger said: if he look fore his kids then he will be in the sake of Allah, if he look fore his old parents, then he will be in sake of

Allah, if he look fore himself then it will be for the sake of Allah, but if he look fore others to see him and be proud of him, then it will be in the sake of Satan." (Almunthiri, 1968, p.524).

The life of the Prophet's companions also showed the appreciation of various types of handworks. For example, Ibn Qutaybah in his book *ALmaa'ref* (in Hassn 1987, p.861) reminds us of the handworks of the Prophet's companions, like: Sa'ad bin Abi Waqas who was arrower, Alzubair bin Alawaam who was dresser, Bilal bin Rabah who was servant, Salman Alfarisy who was a barber. This behavior of the Prophet's companions showed the real application of the Prophet's recommendations and appreciation of the various types of handworks.

It is clear, therefore, from the aforementioned examples that Islamic education plays a vital role in encouraging Muslims' youth to excel in various types of handworks, as this behavior prevents Muslims from asking others and encourages them to be independent (Hindi, 2002). Findings from the current study indicate that students differ in their rate of factors to enroll in vocational education. Moreover, the importance of providing students with a holistic Islamic education will encourage the development of handwork, especially in terms of its effects on shaping students' identity. Solving the problem from Islamic point of view agree with results of studies that ensure the effect of Islamic Education encouraging vocational attitudes among students (Olihat, Albisher, and Alsartawi, 1996). Also, it agrees with studies that ensure the role of Islamic Ageedda in encouraging psychological incentives toward work (Alaqaysi, 1998; Almuhaimeed, 2003; and Ali and Alhamed, 2005).

Recommendations

Thus, to reinforce these Islamic rules to improve students' attitudes toward vocational education, the following suggestions may be a starting point for such reinforcement of Islamic rules:

- Students should be taught about the value of vocational work from an Islamic perspective during basic, elementary and secondary education.
- Teachers should model the proper Islamic behavior and attitude as to their teaching methods, discussions, and suggestions.
- School principals should provide workshops and seminars to students and their parents about the importance and necessity of vocational work for the

betterment of the individual and the society as well.

- The Ministry of Education needs to plan and study the possibility of incorporating a new course in the curriculum of each educational stage. This course should touch at the heart of the view of Sunnah and Quran toward handwork.
- While this study has added to the empirical base of

knowledge about resolving the shortage of vocational workforce in Jordan from an Islamic perspective, more research is still needed with a larger sample to confirm the results of this study. Both qualitative and quantitative approaches could be utilized that could significantly add to the empirical research.

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