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The Role of Technical and Craft Institutes in Supporting and Strengthening Human Resources

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Abstract

The current study aimed to demonstrate the role of technical and craft institutes in developing human resources from the point of view of administrative leaders in these institutes, and to identify the extent to which there are differences in the responses of administrative leaders in these institutes due to the variables (sex, job title, college) about the role of technical and craft institutes in developing, supporting and developing human resources. The descriptive analytical method was used in the study. The study reached a set of results, the most important of which are the following: There are significant differences at the level of significance (0.05) between the role of higher education institutions in supporting and developing human resources that exist and should be present in the institutes. The study sample is concerned with the role of technical and craft institutes in qualifying students for the labour market in the first stage, and then the role of institutes in providing educational and training opportunities and acquiring sustainable professional experiences for students in the second place, and finally the role of institutes in developing students' knowledge, skills and abilities. The development of creativity and innovation skills is medium in technical and craft institutes. It is known that the market needs applied technical knowledge and expertise, despite the interest is still lower than what the market and students need in order to keep pace with the rapid changes related to practical and technical aspects.

Keywords: Human resources, higher education, development, training, skills

Introduction

Technical and craft institutes have great importance in the development, support and advancement of society, because it contributes to preparing the individual who is able to keep pace with technological progress to play a positive role in the development plans that society seeks to achieve. Countries all over the world seek to benefit from the outputs of this education to implement their development plans, and achieve their economic and social goals in the present and future; so, these institutes become very necessary nowadays due to the explosion of knowledge that confirms its renewal and modernization to be more appropriate to the needs of the era of globalization.

Introductory Framework of the Study

1. **Study Problem:** Through reviewing the previous studies conducted on technical and craft institutes by the researcher, the results showed the difficulties and problems faced by these institutes, such as deficiencies in planning, weak curricula that do not develop self-learning skills and creative scientific thought, graduates' poor experience, lack of proficiency in foreign languages necessary in the development process and other dilemmas, all contributed to the formation of the current study problem in the following question: What is the role of technical and craft institutes in supporting and enhancing human resources?
2. **Study Importance and Objectives:** This study gets its importance from the importance of technical and craft institutes and their role in supporting and developing human resources, as the researcher hopes to clarify the current reality of these institutes and reach a set of useful recommendations that institutions can benefit from. The importance of this study also highlights the scarcity of research and scientific theses related to this subject, hoping it will contribute through its results and recommendations to provide useful solutions and proposals.
3. **Objectives of the Study**
   - Identifying the role of technical and craft institutes in human resource development from the administrators' point of view.
   - Identifying the extent of statistically significant differences at the level of significance (0.05) in the managers' responses in technical and craft institutes.
   - Identifying the problems facing these institutes in human resource development, and providing appropriate solutions.

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4. **Study Hypotheses**
5. **Study Model and Variables**
   - **Independent Variable:** The role of technical and craft institutes in the development and support of human resources.
   - **Dependent Variable:** human resource development and support.

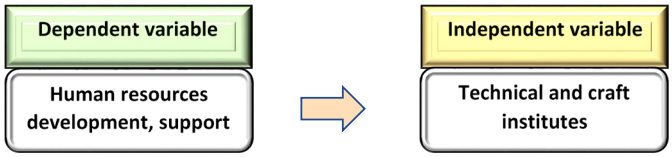

Fig 1: Study Model

6. **Previous Studies**
   - **Amjad Al-Lafi's Study, 2020 [2], Entitled: Looking at Education, Training and Rehabilitation through the Absorptive Capacity of Educational Institutions (Material, Human), Curricula and Teaching Aids, Planning and Management in Public Education Institutions:** The study aimed to look at education, training and rehabilitation through the following axes: The absorptive capacity of educational institutions, Curricula and teaching aids, planning and management in general, vocational and academic education institutions, and governmental and private training and rehabilitation institutions. The descriptive analytical approach was used. One of the most prominent findings of the study was that it faces many and great challenges, the most important of which are the following: population growth, the high cost of education, and the separation of education from the needs of the labor market, and thus the separation of education from the local environment and its issues.
   - **Hart Colenso's 2017 Study, Entitled: Employers' Impressions about their New Undergraduate** and **Institutes Employees:** The study aimed to identify the impressions of employers about their new employees from these graduates, and the study sample consisted of (301) employees, in addition to a group of direct and indirect managers and superiors. However, the most important results are: Out of every five managers, only two believe that the employees' percentage of recent graduates who possess basic skills for the needs of the labor market ranges from 30% to 34%, while 57% of the sample believe that only 17% of employees possess these skills. Moreover, there is many skills that need further development and work, which are: recognizing the surrounding world, self-management, writing skills, critical thinking, and choosing.
   - **A Study (Jan Dimers), 2012, Entitled:** Revealing the attitudes of university graduates towards joining the labor market**:** It aimed to reveal the university graduates' attitudes towards joining the labor market. The study sampled 672 graduates from the University of Louisiana, USA. The most important results are: There is a need to develop the university's curricula to be suitable for the labor market developments, especially the curricula related to the development of human resources skills and capabilities. The most important recommendations were the need for the private sector to know the graduates' attitudes towards work before their graduation, so that training programs can be designed that promote positive trends, which saves effort and time and leads to the rapid adaptation of graduates to the labor market requirements.

7. **Study Methodology:** The descriptive approach was used in the survey method as it is suitable for the current study, in order to identify the role of technical and craft institutes in the development, support and development of human resources from the sample members' point of view, and for each area adopted by this study.
8. **Seventh: Study Community and Sample:** The study community consisted of all administrative academic leaders (males and females), in technical and craft institutes, while the study sample was selected in a deliberate (intentional) way from the study community.

Theoretical Framework of the Study

1. **The importance of Education in Institutes**
   - **i). Preparation and Functional Specialization:** Institutes are part of higher education that follows the school stage, which is a stage that prepares the individual to enter the following professional and practical life. Students' interests are determined, existing skills are mastered and students are motivated for the job that awaits them after graduation. (Al-Dairi, 2021, p. 79) [21].
   - **ii). Higher Salaries and Employability:** The economy needs to grow with more working and educated citizens to cope with their living expenses. A good income requires higher education procedures to maintain a balance of employment, and skilled people are more likely to be hired earlier than those who are not, as higher education generates skills and enhances students' talents, and then after earning their higher grades they can expect to receive higher salaries. (Al-Lafi, 2020, p. 33) [2]
   - **iii). Equality and Empowerment:** Education is the prestigious way to eliminate discrimination between people in terms of color, culture and identity; men and women are equal in all aspects, as education develops and clarifies this concept. An environment free from all risks of discrimination is one that has the potential to change the routine. (Asaad *et al*., 2022, p. 28) [16]
   - **iv). Self-Development:** Higher education helps to make our lifestyle developed and pure, since it develops discipline and critical thinking to enable us focusing on useful things; it is a good way to develop ourselves. (Asaad *et al*., 2022, p. 34) [16]
   - **v). Socialization and Communication:** Institute education encourages social life, interaction with others and getting out of the isolation imposed by individuals themselves. (Grossman *et al*, 2020, p. p. 102) [15]. The researcher believes that in order to learn, it is necessary to communicate and interact with co-workers through projects and collective job duties.

2. **Bodies Responsible for Preparing Higher Education Policies:** Most of the technical, craft, engineering, medical and public administrative institutes fall under the umbrella of the Ministry of Higher Education, where the Ministry of Higher Education are joined by a group of bodies, research centers, consulting offices, a group of scientific societies, in addition to cultural attachés. The Ministry seeks to promote higher education and scientific research to meet the development needs of the community by achieving excellence in its various scientific and educational

activities in the field of learning and teaching, scientific research, and community service. (Asaad *et al*, 2022, p. 37) [16]

The researcher believes that the ministry is interested in developing and modernizing the higher education and scientific research sector to be more capable of achieving theoretical and practical goals in line with the current and future needs of society.

3. Current and Future Challenges Facing Education in Vocational and Technical Institutes:

a) Infrastructure: Infrastructure includes land, buildings, laboratories, yards and equipment, as institutes may suffer from a shortage of devices, equipment and laboratory devices and the lack of buildings, as well as the weak relationship between higher education, institute graduates and the labor market. (Badran, 2020, p. 63) [4]

b) Qualified Faculty: It includes the ability of the teaching staff to teach in the current circumstances, provide advice to students and deal with the various circumstances of the teaching process. (Davis, 2020, p. 55) [5]

c) Textbooks: It includes the availability of textbooks and its efficiency to promote students' level. These curricula may sometimes lack flexibility and scientific competence, and are limited to the theoretical aspect more than practical and practical. (Hussein, 2020, p. 80)

d) Scientific Research and Publications: Many institutes suffer from a lack of funding in scientific research and publications due to the lack of budget, and the lack of clear strategies of research programs, so institutes must link research closely to each other, develop competitive research funding programs that stimulate students' creativity, and link these researches to the society needs, as well as promote scientific exchange with universities and international institutes abroad. (Khudair, 2020, p. 36) [7]

e) Education System Quality: The large number of students who have enrolled in the higher education system recently has formed enormous pressure on higher education systems around the world, which needed great efforts to absorb this number, focusing on quantity rather than quality, and this affected the quality of the education system. (Asaad *et al*, 2022, p. 50) [17]

f) Educational Institutions and Labor Markets: The connections between higher education institutions and local and regional labor markets are very important for sustainable economic development, and these linkages are essential to support broader society goals, nurturing knowledge, advancing research, and educating a new generation of leaders to be capable of engaging in the global knowledge economy. (Al-Khalif, 2020, p. 19) [8]. The researcher argues that education systems should focus on improving the relevance of their services in terms of knowledge and research and linking them to the labor market and economic development.

g) Governance of Educational Institutions: Low government-run bureaucracy still controls the rules for establishing these institutes, including curriculum design, new certification approval standards, and certification regulations for teachers. Moreover, these government bodies lack the independence and scope to press for more fundamental reforms. (Junaid, 2020, p. 61) [9].

4. The Concept of Human Resources Development: Human resource development is primarily concerned with developing people's skills, knowledge and competencies and is a people-oriented concept. It can be defined as 'the educational experiences that are structured for a specific period of time and designed to bring about the possibility of behavioral change. (Al-Issa, 2020, p. 24) [10]

5. The Importance of Human Resources Development:

a) Learning: The primary purpose of human resource development is to make employees acquire knowledge, learn new concepts and develop their skills, as well as build an environment that enhance continuous learning.

b) Career Development: This is done by matching the employee's characteristics with the job requirements, so the organization growth depends on the growth and development of employees. (Aburumman *et al*, 2020, p. 153) [18]

c) Specified Duration: Human resources are developed through a program that has a short, medium or long duration.

d) Performance Improvement: This development contributes to improving employees' performance and capabilities through training programs.

e) Organizational Development: This development aims to advance the organization and achieve positive changes in the organizational structure.

f) Long-term Benefits: The benefits of human resource development appear after a long period of time. (Torraco *et al*, 2020, p. 42) [19]

g) Continuous Process: Human development is carried out according to changes in the work environment, it is a continuous process.

h) Employee Care: It is a set of measures such as facilities, nurseries, medical insurance, and others.

i) Team Spirit Development: It helps to create team spirit and coordination between different departments and groups. (Abdelhay, 2020, p. 140) [11]

6. Human Resources Development Objectives

i). Improving the individual's performance and efficiency in accomplishing current and future tasks, as well as improving his/her attitudes.

ii). Improving group dynamics and human resources**,** and integrate the individual's goal with the organization's goal.

iii). Encouraging creativity and opportunities for individuals to show their talents, increase their productivity and strengthen personal relationships.

iv). Preparing the employee to meet the requirements of the work and for high-level jobs and prevent its obsolescence. (Ibrahim, 2020, p. 86) [12]

v). Providing new employees with basic skills and knowledge.

vi). Providing a comprehensive framework for human resource development and strengthening organizational capacities.

vii). Building a climate that enables each employee to discover, develop and use their capabilities. (Al-Jubeir, 2020, p. 94) [13]

Elements of Human Resources Development

i). Self-Development: It includes the development of new knowledge, skills and attitudes that enhance individuals' job performance.

ii). Professional Development: It focuses on identifying individual interests, values and abilities necessary for

future employment, and may include personal and organizational endeavors. (Sukoun, 2020, p. 31) [14]

iii). **Managing Performance or Management:** It is an approach used to improve organizational performance, this management aims to ensure that the individuals whose functions are effectively supported are suitable, and is also used to analyze performance gaps within the organization. However, it is often used to achieve a short-term return on investment to demonstrate mmanagers' successfulness.

iv). **Organizational Development:** It means finding a solution to the weaknesses of institutional performance; and organizational development provides the highest level of organizational efficiency. (Schaedler *et al*, 2022, p. 22) [20]

Study Practical Framework

1. Methodological Procedures for the Field Study

Tool Design: The design was made by relying on statistical methods and their related references, and at the same time the categories and their lengths were divided according to the references related to the subject to reach their final form as follows:

Table 1: Likert fivepoint domains

Domain	Agreement
[1-1.80]	Very weak
[1.81-2.60]	Weak
[2.61-3.40]	Medium
[3.41-4.20]	Large
[4.21-5]	Very large

Source: *Prepared by the researcher based on (Al-Ali, 2009)*

Accordingly, the values of each arithmetic mean and their affiliation to the appropriate domain and the agreement intensity are determined.

2. Presentation and Analysis of Results

Table 2: Description of the role of institutes in developing students' knowledge, skills and abilities

Sequence		Arithmetic Mean	Standard Deviation	T Test	Approval Level	Order
1	Institutes develop students' skills in thinking and scientific research.	2.81	0.725	17.25	Medium	6
2	Institutes develop students' skills in mastering foreign languages, especially English.	2.85	0.529	23.25	Medium	5
3	Institutes develop students' communication skills.	2.71	0.934	31.65	Medium	7
4	Institutes develop students' skills in self-learning methods	2.93	0.638	35.16	Medium	8
5	Institutes develop students' skills in initiation, creativity and innovation.	3.32	0.829	21.39	Medium	1
6	Institutes develop students' skills in discussion and dialogue.	3.22	0.621	21.33	Medium	2
7	Institutes develop students' skills in using modern technical devices and various communication tools in the work environment.	3.21	0.839	41.51	Medium	3
8	Institutes develop students' personal skills in leadership and teamwork in the work environment.	3.04	0.718	32.58	Medium	4
Total		3.0 1	-	-	-	-

It is clear that the average responses were mostly of moderate intensity, and at the same time the final result of the average of this dimension was 3. 01, whose intensity is medium according to the approved scale.

Concerning the importance of approval, the statement (5) "Institutes develop students' skills in initiation, creativity and innovation" is first. The statement (6) "Institutes develop students' skills in discussion and dialogue" is second, and in the last level, it is the statement (3) "Institutes develop students' communication skills".

While the T values show that they indicate that the respondent sample answers' degree of neutrality is high, and this indicates the truthfulness of the tool representation as it is higher than the tabular values.

Table 3: Description of institutes in qualifying students for the labor market

Sequence		Arithmetic Mean	Standard Deviation	T Test	Approval Level	Order
1	Qualifying students to face the labor market competition in light of the changes of globalization and joining the World Trade Organization.	2.43	1.112	22.19	Weak	7
2	Institutes' reliance on applied education in curricula.	2.80	0.982	29.23	Medium	5
3	Institutes provide curricula that are concerned with the culture and mechanisms of work.	2.60	0.829	11.92	Medium	6
4	Institutes increase approved hours (in all disciplines) of teaching foreign languages, especially English.	2.30	0.934	41.28	Weak	8
5	Institutes provide courses that are interested in developing students' experiences in marketing, sales and consulting.	3.35	0.883	36.92	Medium	3
6	Institutes qualify students to work in the private sector with advanced technology.	3.35	0.837	27.28	Medium	2
7	Institutes Qualify students in dealing with global markets that are open to each other.	3.25	0.671	33.17	Medium	4

8	Flexibility of Institutes in responding to the development of (new specialized tracks) according to the renewable labor market needs.	3.68	0.528	31.78	High	1
Total		2.97	-	-	-	-

Average statements indicate that they are of varying intensity. Most of these statements are of medium intensity, two are weak and only one is high. At the same time, the overall average of this dimension was 2. 97, which implies that it is within the medium intensity in terms of answer.

Calculated T-values indicate that they are significantly higher than their scheduled values, referring to high credibility in representation and a good decrease in the answers' neutrality.

Table 4: The description of the institutes' role in providing education, training and sustainable professional experiences for students

Sequence		Arithmetic Mean	Standard Deviation	T Test	Approval Level	Order
1	Institutes' adoption a proposed educational and training system with diverse tracks (allowing professional progression) for students.	2.48	0.662	16.18	Weak	6
2	Institutes' dependence on practical and scientific bases (to determine the students' training needs) according to the labor market's requirements and needs,	2.87	0.564	21.82	Medium	5
3	Institutes provide (intensive) training programs for their graduates in the disciplines needed by the labor market (such as an alternative specialization)	2.27	0.987	28.92	Weak	7
4	Employing information and communication technology by institutes in (producing and providing) specialized training software suitable for students' levels	3.26	0.817	23.14	Medium	1
5	Providing various laboratories and workshops by institutes (in order to achieve) the needs of applied and vocational education and training processes for students.	3.09	0.917	21.91	Medium	4
6	Training students on applied research and workers' behavior research in administrative, transformational or marketing problems.	3.24	0.821	22.92	Medium	2
7	Institutes' conduct accurate and continuous evaluations of various training programs to identify the transmission of the training impact to their students.	3.24	0.817	24.36	Medium	3
Total		2.92	-	-	-	-

It is apparent that all the average answers are medium, except two of them are weak: (1) and (3). At the same time, the final result of the average of this dimension is 3. 01, which is of medium intensity according to the approved scale. The arithmetic mean value for this dimension is 2.92 and indicates that their intensity was medium.

The representation and credibility of the instrument is also high and its neutrality is low as the T-values are significantly higher compared to its tabular values.

3. **Hypothesis Testing:** The average means method was adopted; and according to it, the arithmetic mean is calculated for several consecutive times (question, dimension, total). The difference tests are appropriate in the case of adopting this method, including the One Sample T-test and the results were:
   - **i). Main Hypothesis:** There are no significant differences at the level of significance (0.05) between the role of higher education institutions in supporting and developing existing human resources that must be present in craft and technical institutes.

Table 5: Role of Higher Education Institutions in Supporting and Developing Human Resources

	N	M	Std	Std. E
The role of higher education institutions in supporting and developing human resources.	181	3.0346	.33613	.02498

Table 6: One-Sample Test for Higher Education Institutions

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean D	Lower	Upper
The role of higher education institutions in supporting and developing human resources.	1.384	180	.016	.03459	-.0147-	.0839

The results of the tests refers to the value of Mean = 3.03, which is the average intensity of the answer, and the value of Std=0.336, which is less than M, and it is clear that the answers' deviations are lower than the average values, which is a good indication of the credibility of the respondents, and at the same time Std.E is very low.

The value of Sig = 0.016 is lower than the significance level, and therefore the null hypothesis is rejected and its alternative is accepted, which shows that there are significant differences between the role of higher education institutions in supporting and developing the human resources currently available in the studied institutes that must be available in order to improve work.

- **ii). The First Sub-Hypothesis:** There are no significant differences at the significance level (0.05) between the role of technical and craft institutes in developing the students' knowledge, skills and abilities that exist and must exist in these institutes.

Table 7: Results related to the role of institutes in developing the students' knowledge, skills and abilities

	N	M	Std	Std. E
The role of technical and vocational institutes in developing students' knowledge, skills and abilities.	181	3.0396	.60980	.04533

Table 8: One-Sample Test Results the Role of Technical and Craft Institutes in Developing Knowledge, Skills and Abilities

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean D	Lower	Upper
The role of technical and vocational institutes in developing students' knowledge, skills and abilities.	.873	180	.0380	.03959	-.0498-	.1290

It is apparent that the average dimension is equal to 3.03, which is medium according to the study scale. At the same time, the standard deviation values are low and show that the deviation of the values from the mean is small, so the representation is good.

While the value of Sig=0.038 is lower than the value of the significance. So, the hypothesis of reversal is rejected and the alternative is accepted, which shows that the differences are significant and large between the current state of knowledge and capacity development and what requires to be available.

iii). Second Sub-Hypothesis: There are no significant differences at the level of significance (0.05) between the role of institutes in qualifying students for the labor market that exist and must be present in technical and craft institutes.

Table 9: Role of Technical and Craft Institutes in Qualifying Students for the Labor Market

	N	M	Std	Std. E
The role of technical and craft institutes in qualifying students for the existing labor market.	181	3.1400	.49537	.03682

Table 10: One-Sample Test Results: The Role of Technical and Craft Institutes in Qualifying Students for the Labor Market

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean D	Lower	Upper
The role of technical and craft institutes in qualifying students for the existing labor market	3.801	180	.000	.13996	.0673	.2126

It is clear that Mean=3.14, which is facing the average intensity on the Likert scale, and Std.E=0.368, which is very low, and shows that the deviations are very low, while the t=3.801 which is above its tabular value, and indicates that the representation is well truthful.

At the same time, P = 0.000 is lower than the value of α, so the second sub-hypothesis is rejected and its alternative is accepted.

iv). Third Sub-Hypothesis: There are no significant differences at the level of significance (0.05) between the role of technical and craft institutes in providing education, training and sustainable professional experiences for students who exist and should be present in these institutes.

Table 11: Role of technical and craft institutes in providing education, training and sustainable professional experiences

	N	M	Std	Std. E
The role of technical and craft institutes in providing education and training opportunities and acquiring sustainable professional experiences for students.	181	2.9240	.52911	.03933

Table 12: One-Sample Test Results: The Role of Technical and Craft Institutes in Providing Education, Training and Acquisition of Sustainable Professional Experiences

	Test Value = 3					
	t	df	Sig	M.D	Lower	Upper
The role of technical and craft institutes in providing education and training opportunities and acquiring sustainable professional experiences for students	-1.932-	180	.035	-.07597-	-.1536-	.0016

We can see that the arithmetic mean's intensity is medium in terms of order and M = 2.92; and at the same time, the deviations are also low. Also, Std = 529 which is low. Therefore, P = 0.035 which is higher than the probability significance level (0.05), and therefore we conclude that the null hypothesis must be rejected and its inverse alternative accepted.

4. The Relative Importance of the Questionnaire Axes: For studying the differences of answers, there are several methods, the most important and popular is the basic components method, which depends on the analyzing models of the composite factors of the study dimensions by adopting the correlational matrix model.

Table 13: Relational roots

C	I.E			E.S.S		
	T	% of V	C %	T	% of V	C %
1	1.166	38.859	38.859	1.166	38.859	38.859
2	.989	32.980	71.839			
3	.845	28.161	100.000			

It is apparent that the latent roots of the correlation matrix take the value of the largest root, which is only the first, and the rest are not taken, and its value is 1.166 and explains 38.859% of the total variances.

Table 14: Output Matrix

	Component
	1
The role of technical and vocational institutes in developing students' knowledge, skills and abilities.	.243
The role of technical and craft institutes in qualifying students for the existing public market.	.624
The role of technical and craft institutes in providing education and training opportunities and acquiring sustainable professional experiences for students.	.640

While the Outputs Show the Following Equation: The role of higher education institutions in supporting and developing human resources = 0.624 The role of technical and vocational institutes in qualifying students for the existing labor market, +0.640 The role of institutes in providing education and training opportunities and acquiring sustainable professional experiences for students, +0.243 The role of institutes in developing students' knowledge, skills and abilities.

That is, the study sample is concerned with the role of technical and vocational institutes in qualifying students for the labor market in the first stage, and then its role in providing education and training opportunities and acquiring sustainable professional experiences for students in the second place, and finally the role of these institutes in developing students' knowledge, skills and abilities.

5. Findings

- **The Role of Technical and Craft Institutes in Developing Students' Knowledge, Skills and Abilities**
  - i). There is insufficient interest in scientific research, as there is a limited interest in developing learners' capabilities and skills.
  - ii). There is a lack of development of students' communication skills.
  - iii). There is no concern in the development of students' self-learning skills.
  - iv). The development of creativity and innovation skills is medium in technical and craft institutes.
  - v). It is known that the market needs applied technical knowledge and expertise, despite the interest is still lower than what the market and students need in order to keep pace with the rapid changes related to practical and technical aspects.
  - vi). Despite there is an emphasis on teams' role and the importance of teamwork, graduates do not have a good knowledge of communication and group work.
  - vii). There is a clear gap among graduates' level of knowledge and what the labor market demands, where the theoretical aspect dominates the teaching process, and is away from the requirements and qualities of future job holders.

- **The Role of Technical and Craft Institutes in Qualifying Students for the Labor Market:**
  - i). It is well known that teaching is far from the market requirements and specifications, as the focus on indoctrination and imitation is clear, and the possibility of development and keeping up with modernity faces a lot of complications.
  - ii). Most of the books and curricula are old, as they have not been developed for many years.
  - iii). Current teaching programs are old and away from the rapid evolution of the job concept today, and therefore the gap is increasing day by day.
  - iv). There is a medium focus on the use of computers, its applications and software in all disciplines.
  - v). There is a high interest in developing academic programs for postgraduate studies that keep pace with the needs of the labor market.

- **The Role of Technical and Craft Institutes in Providing Education, Training and Permanent Professional Experiences For Students:**
  - i). Institutes inability to adopt a professional educational and training system that helps students enter the labor market.
  - ii). Institutes do not have financial appropriation for jobs and professions in students' various training processes.
  - iii). There is a medium interest by the university to train its students with productive sectors outside it.

6. Recommendations

- **a) Organizational Culture:** Most institutes suffer from a weak organizational culture that must be modernized by moving from the current non-cooperative work to administrative cooperative work, as well as training and educating graduates on this.
- **b) Information Systems:** Reliance on information and its various systems has increased in all fields nowadays as it is the way to make advance. So, information systems' models and methods must be adopted in the work.
- **c) Infrastructure:** Facilities and equipment are the essence of the desired development, so the absence of this advanced technological equipment, it is not possible to improve the work.
- **d) Education Strategy:** It means to provide the future vision of the education system as a whole, since we have unencouraged reality. Therefore, new strategies must be developed with major changes in administrative and teaching aspects.
- **e) External Communication:** Focusing on linking the goals of education to society as a whole, as the university mission includes several interrelated aspects, some scientific and others social.
- **f) Quality Assurance:** Interest in the quality of provided services is increasing day by day, so that it is necessary to focus on the quality of internal work on the one hand, and scientific outputs on the other hand.
- **g) Evaluation:** Modernized methods and models must be relied upon in the overall evaluation process.
- **h) Modern Specialized Curricula:** The expected development process begins with the university book, as the old curricula only graduate students with old knowledge and experience that are unsuitable for the labor market.
- **i) Academic Training:** It includes activating the work of the Guidance and Skills Center at institutes and supporting and funding it, providing the necessary training cadres for all disciplines, adopting permanent training courses for educational cadres, providing modern training techniques and programs, and developing obligatory training programs for university graduates by linking them to the labor market.
- **j) Academic programs Evaluation:** It includes continuous evaluation of programs, curricula and modernity.

Conclusion

The current study is one of the important studies that focus on the role and importance of technical and craft institutes in developing students' abilities and preparing them to enter the labor market. Today, these institutes are considered the main basis of companies around the world, through providing them with graduates who are able to practice the profession with simple training. However, this shows the size of the education gap in many countries, since their institutes are unable to meet the market needs of the trained specialized labor. This in turn opens the door to many future studies that focus on the relationship of institutes with the development of capabilities and skills and prepare their graduates to enter the labor market.

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