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Keywords Related to the Field of Professions and Occupations in Arabic Language Textbooks for the Primary Stage in Algeria, and the Extent of Their Modernity

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ABSTRACT

Vocational education is considered an urgent and essential requirement, as it helps individuals face professional life more effectively. Therefore, it is necessary to integrate it into educational curricula. The experiences acquired during early childhood and adolescence that are related to the world of work contribute to the development of individuals' professional inclinations, which in turn become needs they seek to satisfy by choosing a specific job over others to practice in the future.

This article aims to answer the following questions:

- To what extent do Arabic language textbooks in the primary stage pay attention to lexical units related to the field of occupations?
- Do primary school Arabic language textbooks provide a definition of professions and their practice-related requirements?
- Do these books keep up with technology in terms of contemporary professions resulting from the rapid development in various areas of life?

Keywords: vocational education, primary education stage, Arabic language textbooks, lexical units, conceptual field of professions and occupations.

INTRODUCTION

Vocational education is considered an urgent and essential requirement, as it helps individuals face professional life more effectively. Therefore, it is necessary to integrate it into educational curricula, as it contributes to strengthening the link between education and work, and between school and the external environment. The experiences acquired during early childhood and adolescence that are related to the world of work contribute to the development of individuals' professional inclinations, which in turn become needs they seek to satisfy by choosing a specific job over others to practice in the future.

When the subject of career choice is generally addressed, what comes to mind is the choice of an educational specialization. Thus, the matter concerns the orientation decision made by students at the end of the middle education stage and by students taking the final secondary education examination. But does this mean that the learner before these stages is not concerned with choosing a profession? Based on this issue, the idea of this research emerged, which was conducted on Arabic language educational textbooks in the primary stage, in order to determine the following:

- To what extent do Arabic language textbooks pay attention to lexical units related to the field of occupations?
- Do Arabic language textbooks provide a definition of professions and the requirements for their practice?
- Do these books keep up with technology in terms of contemporary professions resulting from the rapid development in various areas of life?
- To what extent do these educational books value manual labor, appreciate it, and promote love for teamwork?

To answer these questions, the study starts from the texts of Arabic language books (reading, memorized texts, integration activities, projects, and reading comprehension), and compiles the lexical units related to the field of professions and occupations that appear in them. Arabic language textbooks were chosen for this study due to their prominent place in primary education, and the importance of their texts in conveying fundamental social values and concepts.

1. Vocational Education: Definition and Objectives

Vocational guidance began with *Frank Parsons* in **1909**, and its concept centered around self-concept, assigning the responsibility of career choice to the individual by providing various occupational options from which one can choose according to their interests and preferences ¹.

Vocational education is defined as “the education that aims to enable students to acquire practical skills and the cognitive concepts related to them, in various vocational aspects, serving the programs designed to prepare students to become productive citizens, possessing a broad base of skills that enable them to adapt to the realities and requirements of life” ².

The process of **career choice** is characterized as being organized and predictable. Therefore, vocational education is assumed to start from the **primary stage** and continue until the end of the **university stage**, so that the individual can transition smoothly from school or college to the labor market. Workers and craftsmen can also benefit from this type of educational programs to raise their level and increase their productivity.

The objectives of vocational education are:

- Helping the individual realistically understand themselves and comprehend the possibilities within the world of work.
- Learning the principles of selection to make decisions.
- Developing skills, abilities, knowledge, attitudes, and work habits.
- Supporting the individual in reaching a level of maturity that allows them to adopt a positive attitude toward work.

In addition to the aforementioned objectives, the importance of vocational education lies in the following:

- **Motivating the learner** to succeed in academic fields, as they hold in mind a professional dream they strive to achieve in the future. Thus, vocational education helps reduce the rate of academic and training failure.
- **Addressing the phenomenon of unemployment** and increasing the productivity of both the individual and society, as it prepares the individual early on to become familiar with the world of work and its requirements, linking it to their abilities, potential, and interests.
- **Achieving job stability**, as the employee performs a job they love and have chosen based on sound foundations that match their capabilities. Consequently, vocational education eliminates irresponsible practices.

2. Foundations of Vocational Education:

In order for vocational education to achieve the goals of society, it must be based on an understanding of its economic system, knowledge of its educational system and its available resources, and also a consideration of individuals' characteristics and abilities. Numerous studies have shown the importance of personality traits, inclinations, and abilities, and how they correspond to certain professions while ruling out others that are unsuitable³. Moreover, identifying individuals' needs in advance helps them adapt professionally to their future jobs as dictated by the economic system, while the educational system is responsible for providing and transmitting the appropriate experiences to meet those needs.

It is said that: "Whoever enters primary school today will graduate from university to face a world completely different from the one we know today"⁴. Therefore, the educational system must anticipate future vocational needs so that it can prepare the learner to face the challenges and demands of the labor market.

Our era is marked by knowledge explosion and technological development, which continues at an accelerating pace. This has a direct impact on the labor market by generating fears of insufficient job availability. The American magazine *The Atlantic* reported: "The fear that technology will eliminate jobs is nothing new, and headlines today suggest that within a decade, one out of every three jobs will be replaced by software or robots"⁵.

While concerns exist regarding the spread of unemployment due to technology, evidence also indicates that reality imposes the emergence of jobs that require new skills. "Innovative technology displaces workers from their jobs and pushes them into new ones without entirely eliminating their employment"⁶. These new required skills are personal skills related to new technology and cannot currently be replaced by machines.

Education can support the development of these new skills required for participation in the evolving world aligned with the digital economy. In reality, such skills cannot be acquired overnight; they require meticulous educational planning.

Furthermore, throughout their life stages, individuals go through developmental phases characterized by physical, mental, and emotional features that differ from one stage to another. During these phases, vocational development occurs as a result of the interaction of several factors, all contributing to the planning and determination of the individual's professional future.

A large number of researchers have made efforts to define the stages of vocational development, and among these efforts is the division of vocational development stages in general education into the following ⁷:

1. **Awareness Stage:**

This stage begins from kindergarten to the end of the fourth grade. During this period, individuals may develop positive attitudes toward work by connecting students at this stage with employers.

2. **Orientation (Preparation) Stage:**

This stage begins from the fifth grade to the first year of middle school. It is characterized by the formation of self-concept, and individuals at this stage should be made aware of the basic concepts of professions.

3. **Exploration Stage:**

This stage begins from the second year of middle school to the end of the third year of middle school. During this period, career preparation begins, and thus programs in this stage should be carefully organized and given special attention.

4. **Preparation Stage:**

This stage begins from the first year of secondary school to the third year of secondary school. In this phase, students begin choosing the appropriate vocational specialization; therefore, the programs should be more specialized.

From an early age, the individual begins to imagine a suitable profession for themselves. This choice is often made randomly and unconsciously. It is observed that children in the primary stage enjoy imagining themselves in various professions, which is evident in their role-playing games such as playing the roles of a police officer, teacher, doctor, nurse, and other occupational roles.

As the child grows older, they begin to recognize the importance of activities and can identify which ones they excel in more than others when compared to their peers. This awareness develops through experimenting with various activities until a clearer vision is formed.

Vocational guidance in education begins by introducing the learner to professions, followed by engaging in some vocational projects (in the middle school stage). After gathering information and gaining awareness of their personal abilities and available opportunities, the learner then chooses an academic specialization that enables them to enter the world of work in the future after completing university studies (in the secondary stage).

Vocational choice may also occur at the end of the middle school stage for students who choose to attend vocational training centers instead of continuing secondary education.

3. Factors Influencing Career Choice:

An individual’s choice of profession is influenced by various factors, which can be listed as follows:

- **Parents** influence their children’s career choices; on the one hand, they may consider it easier for their children to follow in their own professional footsteps. On the other hand, some parents who were unable to fulfill a certain career dream may wish to realize that dream through their children. Agreement may occur between parents and children regarding career choice, but mutual disagreement is also possible.
- **Learners may be influenced by their peers’ choices**, either due to the strong influence of one group over another or out of a desire to continue studying together in the same specialization.
- **Learners may also be influenced** in choosing their vocational direction by the suggestions of their teachers and the guidance counselors working at their educational institutions.
- **The learner’s intellectual abilities, levels, and types of intelligence** influence career choice, as each profession or specialization aligns with a specific type of multiple intelligences. These individual differences are natural, and it is beneficial to recognize them in order to enhance, develop, and utilize the learner’s skills in the job market.
- **The individual’s gender plays a role** in career choice, as society and its norms set expectations regarding the types of jobs suitable for men and women.
- **The desire to attain a prestigious status** is a significant factor that motivates learners to succeed academically in order to reach a high-ranking position that improves their economic standing and social status.

4. Study of Keywords Related to the Field of Professions and Occupations in Algerian Primary School Arabic Language Textbooks:

This applied study begins with the inventory of lexical units related to the conceptual field of professions and occupations found in the texts of Arabic language textbooks for the Algerian primary stage, from first to fifth year. The inventory covered the following types of texts:

- **Reading texts (denoted as R)**
- **Memorized texts (M)**
- **Project texts (P)**
- **Integration texts (I)**
- **“Expanding My Knowledge” texts (E.K.)**

By tracing the occurrence of these terms across the Arabic language textbooks in the early years of education, the following table was produced:(To facilitate the reading of the symbols: the first number represents the grade level, followed by the type of text as indicated above, then the sequential number of the text within the book according to its type. Next to the text code, the number of times the word is repeated is shown in parentheses.)

No.	Profession	Texts in Which It Appeared
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.1	Work meeting	(01) 22R3
.2	Hunted	(01) 12R3
		(5) 10R4
		(01) 20R5
.3	Took (a photo)	(01) 19R4
.4	Horsemen	(02) 8R4
		(01) 7R5
.5	Management (verbal noun of "to manage")	(01) 21R5
		(01) 6P4
		(01) 8P4
.6	Recycling	(01) 11R5
.7	Recycling	(01) 4I4
		(01) 2R5
		(01) 4M2
8.	Fees (effort exerted in a task for which a wage is received)	(01) 2R4
.9	Mastered	(01) 8M4
.10	Revived (something obsolete, e.g., revived a profession)	(01) 8M2
.11	Fishing tools	(01) 22R2
.12	Electrical tools	(02) 4I5
.13	Gave first aid	(01) 3P3
.14	Handicrafts	(01) 2R5
.15	Doctors	(01) 15R3
		15R5
		(02) 17R5
		(01) 5R5
.16	Work (tasks)	(01) 3R3
		(01) 8M4
		(01) 1I5
		(01) 16R5
		(01) 4R5
.17	Produced	(01) 3R4
		(01) 6P5
		(01) 14R5
.18	Machine	(02) 16R3
		(01) 21R3
		(01) 6P5
		(01) 14R5
.19	Researcher (scientist)	(01) 20R4
		(01) 17R5
.20	Seller	12R2
		(01) 1I4
		(01) 22R5
.21	Sailor	(03) 14M3
.22	Sailors	(01) 21R3
		(01) 8I4
.23	Programming (controlling something)	(01) 18R5
.24	Builder	(01) 4R4
		(01) 6R2
		(01) 10R3
		(01) 11R4
		(01) 4R4
.25	Built (verb: to build)	(01) 23R5
		(01) 6R5
.26	Authorship (writing profession)	(01) 21R4
		(01) 7P5

.27	Specialization	(01)6R5
.28	Recycling (reuse of waste)	(01) 11R5
.29	Headed	(01) 2R5
.30	Apprenticed	(01) 2R4
.31	Promotion	(01) 11R5
.32	Management	(01) 20R4
.33	Operation (starting/moving something)	(01) 7I3
		(01) 10R3
.34	Manufacturing	(01) 11R5
.35	Photography	(01) 11R2
.36	Assignment (task given to someone)	(01) 6I5
.37	Firewood gathering (profession)	(01) 16R5
.38	Referee	(01)12R1
		(01)10R2
		(02) 15R4
		(01) 5R4
.39	Guard	(01) 12R1
		(02) 15R4
		(06) 20R5
.40	Iron	(01) 11R5
.41	Artisan	(01) 24R2
.42	Harvester (one who performs harvesting)	(04) 12R5
.43	Dug	(01) 11M3
.44	Storyteller	(01) 18R4
.45	Ḥakīm (Doctor)	(01) 14R4
.46	Production cycle	(01) 11R5
.47	Servants	(01) 21R5
.48	Raw material	(01) 11R5
.49	Experts	(01) 11R5
.50	Social services	(01) 2P5
.51	Tourist services	(01) 8P4
.52	Customer service	(01) 19R3
.53	Sewing (profession)	(02) 6I4
		(01) 2R5
.54	Resources (wealth)	(01) 8R2
		(01) 3I4
		(02) 13M4
		(01) 3I5
		(01) 6M5
		(01) 7R5
.55	Attended work regularly	(01) 23R5
.56	Ground (verb: to grind)	(01) 8R2
.57	Museum guide	(01) 22R2
.58	Tourist guide	(03) 8P4
.59	Painted (verb)	(01) 14R3
.60	Captain (of a ship)	(02) 8M5
.61	Traveler (explorer/scholar)	(01) 23R5
.62	Painter (the person who draws)	(01) 6I3
		(01) 2I5
.63	Herded (sheep)	(02) 23R3
.64	Raffā' (tailor)	(01) 3R4
.65	Sector	(02) 3P3
.66	Driver	(01) 22R3
		(01) 5R4

		(01) 5R5		
.67	Taxi driver	(01) 22R3		
.68	Car driver	(01) 22R3		
.69	Strove	(01) 8I3		
		(01)14M3		
		(01)1M4		
		(01)3M4		
		(01)6M5		
		(02) 3R5		
		(01)7R5		
.70	Poet	(01) 23R4		
.71	Company (institution)	(01) 20R4		
.72	Dyed	(01) 3R4		
.73	Was made (passive form)	(01) 8I5		
		(02) 6P5		
		(01) 4M4		
		(01) 7P4		
.74	Makers	(01) 8M2		
.75	Forged (verb: crafted, shaped)	(01) 6M5		
.76	Maker / Manufacturer	(01) 7R3		
		(01) 2M5		
.77	Dyeing	(01) 16R4		
.78	Sheets (metal plates, etc.)	(01) 11R4		
		(01) 23R4		
.79	Designed (crafted)	(01) 6P3		
		(01) 5P4		
.80	Industry	(02) 7P4		
		(01) 12R4		
		(01) 16R4		
		(01) 10R5		
		(01) 11R5		
.81	Made (verb)	(01) 7M1		
		(01) 13R2		
		(03) 7I3		
		(01) 20R3		
		(01) 6I4		
		(02) 2P4		
		(02) 16R4		
		(01) 8I5		
		(01) 2M5		
		(01) 12R5		
		(01) 18R5		
		.82	Photographed (verb)	(01) 11R2
		.83	Hunter	(01) 8I4
(04) 7M5				
.84	Maintenance	(01) 10R5		
.85	Hunting	(01) 1P3		
		(01) 8I4		
		(01) 10R4		
.86	Bird hunting	(01) 10R4		
.87	Pharmacy	(01) 16R5		
.88	Crew	(01) 13R3		
.89	Doctor	(01) 2M1		
		(01) 17R1		
		(02) 18R2		
		(01) 2I3		
		(01) 1R3		
		(02) 14R3		
		(01) 15R3		

		(02) 5I4
		(05) 14R4
		(04) 2I5
		(01) 13R5
		(01) 15R5
		(01) 6R5
.90	Pediatrician	(01) 5P3
.91	Specialist doctor	(01) 5R5
.92	Paint (wall painting)	(01) 6R4
.93	Scholars	(01) 20R3
		(02) 12M4
		(01) 15R5
		(03) 16R5
		(02) 17R5
.94	Sanitation workers	(01) 4R5
.95	Workers (plural of worker)	(01) 2M5
.96	World (as a concept or field)	(01) 12M3
		(01) 7I4
		(01) 8P4
		(01) 20R4
.97	Scientist (researcher)	(01) 7I4
		(03) 16R5
.98	Status report (a phase in a report)	(01) 4P5
.99	Work	(01)1M2
		(01)13R2
		(01)18R2
		(01)10R3
		(01)13R3
		(01)2R3
		(01)7R3
		(01)1I4
		(01) 11R4
		(03) 20R4
		(01) 1I5
		(01) 2M5
		(02) 2P5
		(01) 1R5
		(02) 16R5
		(01) 2R5
		(01) 20R5
		(01) 21R5
		(02) 4R5
		(02) 5R5
.100	Steady work	(01) 12M3
.101	Reception assistant	(01) 22R2
.102	Labor Day	(01) 2M5
.103	Diving	(01) 19R4
.104	Research teams	(01) 11R4
.105	Artist	(01) 10M4
		(01) 2I5
.106	Fine arts	(01) 6P3
.107	Storyteller	(02) 18R4
.108	Judge	(03) 17R3
.109	Writer	(01) 2M1
.110	Assigned (delegated a task)	(01) 4P5
.111	Welded	(01) 6R5

.112	Glass cleaning	(01) 2R4
.113	Loom	(01) 16R4
.114	Task	(01) 4P2
		(01) 7P2
		(01) 8R3
		(01) 6I5
		(02) 4R5
.115	Well-executed	(01) 24R2
.116	Specialist	(01) 20R4
.117	Expert	(01) 12R4
		(01) 11R5
		(01) 2R5
.118	Farmer	(01) 10R3
.119	Flight attendant (female)	(03) 22R4
.120	Producer	(02) 11R5
.121	Engaged / absorbed (in work)	(01) 1R3
		(01) 13R3
		(01) 18R3
.122	Professions	(01) 8M2
		(02) 4R5
.123	Glass cleaner	(01) 2R4
.124	Intern	(01) 12R3
.125	Acted (performed a role)	(01) 17R3
.126	Manager / Person in charge	(01) 11R4
.127	Projects (plural of project)	(01) 4R4
.128	Project	(01) 7P2
		(02) 8P2
		(01) 10R3
		(01) 3P4
		(01) 4P4
		(01) 6P4
		(01) 11R4
.129	Factories	(01) 5M2
		(02) 11R5
.130	Manufactured	(01) 8R3
		(01) 15R5
.131	Job positions	(01) 11R5
.132	Woven (past participle of "to weave")	(01) 6I4
		(01) 22R5
.133	Host (program presenter)	(03) 20R2
.134	Profession	(01) 6I4
		(01) 2R4
		(03) 2P5
		(03) 4R5
		(03) 6R5
.135	Musician (instrument player)	(01) 16R3
.136	Institution	(01) 2P2
		(04) 11R5
		(01) 2R5
.137	Carved	(01) 11M3
.138	Weaving	(01) 24R2
.139	Engraved	(01) 11M3
.140	Was woven (passive)	(01) 16R4
.141	Was engraved (passive)	(01) 23R4
		(01) 23R5
.142	Carpenter	(04) 1R1
		(02) 2R2
.143	Sculpture (craft)	(01) 11M3

		(01) 2R5
.144	Wove	(01) 24R2
		(01) 3R4
.145	Activity (work)	(05) 3P2
.146	Engraving (noun)	(01) 6P4
.147	Public authority	(01) 4P5
.148	Founder (of a discipline)	(01) 16R5
.149	Workshops	(01) 5R3
.150	Created / invented	(01) 16R3
.151	Fuel	(01) 10R3
.152	Does woodworking (carpentry work on board)	(01) 11M3
.153	National Day for Traditional Industries	(01) 16R4

Table (1): List of Lexical Units Referring to Professions and Occupations, and Related Terms.

A total of **one hundred and fifty-three (153)** lexical units related to the field of professions and occupations were recorded. It was found that the most frequently occurring word in the **reading texts** of the textbooks is the word **“work”** (‘amal), which appeared in **twenty-one (21)** texts. This is followed by the word **“doctor”** (ṭabīb), which appeared in **fifteen (15)** texts and in its plural form **“doctors”** (aṭibbā’) in **four (04)** texts. Its synonym **“ḥakīm”** appeared once.

Next comes the verb **“to make”** (ṣana‘a), which appeared in **eleven (11)** texts, along with its passive form **“was made”** (ṣuni‘a), appearing **four (04)** times, and the noun **“industry”** (ṣinā‘a), sharing the same root, which appeared **five (05)** times.

In **fourth place**, the verb **“to strive”** (sa‘ā) appeared in **seven (07)** texts, with the **same frequency** recorded for the word **“project”** (mashrū’).

As for **obsolete professions**, the study recorded **“gathering wood”** (jam‘ al-ḥaṭab), which appeared **once**, and **“horsemen”** (furṣān), which appeared **twice**. A very rarely used word also appeared—**“raffā”**, a synonym of **“to sew”** (khāṭa) with a frequency of only **once**.

Regarding words referring to **manual trades**, they appeared with low frequency, such as **“farmer”** (muzāri‘) and the verb **“carved”** (naḥata), each occurring **once**. There was **derivational variation** related to the root **“wove”** (nasaja):

- **“weaving”** (nasj) and
- **“woven”** (mansūj) appeared **twice**,
- **“was woven”** (nusiya) and
- **“loom”** (mansij) appeared **once** each.

The same applies to the verb **“carved/woodworked”** (najara), which appeared in the form **“carves”** (yanjur) in **three (03)** texts, and the noun **“carpenter”** (najjār) appeared in **two (02)** texts.

CONCLUSION:

Vocational guidance begins with the individual achieving a clear understanding of themselves—their abilities, potentials, inclinations, and other personal characteristics—followed by getting to know the possible professions, the conditions for success in them, their difficulties, and their drawbacks. The

contents of the primary education curriculum can serve vocational guidance by incorporating educational texts that include concepts related to crafts, professions, and occupations.

Through the study of lexical units referring to professions and occupations in Algerian primary school Arabic language textbooks, a total of one hundred and fifty-three (153) units were recorded, with the highest frequency being twenty-one (21). Upon examining the meanings of these words, it becomes evident that the field of professions still requires enrichment with topics focused on introducing professions and their related tools and requirements.

There is also a noticeable lack of attention to the value of manual labor, which remains indispensable in our daily lives—such as electrical maintenance. Moreover, teamwork should be encouraged; only one instance related to it was found in the phrase “work meeting”, which appeared only once.

It would be beneficial to incorporate terms representing technology-created professions, such as software developer, digital content creator, e-commerce, and others—especially in light of the significant developments brought about by artificial intelligence.

Finally, it must be emphasized that to ensure high efficiency in the educational process for both the individual and society, it is essential to link the school with the learner's surrounding world, connect the education sector with other vital sectors of society, and take the educational system beyond the school walls into real life, opening up to the global demands of the modern era.

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ENDNOTES

¹ Musa bin Yahya Ali Al-Mu'afa, The Reality of Vocational Education in Science Textbooks for Intermediate Stage Boys, College of Education, Umm Al-Qura University, Master's Thesis, 1422 AH, p. 57.

² Ibid., p. 08.

³ See: Hassan Al-Maleh, Profession and Psychological Disorders, Horizons of Knowledge, Issue 521, 2007, p. 252.

⁴ Musa bin Yahya Ali Al-Mu'afa, The Reality of Vocational Education in Science Textbooks for Intermediate Stage Boys, p. 02.

⁵ Prakash Loungani, Finance & Development Magazine, International Monetary Fund, Issue 52, No. 01, March 2015, Washington, United States of America, p. 07.

⁶ Ibid., p. 16.

⁷ Musa bin Yahya Ali Al-Mu'afa, The Reality of Vocational Education in Science Textbooks for Intermediate Stage Boys, p. 24.