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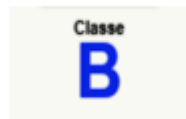
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Social marketing and Attitudes of secondary school students towards vocational training and education

التسويق الاجتماعي واتجاهات طلاب المرحلة الثانوية نحو التكوين والتعليم المهني

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Abstract : This study aimed at investigating the attitudes of high school Algerian students towards vocational training and education, and to identify the role of social marketing in this field. Using a descriptive approach, data collection was carried out by means of the "attitudes of high school students towards vocational training and education scale" on a sample consisting of (220) students at the "Moufdi Zakaria" high school. Results revealed that there is a general passive view of vocational training and education among the participants. It was also found that social marketing is recognized as a priority concern in the mandates of stakeholders and policy makers of vocational training and education, that should be utilized in changing the stigma of this vital sector.

Key words: vocational training and education; Attitudes; high school students; Algeria; Ghardaia

JEL classification: E02; E60; F33; M41; M48

ملخص: يعتبر قطاع التكوين المهني من القطاعات الحساسة التي تحظى باهتمام كبير عبر العالم، حيث يعتبر من بين أهم أساليب التربية الحديثة، التي أخذت به الدول المتقدمة والنامية على حسب سياسة كل منها، فهو يهدف أساسا إلى تزويد خريجي المدارس الابتدائية والمتوسطة والثانوية الذين لم يكملوا دراستهم أو الذين تخلفوا عنها بمهارات مهنية أو حرفية أفضل تؤدي إلى إعدادهم ليكونوا عمالا مهرة. ولكن رغم الإمكانيات والوسائل التي وفرتها دولة الجزائر في سبيل التحاق التلاميذ بمراكز التعليم المهني كما صرح الوزير محمد مبارك، إلا أننا لمسنا غيابا تاما لرغبات التلاميذ في الالتحاق بهذا النوع من

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المؤسسات، وهذا الغياب الملحوظ والعزوف الذي يعاني منه القطاع راجع إلى اتجاه الأفراد إليه؛ وتكمن أهمية معرفة اتجاهات تلميذ المدارس نحو موضوع التكوين المهني في التنبؤ بالسلوك الذي سيقومون به. فإذا كانت اتجاهات أفراد المجتمع ككل سلبية؛ فتغيير هذه النظرة لقطاع التكوين المهني تقع على عاتق المختصين في التسويق الاجتماعي؛ وهذا بتغيير بعض الأفكار الخاطئة عن التكوين المهني. ومن هنا جاءت هذه الدراسة لتسليط الضوء على التسويق الاجتماعي في مجال التكوين المهني، حيث كانت تساؤلات الدراسة التي أجريت على (220) تلميذ من ثانوية مفدي زكريا بولاية غرداية كالتالي:

- ما هي اتجاهات تلامذة الثانوية نحو التكوين المهني؟

- ما هو دور التسويق الاجتماعي في مجال التكوين المهني؟

الكلمات المفتاحية: التسويق الاجتماعي؛ التكوين المهني؛ اتجاهات؛ تلاميذ الثانوية؛ الجزائر؛ غرداية

INTRODUCTION

Vocational training and education is a sector that gains growing attention throughout the world as one of the important modern education methods adopted by developed and developing countries according to their respective policies. The purpose of vocational education is to provide primary, middle, and secondary school who dropped out or could not complete their study with better vocational or craftsmanship skills to prepare them to be skilled workers.

It is argued that genuine comprehensive development of countries cannot be achieved without vocational training and education. This due to the fact that development, in its comprehensive framework, depends on the acquired experience and the production of knowledge and technical skills possessed by human capital (Mostafa, 2001), which calls for devoting greater attention to investing in this capital. Thus, any organization willing to grow and flourish needs to focus on investment of human capital which represents the key driver of the other resources. This investment occurs through the education and training of individuals to qualify them and provide them with the necessary competencies (Ghareb, 2003).

Besides preparing a national workforce that contributes to the country's development, progress and prosperity, and that meets the nation's needs of workers and technicians, and leads to an increase in production in terms of quantity and quality, vocational training and education has indirect influence such as social harmony and reduction of deviant behaviors. Therefore, it is placed at the center of the debate and public discussion due to its social and economic importance as well as its benefits for society in general and the individual in particular.

In the Algerian context, it is observed that Algeria policies seek to make this sector successful. According to Nouredine Badawi, the Former Minister of Vocational Training and Education, about 79 percent of vocational training and education sector graduates are included in the workforce. He added the collapse of oil prices requires us to rely on national institutions and local manpower to implement various projects, stressing that the new challenge at the national level for the sector is to be qualified to reach a large percentage in vocational training.

However, despite the capabilities and means provided by the Ministry of Vocational Training and Education for the sake of enrolling students in vocational education centers, Mohamed Mubarak, the Minister of Vocational Training and Education, there is a noticeable absence of students' desires to join these vocational centers, especially the professions and crafts related to construction, public works, agriculture, compaction, etc. In emphasizing this case of Algerian young people's reluctance to receive vocational training in these majors, the minister mentioned that the branch which accommodates 20 trainees or apprentices, there are only 5 or 6 apprentices are enrolled in it, and that all jobs that involve manual work are neither met nor popularized by young people (Soku N. , 2015).

A possible explanation of young people's reluctance to receive vocational training and to join this sector is the mainstream attitudes of individuals and community towards vocational training and education. It is, therefore, necessary to investigate the attitudes of students towards vocational training to predict their expected behaviors. This is because examining attitudes, according to Abo-Gaber and Al-Badania (1980) is significant determinant of behavior. (Abo-Gaber, 1980)

The study of attitudes occupies a high priority on the agenda of social psychology in many studies of personality and group dynamics, as well as in applied fields such as education and mental health. Attitudes can serve as indicators in light of which distinct behaviors of the individuals towards a specific topic can be expected, as is the case of the apprentices in the vocational training sector. As a member of society, the apprentice belongs to the vocational training institution that is a source for the development of human resources from building scientific theories and applications to documenting cultural and civilizational ties.

If the attitudes of the members of society as a whole are negative, changing this perception of the vocational training sector is the

responsibility of specialists in social marketing. This would take place by changing the misconceptions about vocational training because the social product may be an idea, behavior, or even a consumption pattern that society needs to inculcate and deepen in social practice, especially as it seeks to improve individuals' standard of living. Therefore, the adoption of methodical methods and procedures in the process of social change according to a vision aimed at improving view of society for vocational training has been necessary, especially as contemporary societies have become very interested in developing human resources that have a direct influence on the present and future of these societies. This means that the philosophy of disseminating social values cannot come to fruition. unless it assimilates the most important concepts and controlling and organizing components of society, including: social phenomenon, social change, socialization, influence, and attitudes.

Understanding the various social concepts contributes to the process of inculcating social values through the use of social marketing campaigns. It is worth observing that the interest of official institutions as well as civil society organizations has increased through the world in general and in Algeria in particular in social marketing campaigns in light of their direct impact on the process of changing individuals' attitudes. Social change is linked to building a modern society that seeks to achieve the well-being of all its members.

- Problem of the study

In light of the above, this study attempted to answer the following two questions:

- 1 What are the attitudes of high school students towards vocational training and education?
- 2 What is the role of social marketing in the field of vocational training and education?

- Conceptual framework

- The concept of attitude

Attitude can be defined as an organized, consistent method of thinking, feeling, and reacting towards people, groups, social issues or any event in the environment (Abdellatif, 2001). Albort as cited in (Mouawwad, 2003, p. 235) defines attitude as "a predisposition state of nervous mental towards people, things, situations, or subjects in the

environment that provokes this response." Attitude can also be looked at as a means of predicting the individuals' behaviors that reveals, in advance, what they might do in certain situations regarding a situation adopted by an individual for a certain period (Younis, 2007, p. 121). In social psychology, attitudes indicate psychological disposition to release the required responses to a specific situation, whether approval or disapproval of that situation. In other words, attitudes serve as a permanent system of positive or negative evaluation of approval (Alwafy, 2012, p. 24).

Zahran (2000) argues that an attitude is a hypothetical, moderate, or a latent variable that falls between the stimulus and the response and expresses a psychological readiness or a learned nervous mental disposition for a positive or negative response towards people, things, topics, or controversial situations in the environment that provokes this response. Attitude is defined in this study as the sum of the students' responses of who expressed their desire or lack of interest of vocational training and education.

There are three main components involved of the attitude, these are the cognitive component, the behavioral component, and the emotional and affective component.

- The cognitive component:

this include the individual's awareness of the essence of the attitude, his or her beliefs about it, the thoughts **embraced**, and the arguments and evidence the person accepts towards the topic of this attitude (Muhammad, 1997, p. 12)

- The behavioral component:

this refers to the practical response an individual may engage in. attitudes serve as guidelines directing the human behavior, as they push the individual to act in a negative way when this individual has negative attitudes for other topics (Al-Maaitah, 2010, p. 148).

- The emotional and affective component:

this component refers to the feelings of love and hate the individual directs towards the subject of the attitude, in other words, an individual may love a subject, thus rushing toward it and responding to it in a negative way (Abo-Gado, 2010, p. 195).

- The concept of vocational training and education

The concept of vocational training and education differs completely from the concept and nature of general education introduced in schools due to their varied domains and educational goals. While general education aims at providing learners with general knowledge, vocational training and education is aimed at helping apprentices develop competence at a specific profession or vocation that is legally recognized, through which the apprentice becomes able to ensure the successful performance of specific vocational tasks. The concept of vocational training and education includes, according to Gouzi (1972, p. 293), all forms of preparation or modifications for a vocational work, including teaching knowledge and transferring moral values or professional knowledge related to this vocational work.

Vocational training and education, then, includes any activity that allows the acquisition of vocational qualification or a set of specific qualifications or vocational skills of any kind, for any adult human willing to occupy a work position, regardless of the level or type of job that he or she will occupy (Aly, et al., 2009, p. 60). Vocational training and education is also defined as a set of activities that qualify individuals and groups to perform their current and future work efficiently for the good functioning of an organization (Sekiou & Blondin, 2001, p. 335).

In brief, vocational training and education refers to a combination of activities aimed at helping apprentices acquire knowledge, skills, and behaviors at the vocational training and education institutions through delivering theoretical lessons and practical work that make the apprentices able to perform a certain work or occupation within a process that includes the various psychological, artistic and social aspects.

- The concept of social marketing

Social marketing refers to the implementation of commercial marketing techniques in the analysis, planning, implementation, and assessment of programs designed to voluntarily influence the behaviors of the target audience in order to improve care for the individual and society (Andreasen, 1995). Social marketing is also defined as the design, implementation and monitoring of programs aimed at increasing the levels of acceptance of a particular social notion or practice by a specific group of people. It is an endeavor that can be pursued by profit and non-profit or public organizations that attempts encouraging people to do something beneficial for them or for the others. In other words, social marketing

involves in its essence the marketing of social behaviors by any entity or organization that targets specific audience (Abu-Nabaa, 2002, p. 39).

According to Center Allen and Cutlip Scott, social marketing campaigns play an essential role in various vital fields, especially in attempting to improve the living conditions of individuals. The activities of these campaigns are part of the duties of the public relations departments of the ministries and civil society institutions that are associated with community issues (Scott & Allen, 2006).

Andrien (2005, p. 4) defines social marketing campaigns a set of communication programs which rely on planning to develop persuasive strategies with the purpose of the adoption of positive social ideas, behaviors, or practices. These campaign are based on tailored designed programs aimed at changing knowledge, information and attitudes of the target audience (Andrien, 2005, p. 5). The success of these campaigns is contingent on their commitment to all the procedures of planning, developing strategies, setting goals, human and physical resources, identifying the characteristics of the audience, and scheduling the campaign (Salamon, 1992, p. 346).

1. Methods and Materials

This study used a descriptive approach that is commensurate to the aims of the study.

1.1 Population and sample of the study

The population of the study includes all students of the "Moufdi Zakaria" high school in the academic year 2020-2021. A total number of (220) students at the "Moufdi Zakaria" high school were selected through stratified random sampling method to participate in this study.

1.2 Instrument of the study

In light of reviewing literature and previous related studies, an initial form of the "attitudes of high school students towards vocational training and education scale" was developed to collect necessary data to answer the questions of the study. The scale included three alternative answers that measure agreement according to a three point scale (i.e. agree, neutral, disagree), with each answer is rated by 1, 2, or 3 degrees respectively to identify positive responses. The scale is adapted from Angres (2004), and included three main dimensions with (11) items for each dimension.

The scale was presented to (11) jury members who made some valuable modifications. The resulting scale included 30 items covered by three main dimensions, these were: the cognitive component (items 1 -10),

the behavioral component (items 11- 20), and the affective/ emotional component (items 21- 30).

Given that face validity cannot be adopted as the only indicator to verify the construct validity, the scale was administered on a pilot sample consisting of (30) students at the "Mofdi Zakaria" High School of the nonparticipants of the main study in order to verify the psychometric properties of the instrument. The results are presented in the following paragraphs.

- Discriminant Validity

Discriminant validity was calculated by means of SPSS software. Results obtained showed that the values of discriminant validity was statistically significant at the level (0.01) of significance, which indicates that the attitudes of high school students towards vocational training and education scale is valid (see table 1).

a. Internal Consistency

Table 01: discriminant validity results of the attitudes of high school students towards vocational training and education scale

Set	Number of individuals	Mean	Standard deviation	Calculated "t"	Freedom degree	Level of significance
The highest 33% of scores	10	116.14	5.014	5.12	54	0.01
The lowest 33% of scores	10	89.112	4.157			

Internal consistency was used to verify the validity of the measurement scores. This type of validity reveals the correlations between each item and the total score of the scale, as well as between an item and the remaining items. Therefore, internal consistency can be considered as an indication of validity, as the correlation between an item and the total score of the instrument can be explained as the item is correlated to the subject to be measured. As for the "attitudes of high school students towards vocational training and education scale", all the correlation coefficients were statistically significant at the levels (0.05) and (0.01) of significance.

b. Reliability

The instrument is reliable if it yields the same results if it is repeated, especially if the conditions surrounding the administration to the

instrument and the setting are the same in the two administrations. In this study, the split-half method was used to verify the reliability of the attitudes of high school students towards vocational training and education scale. Data analysis was conducted by means of SPSS software (see table 2).

Table 02: results of reliability coefficients of split-half method of the attitudes of high school students towards vocational training and education scale

Method		Coefficient value
Cronbach Alpha	First half (15)	0.752
	Second half (15)	0.892
Spearman Brown's modulus for unequal lengths of segments		0.940
Guttman Split-Half coefficient		0.939

Results presented in table (02) show that the value of all coefficients were more than (0.750), which are high values indicating that the scores of the attitudes of high school students towards vocational training and education scale enjoy high level of reliability.

Based on the above, it is concluded that of the attitudes of high school students towards vocational training and education scale enjoys high levels of validity and reliability, thus applicable on the main sample.

1.3 Procedures of the study

The field study was conducted in March 2020. The attitudes of high school students towards vocational training and education scale was distributed to the students of the "Moufdi Zakaria High School" between the 5th to 25th of March. The returned forms were encoded and statistically analyzed by means of SPSS software V.25.

2. Results and Discussion

In this section, the results of the attitudes of high school students towards vocational training and education scale are presented to answer the questions of the study.

2.1 Answer of question 1: "What are the attitudes of high school students towards vocational training and education?"

Results presented in table (03) show that there is a general passive view of vocational training and education among the participants. In more details, the majority of participants ($n = 183$, 83.18 %) had negative

attitudes towards vocational training and education, while only 37 students (16.82 %) had positive attitudes towards vocational training and education.

Table 03: Results of high school students' attitudes towards vocational training and education

attitudes towards vocational training and education	frequency	percentage
Negative	183	83.18%
Positive	37	16.82%
total	220	100%

Reluctance by students to engage in vocational training and education can be explained in light of the fact that the majority of society believe that vocational training and education is a bad choice and invaluable in terms of social and psychological aspects. This, in turn, results in feelings of rejection and contempt towards vocational training and education, and being the last choice for many many people all other doors are closed for them. This finding is consistent with what Salehy and Shotary (2009) found in their study on the reality of vocational training and education.

Moreover, vocational training and education is perceived by society as the only sanctuary for the less able, those who failed in their study in general education, and that the work in handicrafts is associated with fatigue, dirty clothes and poor working conditions, which is of lesser status and importance, while the favorite jobs in society are office or academic jobs, whose occupants are characterized by clean clothes and intellectual work.

Added to that, apprentices who choose vocational training and education are the failures who dropped out of the educational system, which makes vocational training and education in conjunction with failure, and reduces the social value of the apprentice. Therefore, students as well as their parents do not think about admission to vocational training institutions unless they failed in the mainstream educational path. The association of the vocational training sector with those who failed in school, especially those who were unable to enroll in secondary education, led to a stigma of this sector.

2.2 Answer of question 2: " What is the role of social marketing in the field of vocational training and education?"

There has been increased interest in vocational training and education over the past few years, especially in the developed countries as

a result of the technological changes and advancements and the development of the skills required in production techniques. Similarly, the importance of vocational training and education has also gained more attention in the developing countries, motivated by the desire to enter the fields of manufacturing that requires qualified workforce capable of absorbing and dealing with advanced technologies. Vocational training and education is a very broad area, exists between the school and university systems on the one hand and the world of work on the other hand, and provides multiple opportunities to acquire knowledge and experience in many vocational, crafts, and professional fields. Although vocational training and education is the optimal choice for the individuals who possess craftsmanship skills and who are willing to enter the labor work quickly, this sector faces many problems in Algeria that hinder it from achieving its goals, including the negative perception about it and the reluctance of young people to join it.

In light of this, the importance of social marketing is recognized as a priority concern in the mandates of stakeholders and policy makers of vocational training and education. This sector needs a process of planning for social marketing campaigns, especially since these campaigns target changing social entities whose development and effects cannot be controlled. The core of these campaigns should be based on a cohort of communication programs that depend on planning to develop persuasive strategies with the purpose of changing individuals and society's perceptions of vocational training and education, as well as changing their knowledge, information and negative attitudes towards it.

This would take place by means of promoting and introducing the positive qualities of vocational training and education, and by ensuring that the holders of vocational training certificates access to obtain job positions is facilitated, whether in the public sector, private sector, or the vocational sector. For instance, disseminating the initiatives to establish small and medium-sized enterprises, with the state encouraging these endeavors through loans granted to unemployed young people, provided they obtain a certificate proving skill and competence in a specific professional field in which they can invest. It is well known that small and medium-sized enterprises form the backbone of any country's economy, whether developed or developing; as they are characterized by their high ability to provide job opportunities, and they can serve as a means to stimulate self-employment and private work, as well as the fact that small and medium-sized enterprises need a relatively low capital cost to start activity. Another important features of small and medium-sized

enterprises are the possibility of employing semi-skilled and unskilled workers, allowing opportunity for on-the-job training to raise capabilities and skills, as well as a low risk. These projects also contribute to improving productivity, generating and increasing per capita income. That said, small and medium-sized enterprises are considered a main scaffolding in the process of economic and social development, due to their positive economic impact on the national and social economy in terms of their pioneering role in providing new job opportunities.

It is worth observing, however, that the success of social marketing campaigns depends on their adherence to all procedures of planning, developing strategies, setting goals, identifying human and physical resources, determining the characteristics of society, and scheduling the campaign (Salamon, 1992, p. 346). The success of any social marketing campaign depends also on well identified methodological steps to change wrong behaviors according to a comprehensive and integrated strategy that based on planning, implementation, and follow-up (Kothler & Roberto, 1989, pp. 25-27).

3. Recommendations

In light of the conceptual framework as well as the results reached by this study, the researcher put forth the following recommendations:

- There is a need to pay more attention and research to social marketing in Algeria.
- The use of social marketing is a major necessity in changing the negative perception and stigma of the vocational training and education sector.
- There is a need to encourage enrollment in the vocational training and education sector and to provide the necessary facilities that contribute to its success.

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