

The Effectiveness of a Training Program Based on Practice of Careers in Vocational Interests Development

Dr. omar. M. Mahasneh¹ Dr. Amani. M. Farajat²

1. AL-Shobak College, AL-Balqa Applied University, PO box (71911) Shobak (5) Maan, Jordan

2. King Hussein cancer foundation and center, psychologist, Amman

Abstract

The present research was conducted to identify the effectiveness of a training program based on practice of careers in vocational interests development, to answer questions about the study and test its hypothesis the training program had been prepared and the adoption of a measure of vocational interests, as validity and reliability of each of them were verified. The study sample consisted of (60) female students from the tenth grade in a school in Ma'an, where we were taking the two sections at the school and was selected one at random to be the experimental group and studied using a training program based on the practice of the professions and the other as a control and studied using a theoretical method about professions. Both groups were subjected to a vocational before and after interests scale. The study results indicated the presence of a statistically significant difference for the significance level $\alpha = 0.05$ in the vocational interests between the experimental group and the control group and the experimental group in various professions (Medical, Engineering, Social, Applied Sciences, Business, Educational, Office Arts, Industrial, Military), the results showed that the practice of occupations develop real vocational interests for students, and the study set a recommendations from the results.

Keywords: Training Program Based on Practice, Vocational Interests.

1. Introduction study and background theory

Individuals differ in their affiliations and beliefs, which are formed to have induced intercourse at home, school and community is the lack of a career with interests daunting to them an agreement and not to take advantage of their abilities and their abilities, and knowledge of one's inclinations, trends, and preparations of the things that you need to elaborate training and interests correct by all those around individuals individual, knowing the individual inclinations to help its success, many of the students in the upper grades are confused to choose their specialties due to the lack of knowledge of the interests and the suitable specialization (Mahasneh,2013; Mahasneh,2011; Yusuf,2006). It is the duty of modern education in this century to help students to discover their interests and willingness, This can only be achieved through the participation of experts and specialists with the need to focus on the practice of the student works with his hand (Mahasneh,2012). The vocational tendency is one of the most important factors that help the person to take a decision in his choice of the disciplines study, If the person scientifically deliberate decision taken on the basis of vocational interests he will succeed in his life and innovate in his field, each individual has work preferences based on the interests and desires (Aldahri,2005; Tortillas,1999). Turner and Lapan (2005) that vocational interests is a fundamental factor in the guide and direct individuals to choose their specialties, and that leads to success and develop their creativity.

Strong has defined vocational inclination that: the natural tendency of the attention given something, Or standby because the individual is interested in specific thing. (Savakis & Spokane, 1999) is known as Andrew Carson (Andrew, 2005; Sharf,2006) vocational Interests in the Dictionary of Occupational Psychology Dictionary of Vocational Psychology as part of the central building of the character, Vocational interests in the Dictionary of Occupational Psychology Dictionary of Vocational Psychology as part of the central construction of the character, this part has the decision-making in vocational choice and adapt to the chosen profession, and refers to the activities and processes that are related to the areas of the profession (Nathan & Hill, 2006.). Several studies results has indicated that the knowledge of the vocational interests help to guide the individual to determine the decisions that must be owned in every stage of the vocational growth, and that knowledge of the evolution of vocational Interests helps counsellors to intervene in a timely and effectively, to modify any defect in vocational growth (Rojewski & Kim, 2003; Alnaseer & AlSaud, 1993; Abu dlo 1993). Larson and his colleagues pointed out (Larson, et al. 2002) that there are several factors that help in the formation of vocational interests, including the (personal experience, the experience of others, hobbies, academic achievement, personal characteristics of the individual, the needs of the individual) and include interests on the constituent elements as indicated so (Altlahen, 2008; Alsbejan,2008; Brown,2007; Haj,2002) as follows:

1. Emotional component: This aspect includes feelings of the individual associated with the practice of trends such as joy, happiness, anger, hatred and discomfort, they have an important role because if the individual practiced something and felt a certain pleasure and joy, that leads to creativity, innovation and increased productivity.

2. Component of knowledge: This includes what the individual has information and knowledge about

the tendency, it is individuals tends to a course and believes that this specialization is best, based on his knowledge and beliefs that may be true may be otherwise, and it is essential that self believes the health and rightness his information and his beliefs about this tendency.

3. Behavioural component: The information or cognitive aspect refers to the method of disposal, while feeling refers to the expected outcome and desired.

To determine the tendency of the individual towards specific topics, it uses many of the standards which are (observation, interview, records, documents and tests), the standardized tests that have undergone to a fixed procedure when it applied and corrected on a sample of individuals is one of the most important metrics to judge the strength or weakness of the individual's performance in a particular action, such as test Strong, Holland and Kidder (Aldahri, 2005, Shammari, 2011; Jill and Robert, 2002).

Referring to the above it is clear that vocational interests are concerns or preferences stimulates the individual to do a particular activity, and the individual considers the value and enjoy it, the more grown and matured individual crystallized interests towards distinctive style, and the interests from one person to another, as trends may be short-term transient, or continue with a permanent individual. Vocational tendency is very important, because they help to identify the occupations favoured by the individual at every stage of vocational growth, and form the basis for decision-making in the vocational fitting, therefore, detected and measured can facilitate academic and vocational selection process. Social expectations and demands of the growth has been increasing and the concomitant psychological and social conflict and an increase in tension emotional and increase the need for psychological guidance, especially at decision-making regarding the specialization and its professions stages, and the future of vocational decision, and lifestyle (Muncie and forgotten, 2004, Pioneers, 1996; Abuesa, 2002).

2. Previous studies

After reviewing the educational literature and previous studies reached the researchers to studies related to the subject of the research, the Zunker (1989) study aimed to investigate the impact of vocational culture program in vocational tendency for students of comprehensive secondary education, academic, and study sample consisted of 640 male and female students were selected class random sample method, respondents were evenly distributed on the two groups organised and experimental. It has been identified vocational tendency for students using the scale "Holland Vocational Interests" adapted to the environment of Jordan. The results showed that the vocational culture hasn't had a clear positive impact in the vocational tendency for students development. It held Abshir (1991) study aimed to detect the impact of Islamic education curricula in the vocational tendency of secondary school students in Jordan. To achieve this goal has been selected sample of 61 students of Fawzi al-Mulki Secondary School for Boys, was also selected two divisions randomly, experimental division consists of 22 students, and other Division is controlled made up of 29 students. The results showed the effectiveness of the program. Nathan & Hill (2005) made an evaluation study for the effectiveness of the programme, in order to increase non-traditional vocational inclinations and self-efficacy associated with the profession, among a sample of teenagers from middle school students. The results showed significant in self-efficacy in the field of planning for the profession, and the search for the profession, and the adequacy of the vocational and educational growth of the participants of the experimental group in the study. The results also indicated that significant in the artistic and social trends and interests traditional patterns increases among males, while females showed significant trends in realism patterns, adventure and traditional interests increases. It follows from these results that it can increase self-sufficiency associated with the profession to the young teenagers, as well as the tendency of non-traditional occupations, through participation in computer programs and research activities are in the form of groups. Schroeder & Redmond (2006) make a study to measure the effectiveness of the program in vocational development designed to help adolescents in the development of vocational interests adventure. Researchers have used a methodology oriented persons (Person Oriented Approach), as well as pre and post tests to measure trends in the field of business. The study was applied to a sample of (321) teenager and formed the experimental group (302) teenager formed the control group. The average age of the adolescents in this study (16.5 years). During comparing the two groups and found that there were differences between the two groups in terms of recurrence the five different patterns of development of vocational inclination towards adventurous style, a (stable high - and stable low - and degreaser - and increaser - and the average middle). The study also found that adolescents with high stable pattern and the increasing pattern interests were more a trend towards personal style prone to adventure; where they are characterized by a lower level in risk aversion, and a high level of control. The results showed that this program has been instrumental in supporting the teenagers to explore the capabilities of the profession in the business world as one of the options for the future. Alsbekhan (2008) a study aimed to detect the effectiveness of two training programs in the adjustment interests, attitudes and decision-making towards vocational education among middle school students in Saudi Arabia, The study sample consisted of 50 students from the middle school students (third average) male, three standards prepared by the researcher to measure the impact of the two programs have been used, which are: interests, trends, and

decision-making. Results of the study pointed to the effectiveness of the two programs to modify interests, trends and decision-making towards vocational education.

3.The problem and the questions of the study

Students suffer in our schools from an inability to make decisions with respect to the study type or profession commensurate with their abilities and inclinations, and especially after the end of tenth grade, or after the end of secondary education, this is due to a number of factors behind the block of vocational maturity, and to take the appropriate career decision's, and these factors are lack of information, knowledge about themselves, their abilities and preferences, their personal values, and lack of accurate and correct information and knowledge about the careers' world and the labour market, in addition to parents interventions and the surrounding environment in the formation of negative trends they have toward certain professions, which hinders the vocational maturity, and disrupts and disrupts the decision-making of the appropriate vocational, as well as the parents guidance to the children about some of the most prestigious social values professions, on vocational and vocational education without regard to the employment opportunities, and also without regard to the capacity of children and their tendency may hamper the decision-making in proper manner (Pioneer, 1996). The lack of ability to make decisions of the Vocational among students led to an urgent need for the existence of programs for guidance and career counseling; and to help students to discover their abilities and preferences career, and how to direct them properly to converge with their goals and aspirations career, and enlighten students about educational opportunities available in the university level, and provide them with all the sufficient information available career opportunities in labour market and the conditions of admission (Mahasneh,2003), so the study came to reveal the efficacy of a training program which is based on the practice for careers in vocational interests development, and it have tried to study the following hypothesis statistical testing: There were no statistically significant differences at the level of significance $\alpha = 0.05$ before and after the application of the training program in the development of vocational tendency for students of tenth grade. Referring to the above of the previous study hypothesis question formats as follows: What effectiveness based on vocational work in the real vocational development interests among school students an educational program?

4.The importance of the study and justification

This study is gaining its importance of the theoretical importance of knowing the students for vocational interests and their preparations, achieving success in life, including benefit themselves and the society. The study provides important information and data for many of the educators involved in guiding and directing the students.

5.Procedural definitions

The study includes some of the concepts and terms that need to be defined, namely:

The training program is based on the practice of professions: training content to practical skills in various vocational education curricula axes (engineering skills and light maintenance, housekeeping and public life, agriculture and the environment, hospitality and tourism, economy and technology, public health and safety).

Vocational interests: sentimental side inside the psyche of the individual is directed towards a particular profession, and acquire through training, practice and experience.

The traditional method: a practical implementation of the skill content in a way traditional teaching (the lecture).

6.The limits of the study and their determinants

- The study was limited to the tenth grade students in a school in Ma'an.
- The adequacy of the research tools used to measure the vocational interests.

7.The study methodology

This study used a semi-experimental methodology, where vocational Interests scale used as a primary source of data.

8.The study population

The study population consisted of tenth grade students in regular primary public and private schools of the Directorates of Education in the Governorate of Ma'an.

9.Members of the study

The members of the study consisted of 60 female students from the tenth grade, where the sample was chosen randomly sample, there were two divisions from the tenth grade, where the random selection was used to determine the experimental and control groups, and are shown in Table (1) the distribution of members of the study.

Table 1. shows the distribution of individuals in the study groups

The experimental group		The control group	
Number of female students	class	Number of female students	class
30	1	30	1

10. Study tools

For the application and implementation of the study prepared by researchers:

1. The training program is based on the practice of the professions: (general objectives of the training program: Help students to develop their awareness and provide them with information on the areas of vocational, make informed decisions about their future; whether related to academic specialization or university or profession, enabling them to explore their interests, and their vocational concerns, the planning for the practical life, and setting goals for academic and vocational trends, and the creation of better links between what they learn in school and the skills that must be mastered to learn it and to succeed as adults in our local workers). The training program has been prepared by limiting the vocational fields, and also the vocational skills of each of them, and then planning lessons to make the students are at the centre of learning, and the teacher is accessible and making it easier to the educational learning attitude.. This program includes (12) a plan of study, respect each one of the vocational skills involved in the subject of vocational education axis, where each axis includes two different skills, in addition to the practical application of each skill. The following is the order of Studying Plans by the skills covered in each:

No. 1 - Engineering skills and light maintenance:

- A. a skill of making circuit board to illuminate the lamp using a cutter protection and key.
- B. Maintenance tools Sanitary Wares skill (maintenance mixer (battery laundry)).

No. 2 -The agriculture and the environment :

- A. The skill of preparing the land for agriculture processing.
- B. Skill for garden design scheme surfaces.

No. 3 - Axis of Economics and Technology:

- A. E-marketing skill.
- B. Skill of design model commercial document and data entry.

No. 4 - Home affairs and public life:

- A. Negotiating and problem solving skill.
- B. Skill sewing clothes without schemes.

No. 5 - The hospitality and tourism:

- A. Skill prepare a variety of dishes from red and white meat.
- B. The skill to deal with tourists.

No. 6 - public health and safety:

- A. Skill artificial respiration process.
- B. Skill educational design brochures for people with high blood pressure.

2 .Adopt vocational interests scale.

11.The credibility of study tools

To check the veracity of the tools offered on a group of arbitrators doctorate in Jordanian universities specialists in educational science campaign and asked the arbitrators to judge the quality and strength of the tools in the light of the degree of relevance of the study tools to achieve its goals. It was collected the views of the arbitrators and their suggestions and modify some of the paragraphs in the light of this and deleting some of them for software and scale that has been applied.

12.The study design

The current quasi-experimental study attempted to test the effect of an experimental independent variable (training program based on practice, as opposed to the usual style of teaching) in the dependent variable (vocational Interests), the pre and post measurement was conducted for the two groups, and the study design scheme as follows:

EG: O1 X O1

CG: O1 O1

Whereas:

EG: the experimental group.

CG: control group.

X: treatment (training program based on the practice of professions).

O1: vocational Interests scale.

13.The study variables

The study includes the following variables:

Independent variables: training program has two levels (practice professions) and (teaching neo-normal (the lecture).

Dependent variables: the collection.

14.Statistical data collection and processing

To answer questions about the study was data using statistical analysis program entry (SPSS) were averages and standard deviations account, in addition to the joint analysis of variance.

15.Results and discussion

The current study aimed to investigate the effectiveness based on practice for careers in vocational development interests of the training program at the tenth grade students compared to the traditional manner, in the light of the previous question the study hypothesis formulated as follows : There were no statistically significant differences at the significance level $\alpha = 0.05$ between the average vocational Interests to the tenth grade students applied them training program based on the practice of the professions and the average vocational Interests to the students who were studying in the traditional way .To test the hypothesis was extracted averages and standard deviations to estimates by members of the study on the vocational Interests pre and post scale, according to the table (2).

Table (2). Averages and standard deviations of the members of the study estimates according to the variable training program

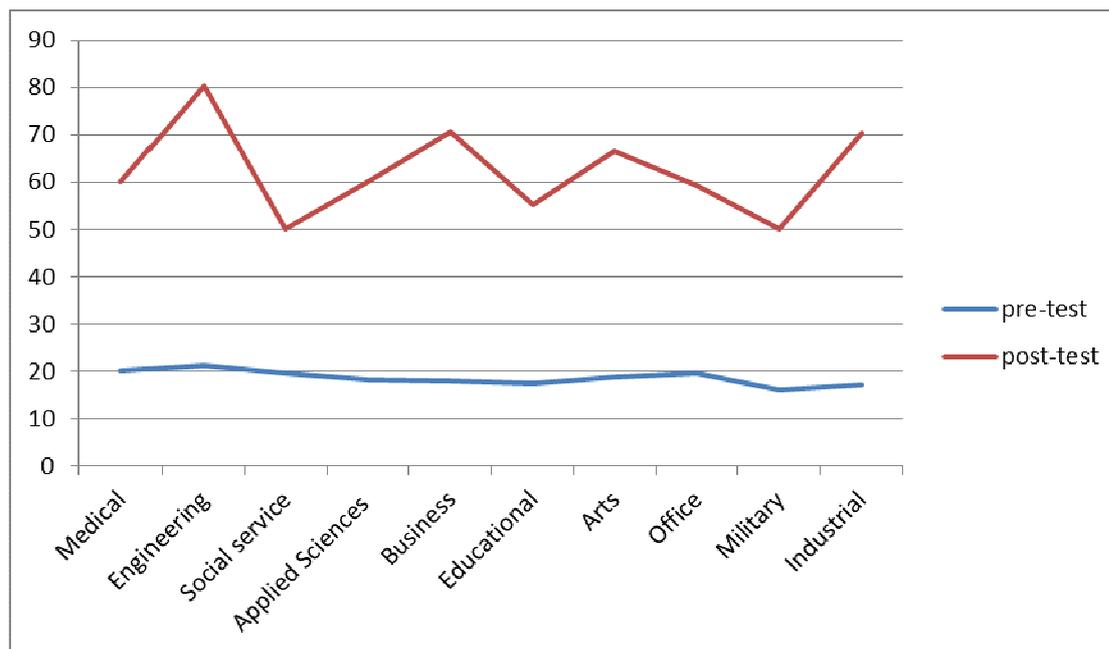
Descriptive statistics	Pre-Vocational Interests			Post-Vocational Interests		
	experimentation	A control	Average	experimentation	A control	Average
mean	33.2	30.1	31.65	93.6	37.4	65.5
Standard deviation	5.2	4.3	4.75	13.2	10.1	11.65

Shown in Table (2) the existence of a virtual difference between the average student estimates on vocational Interests pre scale in the experimental and control groups was the arithmetic average of the estimates of the experimental group (33.3) and standard deviation (5.2). The arithmetic average of the estimates of the control group (30.1) and deviation standard (4.3), meaning that there is apparently a difference in the arithmetic mean between the two groups of (2.1), has been deleted pre differences statistically significant (statistical adjustment) using the accompanying analysis of variance.The table shows (2) also having a virtual difference between the average student estimates on vocational Interests post scale in the experimental and control groups was the arithmetic average of the estimates of the experimental group (93.6) and standard deviation (13.2), and the arithmetic average of the estimates of the control group (37.3) and deviation standard ((10.1, meaning that there is apparently a difference in the arithmetic mean between the two groups of (56.2).

Table (3). Averages of the estimates according to the study personnel for careers

Professions	Pre-Vocational Interests			Post-Vocational Interests		
	experimentation	A control	Average	experimentation	A control	Average
Medical	20.1	20.2	20.15	60.1	23.4	41.75
Engineering	21.2	21.9	21.55	80.2	25.8	53
Social service	19.7	18.9	19.3	50.1	20.1	35.1
Applied Sciences	18.3	17.8	18.5	60.2	22.5	41.35
Business	17.9	18.2	18.5	70.5	20.5	45.5
Educational	17.5	16.2	16.85	55.3	18.6	36.95
Arts	18.7	19.1	18.9	66.5	21.5	44
Office	19.6	20.1	19.85	59.3	24.5	41.9
Military	16.1	17.5	16.8	50.2	22.6	36.4
Industrial	17.2	18.6	38.8	70.3	23.6	46.95

The table shows (3) also having a virtual difference between the average student estimates on vocational Interests post scale in the experimental and control in various professions the two groups. For example, the average students of the experimental group estimates in the engineering professions of the pre scale (21.2), and the post scale (80.2) This demonstrates the effectiveness of the training program in development the truth vocational interests to the students. Figure (1) the relationship between the students in the experimental group estimates the vocational Interests pre and post scale.



(Figure 1) Estimate the differences between the experimental group students on vocational Interests pre and post scale

To find out the level of statistical significance of the differences between the averages of the estimates and the students in order to isolate the differences in the performance of students on the test to find a common analysis of variance at the level of $\alpha = 0.05$ and the results were as shown in table 4:

Table (4) the results of covariance analysis of the performance of members of the study on the vocational Interests dimensional scale

source	Sum of squares	df	Mean squares	f	Sig.
Pre-test	398.000	1	231.000	11.40	0.000
The training program	9649.382	1	563.248	5.76	0.000
Error	0.000	58	0.000		
Total	645275.000	60			

Results shown in Table No. (4) that there is a difference statistically significant at the level of ($\alpha = 0.05$) (in the vocational Interests attributed to the training program (based on practical skills and the traditional method) and for the benefit of training on the skill style operation, has amounted to (P) calculated (5.76) and the level of significance (0.0000). Accordingly it was rejected null hypothesis which states that (There were no statistically significant differences at the significance level $\alpha = 0.05$ before and after the application of the training program in the development of vocational Interests for the students of tenth grade) and this difference in favor of the experimental group; the rate average for this group (93.6) while the average rate for the control group was (37.4). It could be argued that the training program based on the practice of the profession outweigh the traditional method in vocational development interests among students of tenth grade, and this result is consistent with studies (Altlayan, 2008; Haj, 2012). Studies have confirmed the positive training programs in vocational development interests can be attributed this result to the following reasons:

Teaching the experimental group using the training program based on practice, increased the acceptance of students to learn vocational and vocational development to have tendency, and increased the conviction of the importance of the profession in the individuals lives. And implementation of the training program to make students engage in practical activities and this helps students to exploration and problem solving, which help them to their preferences and desires of vocational development, compared to the traditional way that deprives students of higher mental skills.

Educational Environment difference: in the experimental group and in accordance with the method of the training program based on the practice of professions, lesson was carried out within the vocational concerns of education and this is what provides the general satisfaction with the students to change the routine, on the contrary, in the traditional method has been implemented the lesson within the classroom in a way lecture and narrative theory of information (Tortillas, 1999).

The students in the experimental group were the educational process axis, thus increasing the student's self-confidence and respect himself and others, promotes and developers positive social relationships between

students, acquire speaking and expression, respect for the views skills, acquire the ability to solve problems and make decisions, and acquire positive attitudes toward the teacher and the school as opposed to the traditional style which alienate the students from the school and teachers (Dunn, 2002).

16. Conclusions

The results indicated that the training program based on the practice of professions develop the truth vocational tendency to individuals, as the vocational tendency by the sentimental regard to the feelings and emotions and cannot teach that in theory, aspect emotional needs into practice, so the training program showed great effectiveness in vocational Interests development because Students have used all the senses in the process of training and practice.

17. Recommendations and proposals

Based on the results of the study researchers recommend the following recommendations and proposals:

First, hold training sessions for advisors and specialists from vocational teachers in the field of education to make them aware of the importance of the practice of female students for practical activities.

Second, further studies dealing with real students vocational development interests.

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