



A COMPARISON IN EDUCATION & TRAINING APPROACHES BETWEEN DEVELOPED & DEVELOPING COUNTRIES

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ABSTRACT

Educational and training aspects of human resources management have been shown to span beyond organizational boundaries, indicating the importance of managing human resources initiatives across the developed countries. Although scholars and practitioners focus a great deal of attention toward economic and educational management, less attention is paid to training aspects. This is unfortunate, because training management not only plays an important role in enabling other management initiatives, but social injustices in one echelon of a developing countries can lead to significant losses for institutions across the countries. Training issues have been especially problematic in developing nations, where missing training practices continue to negatively affect teaching and learning partners. This research aims to compare between education and training approaches in developed and developing nations. Using a questionnaire data collected from difference of educations and institutions, in developed and developing countries. This research aims to uncovers aspects of education and training approaches in terms of not only the focal firm, but also in first-tier suppliers and customers. Each of these aspects are then associated to a potential performance outcomes. The findings not only provide a baseline for future research, but also help practitioners understand where to focus their attention to enhance their institutions



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1. INTRODUCTION

Education and training approaches are perceived as one of the most significant aspects for shortage alleviation and economic growth in developed and developing countries (Porter & Kramer 2019; UNDP 2005; Simonson et al., 2019; UNESCO 2005; Rumble, 2019;

WSIS 2005) and the use of regular training for update of education is believed to have huge potential for governments struggling to meet a growing demand for education while facing an escalating shortage of teachers (Garcia & Weiss 2019; UNESCO 2006). Also the use of Information and Communication Technologies (ICTs)

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for dissemination of education and training is believed to have huge potential for governments struggling to meet a growing demand for education while facing an escalating shortage of teachers (Bhuasiri et al., 2012; Wanga et al., 2012; Omidinia et al., 2011; Andersson & Grönlund 2009; Andersson, 2008; Sife et al., 2007; UNESCO, 2006).

Education and training approaches are, however, cope with a lot of obstacles and challenges in developing countries (Bhuasiri et al., 2012; Wanga et al., 2012; Omidinia et al., 2011; Dhanarajan, 2001; Heeks, 2002; Rajesh, 2003) as well as drop-out percentages are typically significantly higher than in traditional, classroom based, teaching (Simpson, 2004). It is therefore relevant to inspect which education and training approaches difficulties are of specific importance for developing countries and this article does so by using a conceptual survey on education and training approaches needs and expectations which is compare with some aspects between developed and developing countries. The research question underlying this study is: which are the major needs and expectations for education and training approaches in a developing country context where the use of ICTs to deliver education and training is a new phenomenon and introduction to ICTs is minimal?

2. RESEARCH METHODOLOGY

The main aim of this study is to collect quantitative data on the approaches of education and training in developed and developing countries. The data will be used to investigate people's opinions to identify how it was developed in order to provide some understanding of the state of certain aspects of education and training between countries, and to examine the validity of a recently developed version to this theme, and then to fill the gap. In addition, the objective of this study is to describes the research methodology that was employed in order to understand the research as a set of a well arranged and developed procedure, in order to make sure the main aim of this research is achieved, and to be used as guideline in future research or/and other problem solving.

For ethical reason, at the early planning stage it was decided that a permission would always be obtained in writing from. All the participants whose details and responds were recorded in this study were authorised to be contributed and to gather their data which will be reported in this research. This study was structured very carefully. Topics have been selected at the beginning point of issues identified as of particular interest to target this study. Questions were prepared in consultation with experts in education and training field. The following activities were carried out for the design of research methods, these activities such as development of research instruments, data gathering, data analysis and finding, discussion of results, after all conclusion with recommendations for future study.

2.1. Research instruments

In order to gather data on education and training approaches, this research adopted one instrument. This instrument includes a questionnaire that used as a tool to gather the data in order to investigate about how education and training approaches were developed and people's perspectives in both sides. The use of the adopted questionnaire in this research has not used for a statistical analysis, but only aimed to collect enough quantitative information to make comparisons between the developed and developing countries, in order to provide some understanding into the state of certain problems of education and training approaches in developing countries.

The main source shaped the content of the questionnaire used in this study came from reviewing the Newly Qualified Teacher Survey 2004 carried out by The Teacher Training Agency (TTA 2004). In addition, we utilised online excerpts on attitudes to education and training questionnaire displayed on the Internet (English questionnaire for CSP-train).

2.2. Data gathering

It was planned and arranged either to contact or/ and visit the two sides that were involved in this study. The sides were involved in this study were developing countries which representing only Arabic countries, while developed countries representing by the UK only. This research adopted a mixture of two techniques to distribute the questionnaire, these methods were including either e-mail and/or telephone call as a communication tools. These tools were used to gather data by communicate and clarify some unclear questions or/ and by distribute a copy of a printed questionnaire.

The distribution of a printed copy was done by conducting some visits to give out the questionnaire and interview were decided to clarify broad aims of the main study once it needed (filled in a printed copy of questionnaire by a pen to avoid intimidating the group members).

The email and phone calls approaches were contacted with several developing education and training institutions and many other higher education teachers, also with some students who are interested to be contributed in this research. Each questionnaire was sent by one of the adopted methods in order to give time to the participations to be contributed with a full consideration of their availabilities which where depended on the contributor's suitable way and time to contact them, and based on where they are.

For example, the university of Coventry and community Bangladesh centre were visited in UK, that approach was very useful to get close with the participations and easy to get this kind of data. Telephone approach was used to

gather the information and to clarify unclear question in some cases once it needed. Lastly, the high return rate of questionnaires was (50%) immediately analysed to make the comparisons between them.

2.3. Analysis and discussions of results

The main aim of this study is to compare between developed and developing countries on the education and training approaches. Therefore, the study outlines number of respondents and identifies them by organization type. The questionnaires have received about 25 responses of total 50 questionnaires were given out, these responses all together build up a picture to first step of development in some key areas of education and training needs.

After that the outcomes of the conducted study will lead to draw up a final conclusion. It helps to fill in the gap by the needs of peoples from both sides and eliminate any unnecessary focuses in people’s opinions from both sides and what is the different between them. Then the results of this study lead to formulation of a number of recommendations for future study.

3. RESULTS AND DISCUSSIONS

This section presents the discussion of results following the analyses of the collected data using the survey in education and training approaches. First part presents the analysis of the respondents from Libya. Second part presents the analysis of the respondents from UK, where the same question was asked to do the comparison between them. Therefore, the results of each side will be illustrated separately.

3.1 Details of institution

This section helps to identify the details of Institution responses that have been filled in the questionnaire. The questionnaire has used to inform the discussions that have been with their line manager for identifying their education and training needs. Almost of questions have been answered and some responses have given additional information or given more than one answer in some cases. This section highlights some of the main findings and aims to present a snapshot of how training and vocational teachers are acquiring new expertise in their institutions, what training, and professional development they are undertaking, for which target groups, how often are training and further education programmers held, what curricula and training material held by their institution.

Type of institution

The largest percentages of respondents in the UK are involved in university (50 %). Training college, Adult education institution and Private enterprise as institutions respondents come in second with (10 %). Among those

listed as ‘other’ (20 %), almost a half gives job titles which suggest community center and others who describe themselves as Consultant Company. By the same taken in Arab side the largest percentage of respondents are involved in university (72.7 %), public institution (18.18 %). Among those categories listed quite low percentage with Private enterprise and ‘other’, (9.09 %). One personal who is describe himself as computer analyses and programmer.

Type of training programmers and further education offered

With regard to the training programmers and future education used in training either for administration, training or learning in UK, the ‘other’ category comes in highest at (60%) as the most training programmers offered by their institution represented in various degrees as IT sciences, personal development, transport management and management science. Importantly, education management as training programmers for learning comes in second with (40 %) stating their institution provided it.

Among those categories listed quite a low percentage is involved in Material stream management, Environmental management, and Integrated management as training programmers for training. While the respondents that represent the Arab side from the same chart shown above, regarding the training programmers offered in training for further education, the largest category of respondents (45.45 %) as the most widely offered training education management.

Among those listed as ‘other’ comes in second with (36.36 %) categories are involved in a people management, software development, IT helpdesk. Some (27.27 %) of people educated Environmental management. So, this chart shows the respondents rate of their training programmers and further education in education management category quite highly and similar in both sides. Material stream management, integrated management and legal compliance programmers get fewer rating in two sides as well.

Training programmers and further education offered by institutions

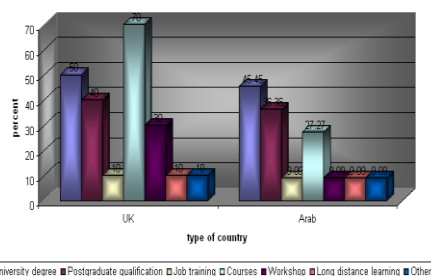


Figure 1. Training programmers and future education offered

This chart highlights some of the main findings and aims to present a snapshot of how training and vocational teachers are acquiring new expertise in their institution, what training and professional development they are undertaking. Figure 1 indicates to the majority (70 %) of respondents from UK said that, their institution offered courses of professional development to improve their learning expertise when have asked to what training and/or further education programmer relating to their institution offered. Some (50 %) of responses describe their training and future education programmes offered by their institution as university degree, about (40 %) postgraduate qualification, and only (30 %) workshop.

Among those categories listed quite a low percentage is involved in job training, long distance learning and other indicating (10 %) each category. When you have turn to other side of the chart Figure 1, you will see that the spread of each groups responses were similar to responses that from UK, only in university category was quite low in the Arab side which indicates (27.27 %) than UK (70 %). Of the largest percentage of Arab world (45.45 %) of responses describe their training and future education programs offered by their institution as university degree, postgraduate qualification comes in the second about (36.36 %). The chart Figure 1 shows that the spread of each group’s responses was similar to responses that from UK, only in university category was quite low in the Arab side than UK.

Training programmes for target groups

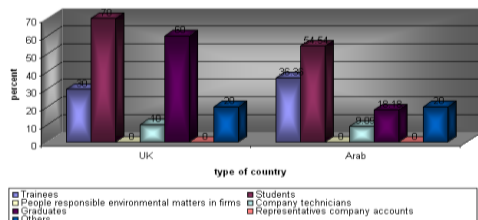


Figure 2. Training programs offered by institution for type of target groups

From Figure 2 shows the largest percentage of respondents in UK is involved in students in university (70 %) and then graduates comes in the second with (60 %). Only (30 %) of respondents are taking an active part in trainee’s grope. Among those listed as ‘other’ with (20 %), some given their education titles which suggest retail /company and others who describe their institution offered training and further for all types of learner. By the same taken in Arab side, the largest percentage of respondents is involved in students (36.36 %), trainees (16.7 %) come in the second.

Among those listed as ‘other’, responses were like responses that from UK (20 %) than the remaining categories listed as quite a low percentage or no response at all. The chart in Figure 2 shows that the spread of each group’s responses were quite higher in students and graduates category to responses that from UK than Arab

side, similar to responses that representatives the remaining categories which listed as quite a low percentage or no response at all.

How often held

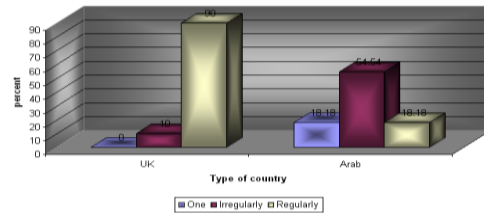


Figure 3. Often of undertaken of training programmers and future education

Based on the question have asked to people responsible in firms, student or trainees, how often would your training and further education programmers held to improve their capacity to provide and support their institutions? (One / irregularly / regularly).the majority of respondents from UK as shown in Figure 3, indicates almost (90 %) have undertaken regularly training and further education programmers through the year or yearly. Only (10 %) have undertaken irregularly training programmers and further education. By the other side can be seen that the spread of each groups responses were absolutely different to responses that from UK.

Nearly (45.45 %) have undertaken irregularly training and further education programmers. Only (18.18 %) have undertaken regularly training programmers and further education depend on the type of course. Also, some (18.18 %) said they had undertaken one time only training programmers and graven a same reason.

The most common reasons for not undertaking any training and further education programs were lack of time or funds. Figure 4 shows the spread of each groups responses were absolutely different to responses that from UK. It was much lower among respondents from Arab side than UK who had undertaken regularly training programmers. While it much higher among respondents from Arab side than UK who had undertaken irregularly training programmers. The most common reasons for not undertaking any training and further education programs were lack of time or funds.

Curriculum and training materials

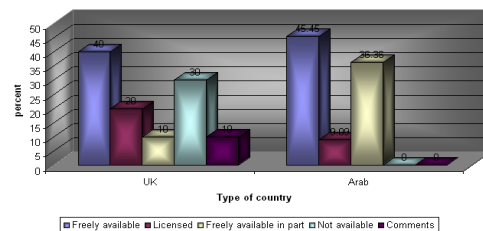


Figure 4. Distribution of type of curriculum and training materials

From Figure 4, not surprisingly, in responding to the question where you source your curricula and training material content for training purposes, the largest percentage from UK (40 %) of respondents stated freely available, some (20 %) licensed and (30 %) of them stated not available. Among those listed quite a low percent involved in (10 %) of them how is freely available in part and the same percent who comments is using their own materials.

This finding is common across almost type of respondents. When it comes to Arab side, the largest percentage of source of curricula and training material content for training purposes (45.45 %) of respondents stated freely available. Some (36.36 %) of them how is freely available in part.

Only (9.09 %) of them who is their source of curricula and training material content for training purposes was licensed. The overall low ratings may be caused by the fact that people responsible matters in firms and trainer training programmers in this area of knowledge are not fully developed and often somewhat experimental.

Figure 4 shows the spread of each group’s responses were different to responses that from Arab, only with the largest percentage of respondents who is freely available curricula and training materials was similar in two sides. Low ratings of who is their source of curricula and training material were licensed. The overall low ratings may be caused by the fact that teacher and trainer training programmers in this area of knowledge are not fully developed and often somewhat experimental.

3.2 Expect activities

This section aims to examine the expect activities from education and training network as learning and communication tool between professionals. The responses of this section recorded almost responses from both sides. The research questions arising from the following discussion that the study is trying to answer are:

Internet based activities

With the regard to the use of internet-based activities for learning purposes, this subsection is trying to answer, how important do they expect the following: first, setting up a homepage on education and training; second, setting up and moderating a discussion group and third, compiling and updating a databank with information on training opportunities, curricula and training materials in working programmer. The following two charts will show the responses of these questions separately for each side.

The organisation and holding workshops and conferences

With the regard to the organisation and holding workshops and conferences for experiences exchange benefits, the aim of this subsection is trying to answer, how important do they expect the regular exchange of experiences in the field of training and further education, to initiate joint projects. Then the answer of these will help to obtain the views of training practitioners on exchange of experiences and the kinds of information and good practice help training practitioner require in both western and Arab world, especially in Libya. The finding of these analyses will be shown in the following two charts as responses of these questions separately for each side.

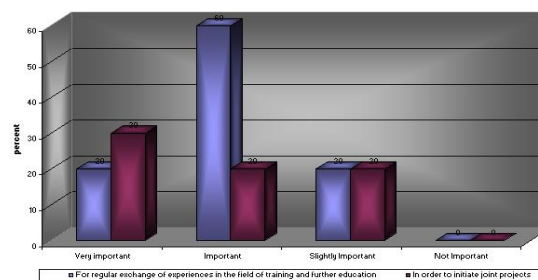


Figure 5. Distribution of expect of workshops and conferences from UK

Figure 5, with the regard to the expect of the organisation and holding workshops and conferences for experiences exchange benefits, for regular exchange of experiences in the field of training and further education comes in highest at (60 %) as a necessary reason expected in UK for experiences exchange. In order to initiate joint projects come in second with (30 %) as very important. With (20 %) either for regular exchange of experiences in the field of training and further education as very important or to initiate joint projects as only important comes in third.

About a slightly important expects (40 %) of respondents in both for regular exchange of experiences and to initiate joint projects in the field of training and further education.

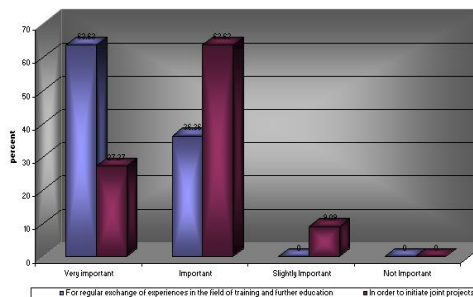


Figure 6. Distribution of expect of workshops and conferences from Arab education and training network

While Figure 6 shows the reflecting a strong concern and interest in regular exchange of experiences in the field of training and further education, almost (63.63 %) think it is essential to be able to attend a regular exchange of experiences in the field of training and education. About (36.36 %) of respondents stated that is important. Only (27.27 %) think that is very important for initiate joint projects and (63.63 %) believe that is important. So, these entire percentages representative a response that from Arab side.

Figures 5 and 6 can be seen that the spread of each groups responses were different and the reflecting a strong concern and interest in regular exchange of experiences in the field of training and further education is higher in the Arab side than UK, which representative (99.99 %) from Arab side who believe that either very important or important. In order to initiate joint projects (71 %) from Arab side who believe that either very important or important.

Evolution of training materials

Connected with the evolution of training materials, the aim of this subsection is trying to answer, how important do they expect the evolution of training materials in the field of training and further education? The answer of this will help to obtain the views of training practitioners on the training materials and the kinds of information and good practice help training practitioner require in both western and Arab world, especially in Libya. The finding of these analyses will be shown in the following two charts, that representative the responses of the above question, separately for each side.

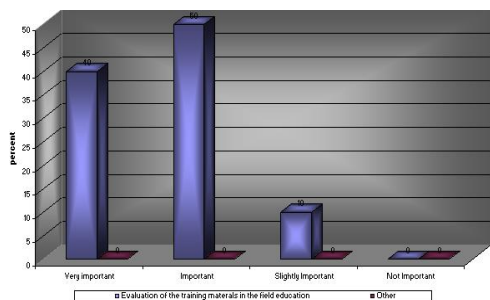


Figure 7. Distribution of expect of evolution of training materials from UK side

Figure 7, concerned with the evolution of training material in the field of education, In this chart the largest percentage of respondents (60 %) who believe that the evolution of training material in the field of education important. Only (10 %) who think it slightly important and nearly (40 %) of respondents who believe that the evolution of training material in the field of education is very important.

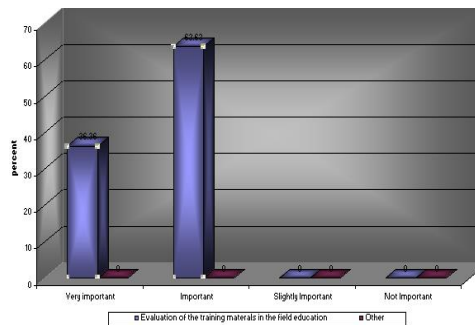


Figure 8. Distribution of expect of evolution of training materials from Arab side

Figure 8, all of respondents concerned with this section were like the one already mentioned in the previous UK survey. The largest percentage of respondents (63.63 %) who believe that the evolution of training material in the field of education important about (36.36 %) expect that the evolution of training material in the field of education very important. Overall, most respondents concerned with the evolution of training material in the field of education important were similar in both sides, but a quite higher in the Arab side than UK which representative nearly (99.99 %) of respondents who expect it, either very important or important while about (90 %) of respondents from UK, who believe that, either very important or important.

3.3 Input can be given to the education and training network by institution

Regarding the input that institutions can give to education and training network. This section aims to asking about information that institution can supply the education and training networks. The research questions arising from the following discussion that the study is trying to answer, the respondents rate of their supply with Curricula, training materials , information about the experience with educational and training materials and which curriculum specialist subject were they trained to teach?

Curriculum

This subsection aims to asking about curriculum of training materials of tested training modules, that institution can supply the education and training networks. The responses of this section recorded the number of respondents who have completed this section in the questionnaire as a reply from both sides. This subsection shows the respondents rate of their supply with curricula type, availability of curricula languages and which conditions apply to the use of curricula. So, (50 %) of respondents from UK, a small amount of them who work in management workshop or management science as a part of a wider set of professional activities. some (45 %) from Arab side a little of them who work in education and training or business management.

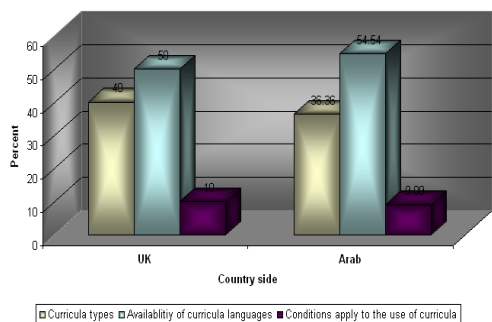


Figure 9. Distribution of the sort of training materials

Figure 9 regarding the training materials of tested training modules, the responses have recorded the number of respondents who have completed this section in the questionnaire as a reply from UK side. (40 %) who have answered and some of them state their institution can supply the education and training network with curricula on management workshop or logistics and others on management science or courses as part of a wider set of professional activities.

About a curricula language (50 %) of respondents who said their curricula are available in the English languages and a little of them who states in Arabic language. Among those listed as conditions apply to the use of curricula, only one person who gives their condition as a member.

From Figure 9, by the other side can be seen that the spread of each groups responses were similar to responses that from UK in quantity only, but there were some different for instance in the curricula type more than three describe their institution can supply the education and training network with the curricula either on sociology, business management, economic, telecom and medicine. About the curricula languages (54.54 %) of respondents almost of them said English language and one states that available in three languages (English, German and Hungarian) and another said their curricula are available on theses languages (English, France, and others).

In addition, the category that listed as conditions apply to the use of curricula, only one respondent who says that must be a statement of institute. Overall, can be seen that the spread of each group’s responses was like responses that from UK in quantity and different for instance in the content as have been indicated above.

Training materials

This subsection aims to asking about themes of training materials of tested training modules, that institution can supply the education and training networks. The responses of this maybe somewhat more surprising to the questions about it recorded quite a few responses from both sides. This subsection shows the respondents rate of their supply with the sort of training materials,

availability of training materials languages and which conditions apply to the use of training materials.

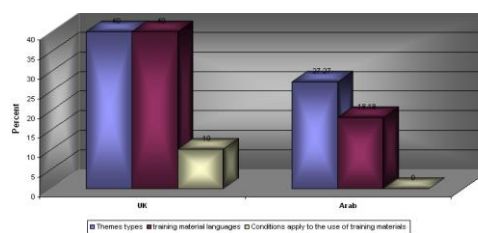


Figure 10. Distribution of the sort of training materials

Figure 10, maybe somewhat more surprising is the response to questions about training materials that their institution can support the education and training network which recorded quite highly in the UK side than Arab side. Only (10 %) who said their condition apply to the use of the training materials as a registration in their company. over (80 %) of them can be provider, divide into almost (40 %) for themes sorts comes in highest with another (40 %) who their availability of training materials languages was English, as the most popular reason in UK for using English language in a training material.

Among those listed as themes sorts, more than three describe their sorts of themes that their institutions can support education and training network as either transport planning or manufacturing engineering and other as management science or courses as a part of a wider set of professional activities.

When it comes to Arab side as shown in Figure 10, regarding the training materials for supporting education and training network, almost of respondents did not answer this question. (27.27 %) more than three of them describe their institution for supplying the education and training network with the training material either on social economy, or medicine.

Nearly (18.18 %) availability of their training material only either English or Hungarian as respondents replies to the related question. No answers recorded for the condition apply to the use of the training materials at all. In fact, the amounts of respondents have reached slightly more in UK than Arab side. Themes sorts and availability of training materials languages get quite high rating of respondents in UK. The conditions apply to the use of the training materials get a few ratings in UK and no answers at all in Arab side.

Information about the experience with educational and training materials

The aim of this subsection is trying to be asking about facts of the experience with educational and training materials. This subsection shows the respondents rate of their ability to provide evaluations on which training material evaluated and for which target group. The responses of this question recorded a little bit response from UK and no answer from Arab side has recorded at

all. Maybe somewhat more surprising is the response to questions about facts of the experience and the ability to provide evaluation that their institution can support the education and training network which recorded a few from the UK with (20 %) of respondent, one of them describe their material evaluated of management science for target group over eighteen and another sad their institution is able to provide evaluation on transport planning for target group over eighteen as well. when it came to other side of the total said no answer in any way. This finding is common across almost type of respondents.

Effects of curriculum specialist subject

This subsection highlights some of the main findings and aims to present a snapshot of the following areas: to indicate which curriculum area/specialist subject were trained to teach, the state of currently teaching the curriculum area subject that they were trained to teach and finally the effects of curriculum specialist subject by gender and age.

Indicate specialist subject

Based on their experience as a learner or trainer, we would like to know their rate of the quality of professional development programmers provided to teachers and trainers to improve the capacity to provide and support education and training network. This section shows the respondent’s rate of their specialist subject which indicate to any of the following: Physical education, economics, Business studies primary with no subject specials ICT and social science/studies. The responses of this section recorded more responses from UK than Arab sides shown in the following chart.

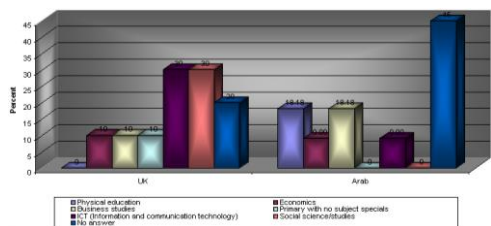


Figure 11. Distribution of curriculum specialist subject

Figure 11, over (60 %) of respondents reply from UK, split almost (30 %) of them said their curriculum specialist subject were trained to teach from information and communication technology and also (30 %) from social science / studies. No respondents indicated their curriculum specialist subject as physical education at.

Nearly (20 %) of respondents were categorized as ‘no answer’, one of whom could be indicated their curriculum specialist subject in language and computer courses. Primary with no subject specials was a separate category and (20 %) of total respondents from this group. The same percentage of total respondents indicated their

curriculum specialist subject either as economics or business studies with (20 %).

While respondents from Arab side is represented over (36.36 %) of them, divide into almost (18.18 %) said their curriculum specialist subject were trained to teach in physical education and about (18.18 %) in business studies.

Nearly (45%) of respondents were categorized as ‘no answer’, one of whom could be indicated their curriculum specialist subject in medicine. Primary with no subject specials was a separate category; no answer was recorded from this group, as well as social science / studies category. The same percentage of total respondents indicated their curriculum specialist subject either in information and communication technology or economics with (9.09 %) for each category. This finding is common across almost type of respondents.

Overall, curriculum specialist subject in information and communication technology and social science / studies quite highly in UK respondents. Business studies, economics curriculum specialist subject and Primary with no subject specials’ skills get fewer rating. While another side, almost half of respondents did not answer this question and a little bit highly in physical education and business studies category.

The state of currently teaching the curriculum specialist subject

The aim of asking this question is to obtain the views of training practitioners and to know their currently state of their teaching the curriculum specialist subject. the kinds of information and good practice help training practitioner require in both western and Arab world. Based on their experience as a learner or trainer, we would like to know their situation rate of the curriculum areas subject provided to trainers for teaching and to improve the capacity to provide and supported education and training network.

The responses of this section recorded slightly more responses from UK than Arab side. This section shows the respondent’s state of their teaching the curriculum specialist subject as shown on the following chart.

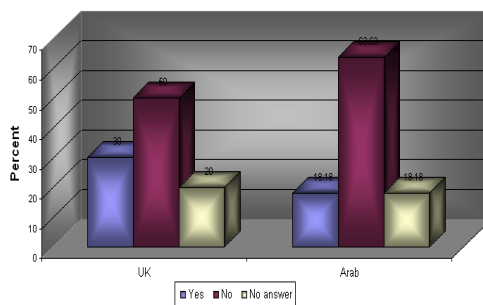


Figure 12. The state of currently teaching the curriculum specialist subject

Figure 12 can be seen that the spread of each group's responses were similar in both sides. Of the largest percentage of UK almost half of respondents said no, they are not currently teaching the curriculum area subject they were trained to teach. Some (30 %) of them said yes, they are currently teaching the curriculum area subject they were trained to teach. Among those listed as no answer (20 %) did not answer the question. This finding is common across almost type of respondents. While another side shows a large majority, (63.63 %) of respondents who said no, they are not currently teaching the curriculum specialist subject they were trained to teach.

Nearly (36.36 %) either yes, they are currently teaching the curriculum area subject they were trained to teach or did not answer the question at all. These results as respondents replay from Arab side. In fact, respondents overall currently are not teaching the curriculum specialist subject they were trained to teach, but a quite higher in the Arab side when compared to respondents that replay from the UK.

However, the reply of yes, they are currently teaching the curriculum area subject is much lower among respondents from Arab side than UK side.

Effects of curriculum specialist subject by gender and age

In concert with some reports which argued that women are underrepresented in some domain in the Arab region, are there significant differences between male and female faculty members in their mean rankings of curriculum specialist subject by age? To investigate further significant differences between males and females in their mean ranking of interest, benefit item scales. The following chart will show that

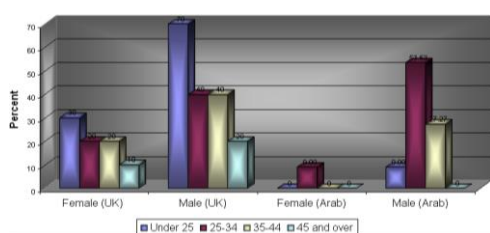


Figure 13. The distribution of the sample by age of gender in both sides

As shown in Figure 13, maybe somewhat more surprising is the response to questions about which gender and age to be acquired by most training professionals, Males have significantly registered more favorable attitudes towards the effectiveness of trained curriculum specialist subject than their female counterparts except for age in both sides.

There is a significant difference were found between males and females on the interest scale except on four age categories. To substantiate, have a go through the

response that reply form each side separately. UK side, Figure 16, shows the reflecting a strong concern and interest of male with (70 %) whom are (under 25) ages as the highest male's target group, almost (80 %) whom are ages between, either (25-34) or (35-44) ages as the second majority of males target groups. About (20 %) of them whom is (over 45) ages as males target groups. Females registered a lower percentage in almost different ages of target groups compared with males. Turning to the benefits of learning females documented significantly lower agreements than males on (under 25) ages of target group with (30 %), and only (10 %) who is indicate (over 45) age of female target group. In fact, these percentages as respondents replay from the UK side.

Turning to the chart of another side (the Arab side), when asked the same question, males and females documented significant Lower agreements than males and females on the UK side. Figure 13 shows a large majority with over (53.53 %) of male's favor learning that their ages between (25-34) of target group as the highest percentage. Nearly (27.27 %) that their ages between (35-44) of male's target group.

Only (9.09 %) who is over 45 ages as a male target group. Furthermore, females registered a lower percentage in almost different of ages target category compared with their males. Only (9.09 %) who is between (25-34) ages of females target group. This finding is common across almost type of respondents reply from the Arab side.

Overall, Figure 13 shows the reflecting a strong concern and interest of males with as the highest target group in each side. Males have registered favorable views on the different ages of their target groups by agreeing more than females in both sides. However, females registered a lower percentage in almost different of ages of target groups compared with males and more lower in the Arab side than the UK side.

3.4 The advantage of training

The aim of asking this question is to obtain the rate of their advantage of having training, expertise, and their ability to work in cooperation. The kinds of information and good practice help training practitioner require in both western and Arab world.

Based on their experience as a learner or trainer, we would like to know their advantage rate of the curriculum areas subject provided to trainers for teaching and to improve the capacity to provide and support education and training network. The responses of this section recorded slightly more responses from UK than Arab side. This section shows the respondent's rate of their training as shown on the Table1.

The semantic differential items in the questionnaire presented direct measures of attitudes towards training. Items on the advantage of training dimension involved

several components related to teaching and research. A fast look into the frequencies and percentages of responses shows respondents' benefits of adopting training in their institutions at a significant, for instance the attitudes among respondents reached the highest (50 %) level of good of almost of components related to teaching and research. in the second (30 %) level of adequate and only (15 %) level of certainly good, that came in the third and the lower one is about (5 %) of total responses who is disagree of adopting training in their institutions stated the benefits of that is peer.

These faculty members disagreed with preparing to be working with children with English as an additional language as the first disagree and to establish and maintain a good standard of behavior in the classroom and preparing to be working with children with special education needs both came in the second level of disagree.

This finding is common across almost type of respondents that reply from the UK side as shown in

Table 1 .The marginal distribution of responses showed that almost (53.6 %) of respondents who answered the related question in the questionnaire, about attitudes towards their advantage of training, we explored the possible benefits provided by training.

Table 1 presents the frequencies and percentages of responses on the advantage of training dimension involved several components related to teaching and research. Results show high agreements concerning the benefits of training in almost of items reached the (35 %) who self-rated themselves as very good was their training and show a second majority (33 %) level of only good.

In addition, attitudes among respondents of get fewer rating (15 %) who stated that was adequate and no responses stated that was poor at all. Thus, most respondents who self-rated themselves as adequate with preparing to be working with children with special education needs. In fact, The percentages of respondents are slightly lower when compared to respondents from the UK side as shown in Table 1.

Table 1. The advantage of training

How good was your training in?	1		2		3		4	
	UK	Arab	UK	Arab	UK	Arab	UK	Arab
1. Helping you understands the student' national curriculum?	20 %	9.1 %	70 %	36.4%	10%	0.0	0.0	0.0
2. Providing you with the relevant knowledge, skills and understanding to teach your specialist subject?	20 %	18.2%	70 %	27.3%	10%	0.0	0.0	0.0
3. Providing you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching?	30 %	18.2%	70 %	9.1%	0.0	18.2%	0.0	0.0
4.Helping you plan your teaching to achieve progression in student' learning	20 %	18.2%	70 %	18.2%	10%	9.1%	0.0	0.0
5. Preparing you to teach student of different abilities?	10 %	18.2%	50 %	18.2%	30%	9.1%	10 %	0.0
6. Helping you to establish and maintain a good standard of behaviour in the classroom?	10 %	36.4%	30 %	0.0	60%	9.1%	0.0	0.0
7. Helping you to use teaching methods that promote student' learning?	10%	27.3%	50 %	18.2%	40%	0.0	0.0	0.0
8. Helping you to understand how to monitor, assess, record and report student' progress?	10 %	27.3%	70 %	18.2%	20%	0.0	0.0	0.0
9. Preparing you to share responsibility for your continuing professional development?	30 %	27.3%	40 %	9.1%	30%	9.1%	0.0	0.0
10. Preparing you to begin your statutory induction period, including the completion of the career entry and development profile?	20 %	18.2%	30 %	27.3%	50%	0.0	0.0	0.0
11. Preparing you for working with children with special education needs?	0.0	9.1%	40 %	9.1%	40%	27.3%	20 %	0.0
12. Preparing you for working with children with English as an additional language?	0.0	9.1%	20 %	27.3%	70%	9.1%	10 %	0.0
13.Preparing you to teach student form minority ethnic background	10 %	9.1%	50 %	18.2%	20%	18.2%	20 %	0.0

4. CONCLUSION

As an overall of the results pointed out to the abilities of which training and further education programmes offer to apply acquired knowledge and skills in practice. Also pointed to which training and further education programmes offer by their institution, including target group, how often held their training programmers and what kind of curriculum and training materials held by their institution. The study also analyses how can be prepared for education and training network, by surveying the expect of several items related to the education and training network, many components concern the input that can support the education and training network, and finally explore about how good

their training in several items of training dimension involved several components related to teaching and training. The overall finding and key trends in almost global training and education needs. Also, this study illustrates what were opportunities for future research.

Assessing education and training needs affects setting the objectives, designing the curricula, selecting the trainers, adopting certain training methods, and evaluating the training programmers. Therefore, more attention should be paid to this process, in terms of selecting more practical approaches, considering the aspects of the environment in which the employees work and selection of better-qualified managers who are responsible for such activity.

Future research on attitude of mistrust towards education and training network should take into consideration not only assessment of views on education and training needs, but also the psychological and social aspects relating to inter-group attitudes and relationships in institutions, during the process of change. There is a necessity for the institution to establish effective relationships with organizations specializing in management training and development to benefit from their experience and facilities.

Further investigation across more organizations in different institutions sectors and cities in Libya may provide more insights into the influence that institution culture has on the adoption and innovation of education and training network, with prospects for the wider economy. Because of the important role played by the training programmers to upgrade the knowledge, skills and attitudes, therefore, more effort should be paid to all aspects of training programmes, including training needs assessment, by implementing more research and studies concerned with this activity, for the country, organization and the employees to become more aware of the importance of this activity for them.

Even within large organizations there may be workplace or business unit subcultures that are viable within the larger organizational and societal culture, but which have

characteristics and values conducive to change and innovation. Further research is also needed into the role of societal culture, which may influence the institution culture in Libyan organizations as a governing variable, and which is known to be resistant to radical change. Such an investigation could also expand the research to other Arab countries in the region that have adopted and implemented education and training network successfully, despite similarities of culture and its major indicators such as language and religion. These studies could also benefit from exploratory investigations into the variations that exist within the different organizational cultures of the region. These are being examined in our ongoing research.

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