



HAL
open science

The Reality of Technical Education in Palestine

Suliman A. El Talla, Samy S. Abu Naser, Mazen J. Al Shobaki, Youssef M. Abu Amuna

► **To cite this version:**

Suliman A. El Talla, Samy S. Abu Naser, Mazen J. Al Shobaki, Youssef M. Abu Amuna. The Reality of Technical Education in Palestine. *International Journal of Engineering and Information Systems (IJEAIS)*, 2017, 1 (10), pp.102 - 117. hal-01695445

HAL Id: hal-01695445

<https://hal.science/hal-01695445>

Submitted on 15 Feb 2018

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

The Reality of Technical Education in Palestine

Suliman A. El Talla¹, Samy S. Abu Naser², Mazen J. Al Shobaki³, Youssef M. Abu Amuna⁴

¹College of Intermediate Studies, Al-Azhar University, Gaza, Palestine

^{2,3,4}Department of Information Technology, Faculty of Engineering and Information Technology, Al-Azhar University, Gaza, Palestine

¹Eltallasuliman@gmail.com, ²abunaser@alazhar.edu.ps, ³mazen.alshobaki@gmail.com, ⁴yabuamuna@gmail.com

Abstract: *The study aimed to identify the reality of technical education in Palestine. The analytical descriptive method was used in the study. A questionnaire which consisted of 41 paragraphs was distributed randomly to the technical colleges in Gaza Strip. Random sample of (275) employees of these colleges were used, and the response rate was (74.5%).*

The results showed a high degree of approval for the dimensions of technical education with a relative weight of 76.07%. The ranking and relative weight was as follows: Technical education institutions: 79.51%, graduates of technical education 75.75%, Labor market and local community 72.96%.

The researchers propose a number of recommendations, the most important of which is: the need to pay attention to technical education in line with the National Strategic Plan for Higher Education by moving towards technical education. The importance of offering special courses in all technical education programs in these colleges. The researchers urged more future studies that address the same variables as the current study and apply them to other sectors.

Keywords: Technical education institutions, graduates of technical education, labor market and community, technical colleges.

1. INTRODUCTION

The Palestinian higher education occupies a distinct position in the civilizational structure of the Palestinian society. Its institutions are young according to international standards. It is also a major source of nutrition for the local and Arab labor markets with qualified human cadres that have clearly influenced their economic development.

Technical education is responsible for meeting the needs of the community of individuals who are capable of keeping up with scientific progress in all aspects of industrial, agricultural and commercial life. It is like any kind of education with its inputs, processes and outputs. In order to reach satisfactory outcomes that meet the aspirations of the Palestinian society attention must be paid to inputs (Hamad, 2000).

Technical colleges are a major part of all higher education systems in Palestine where colleges and training institutes form a network of institutions that support the production of high-level capacities necessary for development (World Bank, 2003). The technical education system in Palestine faces enormous challenges in its ability to develop (Hamdan, 2001), in addition to its ability to absorb the growing numbers of graduates in the fields of education, students in budgets do not grow in proportion to this growth, threatening the quality of education provided on the one hand, and the ability of the system to continue to provide equal educational opportunities on the other (Al-hashwah, 1998).

Therefore, facing and overcoming these challenges is very important for technical education to compete and stay. Therefore, the concept of TQM must be properly and comprehensively applied to improve quality standards and enable technical colleges to excel. Technical education directly affects the building and development of societies, which is provided by the development of human resources in line with the demands and needs of society, and provided by skilled hands and high competencies leading the process of industry and various professions in communities and achieves wealth and financial returns. The developed countries recognized the role of technical education and paid great attention to it when they realized that the rise of societies was only in the development of the professional sector, the development of professionals' ability to build and keep abreast of everything, and help them to harness whatever their hands could to serve their communities. For many reasons, developing societies have been slow to recognize the importance of the professional sector, and Arab countries in general and Palestine in particular are still in a different state of fragmentation in their vocational education sector depending on the circumstances surrounding each.

2. PROBLEM STATEMENT

The main problem of research is the study of the reality of technical education in Palestine, especially in the exceptional circumstances that Gaza Strip suffers from siege and wars, and the consequent increase in the number of

universities and colleges in Gaza Strip, which requires that there be conscious leadership capable of harnessing all potentials and aligning and keeping up with universities and international colleges and achieving excellence in all fields, through the examination of literature and previous studies related to the variables of study and related issues. It seems that the issue of technical education and development needs to see the depth of the wide-ranging, and here lies the problem of the current study in the following main question:

Q1- What is the reality of technical education in Palestine?

3. RESEARCH OBJECTIVES

This study tries through its axes to achieve the following objectives:

1. Identify the level of technical education and enhance its function in the service of the community in the Gaza Strip.
2. Disclosure of the role of technical education in technical colleges.
3. Statement of differences in the level of technical education between different faculties in Palestine.
4. Statement of the differences in the level of technical education according to the level of employment in the colleges.
5. The conclusion of the conclusions and recommendations of the specially studied technical colleges may contribute to improving their performance and motivation, thus contributing to the promotion of technical education.

4. RESEARCH IMPORTANCE

1. The importance of this study stems from the fact that this study is considered one of the few studies conducted on technical colleges in Palestine.
2. The study highlighted the extent to which the technical colleges in the Gaza Strip keep pace with modern systems, concepts and administrative models, so that they are appropriate and compatible with their needs and achieve their objectives.
3. Open new horizons for graduates of technical education in proportion to the reality of the Gaza Strip.
4. To state the importance of technical education to boost the labor market and the local community in the Gaza Strip with its needs of programs and projects.

5. RESEARCH HYPOTHESIS

In order to provide an appropriate answer to the questions posed, the study seeks to test the validity of the following assumptions:

Ho 1: There is a high level of technical education elements in technical colleges in the Gaza Strip.

Ho 2: There are statistically significant differences at the level of a ≤ 0.05 in the dimensions of technical education according to the college variable.

Ho 3: There are statistically significant differences at the level of a ≤ 0.05 in the dimensions of technical education according to the variable of the functional level.

6. RESEARCH VARIABLES

Independent variable: Technical education consists of the following dimensions:

1. Technical education institutions
2. Graduates of Technical Education
3. The labor market and the local community

Organizational variables: college, career level

7. RESEARCH LIMITS AND SCOPE

1. **Subject Limit (Academic):** The study was limited in its objective to study the reality of technical education in Palestine
2. **Human Limit:** The study was conducted on the responses of workers in the technical colleges in question.
3. **Institutional Limit:** This study is limited to the major technical colleges in the Gaza Governorates.
4. **The spatial limit:** The study was conducted in the State of Palestine and was limited to the technical colleges in the Gaza Strip (Palestine Technical College - Dair Al-Balah, Gaza Training Community College (GTC), Al-Azhar University College of Applied Sciences, and Al-Aqsa Society College).

5. **Time Limits:** The study was conducted and preliminary data collected on the technical colleges and statistical analyzes were carried out during the period (2018). Therefore, it represents the reality at this time.

8. RESEARCH TERMINOLOGY

1. **Technician:** A person who occupies a middle position between the engineer and the technologist on the one hand and the skilled worker on the other. He has the task of applying the technical practices. He has the scientific knowledge, professional skills and technical expertise that helps him to diagnose the problems and develop the details. He is responsible for transforming the engineer designs into an integrated production process (Al-Shahry, 1995). The task of the technical team is the middle jobs in the production sites and intermediate administrative works and they form the mainstay of the production and service process because they are professionally considered as the operational working link between the various categories of specialists of engineers, trade and others and among the categories of technical workers who work in all the institutions on which the economy is based (Al-Saeed, 2006).
2. **Technical colleges:** are regular educational institutions with duration of between 2-3 years after high school and without first-degree students (Mustafa, 2001). Technical colleges have recently been interested in analytical abilities and innovative skills as well as more Modern technologies, adaptation, operation and maintenance, and the training of technicians to absorb the rapid and complex transformations in order to meet the needs of the production and service sectors. Hence, many countries have started to award university degrees and masters and doctorate degrees such faculty's High technology in the United Arab Emirates, which grants bachelor's degree in Engineering Technology (Al-Issa, 2004).
3. **Technical Education:** This is the type of formal higher education that includes educational preparation and imparting the skills and technical knowledge that are carried out by regular educational institutions not less than two years after secondary school to prepare a workforce in different disciplines (Al-Abd, 2001).
The researchers defines technical education as: education that earns individuals the knowledge, skills and trends that qualify them to join the labor market in a technical work and study two years after high school.

9. LITERATURE REVIEW

- Study of (El Talla et al., 2017) aimed to identify the creative environment and its relation to the graceful management of the technical colleges operating in Gaza Strip. The analytical descriptive method was used through a questionnaire which was randomly distributed to 289 employees of the technical colleges in Gaza Strip with a total number of (1168) employees and a response rate equal to (79.2%) of the sample study. The results showed a high degree of approval for the dimensions of the creative environment with a relative weight of (75.19%). It also showed a high level of creative environment where the ranking and relative weight was as follows: Fluency (76.86%), Sensation of problems (74.89%), Flexibility (74.59%) and originality (74.41%). The results showed that the technical colleges achieved a high level of agile management with a relative weight of 76.69% and a high level of agile management. (79.56%), responding to customer requirements (79.14%), reducing costs (75.68%), maximizing competitiveness and profitability (74.59%), Improve service (74.52%), and the results showed a statistically significant difference relationship between the dimensions of the creative environment and management in agile technical colleges in Gaza Strip. The researchers suggested a number of recommendations, the most important of which is the need to enhance the dimensions of the creative environment by working to improve the abilities of the faculties in fluency, flexibility, originality, sensitivity to problems and the importance of increasing attention to the dimensions of achieving the graceful management because of their role in the development of technical education departments and sustainability. Develop agile management mechanisms and applications in terms of reducing waste, reducing costs, improving service, responding to customer requirements, and maximizing competitiveness and profitability, commensurate with the capabilities of these colleges.
- Study of (Abu Naser et al., 2017) aimed to identify the technical education and its role in promoting entrepreneurship in Gaza Strip. The analytical descriptive method was used in the study. A questionnaire was composed of (41) items and distributed randomly by the technical colleges in Gaza Strip using stratified random sample of (275) employees from the mentioned colleges, and the response rate was (74.5%). The results showed a high degree of approval for the dimensions of technical education with a relative weight of 76.07%. The ranking and relative weights were as follows: Technical education institutions: 79.51%, graduates of technical education 75.75% Labor market and local community 72.96%. The results of the study showed that the technical colleges achieved a high level of promotion of entrepreneurship with a relative weight of 73.45%. Where the ranking and relative weights were as follows: competitive assault (76.65%), creative orientation

(74.96%), preparedness (74.07%) and risk (68.39%). The results also confirmed a statistically significant relationship between the dimensions of technical education and the promotion of entrepreneurship in technical colleges in Gaza Strip. The results also confirmed a statistically significant impact of technical education on the promotion of entrepreneurship in the technical colleges in Gaza Strip. The researchers proposed a number of recommendations, the most important: the need to go to technical education because of its role in the promotion of entrepreneurship, the importance of linking technical education and promoting entrepreneurship to the Palestinian society in general and the Gaza Strip in particular, the need to pay attention to technical education in line with the National Strategic Plan for Higher Education by moving towards technical education, and the importance of urging decision-makers in technical colleges to promote interest in leadership and to put their own courses in all technical education programs in these colleges. The researchers urged further studies of the same variables as the current study of entrepreneurship and their application to other sectors.

- Study of (Abu Naser et al., 2017) aimed to identify the social networks and their role in achieving the effectiveness of electronic marketing for technical colleges in the Gaza Strip, which included variables of social networks and their role in electronic marketing, as well as the recognition of the existence of differences of statistical significance in the attitudes of respondents towards the variables of the study, and using a descriptive analytical approach in the study. A questionnaire of 50 items was randomly distributed among the technical colleges in Gaza Strip. The sample of the study was composed of (275) employees of these colleges. The response rate was 74.5%. The results showed a high degree of approval for the dimensions of social networks and a relative weight (74.15%). There is a high level of social networking areas (site management (74.91%), content of the site: (73.38%)). The technical colleges achieved a high level of use of electronic marketing, where the total relative weight (70.24%). There is a high level of e-marketing (Electronic advertising (71.75%), electronic promotion (74.75%), news groups (66.03%), and communication with the audience (student) (68.73%)). There is a statistically significant relationship between the organization's smart dimensions and sustainability in the technical colleges in Gaza Strip. The results also confirmed that there is a statistically significant impact of social networks in e-marketing in the technical colleges in Gaza Strip. The researchers proposed a number of recommendations, the most important of which are: Adopting dealing with the various social media sites as a reality on the Palestinian and Arab technical colleges, using them in accordance with the objectives of the technical colleges. The need to direct marketing through social networks and the exploitation of this network in marketing through them, the follow-up of the pages of the colleges and open the door of dialogue, communication, and respond to all inquiries. Technical colleges should put electronic marketing in their strategic marketing plan.
- Study of (El Talla et al., 2017) aimed at identify technical colleges as smart organizations and their relation to sustainability. The variables of smart organizations included: "Strategic vision, culture of merit and excellence, incentive system" and its relation to sustainability, which included three main dimensions (innovation, processes, and environmental aspects of the community). The questionnaire was composed of (39) items, which were randomly distributed to the technical colleges in the Gaza Strip. The sample of the study consisted of 289 employees from the mentioned colleges. The response rate was (79.2%). The results showed a high degree of approval for the dimensions of the smart organization and relative weight (71.42%) according to the perspective of the employees of the technical colleges in the Gaza Strip. Where the field (culture of merit and skill) ranked first and with relative weight (73.76%), followed by strategic vision and relative weight (72.62%), and finally came the area (incentive program) in the third and last place and a relative weight (67.91%). The results of the study showed that the technical colleges achieved a level high in sustainability in its operations with total relative weight (73.33%). Where the field (environmental aspects of society) came first and with relative weight (73.97%), followed by innovation and relative weight (73.10%), and finally came the field (operations) ranked third and last and relative weight (72.92%). The results confirmed a statistically significant relationship between the organization's smart dimensions and sustainability in the technical colleges in the Gaza Strip. The researchers propose a number of recommendations, the most important of which are: to enhance the dimensions of the smart organization in the technical colleges by improving the incentive program, developing the strategic vision and then supporting the culture of merit and skill. And increasing attention to the dimensions of achieving sustainability because of their role in the development and sustainability of technical education through the promotion and improvement of operations in technical colleges. He urged senior management and decision-makers to work in technical colleges to create, innovate and reward and support their creators.
- Study of (Abdullah, 2012) which aims at determining the course of technical education and vocational training in the Republic of Yemen and clarifying the role of the industrial companies in Taiz governorate in contributing to the preparation and rehabilitation of the human element in the specialized technical fields, which came out

with a set of results, the most important of which are administrative and supervisory problems. The career path is not clear or specific. The difficulty of the living situation is not commensurate with the salary. Rebuilding the annual performance assessment to be more objective. Changing the administrative method to be more human. Establishing clear and comprehensive rules and standards for training and rehabilitation in the environment. Lack of a sense of loyalty and belonging to work. Lack of confidence in the ability and ability to work. Reduced humanitarian dealings with a number of cases - Reflecting the negative impact of treatment on performance and productivity. The humanitarian situation of pensioners in terms of their salaries, health insurance and their needs adversely affect their lives and the lives of their families.

- Study of (Mohammed and Abdel Karim, 2011) entitled the reality of entrepreneurship and ways of enhancing it in the Palestinian economy. One of the most important obstacles to entrepreneurship in Palestine is the limited sources of funding, the difficulty of obtaining loans, List and successful. The study recommended the implementation of a set of policies and procedures that will improve the performance of pilot projects in Palestine.

10. THE THEORETICAL FRAMEWORK OF THE STUDY

There is no longer any doubt that human development is the true guarantee of development, and that the real wealth of the nation is its human wealth. Man is the purpose of development and its means together, so technical education has taken an important place in the policies of developed and developing countries alike because it offers many advantages in the educational system and the field of work. The issue of developing human resources and innovative creative capacities in terms of quantity is at the forefront of the concerns of different societies in the belief that man is the cornerstone of economic, social and cultural construction, which is the most precious possessions of nations. Insofar as it is in line with the actual needs of the society and towards its future aspirations, the capacity for rapid development can be achieved through the provision of technical education institutions from trained and qualified labor to different fields of work (Al-Riyashi, 1993).

The technical education system is more recent than other education systems, Most of the Arab countries, including Palestine, have taken over public education at the expense of the technical education system, and the development of professional preparation systems began in the early 1970s in terms of policies, objectives, structure, programs, patterns and levels in order to expand and improve the quality of their outputs to become more up-to-date and meet the needs of the fields of work and development and their requirements. Technical education is an urgent necessity for its importance in the labor market. The nature of this types of education gives the student high production skills and makes him ready for more academic graduates. The importance of technical and vocational education in the first two is the need of the Palestinian labor market for many of the technical and vocational disciplines lost, and the second saturation of the labor market of academic disciplines and high unemployment rates in many academic disciplines.

Technical education is primarily aimed at bringing about changes in the attitudes of individuals and groups so that industry, science and technology, professional and manual labor and all related ideas, values and concepts are an essential part of society's culture (Al-Riyashi, 1993).

The technical education also contributes to the preparation of the necessary trained manpower from the quantitative and qualitative aspects of the various types of manufacturing process and the development and development of the society. It also aims at establishing the concept and concept of respect for manual and industrial work and the industrial and technological development of the society (Al-Faqi, 1991).

Technical Education in Palestine

Since the beginning of formal education in Palestine in the late 18th century and through the British mandate period and the Israeli occupation, technical education did not receive any status. The situation continued until the Palestinian National Authority came. In 1994, the specialized ministries, including the Ministry of Education and Higher Education, in 1996, higher education authorities were assigned to a new ministry on behalf of the Ministry of Higher Education. The ministry was named the Ministry of Education (Yamani, 2008).

According to the education system in Palestine, students begin to enroll in the specialization they wish after the completion of the basic stage of education, which ends with the tenth grade and the beginning of secondary education.

This stage is divided into two parts:

- A. **Academic secondary education:** Two years of scientific and literary branches. The student is preparing to apply for a university degree.
- B. **Vocational secondary education** aims to prepare qualified people to provide the Palestinian community with skilled technicians and manpower provide training programs to keep abreast of scientific and technological

development, and harmonize with the labor market. The student is prepared to apply for a professional orientation test which enables them to enroll in community colleges (Abu Jarad, 1994).

The Establishment of Technical Education in Palestine:

The emergence of technical education in Palestine dates back to the beginning of the fifties of this century, and this development has gone through two basic stages (Al-Abd, 2001)

The first phase: the stage of preparing teachers.

The aim of this stage was to prepare teachers and teachers in the role and institutes of teachers to meet the need of the Directorate of Education teachers and teachers in the primary and preparatory stages.

The Institute of Teachers' House and Dar Al-Ma'aramat Institute were established in 1955 in the Gaza Strip. The graduates of the secondary school were accepted and the duration of the study was two years.

In the field of health education, a number of local hospital centers were established to graduate medical assistants in the various disciplines of nursing, laboratory analysis, public health and pharmacy. The first center established was the Baptist School of the Association of Health Sciences in 1945, Al-Shifa Hospital Nursing Center in 1971, Al-Nurse Nursery School in Al-Nasr Hospital in 1976 and Al-Amal Center in Khan Younis in 1984.

In the area of vocational and technical education and training, UNRWA established the vocational training center in Gaza in 1952. Its purpose was to rehabilitate Palestinian refugee children professionally, to enable them to work in order to secure a decent living for themselves and their families.

The Second Phase: Technical Colleges Stage.

This is a phase of development for the first stage. Some of the teachers, teachers and training centers have been transformed into technical colleges in response to the need of the Palestinian community for such colleges. To prepare the skilled workforce to meet the needs of comprehensive development in Palestine, such as Gaza Training College, The College of Science and Technology was established in Khan Younis in 1991 and was established in Dair Al-Balah College of Professional Sciences in 1992, which in 1995 became the Palestine Technical College-Dair Al-Balah.

In the era of the Palestinian National Authority, our College established two new technologies, one of which was the Community College of the Intermediate Islamic University in Gaza in 1998, as a development of the Diploma Management Program at the University, after obtaining recognition from the Ministry of Higher Education. The Faculty of Information Technology in Rafah in 1999, as a development of the Arab Cultural Center in Rafah, a private institution established in 1981 (Technical Education Manual, 2006).

The Department of Diploma Program at Al-Azhar University, which was established in 1996, was transformed into a middle school called the Faculty of Intermediate Studies, after obtaining the recognition of the Ministry of Higher Education in 2000. This college includes some specialties of a technical nature.

Programs offered by technical colleges in Palestine:

The data of the registration and admission departments of the technical colleges indicate that it includes 9 main fields and programs, which include 34 vocational and technical subjects. These are: computer technology, electromechanical, telecommunications, industrial electronics, architectural drawing, architecture, maintenance of office machines, radio and television technology, computer graphic design and programming, systems analysis, Data, assistant pharmacists, laboratory technicians, health control, physiotherapy, secretarial, office management, trade, business management, office automation, medical secretary Accounting, marketing, banks and management of protection of arts TV and fashion design and garment industry, music, and the preparation of kindergarten, information technology, multimedia and library science and information management geographic information technology and computer maintenance, network, statistics, data processing and technology space, medical, nutrition and science rehabilitation of the disabled systems.

The study plan in all these disciplines includes three groups of subjects: the general culture group, the group of auxiliary scientific materials, the group of specialized subjects, and the practical exercises of all kinds.

11. FIELD STUDY

First- Methodology of the study:

This study is based on the analytical descriptive approach to describe and describe the phenomenon to be studied as it exists. In fact, researchers in this approach are considering the study of tools, phenomena and practices existing and available for study and measurement as they are, without the intervention of the researchers in their course, and researchers can interact with them and describe them and analyze them scientifically and objectively.

The study relies on two basic types of data:

1. **Initial Data:** The study was carried out in the field by distributing questionnaires to study the vocabulary of the study, collecting and gathering the necessary information in the subject of the study, and then unloading and

analyzing it using the statistical program (SPSS) and using the appropriate statistical tests in order to arrive at indications of value and indicators that support the subject of the study. And some personal interviews conducted by the researchers with those involved in order to obtain some undocumented data in writing and to clarify some views.

2. **Secondary data:** through the review of books, periodicals, special publications, scientific and professional journals related to the subject of the study, and any references contribute to enrich the study in a scientific way, and the researchers through the use of secondary sources in the study to identify the foundations and scientific methods sound in writing studies, A general overview of the latest developments that took place in the field of study.

Second- Study Population:

The study population consists of all employees in the technical colleges in the Gaza Strip (Palestine Technical College- Dair Al-Balah, Gaza Training Community College, College of Intermediate Studies- Al-Azhar, University, College of Applied Sciences, and Al-Aqsa Society College).

The study population may be (964) of the employees of the technical colleges under study as follows:

Table 1: illustrates the study population

The College	Number Of Employees	The Ratio%
Palestine Technical College	193	%20
Gaza Training Community College	119	%12.34
College of Intermediate Studies- Al-Azhar	184	%19.09
College of Applied Sciences	335	%34.75
Al-Aqsa Society College	133	%13.79
Total	964	%100

Source: Prepared by researchers by reference to the statistical book and the annual statistical guide for Palestinian higher education institutions, Ministry of Education and Higher Education.(2016)

Third- The study sample:

1. A survey sample was used by the researchers to verify the validity and reliability of these tools. The sample size was 32 employees.
2. The sample is random and consists of (275) employees of these colleges. The response rate was 74.5%.

Table 2: Distribution of respondents from the sample of the study

Personal Data	Category	The Number	The Ratio%
Career Level	Dean / Vice	5	2.43%
	Head of Academic Section	17	8.29%
	Head of Administrative Section	21	10.24%
	the Administrative	76	37.07%
	Full time lecturer	59	28.78%
	Part time lecturer	27	13.17%
	Total	205	100%
The college	Palestine Technical College	30	14.63%
	Gaza Training Community College	31	15.12%
	College of Intermediate Studies- Al-Azhar	47	22.92%
	College of Applied Sciences	45	21.95%
	Al-Aqsa Society College	52	25.36%
	Total	205	100%

Table 2 shows that:

As for the career level, the category of Dean / Vice was (2.43%), the Head of Academic Section (8.29%), the Head of Administrative Section (10.24%) and the Administrative Category (37.07%). On the keenness of the technical colleges to attract administrators able to promote their colleges and serve the students and facilitate them, and the category of full-time lecturer in the second place (28.78%), which indicates the keenness of technical colleges to provide a scientific atmosphere specialized in the presence of cadres full-time academic ability to develop Students and give them a sufficient amount of academic sciences systematically and correctly, as came the category of lecturer (13.17%) as the technical colleges still need more specialists in different fields.

As for the college variable, Al-Aqsa Society was ranked first by (25.36%) as it is a government college. Among the general orientations of the Ministry of Education is the orientation towards technical education. Therefore, there is keenness from the ministry to provide government colleges with the needed staff. (22.92%), followed by the University College of Applied Sciences (21.95%), followed by the Gaza Training Society College (15.12%), followed by the last rank Palestine Technical College, that received (14.63%).

Fourthly- Study tool:

Since the nature of the hypotheses and the variables included in them are the ones that control the selection of the appropriate tool, accordingly, the researchers have prepared a measure for that study commensurate with its objectives and hypotheses, the process of design and preparation of the study scale has gone through several stages and steps as follows:

1. See the literature and previous studies related to the subject of the present study.
2. Collect and define scale paragraphs.
3. Formulation of the standard expressions according to the study sample.
4. Set the meter instructions.
5. How to correct the meter.
6. Conduct a study of stability and honesty of the scale.

How to correct the meter:

The five-dimensional Likert scale was used to measure respondents' responses to the questionnaire sections according to the following table:

Table 3: The degrees of the five-dimensional Likert scale

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Class	1	2	3	4	5

Validate the measure: The researchers calculated the validity of the meter in the following ways:

1. **Virtual honesty:** The researchers verified the authenticity of the tool ostensibly by presenting it to a group of PhD holders in Business Administration (8). The apparent honesty indicates the general appearance of the test in terms of its relevance to the subjects, the relevance of the phrase to the field, and the clarity of the wording and instructions.
2. **Internal consistency:** The researchers calculated the validity of the internal consistency of the scale by finding the correlation coefficients between each field and the total score of the scale. The researchers conducted honesty and persistence on a sample of 32 employees by finding correlation coefficients for each paragraph in the field to which they belong. The following tables:

Table 4: Honesty coefficients for each paragraph with the total score of the field covered by the technical education scale

Technical Education Institutes			Technical Education Graduates			Labor Market And Local Society		
Paragraph Number	Honesty Coefficient	Level Of Significance	Paragraph Number	Honesty Coefficient	Level Of Significance	Paragraph Number	Honesty Coefficient	Level Of Significance
1	0.652	0.01	1	0.760	0.01	1	0.856	0.01
2	0.796	0.01	2	0.777	0.01	2	0.789	0.01

3	0.793	0.01	3	0.883	0.01	3	0.882	0.01
4	0.810	0.01	4	0.843	0.01	4	0.795	0.01
5	0.736	0.01	5	0.728	0.01	5	0.877	0.01

Stability of the scale:

The concept of stability means the ability of the test to give the same grades or values to the same individual or individuals if the measurement process is repeated. To ensure the stability of the scale, the researchers used the following methods:

1. **The method of split-half:** by calculating the correlation coefficient between the individual questions and marital questions, and obtained the stability coefficients shown in the following table.

Table 5: Stability coefficient of technical education scale

No.	Field	Number of Item	Correlation Coefficient Before Adjustment	Correlation Coefficient After Adjustment	Level Of Significance
1.	Technical education institutes	5	0.760	0.844	Sig. at 0.01
2.	Technical education graduates	5	0.652	0.772	Sig. at 0.01
3.	Labor market and local society	5	0.694	0.788	Sig. at 0.01

From the previous table, it is clear that the stability coefficients in all midterm segments were high, indicating that the questionnaire has a high degree of stability.

2. **Alpha Cronbach's coefficient of persistence:** The researchers performed alpha-cronbach's persistence coefficient between the terms of each field separately, as shown in the following table:

Table 6: shows the coefficients of Alpha Kronbach for each area of the technical education scale

No.	Field	Coefficient Of Alpha-Cronbach Stability
1.	Technical education institutes	0.814
2.	Technical education graduates	0.854
3.	Labor market and local society	0.896

The overall correlation coefficient (0.938), which is a high stability coefficient, indicates the strength and validity of the scale. The researchers noted that the coefficients of the coefficients of the coefficients Pearson's correlations correlate with the results of alpha-cronbach's persistence coefficient.

Fifthly- Statistical Methods:

The computer was used in the statistical processing, especially the statistical packages program (SPSS), where all the data obtained by the researchers and then the results were extracted through the scientific equations necessary for this and the most important used in this study:

1. Averages, frequencies, standard deviations and percentages.
2. Spearman Brown's correlation coefficient for the equal half - division, and the Cronbach alpha factor to determine the stability of the resolution.
3. Pearson correlation coefficient to measure the relationship between variables.
4. T test for differences between averages.

12. TEST QUESTIONS AND STUDY HYPOTHESES

The five-Likert scale was used to prepare the study instrument. The study adopted the following table to judge the trend when using the pentagram.

Table 7: Scale of measurements used in this study

Method The Level	SMA	Relative Weight%
Very Low	Less than (1.80)	Less than 36.00%
Low	From (1.80): (2.59)	From 36.00: 51.90%
Medium	From (2.60): (3.39)	From 52.00: 67.90%
High	From (3.40): (4.19)	From 68.00: 83.90%
Very High	Greater than (4.20)	Greater than 84.00%

This indicates that the averages of less than 1.80 indicate a very low degree in the elements of the field. The averages of (1.80: 2.59) indicate a low degree of availability of field elements (2.60:3.39) indicate that there is a medium degree in the elements of the field, and the averages ranging from (3.40:4.19) indicate that there is a large degree in the elements of the field. More than (4.20) indicate a very large degree in the elements of the field, on the scale used in the study shown in the previous table.

Ho 1: There is a high level of technical education elements in technical colleges in the Gaza Strip.

To test this hypothesis, the researchers resorted to frequencies, averages, standard deviation, percentages, order and value of "T". The results were as shown in the following tables:

Table 8: Frequency, Mean, Standard Deviation, Percentages, Order and Value of "T" of Responses of Sample Members in Technical Education Institutions

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	Morality P- Value
1.	The College offers state-of-the-art technical programs	4.01	0.877	16.562	80.20%	2	0.000
2.	The faculty offers a highly qualified teaching staff	4.16	0.803	20.689	83.20%	1	0.000
3.	The College provides labs and workshops that cover the practical aspect well	4.00	0.827	17.176	80.00%	3	0.000
4.	The College offers modern curricula that keep pace with the latest developments in the field	3.88	0.934	13.460	77.60%	4	0.000
5.	The College provides appropriate educational and learning facilities	3.83	0.926	12.819	76.60%	5	0.000
Total domain		3.9756	0.72382	19.299	79.51%		0.000

The tabular value of "T" is at a degree of freedom (204) and at the level of significance (0.05) = 1.65

The tabular value of "T" is at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (8) shows that in the field of technical education institutions, the value of "T" is greater than the "T" value of the relevant samples. Thus, there is a statistical significance of the relative weight of the field. (83.20%), which shows the strong impact of this paragraph, while the fifth paragraph (the availability of college educational and educational facilities appropriate) ranked last with a relative weight (76.60%), and got the degree (79.51%), which is a high degree, ie there is a level of educational institutions M technical high.

Table 9: Frequency, Mean, Standard Deviation, Percentages, Order and Value of "T" of Responses of Sample Members in the Field of Technical Education Graduates

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	Morality P- Value
1.	The aptitude of the college	3.87	0.895	13.889	77.40%	1	0.000

	graduate to integrate quickly is available.						
2.	The graduate of the college has practical skills that suit the potential functions.	3.82	0.870	13.491	76.40%	3	0.000
3.	There are good opportunities for a college graduate to get a job compared to other college graduates.	3.86	0.877	14.017	77.20%	2	0.000
4.	The college graduate has the practical ability to start a project of his own.	3.76	0.911	11.961	75.20%	4	0.000
5.	The colleges offer continuous training programs to qualify their graduates for the job market.	3.63	1.038	8.679	72.60%	5	0.000
Total Domain		3.7873	0.80222	14.052	75.75%		0.000

The tabular value of "T" is at a degree of freedom (204) and at the level of significance (0.05) = 1.65

The tabular value of "T" is at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (9) shows that in the field of technical education graduates, the value of "T" is greater than the "T" value. Thus, there is a statistical significance of the relative weight of the paragraphs of this field. (77.40%), which shows the strong impact of this paragraph, while the fifth paragraph (colleges provide continuous training programs for the rehabilitation of graduates to the labor market) in the last place with a relative weight (72.60) %, and the total score of the field has a relative weight of (75.75%) High level, ie, there is a high level of graduates of technical education in technical colleges in the Gaza Strip.

Table 10: Frequency, Mean, Standard Deviation, Percentages, Order, and Value of "T" Responses of Sample Members in the Labor Market and Local Community

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	Morality P- Value
1.	The college will study the labor market and identify its special needs.	3.81	0.968	12.056	76.20%	1	0.016
2.	The College is adjusting its plans to meet the needs of the labor market.	3.76	0.968	11.252	75.20%	2	0.000
3.	The College has agreements with operators and the labor market to accommodate its graduates.	3.55	1.054	7.487	71.00%	4	0.000
4.	The College will conclude agreements with the Federation of Industries to share experiences.	3.53	1.060	7.118	70.60%	5	0.105
5.	The College provides a database of its graduates to link them to the labor market.	3.59	1.115	7.515	71.80%	3	0.000
Total domain		3.6478	0.89741	10.335	72.96%		0.000

The tabular value of "T" is at a degree of freedom (204) and at the level of significance (0.05) = 1.65

The tabular value of "T" is at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (10) shows that through the T test of the related samples, all the terms of the labor market and the community were calculated "T" is greater than the tabular "T" value. Thus, there is a statistical significance of the relative

weight of the paragraphs of this field. (The college studies the labor market and determines its needs of specializations) ranked first with a relative weight of (76.20%), which shows the strong influence of this paragraph, while the fourth paragraph (the college deals with the Federation of Industries to exchange experiences) in the last place with relative weight (70.60%) which is a high score, and the total score of the field has reached A relative of (72.96%), a high degree, ie, that there is high labor market to serve the local community at the level of technical colleges.

Table 11: Frequency, Mean, Standard Deviation, Percentage, Order, and Value of "T" of Responses of Sample Members in All Fields and Grade

No.	Item	Arithmetic Mean	Standard Deviation	"T" Value	Relative Weight%	Item Order	Morality P- Value
1.	Technical education institutes	3.9756	0.72382	19.299	79.51%	1	0.000
2.	Technical education graduates	3.7873	0.80222	14.052	75.75%	2	0.000
3.	Labor market and local society	3.6478	0.89741	10.335	72.96%	3	0.000
Total degree of technical education		3.8036	0.74805	15.381	76.07%		0.000

The tabular value of "T" is at a degree of freedom (204) and at the level of significance (0.05) = 1.65

The tabular value of "T" is at the degree of freedom (204) and at the level of significance (0.01) = 2.34

Table (11) shows that in the T test for the relevant samples, all fields were calculated "T" value is greater than the Tabular T value. Thus, there is a statistical significance of the relative weight of these fields, the first field (technical education institutions) ranked first with a relative weight of (79.51%), while the field of (graduates of technical education) ranked second with a relative weight (75.75%), then the field (labor market and community) in the third and last place with a relative weight (72.96%). The total score of technical education has a relative weight of (76.07%) which is high, that is, there is a high level of technical education elements in the technical colleges under study, and this indicates the validity of the first hypothesis.

These findings are consistent with the study of Abdullah et al. (2014), which concluded that there is a positive relationship between education and pioneering activity, based on consumption and conversion activities and the existence of many obstacles, the most important of which are lack of funding, legal and legislative environment, political obstacles, lack of experience and training.

It differed with the study (Abdullah, 2012), which confirmed the existence of technical problems, the most important: lack of participation in the maintenance of the application - lack of confidence in their potential and technical capabilities. The existence of social and moral problems the most important increase fear of the sense of separation from work - lack of sense of loyalty and belonging to work.

Ho 2: There are statistically significant differences at the level of $\alpha \leq 0.05$ in the dimensions of technical education according to the college variable.

To test this hypothesis, the analysis of mono-variance was used as in the following table:

Table 12: Analysis of the single variance ONE WAY ANOVA to find differences in the dimensions of technical education depending on the college variable

Dimension		Sum Of Squares	Df	Mean Square	F	Sig.
Technical education institutes	Between Groups	29.901	4	7.475	19.422	.000
	Within Groups	76.977	200	.385		
	Total	106.878	204			
Technical education graduates	Between Groups	24.933	4	6.233	11.722	.000
	Within Groups	106.354	200	.532		
	Total	131.287	204			
Labor market and local society	Between Groups	35.419	4	8.855	13.742	.000
	Within Groups	128.872	200	.644		
	Total	164.292	204			
Total degree	Between Groups	29.173	4	7.293	17.164	.000

	Within Groups	84.980	200	.425		
	Total	114.153	204			

From the previous table we notice that there are statistically significant differences according to the macro variable and this confirms the validity of the hypothesis and to know the direction of the differences, the post-Schiff test was used as follows:

Table 13: The results of the Scheffe Test for the direction of differences and their significance in Technical education institutions due to the macro variable

College	CIS=3.9915	UCAS=4.2844	CCA=3.3769	PTC=4.0400	GTC=4.4452
CIS=3.9915	-				
UCAS=4.2844	0.292955	-			
CCA=3.3769	-0.614566*	-0.907521*	-		
PTC=4.0400	0.048511	-0.244444	0.663077*	-	
GTC=4.4452	0.453672*	0.160717	1.068238*	0.405161	-

* Sig. at level of significance (0.05)

From the previous table, there are differences in the field of technical education institutions between the GTC and the CIS and the CCA for the GTC. There are also differences between the Palestinian Technical College and the Al-Aqsa Society in favor of the College of Palestine And the existence of differences between the College of Al-Aqsa Society and the University College for the University College and the Faculty of Intermediate Studies for both the University College and the Faculty of Intermediate Studies.

Table 14: Scheffe Test results for the direction of differences and their significance in Technical education graduations due to the macro variable

College	CIS=3.8085	UCAS=4.1688	CCA=3.1974	PTC=3.9600	GTC=4.1311
CIS=3.8085	-				
UCAS=4.1688	0.379385	-			
CCA=3.1974	-0.497709*	-0.877094*	-		
PTC=3.9600	0.303830	-0.075556	0.663077*	-	
GTC=4.1311	0.453672*	0.160717	0.801538*	-0.024516	-

* Sig. at level of significance (0.05)

From the previous table, there are differences in the field of technical education graduates between GTC and the CIS and CCA for the Gaza Training College. There are differences between the Technical College of Palestine and the Al-Aqsa Community College in favor of the Technical College of Palestine and the existence of differences between the Faculty of Al-Aqsa Society and the University College in favor of the University College and the Faculty of Intermediate Studies in favor of both the University College and the Faculty of Intermediate Studies.

Table 15: The results of the Scheffe Test for the direction of differences and their significance in Labor market and local society

College	CIS=3.6978	UCAS=4.1066	CCA=2.9769	PTC=3.8000	GTC=3.8838
CIS=3.6978	-				
UCAS=4.1066	0.408794	-			
CCA=2.9769	-0.720949*	-1.129744*	-		
PTC=3.8000	0.102128	-0.306667	0.823077*	-	
GTC=3.8838	0.185999	-0.222796	0.906948*	0.083871	-

* Sig. at level of significance (0.05)

There are differences between the Technical College of Palestine and the Al-Aqsa Society College in favor of the Technical College of Palestine, and the existence of differences between Al Aqsa University College and the University College in favor of the University College and the Faculty of Intermediate Studies in favor of both the University College and the Faculty of Intermediate Studies.

Table 16: Results of the Scheffe Test for the direction of differences and their significance in Total Degree due to the macro variable

College	CIS=3.8085	UCAS=4.1688	CCA=3.1974	PTC=3.9600	GTC=4.1311
CIS=3.8085	-				
UCAS=4.1688	0.360378	-			
CCA=3.1974	-0.611075*	-0.971453*	-		
PTC=3.9600	0.151489	-0.208889	0.762564*	-	
GTC=4.1311	0.322672	-0.037706	0.933747*	0.171183	-

* Sig. at level of significance (0.05)

There are differences between the Technical College of Palestine and the Al-Aqsa Society College in favor of the Technical College of Palestine, and there are differences between the Technical College of Palestine Al-Aqsa University College and the University College for the University College and the Faculty of Intermediate Studies for both the University College and the Faculty of Intermediate Studies.

In the previous tables, the highest level in the technical colleges was the GTC Training College. This may be due to the fact that this college is non-profit and free of charge as it is affiliated with UNRWA, while the lowest level was Al-Aqsa University College. This result may be due to the fact that this college is the most recent college among the technical colleges in the Gaza Strip.

Ho 3: There are statistically significant differences at the level of $\alpha \leq 0.05$ in the dimensions of technical education according to the variable of the functional level.

To test this hypothesis, the analysis of mono-variance was used as in the following table:

Table 17: Analysis of the single variance ONE WAY ANOVA to find differences in the dimensions of technical education according to the variable level of employment

		Sum of Squares	df	Mean Square	F	Sig.
Technical Education Institutes	Between Groups	.690	5	.138	.259	.935
	Within Groups	106.188	199	.534		
	Total	106.878	204			
Technical Education Graduates	Between Groups	1.896	5	.379	.583	.713
	Within Groups	129.391	199	.650		
	Total	131.287	204			
Labor Market and Local Society	Between Groups	3.140	5	.628	.776	.568
	Within Groups	161.151	199	.810		
	Total	164.292	204			
Total degree	Between Groups	1.069	5	.214	.376	.865
	Within Groups	113.084	199	.568		
	Total	114.153	204			

Note from the previous table that there are no statistically significant differences in the dimensions and the total score of technical education according to the variable of the functional level and this confirms the incorrect hypothesis

13. CONCLUSIONS

1. The results confirmed the existence of a high degree of approval for the dimensions of technical education and a relative weight (76.07%) according to the perspective of the employees of the technical colleges in the Gaza Strip.

2. The results of the study showed that there is a high level of technical education (technical education institutions, graduates of technical education, labor market and community) in technical colleges in the Gaza Strip, where the field of (technical education institutions) ranked first and with a relative weight (79.51% (75.75%). The field of labor market and community ranked third and final, with a relative weight of 72.96%.
3. The results confirmed that there were statistically significant differences in technical education according to the college variable, where the dimensions were more widely available in the Gaza training college and less in Al-Aqsa Society College.
4. The results confirmed that there were no statistically significant differences in technical education due to the variable level of employment.

14. RECOMMENDATIONS

According to the contents of the study, and in light of the results of the results, the researchers recommend the following:

1. Need to go towards technical education
2. The need to pay attention to technical education in line with the National Strategic Plan for Higher Education by moving towards technical education.
3. The importance of urging decision-makers in technical colleges to promote interest and put their own courses in all technical education programs in these colleges.
4. Enhancing the technical, technological and technical capabilities of technical education and keeping pace with the latest international standards by providing the necessary financial resources.
5. The researchers urged further studies of the future that address the same variables of the current study and apply them to other sectors.

REFERENCES

- [1] Abdullah, Jalal Ahmed Naji (2012). Problems of the Output of Technical Education and Vocational Training in Industrial Work Environment in Taiz Governorate" Qualitative Research: A Case Study of Al-Saeed Higher Graduates Workers in the Factories of the National Company for Sponge and Plastic Industries. University of Taiz, Yemen.
- [2] Abdullah, Samir, Natsheh, Basil, Hattawi, Mohammed (2014). Policies for the Promotion of Entrepreneurship among Youth in the State of Palestine", Palestinian Economic Policy Research Institute (MAS), Palestine, pp. 1-73.
- [3] El Talla, S. A., Abu Naser, S. S., Abu Amuna, Y. M., & Al Shobaki, M. J. (2017). Technical Colleges as Smart Organizations and their Relationship to Sustainability. Paper presented at the Second Scientific Conference on Sustainability and enhancing the creative environment of the technical sector Palestine Technical College - Deir Al Balah 6-7 December 2017.
- [4] El Talla, S. A., Abu Naser, S. S., Abu Amuna, Y. M., & Al Shobaki, M. J. (2017). The Creative Environment and Its Relationship to the Lean Management of Technical Colleges Operating in Gaza Strip. Paper presented at the Second Scientific Conference on Sustainability and enhancing the creative environment of the technical sector Palestine Technical College - Deir Al Balah 6-7 December 2017.
- [5] Al hila, A. A., Al Shobaki, M. J., Abu Naser, S. S., & Abu Amuna, Y. M. (2017). Proposed Model for Learning Organization as an Entry to Organizational Excellence from the Standpoint of Teaching Staff in Palestinian Higher Educational Institutions in Gaza Strip. *International Journal of Education and Learning*, 6(1), 39-66.
- [6] Abu Amuna, Y., Al Shobaki, M., Abu Naser, S., & Badwan, J. (2017). Understanding Critical Variables for Customer Relationship Management in Higher Education Institution from Employee Perspective. *International Journal of Information Technology and Electrical Engineering*, 6(1), 10-16.
- [7] Abu Jarad, Muhammad (1994). Technical Education in Hebron, Palestine. Reality and Aspirations, University Association, Palestine.
- [8] Abu Naser, S. S., Al Shobaki, M. J., Abu Amuna, Y. M., & Al Hila, A. A. (2017). Trends of Palestinian Higher Educational Institutions in Gaza Strip as Learning Organizations. *International Journal of Digital Publication Technology*, 1(1), 1-42.
- [9] Abu Naser, S. S., El Talla, S. A., Abu Amuna, Y. M., & Al Shobaki, M. J. (2017). Technical Education and its Role in Promoting Entrepreneurship in the Gaza Strip. Paper presented at the Second Scientific Conference on Sustainability and enhancing the creative environment of the technical sector Palestine Technical College - Deir Al Balah 6-7 December 2017.

- [10] Abu Naser, S. S., El Talla, S. A., Abu Amuna, Y., & Al Shobaki, M. (2017). Social Networks and Their Role in Achieving the Effectiveness of Electronic Marketing of Technical Colleges. Paper presented at the Second Scientific Conference on Sustainability and enhancing the creative environment of the technical sector Palestine Technical College - Deir Al Balah 6-7 December 2017.
- [11] Al Shobaki, M. J., Abu Naser, S. S., & Ammar, T. M. (2017). The Degree of Administrative Transparency in the Palestinian Higher Educational Institutions. *International Journal of Engineering and Information Systems (IJEAIS)*, 1(2), 15-32.
- [12] Al Shobaki, M. J., Abu Naser, S. S., Abu Amuna, Y. M., & El Talla, S. A. (2017). Impact of Electronic Human Resources Management on the Development of Electronic Educational Services in the Universities. *International Journal of Engineering and Information Systems*, 1(1), 1-19.
- [13] Al-Abd, Abdul Rahim (2001). Technical Education in Palestine and a Course on Development, *Journal of Vision*, State Information Service, Palestine, Gaza Issue 11.
- [14] Al-Faqi, Attia (1991). Technical and Technical Education in Saudi Arabia, *Association of Modern Education*, pp. 510-512.
- [15] Al-hashwah, Mazen (1998). Education and Training in Palestine, working paper presented to the International Employment Conference, Ministry of Labor, Palestinian National Authority.
- [16] Al-Issa, Ahmed Mohammed (2004). The Future of Technical Education in the Arab Gulf Countries in the Light of Modern Trends, *Journal of Educational Research*, Third Year, First Issue, National Center for Educational Research and Development, January 2004, p. 131.
- [17] Al-Riyashi, Hamza Abdel Hakim (1993). Technical Education and Development in the Arab World, 13th Annual Scientific Conference - The Future of Technical Education in Egypt, 13-15 July 1993, Cairo: The Association of Modern Education in cooperation with the Faculty of Education, Ain Shams University.
- [18] Al-Saeed, Mohammed Amal (2006). Report on the Egyptian Technological Colleges Project, September 2006, Egypt.
- [19] Al-Shahry, Abdullah Ali Abdullah (1995). Administrative and Educational Status in Technical Colleges in Saudi Arabia, Master Thesis (Unpublished), Umm Al Qura University, Makkah Al Mukarramah, KSA.
- [20] Ammar, T. M., Al Shobaki, M. J., & Abu Naser, S. S. (2017). The Efficiency Extent of the Internal Control Environment in the Palestinian Higher Educational Institutions in Gaza Strip. *International Journal of Digital Publication Technology*, 1(2), 107-126.
- [21] Badwan, J. J., Al Shobaki, M. J., Abu Naser, S. S., & Abu Amuna, Y. M. (2017). Adopting Technology for Customer Relationship Management in Higher Educational Institutions. *International Journal of Engineering and Information Systems (IJEAIS)*, 1(1), 20-28.
- [22] Hamad, Marwan (2000). "The External Efficiency of Technical Education in Gaza Governorates" Master Thesis, unpublished, Islamic University, Gaza, Palestine.
- [23] Hamdan, Abdel Rahim, (2001). "Technical Education in Palestine and its Role in Achieving Development", *Journal of the Monthly Vision* published by the State Information Service, No. 11, August 2001 (p. 82 - p. 103).
- [24] Mohammed, Raslan and Abdel Karim, Nasr (2011). "The Status of Small and Medium Enterprises in the Palestinian Economy", *Al-Quds Open University Journal for Research and Studies*, No. 23 (2), pp. 43-82, Palestine.
- [25] Mustafa, Ahmed (2001). Outputs of Vocational Training and Labor Market in Arab Countries, Amman: Arab Center for Training and Training of Trainers, Jordan.
- [26] Technical Education Manual (2006). Ministry of Higher Education, Gaza, Palestine.
- [27] World Bank, (2003). Building Knowledge Societies: "New Challenges Facing Higher Education", Middle East Readers' Information Center, Merrick, Egypt.
- [28] Yamani, Ali (2008). Vocational Education in the Prophetic Sunnah and its Activation in High School, A Supplementary Study of the Master Degree in Islamic Education and Comparative University Umm Al Qura University, Saudi Arabia.
- [29] <http://www.tvet-pal.org>