# Technical Education and Private Vocational Training Policy in Tripoli, and Western Regions of Libya

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## ABSTRACT

The educational policy plays an important role in shaping the overall policies of the educational system. The rates of success and development and even economic advancement are measured by indicators of human development, and even local. The aim of this study presented that in developing the research instrument for evaluating the structure decisions, the item constitution might differ subject to the education context, instead of stipulating a unanimous instrument to all sectors among TVET in Libya. Hence, the adoption of using contingent instrument in different sectors will produce better and more relevant results in TVET context and likewise require necessary restructuring. Using quantitative research methodology this study identifies several managerial implications of making regulatory decision in the structure to accelerate the TVET performance of TVET in Libya. TVET private vocational training, top management, shareholders, and policy managers should be conscious of the consequences that may impact their decision in regulatory. They should also safeguard their policies with policy at the lowest cost of capital to conceive market value and TVET health of the policy. TVET private vocational training should concede the existence of asymmetric information would limit the policy in accessing debt policy and other alternative of the external regulatory options. One of the important responsibilities of policy manager is to actively refine the policy TVET system with a good track record for better creditworthiness to access wider sources of external policy.

## Introduction

The educational policy plays an important role in shaping the overall policies of the educational system. The rates of success and development and even economic advancement are measured by indicators of human development, and even local. The preparation of the educational policy must be interrelated and integrated into all the specialities, interests, and aspirations in the sense that the development of educational policy is not limited to educators only. Some are connected to the state, with all its institutions, agencies, and activities in its public and private sectors. Hence, investors contribute to education both directly and indirectly in the process of finding technical outputs and a skilled job for the labour market (Salem 2015), for examples areas subject to debate in education policy: Includes educational buildings, the student's teacher, teaching methods, curricular content. In addition to graduation requirements, everything related to the educational process (Kahi 2017). The education system in any country. Treat also reflects the aspirations of its community and devotes cultural, economic, and social choices to its population. Trying to find the appropriate way to educate generations because it ensures the building of the most important element in the country (Eid, 2019). All the above indicates that TVET has a unique role to play in rapid economic progress, especially as regards their role as providers of skilled labour migrants. The fact that the primary focus of communities on technical education and vocational training institutions (TVET) makes them the focus of an effective strategy for developing skills (Kozík, 2016). The product of knowledge by the educational sector achieves economic growth has taken a big place in the history of the radical ideology of the classical school (Soriah, 2017).

From the extrapolation of previous literature in the field of making and analysing educational policies in the field of private education in Libya, there was no fixed and visionary policy. The increase in the number of graduates of technical and technical education without attention to quality and quality

indicates the absence of an integrated educational policy to reform education and develop training in previous periods due to the absence of standards and future directions in the making of educational policy. There is, therefore, an urgent need to shape educational policies in general(Abider, 2016), and TVET education in particular because it is today the subject of controversy in all countries of the world has proved the experience of contemporary international beyond the scope of doubt that the beginning of real development is the type of education and this requires research and diagnosis and activation of his role(Almeida et al. 2015; Zancajo and Valiente, 2019), with the participation of the private sector in education in its multiple forms, whether in partnership or privatizations or by opening educational institutions by private companies, directing them to serve the objectives of educational policy and contribute to lifting the burden on the state. Nasser (2015) agreed that with the High quantitative growth of the number of graduates of technical and professional institutions and professionals does not fit the labour market to achieve economic advancement of the state (Nasser, 2016).

This research will address the educational policy according to a comprehensive vision based on the diagnosis of the reality of the policy of education TVET  in Libya and the challenges facing compared to Libya The choice of researcher Libya, because are very similar in their composition and composition society of Arab countries (al-Ghazali, 2017,) As well as the period of independence of their independence from colonialism in the same period in which 'independence of Libya in 1952(al-Mabrouk, 2018), where Libya reached advanced levels in technical education and vocational training and became an example to invest in education and the human element (Sadiq, 2014). Therefore, all sectors must contribute in the required manner to reach the objectives of local development, the sector of technical and vocational education and private vocational training, of which is represented by the universities, higher and middle institutes, and professional training centres as educational institutions.  that contributes effectively to moving the economic growth forward, which is a major challenge facing the

education policy, as well as this research, where the previous studies were limited to follow-up within the educational system, graduate and challenge them to confront the local labour market (Kahi, 2017). This research will be on a macro level, not a partial one, as an attempt to research mechanisms to develop the role of investors in responding to labour market requirements and achieving local development by participating in educational policymaking for technical education and vocational training. The main aim is to improve the policy of technical education and private vocational training in Libya.

## Literature Review
### Political systems
Political systems are a dynamic mechanical process: it is assumed that systematic analysis approaches that political interactions between the various components of the system and each other, and between them and the data of the surrounding environment, are carried out in the form of a dynamic mechanism. This mechanism and dynamics govern the process of analysing the political system by emphasizing the interaction between the system, its undefined sub-systems, and the environment in its various systems, and for the education policy to lead to the desired results, it must be present in an open system to occur in response to the demands because the educational system is by its nature a social system and is subject to the surrounding environment, as it affects them. Easton does not recognize the closed system as traditional Marxist theory believes It is also considered as a system feature (Kahi, 2017).

Arfo (2015) in other hand considered a characteristic of systems theory Performing a set of functions necessary for the continuation of the system, which gives value to the analytical study of political life as a behavioural system. The system is also an adaptive or flexible system in which the true capacity of education policy is evident instability and survival despite the extraordinary pressures and tensions that it is exposed to from its environment. The studied educational policy can respond in the face of these pressures and tensions, unlike the rigid educational policy that interacts negatively with

the environmental impacts (Arfo, 2015). On the other hand, kahi (2017) mentioned that there are two main ways in which we can deal with the first case comparisons. The comparison is used as a 'resource', as a contribution to achieving specific goals. In the other case, the comparison itself becomes the 'subject' of the investigation.

The comparison is often "two-dimensional - events and structures, corresponding to one of the layers of existential class and social realism" and the positions tend to focus on "events" and consider systems Social is stable and closed, while critical realists insist on the difference between events and mechanisms and the existence of an emergency, non-recurring and conjunctivitis events within open systems such as social (Arfo, 2015). This means that events are still subject to interpretation in terms of the conditions of the causal mechanisms generated, our interpretations of the underlying processes and causal mechanisms and their consequences in terms of political nature, and how Their management, social relations, objectivity and unequal outcomes Thus, a realistic and critical approach to comparing education policies would focus attention on the association of causal mechanisms and their outcomes, and our interpretations of these processes at work are at the heart of the comparison. Despite the various criticisms of systems theory, Kahi (2017) said they are useful for organizing our knowledge about policymaking, such as how environmental inputs influence policy, how they are applied, how demands are transformed, as well as the impact of policy on the environment. The introduction of systems or systems analysis is defined as a method of a comprehensive study of a particular system to determine its efficiency in achieving its objectives, and then to propose the necessary modifications in the methods and procedures contained in the system to achieve its objectives quickly, accurately and at the lowest possible cost (Kahi, 2017).

## Educational policy
The current research has benefited from this study, which introduces the concepts of education policy and the factors that influence education policy and focused on the need to prepare good

policies for industrial education through diagnosing education systems in South Africa, Ghana, and Nigeria to see similarities and differences. Who will present this current research but has not developed an analytical framework for identifying strengths and weaknesses? In this research, the comparison is different as we mentioned earlier, it is of the first type, which is the interpretation of relationships and knowledge of their causes, but Ali revealed the similarities and differences that resulted in cognitive interpretations that do not help generalization. The failure of the education policy links the undemocratic style of government that affected the preparation of a good educational policy for technical education and vocational training. From Arfo (2015) point of view public policies are created through a complex iterative process that can vary in many ways at the level of issues and between countries. The education policy derives from public policy a set of orientations, frameworks, and outlines; for the state, it reflects its vision, and its orientations often (Arfo, 2015). The focus is on structures, organization, duties, and government functions institutions. Policies are sometimes described and analysed where educational policy relates to educational institutions because they implement this policy using organisational charts. Although often uninterested to the masses, organizational charts have the advantage of tackling problems if roads are well deserved (Kahi, 2017).

## Educational policymaking
The beginning of the formulation of any policy is to identify and formulate the objectives and clarify the basic and sub-original and subordinate, urgent and forward, and direct and indirect (Kahi, 2017). For example, to address the chronic unemployment situation globally, education policies are geared towards so-called reverse transformation, as many graduates of literary disciplines choose vocational and technical education in technical and community. Ali (2017) mentioned that in India, the policies used to improve secondary, vocational, and technical education was the provision of vocational courses at all levels. the education system for its great flexibility in providing an effective relationship between the vocational and technical education

system and the world. In addition, the orientation towards apprenticeships and the link between vocational and technical education and general education. Examples give a realistic picture of how policies differ. A decision-maker needs to differentiate between goal priorities and daily actions) that the objectives of education policy should be in line with the general objectives of the society, because they are derived from them

The reality of the Arab teacher: teacher training in Higher institutes for teacher training and several university faculties enrol secondary school graduate's teacher training programs offered for primary, preparatory, and intermediate level teaching or secondary. Training for teachers was a recurring theme in Arab reports and national conferences, that means official recognition as a need for training teachers

To move from the traditional to the modern way of learning and teaching the curricula should be relevant to the community, tailored to the specific contexts of students' needs, and teacher training periodically to keep pace with the development of the labour market with a balance between academic and applied education for students and the need to develop appropriate evaluation criteria for students and teachers, like Finland, where we

place emphasis on the teacher and place more importance on evaluation than on observation. The infrastructure of private educational institutions is sub-standard, in the 1990s, they were allowed to use public buildings to fill inadequacies in equipment, training and learning aids; however, the equipment has not been upgraded, and maintenance work has been carried out, sometimes because of lack of funds, the Education Secretariat previously decided not to allow the renting of public school buildings, the investors began to use large residential buildings for education this negatively affected the educational process due to the lack of a library as well as special training workshops for the vocational training centre, it is insufficient compared to the number of students, and the teaching and learning resources required by educational institutes (al-Mabrouk, 2018) Its needs a teacher his teaching to a theory based on correct principles and foundations, because teaching methods are derived from certain learning theories, whether consciously or not, to reflect positively on the generation of able to link science and life; thus a solution to the problems faced. The following table shows the effectiveness and efficiency of the education policy between Libya and Libya.

Table 1 World Bank GCI

| Global Competitiveness Index | Libya | Libya | World Reference Index |
|---|---|---|---|
| Overall classification among countries | 20 | 108 | 184 countries |
| Transparency of government decision-making | 1.40 | 125 | 1.12 |
| Enrolment in secondary education | 68.5 | 110.3 | 5.01 |
| Post-secondary enrolment | 26.1 | 54.5% | 5.02 |
| quality of education | 69 | 148 | 5.03 |
| Salaries and productivity | 2880.00 | 126 | 7.06 |
| Women in the labour force for men | 45% | 135 | 7.10 |
| Individuals using the Internet | 11.62 | 103 | 9.04 |
| Ability to innovate | 12.04 | 143 | 12.01 |

Conceptual consideration

Table 2 Conceptual Consideration from previous studies

| Author and Title | Objectives | Conclusions |
|---|---|---|
| (Khosa, 2017) Examining the use of | it aimed to develop the work of school leaders and | It benefits the system theory from on one side, but it aimed to |

| | | |
|---|---|---|
| Systems Thinking Approach to School Development: A Case Study of Five Schools in the Umgungundlovu District | teachers; other aspects of the educational system have been neglected | develop the work of school leaders and teachers, other aspects of the educational system have been neglected, it did not mention the impact of the factors on the leaders, the comparison was for five schools in South Africa and this research deals with the policy of private technical and vocational education at all levels |
| (Wong, 2018) Correspondence or Discrepancy? A Multi-Method Examination of Internationalisation | The study aimed to develop individualization policies within the university subject, | it said if the organization takes an integrated and sustainable approach to internationalization, a wide range of policy and action statements will be included ranging from quality assurance, planning, policy, recruitment and staff development, admission, research, curriculum, and student support, that is, it focused on the student and not on the educational process as in this research, it has been useful in covering part of the premise of the reality of Libyan education for this research |
| (Hadaj Eid, 2019) the educational system and citizenship, Algeria, University | Objectives attempt to identify the role of educational reforms in the development of citizenship. As well as the relationships between these dimensions. | After statistical processing and the applied research procedures. The research team found that our sample had a high level of citizenship in the interests of democratic consecration, as much as a strong relationship between those dimensions. |
| (European Union: (OGPI), 2016) Exploring the Challenges for Higher Education in Libya Unigov Consortium | to collect and analyze the estimates of national experts on public universities, for this purpose, Delphi was used to analyse (society, legislation, economy, politics, and technology), which concluded the importance of developing new legislation and laws in the future when the country stabilizes | The research into the closer examination of the situation reported factors affecting education, however, the study was conducted only on a limited number of public universities and did not address private universities, the comparative approach and systems theory were not used as in this paper, the research believes that private institutions can be activated and not as mentioned in the study. |

| | | |
|---|---|---|
| (Ibrahim, 2017). Applying Systems Theory as a Lens on Teacher and Student Perceptions of Assessment and Feedback in an Intensive English Program | The aim of this project was to apply the systems theory, as a lens for the perceptions of teachers, students and administrators working together in an intensive English language program | it was found that mental models help us collaborate and accomplish teaching, instead of the brain models, that is, it addressed the aspect of the educational system, which is the English language, it also used criteria related to teaching such as time and thinking methods, which used research to define the theoretical aspects of systems theory |
| (European Union, 2015) The Education and Training Governance in North Africa and Some Middle East Countries | The Libyan situation was diagnosed in general TVET, not private it has also been a mission of governance of vocational education and training to achieve systemic reforms and improvements capable of addressing gender imbalances | the situation of women and men in the region and not to improve the performance of institutions, it benefited the research in setting the standards by which the policy of private technical and vocational education can be improved |
| (Arfo 2015). A Comparative Analysis of Technical and Vocational Education and Training Policy in Selected African Countries | The study connected that insufficient teaching and the need to support employees, as the three governments provide programs that do not respond to the requirements of the market and industryو | The comparative study aimed at reforming policies for technical education and industrial vocational training and differed from the current research, by placing all operations under the direct supervision of the government and the participation of officials will be according to the roles granted by the government and not in Cooperation in developing reform mechanisms |
| (Mohammed Al-Amri, 2017) Introduction to Comparative Education | the importance of the system theory and mentioned a set of models of the educational systems, including Libya and Libya | addressed it from the educational side, unlike the research that deals with the political side, the research beneficial regarding the information shown about the Libyan and Libyan systems |
| (Farag El Mabrouk, 2018) The Education in Libya and Some Other Countries (Comparative Study | the research reported providing historical information and statistics | however, he did not care about the private education and merely referred to the management of private education in general, the comparison used the historical way and did not talk about the educational policy and its importance |

| (Jalal Al-Hadi Salem Abider, 2016) Regulatory Policy for Higher Education and the Role of the Private Sector in Libya | aimed to highlight the importance of funding in higher education of private universities, the case study was used for only one private university | the study cannot be generalized to other private institutions, but it benefited the research in the information side of private education because of the scarcity of these sources that talk about private education, the study was limited to a part of the educational system and not as in this research. |
|---|---|---|

## Research Methodology

Quantitative research selected to adopt by employing survey method with a structured question as a research instrument. This quantitative research selects positivist paradigm due to the fundamental of numerical and measurable data collected from survey sample size, which are more reliable and generalize for other different population, according to Maxwell and Delaney (2004). The research on model design is based on a study of the strategic national framework that was implemented in Lebanon 2018-2022 with the broad participation of all governmental and private parties concerned with education and vocational and technical training (Education, 2018). The unit of analysis is individuals who are possessing different responses on the training quality of undergraduate TVET students. Hence, the data collection will be gathered based on the student's responses on three factors namely work readiness, training condition and learning engagement. The collected data will direct data analysis and conclusions will be drawn from the unit of analysis (Sekaran & Bougie, 2010). A random sample of educational institutions, vocational training centres, was not determined because it depends on participation as desired. The research will also be based on the interview and the questionnaire. The actual sample size for this research is 210. The pilot research will be conducted using 30-50 respondents.

Conceptual Framework
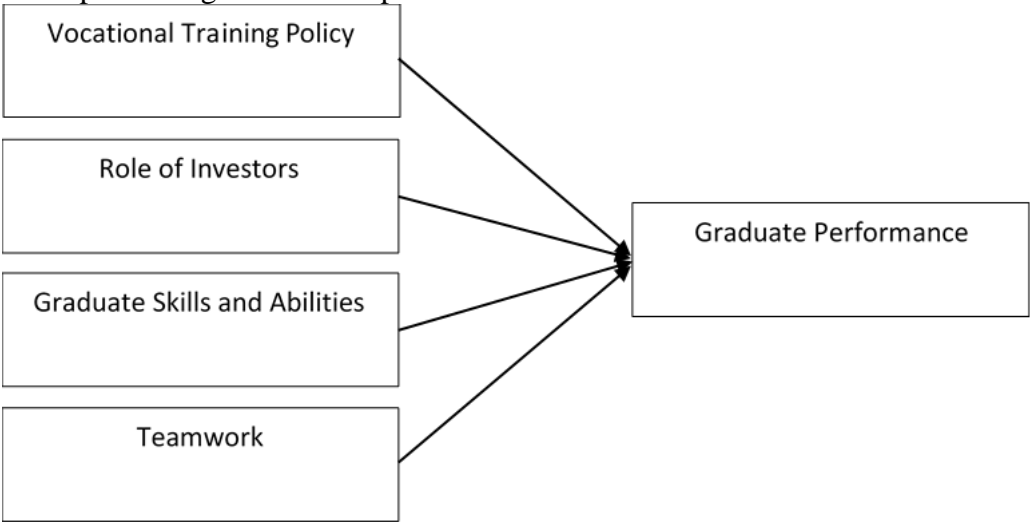


Figure 1 Conceptual Framework

The figure 1 shown below is presenting the conceptual framework of the research which is based on the review of literature provided in Chapter 2. The independent variable (Exogenous Variables) for the research has four main factors i.e., Vocational Training Policy (VTP), Role of Investors (RI), Graduate Skills and Abilities (GSA) and Teamwork (TW). However, the dependent variable (Endogenous) on this research is Graduate Performance (GP).

## Results and Discussion

The nature of samples employed in the study is aimed to acquire some background or information about respondents and companies, which relevant to the context of research area. The sample characteristics are the fundamental to ensure the adequacy criteria of individuals and qualified TVET policies taking part in the survey. The summary of descriptive statistics gives a valuable analysis of respondents in this study.

Table 3 Descriptive Statistics on Demographic (n=210)

| Demographic | Frequency | Percentage (%) |
|---|---|---|
| Gender | | |
| Male | 131 | 62.4 |
| Female | 79 | 37.6 |
| Age | | |
| Below 30 | 3 | 1.4 |
| 30-35 | 18 | 8.6 |
| 35-45 | 70 | 33.3 |
| 45-55 | 98 | 46.7 |
| 55-65 | 13 | 6.2 |
| More Than 65 | 8 | 3.8 |
| Education | | |
| Higher School | 145 | 69.0 |
| Diploma | 9 | 4.3 |
| Master Degree | 19 | 9.0 |
| PhD Doctor | 37 | 17.6 |

Table 3 outlines the demographic profile of the total 210 respondents whom met the predefined characteristics to contribute the insightful information related to corporate policy among TVET in Libya. They are mainly TVET private vocational training, top management, shareholders and policy.

## Descriptive Statistics

Descriptive analysis demonstrates synopses about the data sample to have a greater understanding on the behavior and nature of data. In this study, descriptive statistics are performed to summarize a large set of numerical data for demographic variable related to the Graduate Performance by using independent sample t-test and one way analysis of variance (ANOVA) test.

Table 4 Descriptive Statistics on Mean and Standard Deviation of Independent Variables (n=210)

| No | Item | Mean | Standard Deviation |
|---|---|---|---|
| 1 | The difference in the policy of the Ministry of Education and the Ministry of Labor affects the implementation of training programs in your institution | 4.81 | 0.425 |
| 2 | The ministry supports you financially and morally by facilitating laws and regulations | 4.82 | 0.421 |
| 3 | There are current and future flexible training plans and policies for surrounding environment variables | 4.87 | 0.393 |
| 4 | Conducting training needs analysis and preparation of training calendar | 4.86 | 0.390 |

| 5 | Identifying and selecting training and development providers, such as outside instructors, in-house instructors, and consultants | 4.73 | 0.504 |
|---|---|---|---|
| 6 | Designing and developing methods, techniques, and criteria for measuring and evaluating the effectiveness of training and development programs | 4.85 | 0.394 |
| 7 | Analyzing, interpreting, evaluation data and reporting conclusions to the relevant management personnel | 4.77 | 0.484 |
| 8 | There is no need to use a model to achieve training effectiveness (such as the Goldstein model for a need for training analysis or the Jacques-Philippe model for evaluating training etc.) | 4.65 | 0.526 |
| 9 | There is an important role to provide adequate information for decision making and employee participation | 4.72 | 0.499 |
| 10 | There are positive attempts and initiatives rejected by the ministry to develop the training policy | 4.81 | 0.450 |
| 11 | There is the financial ability to equip the workshops and halls with modern technical means | 4.84 | 0.429 |
| 12 | There is a serious role in following up and implementing the standards and indicators specified daily and preparing periodic reports by the official regulations in force in the country | 4.70 | 0.534 |
| 13 | There is a link between the administration of the institution, the educational system and the philosophy of society | 4.80 | 0.424 |
| 14 | There is training for teachers on guidance, counselling, developing creativity among trainees, and problem-solving | 4.84 | 0.390 |
| 15 | Efforts are being made to employ the goals of the foundation to serve and develop the local community | 4.88 | 0.366 |
| 16 | The institution ensures that students possess high skills in using computers and digital literacy | 4.81 | 0.450 |
| 17 | The institution assists students to attend seminars and conferences to develop communication skills and creativity | 4.90 | 0.337 |
| 18 | The institution is keen to learn to work within and manage the team | 4.84 | 0.394 |
| 19 | Enable the student to have reading and writing skills in the English language | 4.89 | 0.328 |
| 20 | Employ specialized computer programs to train students | 4.82 | 0.421 |
| 21 | Students participate in preparing training programs | 4.87 | 0.363 |
| 22 | The institution is keen to instil a spirit of discipline, seriousness, and a sense of responsibility | 4.81 | 0.406 |
| 23 | Forming an awareness of the problems of society in general and the local environment in particular | 4.79 | 0.420 |
| 24 | There is a team spirit through cooperation in achieving the goals of the organization | 4.85 | 0.406 |

| 25 | There are mutual trust and transparency among all | 4.94 | 0.252 |
|----|----|----|----|
| 26 | There is a desire to pass on experiences and information to others and encourage creativity | 4.79 | 0.452 |
| 27 | Using experts to improve and develop training for trainees | 4.88 | 0.379 |
| 28 | There are tasks distributed evenly and justly | 4.85 | 0.398 |
| 29 | Relationships are constantly evolving through the accomplishment of what is agreed upon | 4.91 | 0.450 |
| 30 | There is coordination between the responsible authorities to hold seminars at the local and international levels to spread the culture of educational indicators | 4.91 | 0.337 |
| 31 | There are activities, participation and membership in local, Arab and international professional associations and institutions | 4.74 | 0.394 |
| 32 | There are problems it addresses with other institutions in knowledge management and training development | 4.65 | 0.328 |
| 33 | The institution has a strategic plan for graduates | 4.75 | 0.421 |
| 34 | There is a formal institution that helps graduates find employment | 4.78 | 0.363 |
| 35 | Training in the institution provides the appropriate skills that qualify the graduate to exercise specialized technical and professional positions | 4.67 | 0.406 |
| 36 | The training skills you gain contribute to many opportunities in the job market | 4.60 | 0.420 |
| 37 | Trainers use assessment tools to ensure skills are appropriately applied | 4.49 | 0.572 |
| 38 | The institution is interested in providing the latest equipment when practising training on the new version 2020 | 4.50 | 0.564 |
| 39 | The private sector participates in determining the admission policy in the institution in some disciplines to design curricula according to the needs of the labour market | 4.91 | 0.313 |
| 40 | The institution is keen on the participation of students and faculty members in the general voluntary field of community service | 4.91 | 0.319 |
| 41 | The institution amends the admission systems in the various departments in light of the number of unemployed graduates | 4.74 | 0.472 |
| 42 | The institution opens new departments in light of the needs of the labour market, taking into account the English language skills | 4.87 | 0.508 |
| 43 | The level of compatibility between the institution's outputs and levels of qualification and competence required | 4.86 | 0.477 |
| 44 | The level of competence in employing the establishment's inputs to achieve the required levels of outcomes. | 4.73 | 0.451 |

| | | | |
|---|---|---|---|
| 45 | The level of the institution's contribution to the development and welfare of society. | 4.85 | 0.511 |
| 46 | The level of the institution's achievement of its mission and scientific goals. | 4.77 | 0.547 |

Table 4 outlined the value of the mean and standard deviation of variables with the summary of descriptive statistics. As reported, the highest score of the mean is 4.94 and the item involves the mutual trust and transparency among all.

**Total Variance Explained**

The primary factor extracted explicates more variance in the observed variables compared to the following factors.

Table 5 Output of Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 12.151 | 37.971 | 37.971 | 12.151 | 37.971 | 37.971 | 5.269 | 16.467 | 16.467 |
| 2 | 3.455 | 10.798 | 48.769 | 3.455 | 10.798 | 48.769 | 4.509 | 14.090 | 30.557 |
| 3 | 2.344 | 7.325 | 56.094 | 2.344 | 7.325 | 56.094 | 4.171 | 13.034 | 43.590 |
| 4 | 1.432 | 4.475 | 60.569 | 1.432 | 4.475 | 60.569 | 3.808 | 11.901 | 55.491 |
| 5 | 1.289 | 4.027 | 64.596 | 1.289 | 4.027 | 64.596 | 2.193 | 6.853 | 62.344 |
| 6 | .980 | 3.686 | 68.282 | | | | | | |
| 7 | .996 | 3.112 | 71.394 | | | | | | |
| 8 | .886 | 2.768 | 74.162 | | | | | | |
| 9 | .872 | 2.726 | 76.888 | | | | | | |
| 10 | .763 | 2.386 | 79.273 | | | | | | |
| 11 | .704 | 2.201 | 81.474 | | | | | | |
| 12 | .679 | 2.123 | 83.597 | | | | | | |
| 13 | .605 | 1.892 | 85.489 | | | | | | |
| 14 | .531 | 1.659 | 87.148 | | | | | | |
| 15 | .492 | 1.536 | 88.684 | | | | | | |
| 16 | .457 | 1.429 | 90.113 | | | | | | |
| 17 | .409 | 1.277 | 91.390 | | | | | | |
| 18 | .358 | 1.119 | 92.509 | | | | | | |
| 19 | .337 | 1.054 | 93.563 | | | | | | |
| 20 | .282 | .883 | 94.446 | | | | | | |
| 21 | .257 | .802 | 95.248 | | | | | | |
| 22 | .234 | .732 | 95.980 | | | | | | |
| 23 | .218 | .680 | 96.660 | | | | | | |
| 24 | .201 | .628 | 97.288 | | | | | | |
| 25 | .179 | .560 | 97.848 | | | | | | |
| 26 | .146 | .455 | 98.303 | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 27 | .124 | .389 | 98.692 | | | | | | | |
| 28 | .109 | .341 | 99.033 | | | | | | | |
| 29 | .104 | .327 | 99.360 | | | | | | | |
| 30 | .079 | .247 | 99.606 | | | | | | | |
| 31 | .078 | .243 | 99.850 | | | | | | | |
| 32 | .048 | .150 | 100.000 | | | | | | | |

Extraction Method: Principal Component Analysis.

Table 5 depicts the outcome of the total variance explained on the five factors are extracted at 62.34% of total variance. The first factor describes 37.971% of the variance and the second factor provided a 10.798% of variance of the total variance. Next, the third factor has a 7.325% of the total variance. The fourth factor scores 4.475% of the total variance respectively.

### Reliability Analysis

The analysis of reliability is to demonstrate the degree of consistency between diverse items, measures or assessment with one another.

Table 6 Reliability Analysis (n=210)

| Constructs | Cronbach's Alpha |
|---|---|
| Training Policy (TP) | 0.767 |
| Role of Investors (RI) | 0.891 |
| Graduate Skills and Abilities (GR) | 0.809 |
| Teamwork (TW) | 0.771 |
| Graduate Performance (GP) | 0.885 |
| Overall | 0.953 |

### Normality Test

The normality test for this study, Kolmogorov-Smirnov test and the Shapiro-Wilk test uses to perform normality test whether the data are considered normally distributed. Pallant (2011) recommended that p value must be non-critical with more than 0.05; whereas a p value shows less than 0.05 proposes that the presumptions of normality are disrupted.

Table 7 Test of Normality

| | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Training Policy | .316 | 210 | .000 | .667 | 210 | .000 |
| Role of Investors | .314 | 210 | .000 | .685 | 210 | .000 |
| Graduate Skills and Abilities | .347 | 210 | .000 | .598 | 210 | .000 |
| Teamwork | .298 | 210 | .000 | .653 | 210 | .000 |
| Graduate Performance | .185 | 210 | .000 | .844 | 210 | .000 |

a. Lilliefors Significance Correction

### Correlation Coefficient Matrix

This statistical assessment uses the correlation coefficient among the explanatory variables exhibited in a correlation matrix table.

Table 8 Correlation Coefficient Matrix of Determinants of Structure Decisions

| Variable | Training Policy | Role of Investors | ofGraduate Skills and Abilities | Teamwork | Graduate Performance |
|---|---|---|---|---|---|
| Training Policy | 0.595 | 0.744 | 0.682 | 0.749 | 0.619 |
| Role of Investors | | 0.561 | 0.491 | 0.651 | 0.652 |
| Graduate Skills and Abilities | | | 0.804 | 0.753 | 0.570 |
| Teamwork | | | | 0.708 | 0.613 |

## Collinearity Analysis

The maximum degree of VIF is not more than 10 and the value of tolerance is not less than 0.2 are acceptable as suggested by several literatures (Menard, 1995; Tabachnick & Fidell, 2007).

### Table 9 Collinearity Statistics

| Variable | Tolerance | VIF |
|---|---|---|
| Training Policy | 0.348 | 2.871 |
| Role of Investors | 0.546 | 1.830 |
| Graduate Skills and Abilities | 0.260 | 3.853 |
| Teamwork | 0.324 | 3.082 |
| Graduate Performance | 0.302 | 3.311 |

Pearson Correlation Analysis

The value of correlation coefficient shows in the range between -1 to +1. A coefficient value of 0 shows that no connection between the two factors. However, a coefficient value of more than 0 demonstrates a positive association and the value of less than 0 shows a negative association oppositely.

### Table 10 Pearson Correlation Matrix

| | | Training Policy | Role of Investors | Graduate Skills and Abilities | Teamwork | Graduate Performance |
|---|---|---|---|---|---|---|
| Role of Investors | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | | | | | |
| Role of Investors | Pearson Correlation | .595** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| | N | 210 | | | | |
| Graduate Skills and Abilities | Pearson Correlation | .744** | .561** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| | N | 210 | 210 | | | |
| Teamwork | Pearson Correlation | .682** | .491** | .804** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | N | 210 | 210 | 210 | | |
| Graduate Performance | Pearson Correlation | .619** | .652** | .570** | .613** | .490** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 210 | 210 | 210 | 210 | 210 |

**. Correlation is significant at the 0.01 level (2-tailed).

Multiple Regression Analysis

The recommended model for each variable of the study is reported respectively.

Table 11 Statistical Relationship between Determinants of Structure Decisions and Graduate Performance

| Variables | Unstandardized Coefficients (B) | Standardized Error | Standardized Coefficients (B) | t | Sig. |
|---|---|---|---|---|---|
| Training Policy | 0.826 | 0.073 | 0.619 | 11.375 | 0.000 |
| Role of Investors | 0.635 | 0.051 | 0.652 | 12.417 | 0.000 |
| Graduate Skills and Abilities | 0.772 | 0.077 | 0.570 | 9.994 | 0.000 |
| Teamwork | 0.878 | 0.078 | 0.613 | 11.200 | 0.000 |

Dependent variable: Graduate Performance

For hypothesis testing all were accepted.

Hypothesis Testing

Table 12 Results of Hypothesis Testing

| Hx | Hypothesis | Result |
|---|---|---|
| H1 | There is a positive relationship between Training Policy (TP) and Graduate Performance (GP). | Accepted |
| H2 | There is a positive relationship between Role of Investors (RI) and the Graduate Performance (GP). | Accepted |
| H3 | There is a positive relationship between Graduate Skills and Abilities (GR) and Graduate Performance (GP). | Accepted |
| H4 | There is a positive relationship between Teamwork (TW) and Graduate Performance (GP). | Accepted |

## Conclusions

The education system, aims, stages and styles are determined by education policy. Intellectually or culturally, it is not possible for any nation to prosper unless it has a simple, practical and versatile educational policy. Salameh writes that the connection between educational policy and strategic planning should be emphasised. This research addressed the educational policy according to a comprehensive vision based on the diagnosis of the reality of the policy of education TVET in Libya. The emphasis is upon the use of the method of systems analysis as this method contributes to problems by placing them in a general structural context derived from specific content. The method of systematic analysis is, therefore, the best choice for this thesis. The

research aims to try to find a model which to improve and develop the performance of the private education organizations in Libya to improve the performance in the education system. It aims to show the differences and similarities between the Libyan and Libyan systems in terms of, the factors, the stages of education development, the education philosophy, private TVET policy, and the most important problems to find the model to improve. It will provide a comprehensive view of the education policy in Libya and the challenges facing compared to Libya and to identify the best ways to improve it.

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