



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF EDUCATION MANAGEMENT**

**THE IMPACT OF EDUCATION AND ADMINISTRATION OF VET ON
ECONOMIC GROWTH IN OMAN (2010 TO 2019)**

PhD THESIS

Amna ALZADJALI

**Nicosia
May, 2022**

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Prof.Dr.Fahriye Altinay**

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Approval

We certify that we have read the thesis submitted by Amna ALZADJALI titled **“The Impact of Education and Administration of Vet on Economic Growth in Oman (2010 To 2019)”** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Amna ALZADJALI

17/05/2022

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Amna Hashim ALZADJALI

Abstract**The Impact of Education and Administration of VET on Economic Growth in
Oman (2010 To 2019)****ALZADJALI, Amna Hashim****PhD, Department Of Education Management****May, 2022 (92 Pages)**

Recently, there has been a significant increase in vocational education training in the world in general and in Oman in particular. Generally, an increase and expansion of vocational education training must be matched with an increase in employment opportunities. Ultimately, an increase in employment opportunities leads to economic growth. The economic growth of any nation is impacted by the availability of skills developed through. The local administration has a mandate to evaluate and analyze products from their local institutions and give feedback to the national administration (the executive) for future planning and research. So in this regard education and administration correlate with each other. This study investigates the close link between national economic growth and Vocational Education Training. The main focus of this study is to evaluate the impact of education and administration in vocational education and training (VET) on economic growth in Oman. In this study, the researcher considered two broad elements of economic growth, education and administration, and their attributes including students, teachers and infrastructure for education and human capital, policymakers and capital for administration. The study investigates the impact of these elements on economic growth in Oman. The methodology of this study is a qualitative research conducted through interviews and questionnaires of students, academic and non-academic staff of VET schools in Oman. The subjects were sampled using a convenience sampling and voluntary participations. The main findings of this study was that in fact, education and administration of VET has an impact on economic growth. The respondents also gave their contributions to how the education and administration models of these VET programs can be improved and eventually lead to economic growth. The study also

provided some recommendations to various entities of education to enhance a big turnaround of economic growth to Oman.

Key words: Administration, VET, Education, Economic growth

ÖZET

Umman'da Eğitim ve VET Yönetiminin Ekonomik Büyüme Üzerindeki Etkisi (2010'dan 2019'a)

ALZADJALI, Amna Hashim

PhD, Department Of Education Management

May, 2022 (92 Pages)

Son zamanlarda genel olarak dünyada ve özelde Umman'da mesleki eğitim eğitiminde önemli bir artış olmuştur. Genel olarak, mesleki eğitim eğitiminin artması ve yaygınlaşması, istihdam fırsatlarındaki artışla eşleştirilmelidir. Sonuçta, istihdam fırsatlarındaki bir artış ekonomik büyümeye yol açar. Herhangi bir ulusun ekonomik büyümesi, geliştirilen becerilerin mevcudiyetinden etkilenir. Yerel idarenin, yerel kurumlarından gelen ürünleri değerlendirme ve analiz etme ve gelecekteki planlama ve araştırma için ulusal idareye (yürütme) geri bildirimde bulunma yetkisi vardır. Dolayısıyla bu konuda eğitim ve yönetim birbiriyle ilişkilidir. Bu çalışma, ulusal ekonomik büyüme ile Mesleki Eğitim Eğitimi arasındaki yakın ilişkiyi incelemektedir. Bu çalışmanın ana odak noktası, Umman'da mesleki eğitim ve öğretimde (VET) eğitim ve yönetimin ekonomik büyüme üzerindeki etkisini değerlendirmektir. Bu çalışmada, araştırmacı ekonomik büyümenin iki geniş unsurunu, eğitim ve yönetimi ve bunların niteliklerini, eğitim için öğrenciler, öğretmenler ve altyapı ve insan sermayesi, politika yapıcılar ve yönetim için sermaye olarak ele almıştır. Çalışma, bu unsurların Umman'daki ekonomik büyüme üzerindeki etkisini araştırmaktadır. Bu çalışmanın metodolojisi, Umman'daki Mesleki Eğitim ve Öğretim okullarının öğrencileri, akademik ve akademik olmayan personeli ile görüşmeler ve anketler yoluyla yürütülen nitel bir araştırmadır. Denekler kolayda örnekleme ve gönüllü katılımlar kullanılarak örneklenmiştir. Bu çalışmanın ana bulguları, aslında MEÖ eğitimi ve yönetiminin ekonomik büyüme üzerinde etkisi olduğuydu. Katılımcılar ayrıca bu Mesleki Eğitim ve Öğretim programlarının eğitim ve yönetim modellerinin nasıl geliştirilebileceğine ve nihayetinde ekonomik büyümeye nasıl yol açabileceğine katkılarını sundular. Çalışma ayrıca,

Umman'a ekonomik büyümenin büyük bir dönüşünü artırmak için çeşitli eğitim kurumlarına bazı önerilerde bulundu.

Key words: Yönetim, Mesleki Eğitim, Eğitim, Ekonomik büyüme

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List of Abbreviations

EU:	European Union
GDP:	Gross Domestic Product
KUR:	Turkish Employment Organization
NGO:	Non-Governmental Organization
OECD:	Organisation for Economic Co-operation and Development
PDO:	Petroleum Development of Oman
PPP:	Private Public Partnership
SVET:	Strengthening the Vocational Education and Training System in Turkey
TVE:	Technical Vocational Education
TVET:	Technical Vocational Education and Training
VET:	Vocational Education and Training

CHAPTER 1

Introduction

This chapter includes the overview of the research, the background of the study, problem statement, research questions, research aims, objectives and significance of study. Conceptual clarifications of the research is given at the end of this chapter.

Overview

The notion that education is vital for economic development is a widely held one. Adequate theoretical reasons exist linking the expansion of education to an increase in the rate of economic growth. Solow (1956) stated that the changes in a country's stock of physical and human capital determine the changes in national income. Studies by Romer (1993) and Romer (1986) and Lucas (1988) shed light on the importance of "idea gaps" and learning externalities and how they impact some countries' economies over others. Education provides people with the tools they need to perform adequately in the job market and enhance their productivity. The level of education in a country is one of the major determinants of its economic welfare. The world's most prosperous economies today all display high rates of educational attainment (United Nations Development Programme, 2007). Likewise, a lack of high-quality education is linked to creating a perpetual state of poverty (Sciffer et al, 2022). A good education system paves way for transforming the national economy of any country on the globe. Education is a pillar for economic growth, however with good educational policies as well as good governance.

Training and skills development are vital players in individual, organizational, and national economic growth. Skill development may be defined as a process of acquiring and sharpening capabilities to perform various functions associated with their present and future roles (Mustafa et al, 2005). Better education and training can lead to the improvement of human capabilities, and enhanced skills result in increased productivity of individuals and of a workforce as a whole. Education and training contribute to an individual's personal development, increase their productivity and incomes at work, and facilitate everybody's participation in economic and social life. It follows that education

and training can also help individuals to escape poverty by providing them with the fundamental skills and knowledge to raise their output and generate income. Education also helps individuals to realize their potential in their future life which will ultimately contribute to the national economy. Investing in education and training is, therefore, an investment in the future; knowledge and skills are the engines of economic growth and social development. Besides increasing employability, it also ensures the implementation of various development projects in time (Mustafa et al, 2005). VET is an indispensable instrument that can improve labor mobility, adaptability, and productivity, leading to an enhancement of firms' competitiveness and addressing labor market imbalances (Caillods, 1994). As industrialization and modernization of production units and work premises become more mainstream, the demand for vocationally trained and technically educated workers will continue to rise.

Vocational Education and Training (VET) in Oman has also been influenced by worldly economic trends in its day-to-day activities. VET in many countries was always considered appropriate for lower-class professions such as automobile mechanics, plumbers, electricians, and other similar professions. The emergence of globalization has however led to a demand for more specialized labor markets, higher levels of skills, and diversified vocational education. Globalization places a premium on skill; a well-educated and well-trained labor force can act to attract global financial capital (Mustafa et al, 2005). Furthermore, a well-educated labor force can easily take new global changes on board in its day-to-day operations.

Globalization which is a key reality in the 21st century has a great influence on knowledge, technologies, education, etc. It is widely accepted that we live in a world where knowledge and technologies are renewed at an accelerating pace. The world is not static its full of dynamism, it keeps on changing each day so it requires people who can easily adapt to new contemporary trends. Our educational planning must transition to new kinds of instructional content delivery to adapt to the current expectations of economic trends and goals. As a result, globalization and the new social and economic order necessitate new educational policies and practices. To this end, educational and training reforms must be founded on an assessment of market demands discovered through suitable

market research. In order to be able to compete with world markets and techniques, it is important that policymakers, educationalists, and researchers seek the modernization of VET programs based on new curricula designed after extensive market research. In order to achieve the development outcomes expected in education, all levels of education and training must be adequately supported (Palmer, 2006) From this, it is therefore of paramount importance that every government on the globe should pay particular attention towards financing colleges and VET to enhance its economic growth.

The obligation of designing and implementing the appropriate education and training processes that will meet the required standards falls in the hands of the administrators of the VET institutions. Knowledge about the types of training that yield the highest returns, as well as the factors that influence those returns, is critical for business profitability and growth. Decision-makers at the firm level depend highly on the information about the returns on investment in VET to properly assess the performance and to chart the future direction of the company. Likewise, at the sector level, the players tasked with the organization and financing of VET (business organizations, social partners, the State) need information on the extent and nature of the benefits of VET in order to organize its provision proficiently. The profitability of the firms and the productivity will translate into national economic growth.

This study investigated the causal impact of the education and administration of VET on economic growth.

Background to the Study

Education provides a lot of benefits to economic development; many of which have been studied in the framework of human capital theory. The empirical estimates of the benefits of investments in education for individuals have been studied immensely. Consequently, the causal impact of investment in education on a nation's economic growth has also been a popular area of study. In order to be able to properly assess the influence of the educational investment at the national level, the impacts have to be assessed at the level of firms and economic sectors. The direction of the influence of education investment on the productivity of a firm or sector happens to be one of the

essential ways they translate into economic growth in addition to other channels such as the development of social capital or health outcomes. The relevance of the specific role of VET on firms and economic sectors cannot be underestimated. While general education impacts national economic growth through ‘soft’ variables such as social capital, VET’s influence on productivity is more direct providing measurable economic benefits at the company or sector level.

A strong link exists between the quality of education and the quality of teachers and trainers. They are important stakeholders in implementing current VET reforms, and their training and professional development are crucial elements in ensuring quality. However, the role of the management in VET institutions must also be widely acknowledged and the research base and policy initiatives specifically related to such staff ought to be strengthened. The evidence of the importance of administration in education is increasing; they are crucial in implementing reforms and policy initiatives.

Administration in general education policy already has substantial attention but plays an insignificant part in VET in many countries. Its importance to the successful operation of VET institutions and programs is often overlooked. There is a lack of research, policies, and strategies related to administration in VET. This study has been conducted to provide a comprehensive study on the relationship and effects of technical and vocational education policy, planning, and administration on the economic growth of a country.

Problem Statement

Economic growth of any nation on the globe is affected by many factors such as politics, government policies, social contract, with education and administration being chief factors. There is a close link between the nature of education and the type of administration on economic growth. The nature of education determines the type of labour force needed into the job industry. Administration determines the curriculum to be taught in schools, colleges, and Universities. The study seeks to investigate the relationship between education, administration and, economic growth in Oman with particular attention on VET colleges.

Research Question

From literature Review and personal observations, the questions posed by this study are:

Primary Research Question:

- a) What is the causal impact of education and administration in VET on economic growth?

Secondary Research Questions:

- a) To what extent has the investment in education on VET programs impacted economic growth in Oman?
- b) What was the impact of administrators, especially in policy implementation in VET programs on economic growth in Oman?
- c) What was the effect of synchronizing education and administration of VET programs on the economic growth of Oman?
- d) Has prioritizing Education and Administration of VET workers impacted the economic growth of Oman?

Research Aim

The aim of this study is to find out the benefits of management and education for VET at the level of economic growth.

Overall Objective

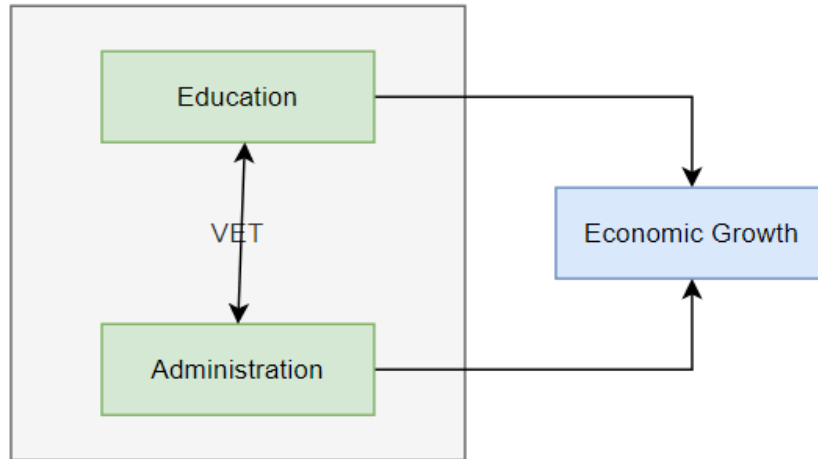
To collect data available on management (administration) and education for VET on economic growth.

Specific Objectives

- To show the benefits of management in VET on economic growth.
- To show the benefits of education in VET on economic growth.

Figure 1

Diagram Showing Research Questions



Significance of the Study

Several countries' economies have seen tremendous transformations over the previous two decades. The most essential aspects are (a) technology advancements, (b) increased global competition, and (c) demographic shifts. These shifts prompted new demands for labor that was more versatile, multi-skilled, and creative. To meet these objectives, the gap between academic and vocational education must be bridged, and collaboration between educational institutions, labor organizations, and businesses must be strengthened (Tabbron & Yang, 1997). From the above point, it is therefore imperative for individual nations to also transform their education policies to enable them become participating members in the global trends or risk being left behind. This study also provides a platform for other nations to seriously incorporate VET programs in their education policies in order to bring a meaningful development in their economic growth.

This study is important because education and management combined together bring about positive economic growth at VET. This study highlights the importance of not only quality education but also astute administration of VET programs. It identifies the

roles of administrators and thus provide a means of assessment of those responsible for the daily operation of the VET programs.

Conceptual Clarification

The key terms used in the study are given in the following operational definitions:

- Administration: this refers to the management of any office, business, or organization. Also refers to a group entrusted with administrative powers.
- Causal impact: pertains to a process or state by which one event or process (a cause) contributes to the production of another event or process (an impact) where the cause is partly responsible for the effect, and the effect is partly dependent on the cause.
- Economic growth: this refers to an increase in production of goods and services over a specific period. It is usually measured in terms of gross domestic product (GDP) and can be measured in nominal or real terms, the latter of which is adjusted for inflation.
- Education: this refers to the act or process of acquiring particular knowledge or skills for a profession.
- Vocational Education and Training (VET): refers to organized or structured activities that aim to provide people with knowledge, skills, and competencies necessary to perform a job or a set of jobs or for particular occupations.

Organization of the Study

This study consists of five chapters. Chapter 1 presents the introduction, the background and objectives of the study. It also presents the primary and secondary research question of the study, conceptual clarifications of pertinent terms. Chapter 2 provides a review of related literature that examines existing studies that bear relevance to the research, and also provides a theoretical and conceptual framework for the study. Chapter 3 examines the research methodology used in the study and how it is implemented. Chapter 4 highlights and analyses the data and reports the results of the data

analysis. Chapter 5 summarizes the study and presents reflections and recommendations for further research.

CHAPTER 2

Literature Review and Theoretical Framework

Research related conceptual definitions, descriptions and information related to the subject that already exists in the literature are given in this chapter.

Overview

This chapter reviews relevant literature to the current research understudy on the impact of education and administration in VET on economic growth in Oman. It assesses, compares, and reveals how previous findings relate to the present study. Various studies have looked into the relationship between educational quality and economic growth in recent years. Economists have highlighted various ways in which educational quality can influence economic growth. According to some economists, increasing government spending on education contributes to economic growth. Investing in education is investing in the future. In most cases, a government that does not want to invest in its education system and fails to avail finances to various educational institutions stumbles in its economic growth. Some authors have stressed that the level of school attainment obtained by individuals is the driving force to economic growth. Education is the bedrock of development, a poor education system leads to a low economic growth rate. Education and development complement each other.

Literature Review of VET Education Policies and Contributions to Economies

Mcgrath (2012) presented and discussed policy review of VET training in the 21st century. The worldwide policy community has shown a renewed interest in vocational education and training (VET) in the last decade. However, the condition of the scholarly discussion contrasts with the surge in legislative and programmatic interest in VET's role in development. While legislative and academic improvements in VET have persisted in OECD nations, there has been a dearth of VET research and theoretical investigation in the developing world. Instead, academic dogma in the realm of international education and development dismisses VET's potential contribution. Given the renewed governmental interest in VET for development, as well as the potential for a larger vision

of education–development linkages beyond 2015, when the MDGs expire, it is time to examine the role of VET in development from a theoretical perspective. In their paper, they argue that present VET policy is based on an obsolete development paradigm, and that scholarly criticism of VET in poor countries is plainly out of date. They also investigate the implications of contemporary developments in development thinking for VET via an examination of three distinct theoretical approaches: human rights, capacities, and integrated human development; they finally explore the goals, natures, and potentials of VET as a tool for human growth.

Hirshleifer et al (2016) evaluated Turkey’s VET program policies that were implemented to reduce unemployment in the country. Their study is the first to conduct a randomized assessment of vocational training programs for the general jobless in a developing nation. They investigated the impact of such training for a larger variety of demographic variables and course types than prior research since they have a large sample that includes both young and older jobless people, as well as private and public sector courses; then tracked the long-term trajectory of effects on formal employment by linking participants to social security data, and they can avoid the attrition and measurement issues that plague prior research in underdeveloped countries. Hirshleifer et al (2016) findings reveal that these vocational training programs had a very little overall beneficial effect on employment and job quality, with the assessed benefit of the courses being much less than either course participants or government labor ministry employees predicted. Despite the fact that the total effect of vocational training is close to zero, they discover higher and statistically significant impacts in courses given by private providers. In comparison to a 37 percent employment rate in the control group, being chosen for one of these courses resulted in a 4 to 6 percentage point boost in employment rates. When they adjust for visible variations in the features of the courses and their participants, these returns continue, but they do not seem to sustain beyond a 2.5 to 3-year period when it comes to effects on formal employment. Overall, the findings show that vocational training has the potential to enhance jobless people's short-term employment chances, but that this potential will be fulfilled best when courses are delivered by providers that have both the motivations and the abilities to adapt to market needs. Overall, the findings indicate that this large-scale vocational training program fails to pass a cost-benefit analysis. Given the

growing focus on these sorts of initiatives by many governments throughout the globe, their findings imply that policymakers should be wary about anticipating large-scale outcomes from such programs.

Technical Vocational Education was considered by Audu et al. (2013) as a technique for reducing unemployment in Nigeria. They claim that young unemployment in Nigeria is very high, with negative psychological, social, occupational, and financial consequences. The authors focus on the causes and implications of young unemployment in Nigeria in their study. They also focus on Nigeria's Technical Vocational Education (TVE). The following are some of the conclusions reached and suggestions given by TVE on how to minimize young unemployment in Nigeria: Graduates of the programs should be encouraged to start their own businesses by providing soft loans and/or microcredit. If the desired outcomes of job creation and poverty reduction are to be realized, the quality of technical and vocational educational output must be increased. The mission of providing TVE cannot be accomplished only by the government. If Nigerians' aims and potentials are to be fulfilled utilizing TVE for economic development and poverty reduction, the engagement of key Nigerian players, supplemented by collaborations with foreign organizations, NGOs, foundations, and so on, would be critical. The authors also found that, in order to eliminate or decrease unemployment in Nigeria, a stronger focus on TVE is required. Without an efficient and successful TVE program, no significant youth employment program can be established. The promotion of the TVE program will result in the production of wealth, employment, and a long-term source of income.

Oviawe et al (2017) define TVET (Technical Vocational Education and Training) as learning and education planned policy to bring about learning that will make individuals more useful and productive in certain economic and technological tasks. To satisfy the need for competent people in the twenty-first century workplace, as well as to generate persons who are self-sufficient and have marketable abilities. If this is to be accomplished, TVET educational institutions must work with industry to close the talent gap. As a result, their article investigates best practices in TVET school-workplace collaboration: overcoming the skill gap to fulfill 21st-century workplace human resource demands. They also covered workplace training in TVET, the notion of workplace-school cooperation,

the necessity for workplace-school collaboration in TVET, and best practices for workplace-school collaboration: bridging the gap to fulfill the manpower demands of the twenty-first century workplace. Collaborations vary and address issues that are specific to different TVET institutions and industries, but best global practices geared toward developing alternative education programs for TVET students to gain valuable work experience with industries located within and around educational institutions are critical for meeting industry manpower needs. They list collaborative partnership, integrated curriculum, technological advances, adaptable friendly workers (industry based supervisor), comprehensive career guidance, work-based learning, and a step-by-step approach as key elements of a smooth transition of school classroom theories to work practice in an occupation of work. These techniques and important parts of the school-to-work transition make use of collaborative resources, connections, and activities to provide alternatives to classroom theoretical training that prepare students for manpower demands in 21st-century industries.

Okoye and Okwelle (2014) explore TVET as a strategy for global competitiveness for Nigerian society. TVET has been argued on national and international forums that it gives the required marketable skills and attitudes for optimal job performance. Some reform initiatives to expand on the inherent strength of TVET systems have been enthusiastically pursued in various countries throughout the world, including Nigeria. In response to emerging worldwide challenges on economic productivity, the writers investigated the national TVET system. TVET defined, TVET reform standard and adaptability, TVET and the state of the art in Nigeria, unemployment level and reasons in Nigeria, idea transformation as a mechanism for skill acquisition, and why few enrollment in TVET Programs served as a guide in the discussion. Some suggestions for upgrading Nigeria's TVET system for global competitiveness were made based on the analysis presented in this study. Varied nations have taken different approaches to the dual system. Some nations compel students to participate in training while others give training to students (graduates) after they have completed their school years; the majority of these countries have attained relative economic stability, a productive labor force, and an enhanced gross domestic product. The development of TVET programs will result in poverty elimination, a more disciplined society, wealth production, and a decrease in the

country's unemployment rate. Finally, the authors recommend that a one- or two-year internship (apprenticeship) skills training scheme be introduced and made mandatory for graduates and other tertiary education graduates; society should also be reoriented in their social belief structure, particularly on their erroneous belief that TVET is for educationally poor students; and teachers of technology should make an effort to link technology theory and mathematician theory.

Okolie and Ogbaekirigwe (2014) assess how countries can improve entrepreneurship drive in their industries by VET training and also improve the quality of their human resources. Institutions all over the globe are being urged to prepare their students for tomorrow's occupations, to develop them into innovative, responsible citizens who contribute to their countries' economic growth and development, and vocational education training plays a critical part in this process. Because of its interdisciplinary character and obvious connections to the workplace, vocational education is one of the parts of education that contributes the most to the training of skilled labor, providing both young people and adults with the information needed to practice a trade. It is a passport to work and a chance for social progress for many. However, preparing a sufficient number of individuals with the proper skills to satisfy labor market needs is a major difficulty in this area of education, which encourages entrepreneurial growth. As a result, this study discusses entrepreneurial growth via vocational education. It also discussed its functions in the acquisition of skills and the growth of workforce in a growing economy. The principles of skill acquisition and manpower development were examined. Okolie and Ogbaekirigwe (2014) have noted the many problems that face vocational education training, which has an impact on entrepreneurial growth, and provide recommendations for moving ahead. Many developing nations have a variety of natural resource endowments, some of which have yet to be recognized. What is now required is the construction of an efficient system of vocational education training so that workforce is capable of using the entrepreneurship development program to fully harness the nations' tremendous potential. Effective vocational education training, which will give many options for graduates to be entrepreneurs and self-reliant, is the path to technical, industrial, and economic growth. However, the government should offer sufficient funds in the form of grants to vocational training graduates and entrepreneurs who want to start

small businesses. To lift people out of poverty and hunger, it is necessary to reduce unemployment, which entails providing them with the necessary skills, attitudes, and knowledge to be employed or self-sufficient in the workplace.

According to Okafor (2011), the VET industry in Nigeria is undervalued; yet, investing in and growing VET education in Nigeria would assist to establish a stable labor market and minimize young unemployment. Technical education, as defined by Nigeria's National Policy on Education, is concerned with the development of high-quality technological human resources aimed at creating a national pool of qualified and self-sufficient artisans, technicians, and technologists in technical and vocational domains. Competency-based skill development and good scientific knowledge are two essential concepts that spring to mind when thinking about this form of education. It was essential necessary to restructure the country's Technical and Vocational Education system to provide for these objectives in order to deal with the demands of a rapidly rising economy, to ramp up job creation, and to address the difficulties of globalization. In order to achieve considerable progress in terms of national growth and job creation, the article evaluated the contributions of this often overlooked but necessary educational sector.

Okafor (2011) also provided some significant proposals for the issue of VET implementation and investment. They argue that detailed manpower analyses and forecasts should precede plans for VTE, that vocational education need not be purely vocational and technical, but should also include general skills and attributes that are useful across a wide range of occupations, that it is critical to examine which vocational and technical skills need to be provided in schools versus which in training institutions and enterprise-based organizations, and that government participation in VTE should be encouraged.

According to Okoye (2013), the VET system is generally recognized as an educational system that is designed to develop competent workers who can compete and flourish in a fast changing environment while also improving a country's economy. Many people believe that the TVET system in Nigeria and many other nations is in crisis or urgently need help. The Private Public Partnership (PPP) is seen as an alternate option for addressing the issues that this critical education system faces. As a result, this study aims

to contribute to the existing literature on PPP in TVET by looking at how to conceptualize PPP and its relative relevance in economic development, as well as how to reform TVET in Nigeria for technical progress and economic growth via PPP partnership. The limitations of TVET as a tool for economic growth in Nigeria were also discussed. Recommendations for adequate PPP engagement in Nigeria's TVET system in order to maximize the country's economic potential.

Finally, Okoye (2013) recognizes that TVET education has several obstacles and limits, not just in Nigeria but around the globe. One of the primary issues is the image of TVET and the lack of financing for TVET. The work's highlights demonstrate that a private-public partnership (PPP) in TVET matters will undoubtedly make a difference if any country adopts the system in favor of TVET. User fees have been identified as one of the most effective strategies for managing and revitalizing TVET in any country. It should be highlighted that TVET is critical for every country's technical improvement and economic prosperity. Exerpts also show that a nation's long-term well-being is dependent on the economic viability of its citizens, and that providing quality training and support to youths through a partnership collaboration between the private and public sectors is an important element in enhancing the state's financial potentiality. Partnership engagement in the provision of technical and vocational education (TVET) is thought to make the difference. Adequate TVET education enables the development of a trained workforce with the knowledge and attitudes required for a professional vocation.

Tarman and Yigit (2013) emphasized the need of a good education in order to make the work force more competitive. The authors want to discover how successful education changes might enhance the Turkish labor force by evaluating current data from the Ministry of Education, OECD studies, and Turkish Employment Organization (KUR). The content/item analysis of massive quantitative data gathered from the "Strengthening the Vocational Education and Training System in Turkey" (SVET) survey is the focus of this qualitative research study. They feel that a good economy and education system are linked, and that having a strong economic and education system is far more crucial for Turkey as a candidate nation for the European Union (EU). As a result, the authors argue that vocational and technical schools must undergo significant adjustments in order to

maintain a vibrant economy. As a result, the OECD published an initial study "to assist governments in shaping policies to ensure that they teach the proper mix of skills to meet labor market demands, that they adequately educate their teachers and trainers, and that they make full and effective use of workplace training." In addition, nations must actively include businesses and labor unions in the drafting and implementation of policies." Turkey should also carefully evaluate this research, since Turkey's vocational education system has significant flaws that must be corrected in order to improve the country's living standards. They looked at a lot of data, and the results reveal that the Turkish labor market and vocational education system are in desperate need of improvement. Under EU initiatives, substantial funding (165 million Euro) has been granted in the areas of basic education and vocational education and training. In 2009, this aid included policy guidance, curriculum creation, and investments in equipment and infrastructure. As a result, further research is required to examine this financial assistance and its impacts from both an internal and external viewpoint.

McGrath and Powell (2016) argue for a continuous improvement of VET learning schemes and policies. There have been requests to restructure VET and development. This double demand prompts us to consider how skills development may best support growth that is both socially equitable and environmentally sustainable for people, communities, and the planet. In considering this question, they argue that the concept of green skills for the green economy is insufficient for achieving a transformed and transformative VET that shifts the focus from economic growth to individual well-being and allows vocational education to challenge and transform society and work. Rather, they suggested that human growth and sustainable development are inextricably linked, and that VET should be planned and evaluated accordingly. Such an approach must be based on a decent, life-enhancing, solidaristic, ecologically conscious, and intergenerationally aware vision of work and hence skills for employment. It must face the fact that much present VET contributes to the preparation of individuals for jobs that lack some or all of these criteria. It must be concerned about poverty, inequality, and injustice, and work to eliminate them. It must be respectful of people's agency while also reflecting a close examination of the systems that all too frequently limit them. All of this must be done while minimizing the costs and hazards of any transition for the poor, with the goal of integrating them into

better individual and community life rather than pushing them out. Finally, it must reshape skills, work, and the planet in ways that are really sustainable not just for today's people but also for future generations.

Theoretical Framework

Globalization is without a doubt one of the most contentious subjects of our day. The advocates of the system are extremely enthusiastic, but those who oppose it are quite concerned. In reality, defining globalization appears to be difficult. Nonetheless, the United Nations' definition, division of economic and social affairs (2001), is widely accepted: "Globalization is an increasing flow of goods, services, capital, ideas, information, and people between countries, resulting in national cross-border integration of a variety of economic, social, and cultural activities."

Meenu (2013) highlight sectors impacted by globalization including trade, technology, entrepreneurship, social interactions on a global level, economic growth, productivity, information communications, social, cultural and political structures. Due to the impact of globalization on our daily operations, businesses also see significant opportunity in regionally diverse supply chains. Businesses clearly need to rethink their systems and learning cultures in order to become the dynamic, adaptable, and responsive organizations that they need to be (Quilter, 2000). This is very true in the sense that the world is keeping on changing with new information and technologies coming in every day so there is a need to adapt to the new system. To compete with international market principles and practices, as well as face global difficulties, we must clearly improve vocational education and training instruction based on curriculum design with particular features. It is critical that policymakers, educators, and educational researchers work together to "modernize" Technical and Vocational Education and Training (TVET) programs based on new curriculum developed after significant market research. This article will present and discuss the results of empirical research on the right design of curriculum for technical and vocational education and training, emphasizing the need of a structured curriculum based on real-world needs analysis.

Vocational Education Training

It comes in a variety of shapes and sizes, and is possibly the least unified of the educational sectors. It has long been crucial to developing the kinds of capacities that societies and communities require, contributed to individual development, and served a variety of particular educational purposes not handled by other education sectors. It also has the best potential to involve the biggest range of learners inside its programs, institutions, and experiences in its current incarnations in many countries (Billett, 2011). This implies that vocational educational training is a vital type of education because it actually deals with what society needs as well as what it expects. When a society sends students to school it expects these students to transform society in various areas of specialization after they complete their education. VET offers the basic knowledge of the subject area which in other words can be called an apprenticeship. It is also very important because it's a combination of work and learning and it teaches students the skills which are directly related to work. It is also defined as education and training which equips people with knowledge, know-how, skills and or competencies required in particular occupations or more broadly in the labor market (Cedefop et al, 2014). VET plays a key role in skill development as it allows students to gain practical skills in their area of specialization and equips them in the real world, with real job opportunities to boost their careers. It is a type of education offered by highly specialized schools or colleges. In this regard, it is therefore imperative that VET equips the students with the necessary skills that are required in our day-to-day lives in our societies. This is supported by Brockman et al (2008) when they say VET is associated with the social development of labor. Moodie (2008) further defines it as the development and application of knowledge and skills for middle-level occupations needed by society from time to time. In simple terminology, VET imparts a hands-on type of approach to the students which is very important to any country or society in its endeavor to boost its economy. Therefore products from these colleges are a vital component of developmental issues in society. Society does not exist in isolation of the whole country or nation thus development in a society has a bearing in the development of the entire nation. When the entire nation develops ultimately this affects the economic growth of the whole country. Education combined with training in productive work is very important for economic growth and social development. In

general, VET is provided by very highly specialized schools or colleges that produce very knowledgeable laborers. VET enables students to find passion and to pursue it and ultimately produce a meaningful and valuable outcome. It brings students into the trade of their choice. Vocational education training is sometimes referred to as career grooming or as technical education that adds value to the aspiration of the students as more emphasis is put on the practical aspect of the program. VET allows students to acquire and transfer innovative and individual developmental skills as well as specific skills to the desired job role. Most interestingly, vocational education helps students to realize their hidden potentials, this is enhanced by the practical approach which is involved in it. VET is regarded as an instrument for enhancing productivity and mitigating poverty in any nation. Countries like Germany, Cambodia, China and Oman to mention a few have since resorted to investing in VET in order to boost their economic growth. A skilled workforce is a major component of sound economic growth. It is therefore very paramount for any Country on the globe to invest in VET because it plays the center stage in producing semi-skilled and skilled workforce which are a major part of economic growth. In order to produce a workforce with skills and knowledge governments are increasingly turning to Vocational Training. Countries like the United Kingdom have opened up new vocational training opportunities. Children as young as fourteen years are enrolled in these centers. Vocational is one way of finding a job however academic studies also lead to employment but it's still fine to do work experience and formal training alongside academic education. Vocational can also offer training for people who are already employed to upgrade themselves to improve their chances of moving up the ladder.

Investment in human resources through education, training and other forms of learning is essential in achieving smart, sustainable and inclusive economic growth. It is interesting to note that about half of all jobs in the 21st century require a minimum level of qualification, which will often in most cases obtained by some form of VET. There are some challenges that can be experienced by countries that offer VET. Some countries experience problems amongst the institutions, the legislation (government) and practice which will result in preventing coordination and cohesion within VET whilst on another note some countries lack sufficient institutional arrangements to develop and improve VET activities.

VET is designed to prepare individuals for vocational or specialized occupations and so it is directly linked with a nation's productivity and competitiveness and is restricted to non-university education (Comford, 2005). VET refers to general or vocational education and training that takes place in the early stages of education, usually before entering the workforce. Some training completed after entering the workforce, such as retraining, may be considered initial training. In general or vocational (full-time school-based or alternate training) paths, or apprenticeship, initial education and training can be completed at any level (Grubb and Ryan, 1999). VET has many benefits that can be categorized into two basic entities which are economic and social benefits. Under economics, we have benefits such as economic growth, labor market, firm's performance, employees' productivity, employment opportunities and professional and career development. On another hand, we have social benefits such as social cohesion, integration benefits, life satisfaction, crime reduction and individual motivation to mention a few. These are some prominent social and economic benefits that can be experienced from implementing VET and they have a bearing on economic growth. If there are great job opportunities, productivity, social cohesion and satisfaction and specialization eventually, this will lead to a high positive economic turnaround (economic growth). The main outcomes that can be experienced by countries that have adopted VET are opportunities to acquire qualifications for all levels of jobs (specialization), high participation in the labor market, providing chances for those who want to advance in their professional hierarchy. Individuals can improve their work opportunities and professional qualifications. New job opportunities will lead to positive economic and social benefits, which can also lead to economic autonomy which will ultimately impact greatly on economic growth. There is a strong relationship between job opportunities, employment growth and VET since people who participate in training programs are less likely to remain in the same job or in the same level of employment.

In summary, Vocational Education and Training is an academic Model that teaches and trains students in skills related to specific trades and occupations. The distinction between VET and conventional Higher Education is that while higher education teaches theoretical knowledge and broad scopes of topics, VET is focused on applied skills into specific careers and vocations.

Vocational Education in Oman

Historically, Vocational Education in Oman started as early as 1967 when the Petroleum Development of Oman (PDO) established an institute in Muscat to train staff in administration and technical departments respectively. This was in order to produce a skilled labor force in various specific levels of managing oil exploration, extraction and export operations. Vocational education was advanced as there was an urgent need for an Oman workforce that was trained in various professions to enhance the national economy and achieve rapid development (economic growth) and this led to the special attention given to education in its totality, the academic, technical and vocational training. A special emphasis was given to the citizens to be involved. In order to emphasize the importance of developing the vocational education and training system and its role in meeting the developmental needs in Oman, according to Royal Decree (22/75), a council called “Vocational Training Council” was established in the Ministry of Social Affairs and Labor. This council was mandated to look into three aspects –the country’s needs for trained manpower in each specialty, planning vocational training programs to meet the country’s main power and proposing ways and possibilities for financing vocational training programs and setting the required levels for training programs. The government of Oman under His Majesty Sultan Oaboos, gave interest in education and the development of national human resources by restructuring the Education and Vocational Training Council to be under his presidency by Royal Decree No 4/78. The interest for developing Vocational Education to produce graduates that are directly linked to the labor market and labor industry of Oman.

The government of Oman has rehabilitated institutes of Vocational Educational Training to provide vocational training to groups of young people who completed basic education up to the tenth, eleventh and twelfth grades and to a number of students who obtained a general education diploma and did not have access to job opportunities.

Vocational training institutes are government-run training institutions that show the government’s commitment to training and qualifying the national workforce. Education and vocational training council are all headed by the Minister of Education in accordance with Royal Decree No 43/77, duties of the council include setting objectives

of education policies and linking them to the goals and policy of vocational training and the needs of the national economy within the framework of development plans. Like any other country, Oman has tried its best to promote the type of education that contributes to the economic turnaround through investing in Vocational Education Training. The type of education being offered in Oman is very relevant as it equips students with the skills suitable for various job opportunities. Practical skills are key towards sound development and VET in Oman is responsible for providing such.

In summary, VET started in Oman in around 1967 and has developed continuously leading to the creation of the Vocational Training Council prioritized with educating a national workforce to saturate the job market.

Administration

Administration is a key component in any organization. Administration refers to a number or a group of people who are usually in charge or in control of an institution responsible for formulating and enforcing rules and regulations within that organization. For any organization to thrive and to be successful and to realize its expected outcomes there must be a well-functioning proper administration. Administration is a crankshaft or the central component of an organization as it regulates, monitors, and moderates all the activities taking place within that institution. It sets the culture, tone and strategies for the organization to achieve its intended outcomes. Policies and systems employed by the organization are formulated by the administration. Poor administration usually results in poor and undesirable outcomes. There is a strong relationship between the administration and national economic growth at whatever level in any country on the globe. The two are intertwined with each other they complement each other. A good administration fosters the promotion of development-oriented policies that support productive activities, job opportunities, entrepreneurship, and innovation and encourages business enterprises from small to medium through availing of financial services. It is the administration that formulates strategies in an organization and sees to it that these strategies are adhered to. The main point underlying proper strategies is to achieve important goals and subsequently create public value (Moore,1995) Thus strategy formulation must be

connected to set objectives and goals which ultimately be hinged to the implementation. For an organization to achieve set goals and objectives the administration must carefully strategize ways and means of obtaining the desired outcomes. Strategizing includes steps to be taken, formulation, and implementation. For this to be achieved an organization should have a proper organizational structure, systems, and processes and above all the aspect of strategic leadership that facilitates successful implementation (the administration). Administration also clarifies how aspirations can be achieved in a given context taking into account current or needed capabilities. This can be done through holding meetings, workshops, and in-service courses for the labor force. The quality of strategy should thus be judged by the nature of the aspirations, the capabilities needed to meet the aspirations and how well the aspirations and capabilities are linked within the given context (Bryson, Ackermann & Eden, 2007) The function of administration is to ensure that an organization or partnership fulfills its purpose, achieves its intended outcomes, for citizens and service users and operates in an effective efficient and ethical manner. Therefore, for all these to be realized proper strategies must be put in place by the administration. Effective administration applies cooperation or partnership in which it works collaboratively with a lower level of public and private sectors through democratic transparent and participative processes. It also monitors every structure of the system whether it performs its mandatory duty in the most appropriate manner. Those failing to uphold these strategies would be brought to book either by summoned for a hearing or even by being chucked off from the organization.

According to Stephen and Ethan (2008), there is evidence that the quality of human resources, measured by academic achievement or by the level of education and the quality of skills acquired by individuals is positively correlated to the income of an individual, productivity and economic growth. A country that supports its education system through the building of new schools that are well equipped with modern technology, new colleges and universities that move with the contemporary world trends, paying of salaries to the teaching and lecturing staff satisfactorily, financing research, sending students to other countries on exchange programs to mention a few tend to have a pleasant economic growth. In other words, we can conclude that an increase in government expenditure towards education usually results in an increase in the quality and quantity of human

capital which is a fundamental component of economic growth. However, there are other factors that affect economic growth besides education such as politics, international relationships, governance issues and social contact. No country operates in isolation from other countries, there is a need to engage other nations in terms of ideas, policies, curriculum welfare of students and teaching staff. All these are made possible by the nature of politics and governance issues. Lee (2010) in his investigation on how education impacts economic growth revealed that education helps to accelerate growth in a cross-sectional of economics once continental dummies are being controlled for. However, Eric and Ludger (2007) in their study emphasized the role of quality of education, rather than just school attainment. The type of curriculum matters most since it must give an orientation staff to the students so as to kick start an appreciation of the careers that help in the economic transformation of that particular country.

In summary, academic administration is a branch of academic institutions focused on maintain and supervising the academic models used in the institution. They are in charge of student's admissions, academic personnel management, external communications etc.

Administration in Oman

Administration plays a pivotal role in any organization or institution for effective execution of duties and responsibilities within that entity. The nature of administration reflects a lot on the outcomes or end product of any organization. In Oman, VET is headed by the Minister of Education who reports to the government. The executive is the highest decision-making board of the land and as such the administration operates in a hierarchical order. The principals or heads of these VET institutions report to the Minister of education who will also report to the government then to His Majesty respectively.

Administration in Oman focuses on goal achievement, provides vision and is always on alert on what is happening around the world in order to meet the global trends. Like any other country, Oman's administration plays a critical role through various platforms such as policy formulation, capacity building through conducting workshops and research, all in the hope of promoting economic growth.

The administration of Oman coordinates how people relate to each other, crafts strategies and programs that help in enhancing economic growth and it has shown its commitment to promoting VET through availing finances in these institutions. Oman administration has shown its seriousness in VET by proposing reforms that improve development and putting in place measures through evaluating all the products and outcomes from its institutions around the nation. The administration is trying to satisfactorily pay its workers decently in order to boost their morale. A happy and satisfied workforce discharges its duties efficiently which ultimately enables them to buy whatever product they want. The administration is doing its best to create a conducive environment that promotes economic growth.

In summary, Oman's goal oriented administration paradigm is also evident in its VET programs and they continue to evolve to achieve their goals.

Economic Growth

Economic growth can be referred to as the constant or continually increasing volume of production in a nation. This can be realized in the country's gross domestic product. Economic development entails the economic growth of a country and can be measured in quantitative and qualitative changes in the economic structures such as new sectors, industries and new job opportunities. These are indicators that show economic growth in a country. Also, it can be seen when a society has the ability to achieve its goals usually related to economic development in order to achieve all societal needs. An increase in output per capita in economic theory is expressed as economic growth. Economic growth or development refers to the greater and more effective involvement of the economy of a country in the international economy. This, therefore, implies that economic growth must be realized, seen and must be contributing to the international economy (Altbach et al, 2010). If a country's economic growth can be felt by other countries near or far in terms of trade, exportation, and importation or exchange programs in the vocational education system thus contributing to the international economy. In real terms, an increase in export contributes significantly to an increase of economic growth. This view is supported by Ricardo in his study in 1817 when he notes that trade facilitates

product output with comparative advantages which results in the country's high level of national wealth. From what has been said above we note that an expansion in exportation usually results in positive economic growth. It is therefore paramount for the national administration to create conducive trade environments or relationships with other nations which will promote exporting and importing. This can only be possible if quality products are produced as well as the adoption of favorable national policies that encourage trade among investors in and out of the country. This can be done through giving incentives to investment growth and to the advancement of technological aspects. Tyler (1981) avers that exports and investment are the main determinants of economic growth. In other words, Tyler is saying for any country to realize economic growth it has to export, import and provide suitable conditions for investment. Current economic theories emphasize mostly the importance of investments, human capital and physical elements of economic growth. Thus Oman as a country that is going contemporary in the world of globalization has invested heavily in Vocational Education Training in order to produce well-skilled human capital who will contribute immensely in the turning around of the national economy. Knight et al (1993) and Nelson and Singh (1994) confirm clearly that public investment in infrastructure, human capital and education have an important and significant influence on economic growth. In this regard, Oman is on the right track.

Economic Growth and VET

Economic growth and VET usually complement each other. VET is a type of education that is commonly associated with producing people who are skilled in various job opportunities. Students in VET are taught real job experience which enables them to become specialists. Specialists in various institutions, departments and job areas normally turn around the economy towards a positive direction. A good way of enhancing economic growth is through educational development. If a country needs to turn around its economy, it has to improve its education system. Education is often regarded as the most common and direct remedy to redeem people from abject poverty. In other words, VET is a kind of education that is translated into practical reality in the job market. VET should prepare young people for specific jobs, more broadly for a changing, dynamic and global labor market and/or for citizenship in the 21st-century democracies (OECD, 2010; Pring,

2007). VET should not be looked as a single entity as it overlaps with other components of education and training systems in many spheres and this led to Cedefop (2014) to define it as “education and training which aim to equip people with knowledge, know-how, skills and/or competencies required in particular occupations or more broadly in the labor market”. If a country has a competent and specialized workforce alongside good policies good educational systems, it becomes easier for it to develop its economic growth. However, some countries do not have sufficient institutional arrangements or programs to enhance and improve VET they consider it to be a valid component in their strategies in the long-term development in the economic field.

There is a need to improve the capabilities and skills of the present labor force to advance professional development (Anon, 2017). VET is very relevant because it does not provide education and training to students straight from schools only, it gives opportunities for those already working to advance and to develop their skills. New technology needs new knowledge. Policymakers in some countries have established adult education to cater for those already employed to access skills and knowledge that go hand in hand with the new technological advancement. In order to enhance the ability and competence at work, professional skills and career development support should focus on the image of employment to create positive choices (Stacey, 2015)

VET is seen by many countries as a mechanism by which poverty and underdevelopment can be eradicated as it increases productivity. A skilled workforce is a major asset that impacts economic growth in many countries. VET contributes to workers’ capabilities to promote continuous innovation and improvement in the workplace, it may be the backbone of a countries innovation system. A knowledgeable workforce bears pleasant outcomes in the field of an economic turnaround. Those countries that invest a lot of money in education that is primary, secondary, tertiary as well as VET are usually at an advantage with regards to the economic growth rate. Oman has moved a step further in promoting economic growth through investing in VET. There is a need for VET to operate in consultation with the industrial market as this helps in strengthening the relationship between them so as to create a better understanding in meeting the industrial standards. VET provides benefits for employer organizations and individual workers

alike, giving center stage to the question such as who contributes how much to the cost of VET and how benefits are distributed across the industrial divide (Becker, 1994). The type of curriculum offered by the education system matters most from as early as primary, secondary and tertiary respectively. Countries such as the UK, Germany to mention a few have since introduced VET as early as in primary schools. Self and Grabowski (2004) have the view that changes in education are to a larger extent responsible for changes in economic growth. This implies that basic concepts of VET are introduced so early and it helps them to master very well what they want to do in their future. Children are given the opportunity of choosing their careers in the infant stage which makes them specialists in the near future. Choosing their area of interest at the primary level will make them pursue that career up to the tertiary level and as such countries that apply such curriculum have sound economies as well as specialists in various fields of employment.

In summary, economic growth can be achieved by heavy investments in the education of the national workforce. Especially in VET where the students are equipped with the applied knowledge and skills and can actively innovate and continue to improve already existing processes. If a country can produce a skilled educated workforce, their economy can also improve by the contributions of this workforce.

Economic Growth and Administration

Economic growth and administration cannot be separated from each other. There is a strong relationship between the two. Poor and weak administration cannot produce the intended outcomes in an organization. Economic growth is usually evaluated by the theories and strategies applied by the administration. The success of economic growth is to a greater extent influenced by the nature of administration. However, there are also other factors such as politics, cultures, type of education, beliefs and so forth that can affect economic growth. Economic growth or economic success cannot be realized without considering what the administration is offering. Administration has a strong mandate in both making and implementing developmental policies and strategies to enhance productivity. National administration must have a wider knowledge about its citizens in order to control and guide the public by providing the required public services

for their needs. It is in this regard that Oman is visionary and which can predict the future adopted the culture of investing in education in order to equip its citizens with the necessary skills which can be used to enhance economic growth. The 2030 Agenda for Sustainable Development mantra aiming at leaving no one behind applies to all countries and all nations and all people on earth. Every part of society on the globe has to adopt this, whether poor, middle income, or rich to promote inclusive prosperity in order to eradicate poverty by applying strategies that enhance economic growth. If a country has sound economic growth, it can address a variety of social needs like health issues, education, job opportunities, and social protection to mention a few which will ultimately promote sustainable economic growth. Good administration promotes a high economic growth rate which brings about sustainable development. On another note economic growth can be negatively or positively affected by the political situation on the ground. When the political landscape is tense and not favorable in terms of how the country is governed, in most cases this will not promote economic growth. If government policies are not investment-friendly, do not promote entrepreneurship or do not promote direct foreign investment, economic growth might be hampered immensely. In this regard, administration plays a key component in turning around the economy in a country. Administration must be focused, goal-oriented, visionary (being able to see beyond the present), and vigilant in order to embrace current trends in the world of economy. Formulation of positive policies by the executive is critical towards promoting economic growth. Governance and administration are two in one as their role is seen in driving the localization and accelerated of public sector capacity to support sustainable local development which will eventually promote economic growth rate. Naturally, the world is not static as there are rapid changes at various levels, global, national and local and this calls for innovations and new administrative dynamism to the world's trends. A government that is adamant about resisting changes taking place on the globe usually stays behind and in most cases the rate of development of that particular nation is slow. Administration is the rule of the game of economic growth endeavors. It coordinates how people are related to each other. It is the administration that proposes reforms to improve development, coordinates research programs that have to do with boosting economic growth. The administration measures economic growth by evaluating all the products

from various institutions within its boundaries periodically. The administration has to satisfy its workers in order to maximize production. When people earn more money they buy more products and services and the economy grows. Economic growth and contentment have the same value. When workers are happy with their employers they tend to work harder and in doing so they will enhance an increase in production. For the economy to grow a country has to have money and its GDP (Gross Domestic Product) has to increase as well. Natural, physical (technology), human and institutional factors are key to economic growth. The quality of human capital impacts a lot on the product in any institution as well as physical factors that include technological know-how. Knowledge about anything is crucial. Economic growth may be improved by the quality of knowledge applied in doing things.

In summary, a good administration is needed for any organization or country to achieve its goals; in context of this research, administration should create economic growth. While economic growth can be impacted by several factors, administration and academics can play a huge role in the economic growth of a country.

Chapter Summary

The chapter focused on literature view and the theoretical framework guiding the research study. The chapter has looked at the fundamental concepts relating the impact of education and administration in VET on economic growth rate of Oman. The history of Vocational Education Training in Oman was outlined, conceptualization of VET was also elaborated. Administration as a component of economic growth in general and administration with particular focus to Oman's economic growth was examined. The link between economic growth and VET was also explained.

CHAPTER 3

Research Methodology

This chapter discusses the research methodology of the thesis, it will also presents the methods and procedures that were used in the data collection process, the research design, area of study, population and the sample which the researcher worked with. The chapter further focuses on sampling technique, validity, reliability and ethical considerations. Qualitative research methodology was adopted for this research and supplemented with extensive literature reviews. This research was designed and constructed in guidelines of the University requirements and the researcher ensured that the ethical rules were followed and avoided bias in the research.

Model Development

There is plenty of anecdotal and correlational evidence that education and economic growth are linked, but the data points in a number of different directions. If one favors the education-innovation link, for example, one may compare Europe and the United States in recent years and see that Europe has progressed more slowly. According to Sapir (2003) and Camdessus (2004), the European Union's relatively low expenditure of 1.1 percent of GDP in higher education, compared to 3 percent in the United States, may have contributed to the slower growth. One might also look at studies like Scherer and Hue (1992), which used data from 221 companies from 1970 to 1985 to indicate that companies with high-tech leaders spend more money on research and development, which leads to innovations. If one believes in imitation or other routes via which education influences growth, one can notice that Europe expanded faster than the United States in the thirty years following WWII, while investing mostly in public education. Similarly, the "Asian Miracle" (strong productive capacity growth in Asian countries such as South Korea) is linked to primary and secondary school spending rather than higher education spending. Krueger and Lindahl (2001) conclude from cross-country correlations that "generally, education is statistically significant and positively associated with subsequent growth only for the countries with the lowest education." Evidently, the education-growth relationship is not so straightforward that one may safely anticipate growth by computing

average years of schooling in a state. It is however not always the case that just education enhances economic growth, the most fundamental aspect of development is the nature of education being offered. There is a need to research these topics with regards to what type of education offers the best skills and knowledge that may be required in job industry. That is why VET is crucial. It offers the rightful education that imparts skills and knowledge onto the students which are directed needed in the job market. Human capital theory has been used to investigate the economic benefits of schooling (Becker, 1964; Mincer, 1974). Many studies provide data of the returns on an investment in education for people. Another body of research is to establish and quantify the causal relationship between education investment and economic growth at the national level. However, the consequences of educational investment must manifest at the level of enterprises and economic sectors in order to transfer individual advantages into national economic growth. One of the most important ways in which education investments translate into economic growth is through productivity and business or sector growth, as well as additional channels such as the creation of social capital and health outcomes. VET's distinctive role is especially important for businesses and economic sectors. General education is expected to have a significant impact on national economic growth through 'soft' variables like social capital, whereas VET has a more direct impact on productivity, and hence on economic advantages that can be measured at the company or sector level.

Knowledge about the training that ensures the greatest returns, and the factors these returns depend on is valuable for the future of economic sectors and firms. The question about the economic benefits of VET to firms and economic sectors is of great practical relevance. Better information regarding the returns on investment in VET is a useful tool for decision-makers at the corporate level. At the sector level, actors involved in the organization and financing of VET (business organizations, social partners, the State) need to know the extent and nature of the benefits of VET to organize its provision efficiently.

Blundell et al. (1999) and Wilson and Briscoe (2004) are also reviewed in this study. In their literature, the term 'general education' refers to subjects that are not directly

related to specific occupations and hence differ from vocational education. The word 'general education' has a completely distinct meaning in human capital theory. In this application, it refers to education in disciplines that are valuable to a variety of businesses, as opposed to specific training that is solely useful to one. This implies that VET is, at least partly, general. There is a need for the trio (curriculum or policy planners, VET management, and the government) to regularly meet and review new technologies, new curriculum and innovations on how to move the country forward with regards to global trends. From the literature reviewed, there is a close link between the nature and type of education offered by a country and its economic growth. Education plays a pivotal role in transforming the economy of any nation in that, it is what is offered by education that has a bearing on the job market. Since education is the center of progress and development, the need arises to create a generation that is well equipped with knowledge, skills, responsibility and experience, and for that to take place there must be a regular assessment of the educational policies in order to achieve the intended goals and objectives so that employment opportunities are availed to both public and private sectors. Educational output must be correctly linked to the job industry and job market. Subsequently, Oman as a nation keeps on revising its educational policies, plans and programs in order to keep pace with current changes that are taking place globally. Literature consulted revealed that there is a close relationship between education and economic growth and of course with proper management (administration) and the correct subjects (curriculum).

Related Studies on Education and Economy

Hanushek and Woessmann (2010) discuss economic development, its influence on society's future well-being, however they state that many countries have struggled to influence it. Long-run increase in gross domestic product (GDP) is mostly controlled by the skills of a nation's population, according to empirical examination of disparities in growth rates. Furthermore, standardized examinations of cognitive accomplishment may easily assess the essential abilities. International measurements of math and scientific abilities may explain for three-quarters of the difference in GDP per capita development across nations between 1960 and 2000. The link between aggregate cognitive abilities, often known as a country's knowledge capital, and long-run growth rate is very strong.

There are legitimate concerns concerning the causality of the knowledge capital–growth link. While it is hard to give definitive proof of causation, the available data suggests that altering the population's abilities will result in better growth rates. If future GDP is forecasted using the historical growth connection, the findings show that even small efforts to raise all pupils to minimum standards would result in massive economic advantages. Improvements in school quality provide significant long-term advantages. Existing research is uncertain on the best strategy to increase school quality. However, a number of developed and developing nations have shown that progress is feasible. Nilsson (2010) reviews policy implementations for VET as a sustainable means for economic growth because of its high human capital production and improving social inclusion. He also suggests that reforming VET systems has not been adequate, and bringing about the required institutional change has been challenging, the impacts on social inclusion are questionable. Noorudin (2017) discusses the current state of Technical and Vocational Education and Training (TVET) in Pakistan for economic progress. It examined the current state of vocational training, as well as associated policies and practices, and presented a policy based on the basic input, process, and output paradigm. The inputs are primarily aimed at emphasizing and matching TVET demand and supply.

Considering that there is education can impact economic growth, at what level can VET impact the economic growth. This core question is the basis for this research and the research is designed to answer these questions by interviewing and discussing with the people directly involved or participating in VET.

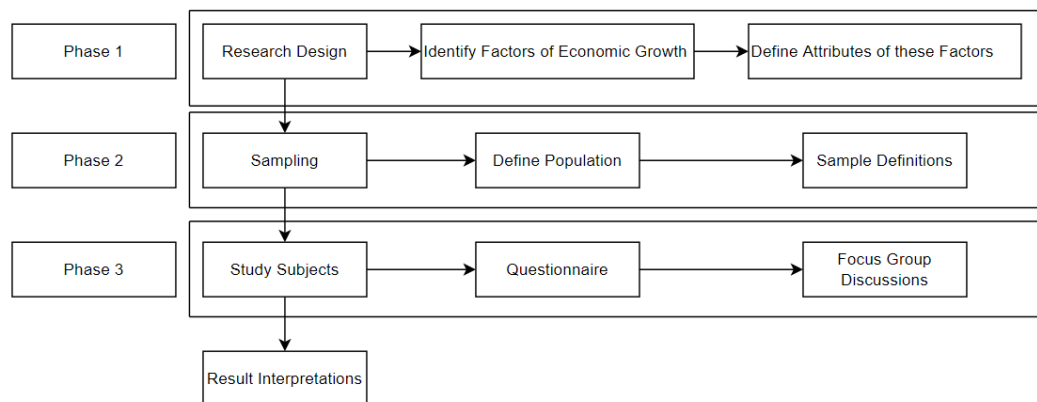
Research Design

A good research uses the most appropriate design and matches it with the best instruments to ensure reliability, validity of results or outcome. Research design are laid down strategies for planning and organizing a research. The term research design refers to how the researcher puts a research study together to answer a question or a set of questions and it works as a systematic plan outlining the study, the researcher's method of data compilation, details of how the research arrived at its conclusions and the limitation of the research. Cohen and Manion (2007) define research design as an

exposition on an overall plan or how the research executes the formulated research questions. A summary of all these definitions implies that a research design is an overall plan which deals with how a research is conducted. It shows data gathering techniques and procedures, the device of the sample and how data is interpreted and analyzed. Therefore this research methodology is a qualitative research design. Qualitative research method is a method that puts emphasis on objective measured by data collected from selected participants. The data can be collected using questionnaires, interviews, observations or focus group discussions. It also presents a given hypothetical situational in terms of description. Data can be explored to describe a phenomena in a general way. Its major significance is to evaluate facts raised and make predictions. Qualitative analysis is considered a better approach in making a generalized informed decision on a phenomena. Qualitative analysis embraces descriptive surveys. Descriptive surveys according Yin (2003) allows the description of variables without experience manipulation, this means that the situation is described as it occurs without being altered. Descriptive survey gives allowance to obtain firsthand information from the natural setting. The data indicate that there is an effect of education and administration on economic growth, with the presence of some variables also that have an external effect on economic growth, but our focus in this paper is on the effect of education and administration on economic growth, taking into account the basic factors for both education and administration. The researcher considered two broad inputs of economic growth which are education and administration. However, these inputs contain several attributes; education attributes include students, teachers, and infrastructure while administration attributes include human capital, policymakers, the executive, capital.

In this research the researcher analyzed the impact of education and administration of VET on the economic growth of Oman. In the first instance the researcher identified various factors affecting economic growth in general which were further classified into two basic ones which are education and administration for this study.

Figure 2

Research Model**Proposed Research Model**

The research scheme was divided into three phases. The first phase was the research design; conceptual clarification done in the previous section. An extensive literature review was carried out into three main concepts: education, administration and VET. The purpose of the literature review is to understand the scope of these topics before the research can begin. Factors that directly affect economic growth were identified from the literature and discussed in the context of administration and education. Attributes of these factors were also identified and discussed in chapter 2.

The second phase of this research is the Sampling of the study subjects. The first step was to identify the population of the study which is vocational schools across Oman. The subjects of the study were then sampled using a convenience sampling strategy. Students and Staff of these vocational schools were reached out to with informed consent of the purpose and aim of the study. Then the interviews and questionnaires were carried out.

The final phase of the research was the interview and questionnaires with the subjects. Subjects selected for the discussion were personally interviewed by the researcher with already prepared questions shown in appendix A. The subjects were interview without bias and their opinions and insights registered by the researcher. A comprehensive report of this findings is discussed in chapter 4.

Study Population

According to Joseph (2000) the term population usually refers to a total group of elements such as the people and physical entities that are of interest to the research question. According to Franked and Wallen (1996) a population is a group of interest to the researcher, to which the researcher would like to generalize the results of the study. This is target group to whom the research is best on. The target population in this research study was the eight government Vocational Education Training colleges of Oman. However, for this study only four colleges were worked with to avoid time and expenditure on the part of the researcher.

Sampling Technique

Sampling refers to the process of selecting a number of participants from a defined population as a representation of that population. In order to obtain small samples of information, the researcher used her own judgment and research objectives to select those which have information and experiences relating to the phenomenon to be researched on. A sample can be identified as a portion of the population which shows that the rest is like. Bless and Smith (2005) say that a sample is a subject of the population under study. From the above definition we can therefore say a sample is a sub set of the entire population especially in qualitative research where results of the findings can be included in the research. In this research a sample of four out of eight Vocational Educational Training colleges were selected in Oman. The sample was deemed adequate because it represented the population of the entire population concerned. There are private and government VET colleges in Oman and for the purpose of this study only four government VET colleges were targeted. Every year VET colleges send their enrolments to the Ministry of Manpower development as a requirement of the government for national record keeping.

A sample of four out of eight government colleges was targeted for this study. Permission was granted to the researcher by four VET colleges and the research objectives and questions introduced to the College Administrators. This is vital to allow the researcher familiarize and observe the VET College before the study proceeds. In each college the researcher visited, permission was given by the administrator to have access

to talk to the students in randomly selected departments. For simplicity and to reduce variables, only two departments per college were worked with as a representation of the whole college because it was not possible to work with whole institution. The researcher wrote numbers one to twelve which were picked randomly by each student from the twelve departments in each college. Students who picked numbers one to two automatically, their departments became the participants in the process. Ten volunteers from each department totaling 20 per college were worked with for data collection. The researcher was allocated a room in every college where the students were answering questions on the questionnaires. It was essential that the researcher administer the questionnaire to the subjects in order to clarify any problems raised by participants. After this process the researcher collected the questionnaires for data analysis and presentation.

For the academic and nonacademic staff, data was collected using focus group discussions. This was more beneficial because they could discuss openly without any fear, bias or prejudice. The researcher sought permission from the Principal of every college to discuss with the lecturers and nonacademic staff who were willing to be involved in the focus group discussions. The academic and nonacademic employees could air out their opinions and views freely about the impact of education (VET) and administration on Oman's economic growth. The researcher was also given a suitable room for the discussions in every college, the researcher worked with five lecturers and two nonacademic to staff, totaling seven per college, on a volunteer basis to make a total of twenty eight for the four colleges. To both participants (students and lecturers) gender was taken cognizance of. Data was collected using focus group discussions as the researcher was taking notes. The researcher chaired the discussions.

Focus Group Discussions

The study utilized focus group discussion in order to establish the impact of education and administration on economic growth of Oman. A focus group discussion is a form of a research technique in which a group of people are asked about their perception, opinions, beliefs and attitudes towards a product, service, concept, advertisements idea or package. A focus group discussion is a strategy in which a researcher gathers a group of people to discuss a given issue with the goal of eliciting the members' complicated

personal experiences, beliefs, perceptions, and attitudes via regulated interaction. (Corwall & Jewskes, 1995). Klagba (2007) defined a focus group discussion as a careful planned discussion designed to obtain perceptions in a defined area of interest in a permissive and non-threatening environment. In other words the method relies on the topic supplied by the researcher whose function is that of a moderator. This method can work with other techniques such as interviews and questionnaires.

The benefit of this preferred technique was its explicit use of group interaction to produce data and insights that would be less accessible without interaction. The researcher further identified that focus group discussion was suitable for this research because it works very well with a qualitative approach to obtain a deep understanding of social phenomena. This method aims at collecting data from a selected sample individual rather than from a statistically representative of the whole population. During the discussions the researcher moderated the process to allow order to prevail. The researcher did not encounter any problem as all the lecturers cooperated very well during the discussions.

Questionnaires

A questionnaire was used to collect data from the students. Leeds (1997) says that a questionnaire is a document containing questions designed to solicit information appropriate for analysis. It is an instrument used for collecting data and compiling information about people's views, attitudes, values, opinions or beliefs about various phenomenon. The questionnaires were filled by the selected students from the randomly selected departments. Questionnaires were used by the researcher in order to be able to compare data from participants. The researcher used both open and closed questions. Open ended questions enabled respondents to have enough room to express themselves and freely give opinion on the subject matter (Crosswell, 2009). These open ended questions gave the students the possibility of discovering the responses of individual students. Questionnaires are fast and easy to administer, they save time for the researcher and the participants. Information is obtained within a short space of time. Furthermore questionnaires played a very important role as they are cheap and easy for the researcher to administer. Questionnaire method is an economic and effective way of accumulating

data/information in terms of time (Best and Khan 2011).It was easy for the participants to complete and its cost and time effective.

Although questionnaires were used, there were still some disadvantages which were negligible and the discussion was used to balance them out. Questionnaires can only be used to literate individuals which of cause was not the situation as VET college students, the academic and nonacademic staff were all literate. The questionnaires to some extend can produce biased results if not improperly instituted, for instance vague questions can produce biased results. For this reason, the researcher framed straight forward and clear questions. Well framed questions ensured reliability and authenticity of the research results. Questionnaires, however, remained viable for this study. Eight Vocational Education Training colleges were targeted for this study however, for this study only two were worked with. The names of the colleges and their enrolment from the period 2010-2020 are shown in Table 1

Table 1

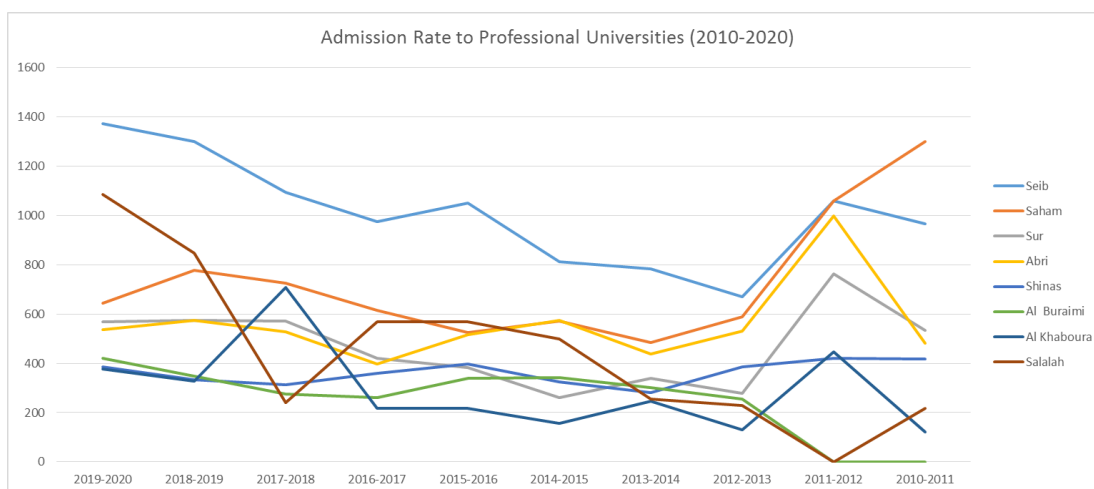
Admissions to Professional Colleges (2010-2020)

Growth rate (%)	Colleges	Academic Year									
		2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
12.4	Seib	1373	1300	1095	975	1050	812	784	669	1060	967
-8.4	Saham	645	777	725	614	526	571	486	590	1060	1302
14.7	Sur	568	575	571	420	382	260	340	278	763	535
2.5	Abri	538	576	529	396	516	575	438	532	1000	483
3.0	Shinas	386	335	312	361	398	326	282	386	420	417
9.8	Al Buraimi	421	348	275	261	339	342	303	256	-	-

28.2	Al Khaboura	377	329	709	218	216	155	246	129	446	121
27.4	Salalah	1086	848	242	570	569	498	254	229	-	218
9.9	TOTAL	5394	5088	4458	3815	3996	3439	3133	2889	4748	4343

Figure 3

Admission Rates to Professional Universities



Data Validity and reliability

Data is considered valid if it provides a true picture of what is being studied. Best and Khan postulate that validity is the quality of data gathering instruments or procedure that enables it to measure what is supposed to measure. Validity can be addressed through honesty, depth, richness and scope of the data achieved. Inability of one instrument to sufficiently collect evidence on its own, justifies that validity and reliability were questionable. Reliability is the ability of instrument to obtain consistent results when repeated under the same condition or similar situations even though the subjects differ or

the environments differ. Reliability is essentially a synonym for dependability, consistency explicability over time over instruments and over groups of respondents (Cohen et al, 2011). It is concerned with precision and accuracy which are of paramount importance in a research. Data is seen to be reliable, if other researchers use the same methods of investigation on the same material and produces the same results.

There are many research about the effects of education and administration on economic growth. Most revealed that there is a close relationship between education and administration on economic growth. To achieve reliability and validity a pilot study was conducted prior to actual day of data gathering. A pilot study is a small scale preliminary study which is conducted before the main study. This is done in order to check feasibility of the design of the researcher, if there is need to improve on something, you do it before the actual day of date collection. This small study is usually done with population which bears the same characteristics with those who will take part in the actual sample. For this research, pilot study was done with a different VET college that did not take part using 10% of the actual population; there were 10 participants in his pilot study). The pilot study was to evaluate if the respondents from the focus group would be able to participate properly. In this phase, the discussion questions were asked to the respondents. The researcher also asked the respondents if they could understand the questions clearly, if there was any conflicting terms that would compromise questions and if they were comfortable responding to such question. The researcher took note of these responses and organized the questions for the main study in a clear and concise manner.

Research Ethical Considerations.

Ethical considerations are fundamental elements in any research that are taken care of in order to guarantee the safety of all individuals involved in the research process. The principles of morality, thus looking at what is right or wrong which govern the operations of researchers during the research process ([w.w.w.ask.com/question/definition](http://www.ask.com/question/definition)). The definition implies that the major aim of ethical principles in educational research was to ensure that the researcher demonstrated acceptable behaviour so as to protect research participants, the researcher and the profession at large. There were a number of ethical principles that were supposed to be taken care of when this research was conducted,

informed consent, anonymity and confidentiality all were considered relevant. Administrators of the four VET colleges were made aware of the objectives and the purpose of the research well before hand to which all agreed. Permission was also sought from the relevant ministry (ministry of Manpower and development) and it was granted which made it easier to carry out the research with no complications. The researcher familiarized herself with the Principals of each of the four VET colleges.

Procedures for Data Presentation and Analysis

This study used descriptive data analysis method. Data collected and gathered was analyzed in relation to the research question through views from the questionnaire and from focus group discussions. Data displayed in qualitative research range from description, narratives, graphs or tables. In this research study data collected from questionnaires and focus group discussions were analyzed and interpreted and presented in the form of descriptions. Analysis and interpretation of data was done in order of the research questions and conclusions were drawn thereafter. The analysis process was guided by the preceding chapter.

Summary

This chapter focused on research methodology and all the steps that were taken in the process of data collection which were research design, the population, sampling and data gathering instruments. Presentation and methods for data presentation and analysis were also looked at in the chapter. The following chapter presents, interprets and analyzes data collected from the field.

CHAPTER 4

Data Presentation, Findings and Analysis

This chapter presents, discusses and analyses data collected from focus group discussion and from questionnaires. This study process was done in the four selected VET colleges following the order of the research question and sub question in chapter one. The researcher collected data from only two randomly selected departments per colleges. A room was allocated for the group discussion in each of the colleges for the students as well as for the lecturers. The data collected by the researcher was then presented through description of the phenomena. Data analysis was done using appropriate themes. The themes were formulated from the research sub questions which include: impact of education (VET) on economic growth and the impact of administration (government and principals of colleges) on economic growth respectively. Data comprised of the views of VET lecturers, non-academic employees and students in Oman.

Demographic Overview

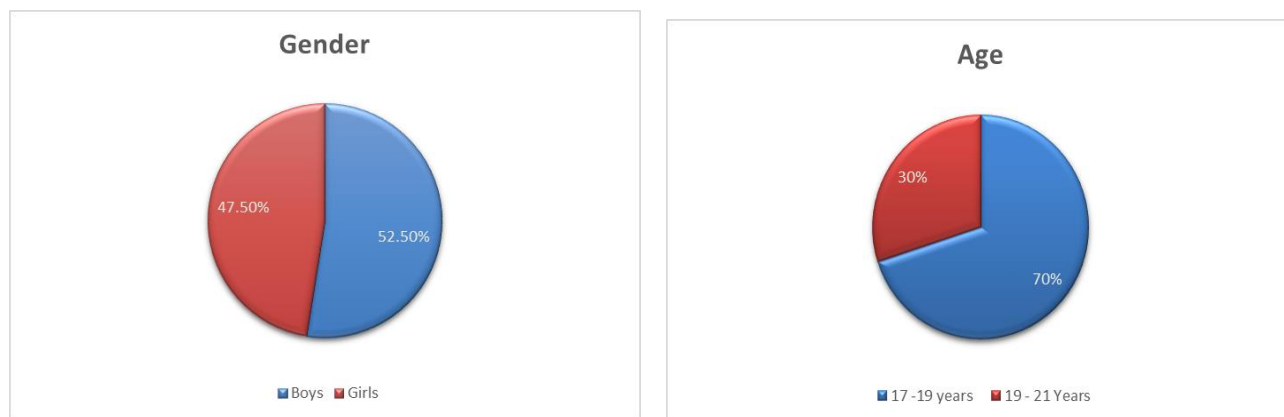
The demography for the students is presented in Table 2 and the demographic data for the lecturers is presented in Table 3.

Table 2

Demographic Data for the Students

Variables	Variable description	Frequency	Percentage
Sex	Men	42	52.5 %
	Women	38	47.5 %
	Total	80	100 %
Age	17—19	56	70 %
	19---21	24	30%
	Total	80	100%

Figure 4

Gender and Age Distribution of the Students

The age and gender distribution of the students is shown above. Student Participants were informed about the research subjects and volunteered to participate. The demographic data showed that 52.5% were men while 47.5% were women. The data also showed that 70% of the students were between the ages of 17-19 years while 30% were between 19-21 years.

Table 3

Demographic Data for Lecturers and Non-Academic Staff

Variables	Variable description	Frequency	Percentage
Sex	Men	18	63.3 %
	Women	10	35.7%
	Total	28	100 %
Age	24---35	16	57%
	36---50	12	43%
	Total	28	100%

Figure 5

Gender and Age Distribution of the Staff

The gender and age distribution of the academic and non-academic staff is shown above. The data shows that 63.3% of the staff respondents are men while 35.7% of the respondents were women. Also the age data shows that 57% were between the ages of 24-35 years while 43% of them were between the ages of 36-50 years.

In summary, demographic data shows that there were more girls than boys in the VET colleges during the year this data was collected, a different scenario with what was witnessed on lecturers and non-academic employees. There were more men than women who volunteered to participate in the process of data gathering.

Data from Focus Group Discussions and Questionnaires

This section is going to analyse each of the questions from the focus groups and questionnaire to give insights on the students' responses, and also some relations to their demographic data. For each question, students were asked to give reasons for their answers. The full questionnaire and discussion is given in appendix A.

Students' Focus Groups and Questionnaires*List one benefit of education on national economy*

This is the first question asked in the focus groups. The students were asked to give a benefit of education on national economy. The question was explained to them

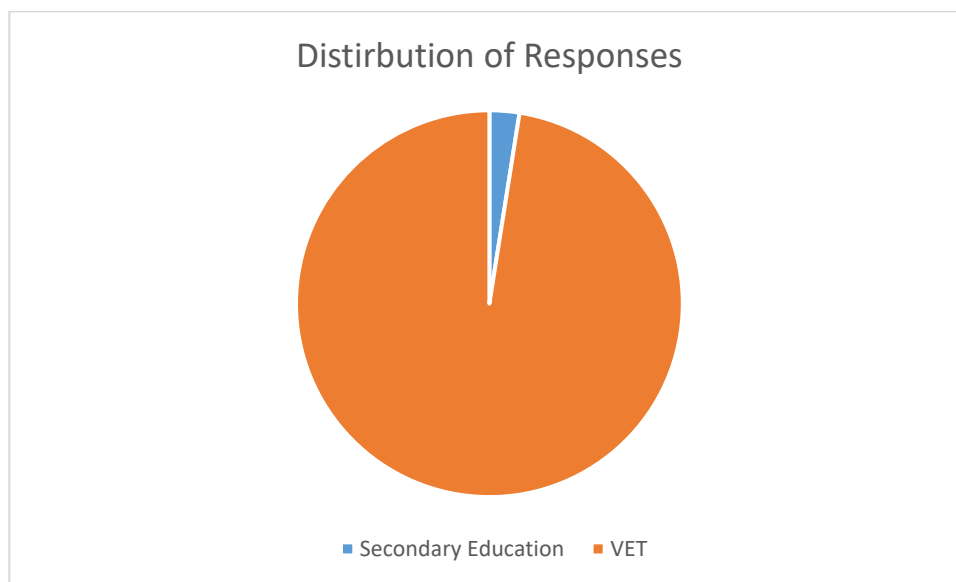
further implying that the focus is on direct impact and not a secondary impact. Most of the students responded that the direct impact of education on the economy is the presence of a good labour market. When people go through universities or higher education, they are trained with the set of skills that is required to earn and practice in their related fields. They also have the skills on how to innovate and provide more economic sources for the government. One student implied that “if we were not all educated, we would just sit in our farms for our personal benefits”. Some other students also implied that education is not just limited to skills; it also teaches the students and encourages them to be innovative. School also teaches national values and responsibility of individuals to the nation and how improving the nation can also improve the quality of life. It is important to note that this questions was not centered in the context of VET but was generally answered related to education.

From the types of education given below which one is directly linked to job market?

Out of the 80 students that participated in the study, 78 of them responded to VET, while only 2 responded as secondary education. These two responses were odd, however their justification was that when a student has graduated from secondary school they are a fresh mind with a lot of possibilities. These students have the choice to decide which career they want to go to, which ones they can learn or even learn multiple skills. They noted that before beginning in the VET schools they had already worked in some companies and had first-hand experience on the operations that go on the work force, they then decided to go to VET school to further improve the skills they already earned while working. The other students who responded justified their responses by stating that VET students already have the theoretical skills to be applied in the job market. They can search out jobs related to their fields and can start working immediately or with lesser time for training etc. It is important to note that all responses were received favourably by the researcher and there was no bias as all responses are valid. Figure 4.3 shows the responses of the students on which level of education is directly linked to the job market.

Figure 6

Showing Distribution of Responses



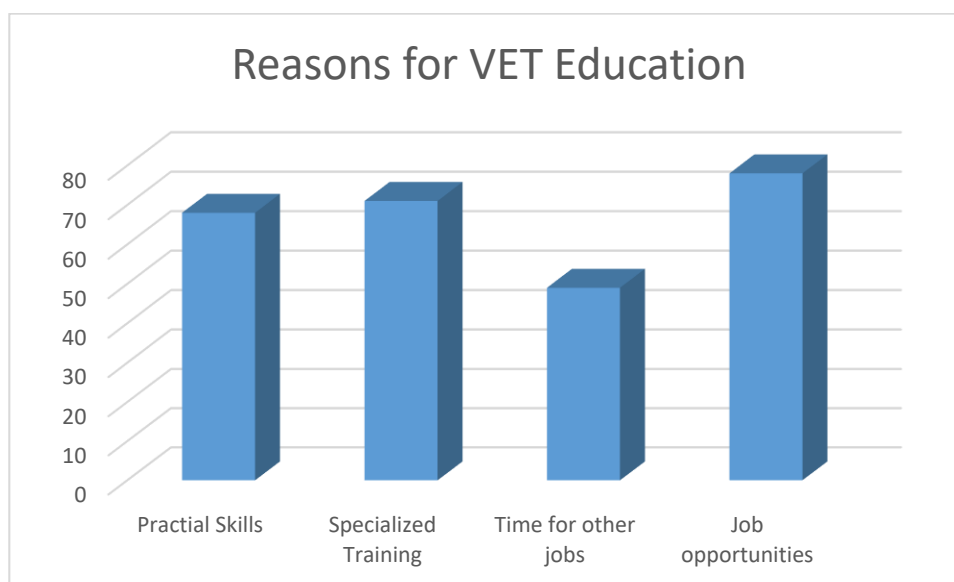
Why did you prefer to be enrolled in VET College than other colleges?

There were multiple responses given to this question, some student's stated more than one reason. In summary, 68 students responded that it helps them focus on practical skills. They implied that practical learning is more important than theoretical learning; they said they have spent more time in VET practicing tangible skills and real life scenarios that in college where only the theoretical knowledge and "how things happen" is only thought. 71 students responded that the specialized training is important. They emphasized that in VET schools, they are made to focus on particular careers and part. One student in the health care and beauty department noted that they were more focused on bringing out the beauty in customers and understanding how the hair works and using the right products to enhance beautiful hair. They also noted that they have practiced it on some customers with the teachers instructing them on what to do in different hair scenarios. They noted that if they had attended a college and studied cosmetology, their only focus would be on the chemistry and biological aspects of hair. Other students responded similarly but this response was peculiar among them. 49 Students responded

that by attending VET schools, they still had time for other jobs, some of the students were already working in their related industries and were in VET schools to enhance their skills. 78 Students responded that with VET training, they had more opportunities to get jobs as the jobs. They implied that with their skills, companies would be more willing to employ them. Figure 4.4 shows the distribution of the responses for why VET over normal colleges.

Figure 7

Reasons for VET Education



In order to improve quality of education as well as to create a working environment between the students and academic staff the college administrator should?

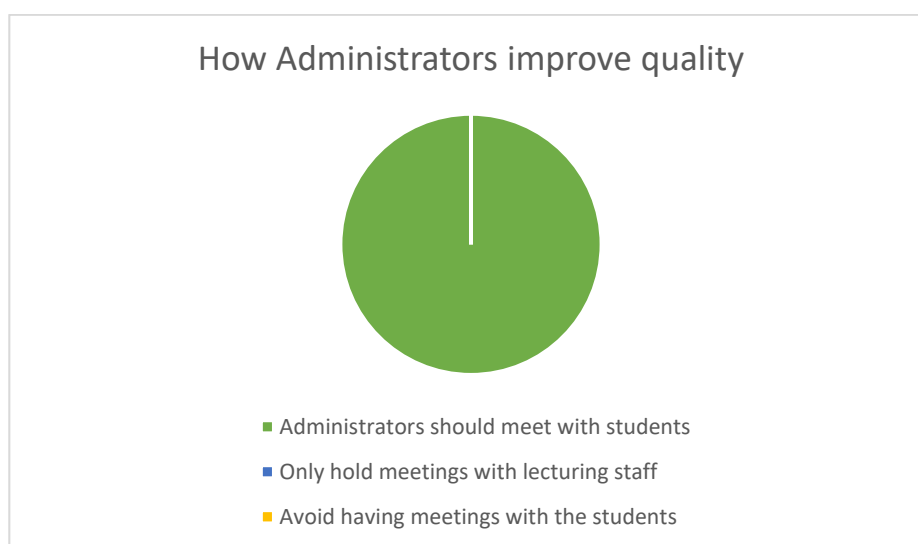
- *Avoid having meetings with the students*
- *Regularly hold meetings with students to hear their views on issues regarding their academic and welfare grievances.*
- *Only hold meetings with lecturing staff*

It is important to note that most of the students hesitated and deliberated before they answered. All students responded that the college administrator should hold meetings with the students to hear their views. The researcher asked why they thought so. They

responded that nothing is perfect; if a system is not continuously reviewed in attempts to improve it would be stuck in its old ways and there would be no progress. They also noted that even though the VET schools are trying to create good systems, there are some issues related that can only be viewed from the student's perspective. Students can note what the issues are and relate it to the schools administration. One peculiar answer was from a student in the accounting and taxation department that noted that when taxation laws were reviewed, one of the course syllabus was not adjusted to account for this change. However, when they relayed the information to the university administration, they were finally able to rectify the issue. This responses imply that active involvement of the universities administration with the students will help in development and progress. Figure 4.5 shows the responses for how administrators can improve the quality of education.

Figure 8

How administrators can improve the quality of education.



What must be done by the government to improve the quality of education in VET colleges?

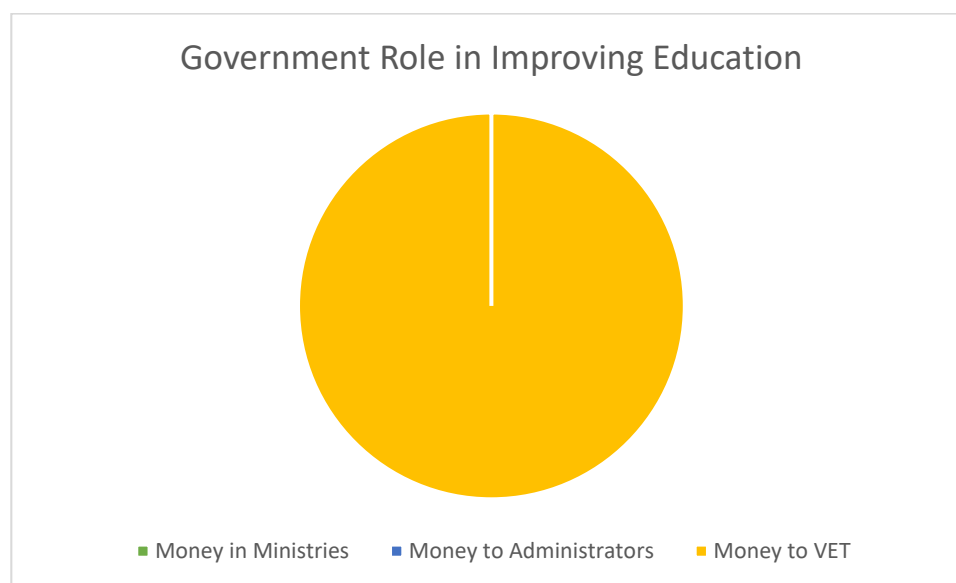
- *More money must be invested in VET to satisfactorily pay working staff, for researches, for exchange programs, revising the curriculum to meet world standard and for scholarships for best students.*
- *Give a lot of money only to college administrators*

- *Investing money in other ministries not education.*

All students responded with the first option which is that the government should invest more money in VET schools. This funds will go into staff payments, research, exchange programs, revising curriculums and scholarships for students. Some students gave reasons for this. They implied that a lot of people still choose colleges and that VET schools still have low acceptance rate comparatively. They also noted that these VET schools are less funded than other colleges and urged that the government use more of its resources in the VET schools because VET schools directly relate to the labor market. Some other students also spoke about the teachers, the teaching staff and research. They note that for teachers to be employed and active in VET schools they must have both theoretical and practical knowledge of the field they are teaching. These teachers also need to make research about the topics, new discoveries innovations and writing research papers to also improve the quality of education. They further reiterated the need for reviewing syllabuses and improving them regularly. Figure 4.6 shows the responses to the questions

Figure 9

Government's Role in Improving VET



In your own words, describe what you feel your VET must do to improve academic standard?

There was a range of responses to this question. Most of the students suggested that the school adopt new teaching philosophies. Some students implied that some of their teachers do not teach the course work in a way that would achieve the main aims of the syllabus. That even though it is a VET school, some of the course work require too many theoretic and writings. Some also implied that they do not have enough practice in the subjects they are doings. They suggested that instead the schools should be focused on achieving the learning outcomes of the course. They state that when the semesters begin, the teachers should outline the main outcomes of the course and work towards achieving them. This way they have explored every aspect related to the course. They also request that more substantial reforms are needed; details to everything including the course hours and the classrooms for teaching. Everything has to b considered and continuously reviewed for improvement.

Education and administration greatly impact national economic growth.

Agree Disagree Strongly Disagree

All students responded that education and its administration greatly impact the economic growth citing the reasons given in the earlier question. They believe that the skill they have learned from these VET schools are very important and will go on to get jobs, innovate and improve the national economy. Some students stated they already participated in the labour market and noticed they were already prepared for some of the tasks they did. Other students stated that when they did their brief internships while still in school, they were already work ready and made great contributions in their work environments.

VET offers skills, knowledge, real job experience that is required in most if not all job opportunities around the globe.

Agree Disagree Strongly Disagree

All students responded that they agree this question. Some however noted that more VET courses should be opened. That VET is underdeveloped and there are many skills that are best suited as VET programs instead of just college programs.

Staff' Focus Groups and Questionnaires

The following questions were asked to the staff at the VET schools and their responses are summarized as follows:

Discussions on various types of education in general and in particular on Oman's education system

Firstly the staff especially the academic staff discussed with the research on the education systems in Oman. From primary, to secondary to higher institutions. This discussion gave the research great insight into education systems from a teacher's perspective. They also discussed the educational reforms for basic education and post basic education in Oman. The new system that gave directorates to different states to oversee operations, complete review of the education curriculum used in the schools. The staff also emphasized the goal of the education systems which is to improve the students and produce critical thinking individuals that would advance Oman.

A brief analysis of the current education system of Oman in relation to national economy.

The staff, mostly the administrators emphasized the need for education systems to be modelled in a way that would produce individuals that would impact the economy. Values and responsibilities as citizen of a country were also discussed and the staff implied that educators should be focused on impacting students with knowledge that would impact economic growth. They also discussed some scenarios related to VET, normal colleges and secondary school students going on to work in industries and their contributions. Some of the staff were willing to share how their education have made them outstanding citizens and their efforts into advancing the country's economy. These contributions will not be outline in this research as they are personal contributions and may violate privacy.

The researcher also shared some literature review and the staff were happy to listen and contribute to the studies.

A discussion on what must be done to improve the current education system.

The staff were very insightful and willing to suggest improvements to the education systems. They suggested curriculum reforms to adapt to changes in the 21st century. They suggested that the curriculum should include a Montessori philosophy where students had self-directed activity and innovative thinking. They suggested that the curriculum should also be improved based on new literature and scientific discoveries. Research should not only be for staff but also for students. One staff implied that “we may not know everything, some student doing a random research may discover we academics wouldn’t dream of”. Their responses show that they have been reviewing the current system and although it is satisfactory at a basic level, there still needs to be improvement to catch up with the dynamic 21st century.

A discussion on why VET is not like other system of education

The staff corroborated the responses for the students in relation to why VET is outstanding from other higher education. Most of the staff had already attended normal colleges and then went on to acquire skills before becoming VET teachers. They state that they can observe the difference in the teaching systems for the students. The model of teaching, practical application of skills, specialized training etc. were also highlighted by the staff.

A discussion on improvements they recommend their immediate administrators should implement in order to enhance quality education.

In this discussion both the academic staff and non-academic staff contributed. The first highlight was student administration relationship. They discussed the importance of the administration to not only view the education system as an extension of the government specified curriculum but as a learning systems. Both the teachers and the learners should work as a system. The students should be able to voice out their concerns related to the schools and administrators should listen and look for ways to improve. Also

related to the administration and teacher connection, in most school the only relationship between the teachers and administration is instructions on their pay and human resources. There should be an ecosystem where both students, teachers and administration work together to improve the university. Again, they emphasized on continuous improvement of these systems. They also advised heavily against disconnected hierarchy between administration and students. Some of the Staff also encouraged student mentorship programs and student representation programs where students have a representative that can communicate the students' dilemma to the administrators.

A discussion on what lecturers wish their government to do to improve the current working conditions.

The major highlights in this discussion were funding, job opportunities and encouragement. Firstly, the staff suggested on receiving government funding for VET institutions on the same level as other normal colleges. Because of its high value student outputs, they imply that VET is just as necessary as other colleges and the government should fund research, more schools and invest in its curriculum. The second highlight was provision of jobs for the graduates of VET. They emphasized the need for more jobs for VET students because they have seen first-hand the quality of the graduates and their ability to inspire economic growth in their fields. Finally they imply that with funding and job opportunities, more students will be willing to attend VET schools.

Summary of Chapter

This chapter shows and discusses the data gotten from the qualitative research. Demographic Data related to the respondents were given. The questions and topics discussed during the focus groups and questionnaire session were also discussed.

CHAPTER 5

Summary, Conclusion and Recommendations

This section summarizes the major findings of the research study.

Summary of the Findings

The findings of this study are based on the research questions mentioned in the first chapter. The data gathered and analyzed revealed that there is a very close relationship between administration and education on economic growth in Oman. The findings also revealed that not only education and administration are key players in enhancing economic growth, however, there are other factors to be considered such as politics, government policies and availability of raw materials also affect the growth of the economy. The results of the findings revealed that vocational education training is vital to economic growth in Oman.

Discussion

Administration on Economic Growth in Oman

From the focus group, discussions conducted it was revealed that administration plays a pivotal role in economic growth. A number of students raised strong points that the national administration which is the government should invest a lot of capital in the education system from primary to tertiary. If the government does not avail finances to boost the education sector, normally the outcome of education is a disaster. Students raised that the administration should provide a national vision in various sectors of its ministries in order to meet its goals. Administration is divided into two, the national administration which is the central government, and the administration which is the head of the institution. The lecturers pointed out that the national administration (government) should coordinate the education system in order to achieve national goals. They also said that it should formulate policies, crafts strategies and programs that enhance the achievement of national vision. There is a need for the government to revisit its national policies in order to remain viable and contemporary to what is happening globally. The government must

avail finances for research, workshops, in-service courses and conferences to the employees in various VET institutions to enhance performance. This must be to both academic and non-academic staff. It was also said that the administration must be committed to promoting VET through proposing reforms that would improve development and outlining ways and measures by evaluating the activities taking place in VET institutions. Lecturers further explained in detail the issue of remuneration. They said that the government must pay them decently in order to cultivate the spirit of hard work. It was also said that the best lecturers in VET colleges must be rewarded and given incentives, especially those that excel more than others in various departments. The same issues were raised by the students. They said that the best students must be given prizes and rewards for beating others in the academic race in both practical and theory. Those excelling must be given scholarships as a way of appreciating their effort. They said that if they are motivated and pleased with their salaries, this would boost their morale to work even harder. A happy workforce normally discharges its duties perfectly and efficiently which ultimately produces quality products that will be marketable in various industries. The administration should do its best to create a conducive environment in its institutions that promote economic growth. The lecturers were not hesitant to point out that Oman as a country was on the right track as it is among those countries that are developing fast globally. To support these claims, World Bank (2005) cites Oman as one of the developing countries with rapid economic growth in a short span of life. The countries in this category are China, Japan, Botswana, Malaysia, Brazil, Indonesia, South Korea, Hong Kong, Thailand, Taiwan and Vietnam (Mmegi/The Reporter, 2008).

Administration in various VET colleges should work closely with the national administration (government). Administration refers to a number of people usually in charge of an institution. Their specific role is to coordinate and regulate all the activities taking place within the institution. The lecturers pointed out a number of points with regard to their administration. They said the administration must monitor, regulate and moderate all activities around their colleges. They further explained that the administration should set the tone, culture and strategies for the institution in order to realize its intended objectives as well as to meet the goals of the national vision. It was also noted that the administration must have a proper structure, clear system, excellent

communication system among administration, lecturers, students and other non-academic staff to create a peaceful working environment. The students further raised that the administration must regularly meet with students to hear their grievances. Meeting with the administration regularly promotes good relationships among members of the institution which will ultimately enhance quality results that will have a positive bearing on the national economic growth.

Education and VET on Economic Growth

From discussions conducted in the eight VET colleges, it was clear that there is a close relationship between education and economic growth. Many participants supported the view that education impacts greatly on the rate of economic growth of Oman. The participants especially the lecturers pointed out that the type of education determines the quality of skills acquired by individual citizens. The majority of the participants were of the view that a country that invests much in its education system and offers the right curriculum in its education institutions, right from primary, secondary, and tertiary in most cases has a sound economy. They further indicated that government should support its education system through the building of new schools, colleges and universities which are well equipped with modern technology and should operate within the confinement of the current global trends (the digital world). It was interesting to note that lecturers raised the issue of decent salaries to all VET staff so that they can discharge their duties happily. Also, they raised that students and lecturers must be financed so that they engage in academic exchange programs with other colleges outside Oman. This will help to improve academic performance which ultimately boosts the results in these colleges. If students are exposed to the world's academic standard, the quality and skills are also enhanced. The student also raised that the government should avail funds and increase its expenditure on education in order to increase the quality and quantity of human capital which is a very significant aspect of economic growth.

Eric and Ludger (2007) in their study indicated that the quality of education is key to development rather than just attainment of education. Here they are emphasizing the nature of the curriculum being offered. The curriculum must give an orientation staff to the students so that they appreciate careers that help boost the economy. In the discussion,

it was said that VET has multiple benefits that can be classified into two groups- the social benefit and the economic benefits. On social benefits, we have crime reduction, individual encouragement, life satisfaction, social integration (social fabric). On economic benefits, we have labor market, firm's performance, employees' productivity, employment opportunities, and professional and career development. All these benefits eventually contribute to the national economy. Much emphasis was also given to the government to develop and rehabilitate VET institutions in order to produce quality graduates that are directly linked to the labor industry of Oman. Lecturers indicated that such basic knowledge of the subject area teaches the students the skills which are directly linked or related to various job opportunities. They further pointed out that a good and effective administration should work collaboratively with lower levels of public and private sectors through democratic and transparent processes. The lecturers emphasize that education as in Vocational education training enhances the skills of labor and facilitates the diffusion of technological advancement, which raises productivity, development and economic growth. The world is not static, it keeps on changing it is full of dynamism. The world's economy is changing each day and as such, there is a need for Vocational education training to change as well in their approach to meet new technological dynamics. This is supported by Benhabib and Spiegel (2005) who say that education facilitates the diffusion and transmission of knowledge needed to implement new technologies. In this regard, it is a common scenario that normal human capital can be enhanced through massive investment in and a strong commitment to human factors such as education and training. It was pointed out that Vocational education training enrolments have now over the years, been consistently higher than those in the Universities in Oman. This is an indication that there is more demand for the workforce in the job market a sign of an expanding economy. Directly or indirectly vocational education training is a key element of the economy in both the private and public sectors. It offers work-based training which is crucial in national development.

Conclusion

Proper management of the physical and human resources of the economy yields pleasant results towards boosting development. The results of the present study show that there is a significant positive correlation between economic growth and vocational education training. Training of manpower is key to development because it imparts knowledge and skills which are essential in the turning around of the economy. Investing in education directly or indirectly is linked to development because it enhances the skills and knowledge of the labor force and promotes the maximum production of goods and services. Oman through many years has invested a lot of capital towards improving vocational training. The nature of the infrastructure, the quality of VET products, and the caliber of academic and non-academic staff are evidence of how the government of Oman is promoting its education system. The study revealed that there is evidence to support that there is a very clear positive relationship between economic growth and VET in Oman. The results confirm there is an increase in enrolment each year in VET colleges a sign which shows that products from these colleges are absorbed into the job markets. An increase in the labor force in the job industry is an increase in the national economic growth rate. VET systems across the globe are basically heavily rooted in the national culture of individual countries so in this regard national ideology to some extent affects the national economy. VET has two groups of benefits which are economic and social benefits. It is noted that VET has a great impact on economic growth on individuals, organizations and societal levels. VET enhances self-esteem, self-value and self-confidence and supports personal gratitude which enables individuals to work efficiently. It is noted that there is a great link between education and administration in the economic growth of Oman. It is further revealed that Oman has invested a lot in VET by providing capital and crafting favorable policies that promote vocational training which produces skilled labor which is a major component in turning around the economy or in economic transformation (economic growth). Countries such as America, Britain, Germany, and Oman to mention a few have since used VET to determine their economic growth. A high

level of inputs usually produces a high level of outputs. Investing a lot of money in VET has a great impact on the national economy of any nation.

Practical Implications and Recommendations for:

The Government

Following the above conclusions the following recommendations are provided:

- The government should build more VET colleges to cater to more students as the enrolment in the current colleges is high
- The Ministry of Manpower should carry out a constant evaluation of VET colleges in order for them to produce quality products that are skilled and effective in the job market.
- The government through relevant ministries should avail funds for any improvement of VET colleges, for example, financing workshops, in-service courses for employees to enhance their skills and knowledge to meet world standards.
- Creating good working relations among employees (administrators, lecturers, students and ancillary staff)
- Introducing VET in the early stage of the education system for example at the primary level to enhance specialization like what other developed nations are doing example in the UK and Germany.
- Improving working conditions of employees through the raising of salaries, giving them incentives.
- A policy implication of the study is that the exponential growth in vocational education training in Oman should be accompanied by suitable policies that enhance job creation across walks of life.

The Research community

- Critical impact of VET on Economic growth in the scope of COVID-19 pandemic, before and after
- Paradigm shifts in VET education and how already existing schools can adjust to new changes
- Researchers can also explore the lifestyle and environmental influences on the students after VET education and their adaptation to the labour market

The Research Area

VET research is extensive but there is more room for development:

- VET can be developed from an early stage and implemented into the secondary school education curriculum.
- VET can also be research to show its role in not just economic growth but also its cultural perception
- Review of the current educational systems and its relevance in VET education
- Teaching as a service should be defined by quality dimensions and its impact on students' behaviour and learning process can be studied
- VET education as an online or distance learning course can be studied to realize the effectiveness of such teaching method.

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APPENDIXES

Appendix A

Interview Schedule for College Students

My name is Amna Alizadjali a PhD student at Near East University in Cyprus in the Department of Educational Management (educational administration supervision planning and economics). I am conducting a Qualitative Study on: The Causal Impact of Education and Administration in VET On Economic Growth in Oman. The information you are being asked to provide will be treated confidentially and shall only be used for the purpose of this Research Study. Your name will not be attached to the information you will give. The purpose of this questionnaire is to get information from you on your opinion on how education and administration influence national economic growth of Oman. In this process I request you to be as free as possible to ask for clarity where you do not understand.

SECTION A: Demographic data

Tick where applicable

Sex: ▪ Male ▪ Female

How old are you?years

What is your Academic Department?

.....

SECTION B

List one benefit of education on national economy

.....

.....

.....

Give reason for your answer

.....
.....
.....

From the types of education given below which one is directly linked to job market?

- Primary Education
- Secondary Education
- Vocational Education Training

Support your answer

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Why did you prefer to be enrolled in VET College than other colleges?

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7. In order to improve quality of education as well as to create a working environment between the students and academic staff the college administrator should

- Avoid having meetings with the students
- Regularly hold meetings with students to hear their views on issues regarding their academic and welfare grievances.
- Only hold meetings with lecturing staff

8. What must be done by the government to improve the quality of education in VET colleges?

■ More money must be invested in VET to satisfactorily pay working staff, for researches, for exchange programs, revising the curriculum to meet world standard and for scholarships for best students.

■ Give a lot of money only to college administrators

■ Investing money in other ministries not education.

In your own words describe what you feel your VET college must do to improve academic standard.....

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9. Education and administration greatly impact national economic growth.

■ Agree ■ Disagree ■ Strongly disagree

10. VET offers skills, knowledge, real job experience that is required in most if not all job opportunities around the globe.

■ Agree ■ Disagree ■ Strongly disagree

THANK YOU FOR YOUR PARTICIPATION

Appendix B

Focus Group Discussion Schedule for Lecturers

My name is Amna Alizadjali a PhD student at Near East University in Cyprus in the Department of Educational Management (educational administration supervision planning and economics). I am conducting a Qualitative Study on: The Causal Impact of Education and Administration in VET On Economic Growth in Oman. The information you are being asked to provide will be treated confidentially and shall only be used for the purpose of this Research Study. Your name will not be attached to the information you will give. The purpose of this questionnaire is to get information from you on your opinion on how education and administration influence national economic growth of Oman. In this process I request you to be as free as possible to ask for clarity where you do not understand.

ISSUES RELATED TO IMPACT OF EDUCATION AND ADMINISTRATION ON ECONOMIC GROWTH OF OMAN

1. Discussions on various types of education in general and in particular on Oman's education system.
2. A brief analysis of the current education system of Oman in relation to national economy.
3. A discussion on what must be done to improve the current education system.
4. A discussion on why VET is not like other system of education.
5. A discussion on improvements they recommend their immediate administrators should implement in order to enhance quality education.
6. A discussion on what lecturers wish their government to do to improve the current working conditions.

Appendix X

PhD

ORIGINALITY REPORT

19%	16%	8%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	cyberleninka.org Internet Source	1%
2	www.cedefop.europa.eu Internet Source	1%
3	mafiadoc.com Internet Source	1%
4	www.paidafrika.org Internet Source	1%
5	Christopher Mupimpila. "The role of vocational education and technical training in economic growth: a case of Botswana", International Journal of Education Economics and Development, 2009 Publication	1%
6	Submitted to Midlands State University Student Paper	1%
7	Submitted to Yakın Doğu Üniversitesi Student Paper	1%
8	www.iiste.org Internet Source	

CURRICULUM VITAE

Personal Information:

Surname, Name : Alzadjali, Amna
Nationality : Omani
Gender : Female
Email : gtr-y2006@hotmail.com

Summary of Educational Qualification:

2021 – 2022 **Near East University, Nicosia – TRNC,**
PhD Degree (by thesis) in Mathematics

2007 – 2010 **Mutah University, Sultanate of Oman, Sohar**
Master's Degree (by thesis) in curricula and methods of teaching mathematics

2002 – 2006 **Ajman University, UAE, AL-Fujairah**
BEd Degree in Mathematics and Sciences

2001 - 2002 **Nafisa Secondary school, Sultanate of Oman, Saham**
3rd Secondary Certificate

Skills

- **Communication skills.**
- **Computer Skills:**
 - o Programming:
 - o MS Office applications: (Word, Excel, and PowerPoint) beside using the Internet skillfully.
- **Report writing skills: (English and Arabic).**
- **Researching skills: (English and Arabic):**
 - o Doing researches and thesis.

Languages:

Arabic: Fluent (reading, written and spoken)
English: Fluent (reading, written and spoken)

Achievements and Social Activities:

- **Achievement Certificates** from Saham Vocational Center.
- **Achievement Certificate** from L&T Company.
- **Achievement Certificate** from Global Net Company.
- **Achievement certificate** as Mathematics Senior Teacher.

- **English at the Work Place Course certificate.**
- **Participation Certificate** from Shinas Technical College.
- **Participation Certificate** in a media workshop.
- **Participation Certificate** ITP-Workshop on Work-Process Research and Curriculum Development.

General Interests

- doing multi-works
- Problems-solving.
- Using the technology in work.
- Reading.
- Doing Researches and thesis.
- Participating in the activities.
- Meeting new people.
- Traveling.

References

1. Prof. Dr. Fahriye Altinay, Department of Educational Administration, Near East University, Nicosia – TRNC, Mersin 10, Turkey. +905488641101, fahriye.altinay@neu.edu.tr
2. Prof. Dr. Gokmen, Head, Department of Educational Administration, Near East University, Nicosia – TRNC, Mersin 10, Turkey. +905338684686, Gokmen.dagli@neu.edu.tr
3. Assoc. Prof. Dr. Mert Bastas, Department of Educational Administration, Near East University, Nicosia – TRNC, Mersin 10, Turkey. +905428506088, Mert.bastas@neu.edu.tr
4. Prof. Dr. Evren Hincal, Head, Department of Mathematics, Faculty of Science and Arts, Near East University, Nicosia – TRNC, Mersin 10, Turkey. +905338581715, evren.hincal@neu.edu.tr