

Training university readymade clothes student on leadership skills and establishing small enterprises

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Abstract:

Egypt is characterized by the wealth of human resources, in particular a high percentage of young people if they are transformed from a burden on resources into productive energy by developing their capabilities and administrative competencies and providing them with skills, experience and knowledge and there are graduates who join the ranks of job seekers, and this phenomenon returns to the decline and absence. The alignment between the quality of the vocational and technical education and training outputs and the skills requirements of the labor market, and the lack of interest and awareness among the graduates about self-employment through the establishment of small enterprises due to the absence of direction and guidance, and their weak levels of skills and leadership.

Egypt has paid attention to this phenomenon from two dimensions: reviewing and developing the education and vocational and technical training system, and supporting the small enterprise sector.

Research introduction:-

A university graduate and a student of ready-to-wear science is considered ineligible to be a leader in one of the fields of the ready-to-wear industry and lead a work team for the various departments of the industry, such as production, quality, samples, etc. as he is not exposed during his studies to such an aspect of practical training inside factories, He studies every major separately, but does not receive training on linking disciplines and managing departments. He also does not receive training on how to set up a small project and manage it in a scientific way that keeps pace with the technological and economic changes that coincide with the time period in which he lives.

The promotion of youth employment in general and holders of scientific degrees is one of the necessities imposed by the data of globalization and contemporary changes, and the problem of youth employment interacts with the requirements of the educational and training reality and the extent of the response to the requirements of the (contemporary labor market) as practical training is necessary and extremely important, especially since the requirements of the labor market have become. It is assumed that the academic qualification of the student is directed towards providing the graduate student not only with knowledge and science, which is of course necessary, but also with the skills necessary to apply those sciences in an appropriate manner to increase productivity and the continuous development of the work environment, and the importance of practical training is related to the availability of some options for the student. In which he will work, this training will give the student the required or sufficient experience in order to be able to join the place in which he would like to work and also be able to discover the skills available to him and make good use of them for his benefit and seek to develop them, and practical training helps a lot in the training of the interviews and the student's projects and on the training .

Practical training enables the university student to link the theoretical study with the practical reality and get to know the work climate and atmosphere and put it to the test of the real test of his capabilities and reveal his strengths and weaknesses. Practical training translates or clarifies the practical method of what the student studied in the stomachs of books and classrooms. There is no point in knowledge without work. It is a necessity for all students, as it has a significant impact on qualifying them to succeed in their practical life after graduation, and it has a great benefit for refining their various skills, including the ability to deal with others and work in a team spirit.

Research problem :-

The university student and the student of ready-to-wear science find it difficult to be a leader in one of the fields of ready-to-wear clothes and lead a team work for one of the various departments of the industry, such as production, quality, samples, etc. He receives training to link these specializations and departments' management, as well as does not receive practical training on how to establish a small project and manage it in a scientific way that keeps pace with the technological and economic changes that keep pace with the time period in which we are living.

Research method: analytical and experimental.

The first topic: the extent to which the university student's study is in line with the practical reality and actual market requirements.

The strategic vision for education 2030 aims to provide education and training for all with high quality without discrimination, within the framework of an institutional, efficient, equitable, sustainable and flexible system. It should be based on the learner and trainee who is able to think and is technically, technically and technologically able, and also to contribute to building the integrated personality and unleash its potential to the fullest extent for a citizen who is proud of himself, enlightened, creative, responsible, capable of pluralism, who respects difference, is proud of the history of his country and is eager to build To deal competitively with regional and global entities. The percentage of technical education graduates who work in their fields of specialization by 2030 aims to measure the ability of technical education graduates to work in the technical and vocational fields in which they specialize, which helps in determining the requirements of the labor market and measures the employment rates of technical education graduates.

• It aims to measure the extent of the development and development of the capabilities of workers by making available different training methods without discrimination between them.

• It aims to measure the competitiveness of technical and vocational education graduates by measuring the number of obtainers of a license to practice the profession. The average number of training hours for each employee in each sector in the labor market aims to measure the quality of the technical and vocational education provided and the competitiveness of graduates through the quality of services provided to employers who They represent the labor market.

• It aims to measure the ratio of training plans and programs developed in accordance with the National Qualifications Framework to the total number of educational programs.

• Aims to measure the progress in obtaining accreditation from the Quality Assurance Authority for the largest number of technical education institutions.

• It aims to ensure the quality of the training provided by measuring the progress of the largest number of technical training centers obtaining accreditation from the competent authorities.

University or higher education:

• The number of students who obtained scholarships in international universities by specialization measures the extent of recognition of Egyptian universities, the quality of higher education and its ability to compete, and specializations must be determined to find out which programs are most attractive to Egyptian students in order to develop their counterpart to the challenges of technical education and training, the scarcity of teachers in some disciplines and the weakness of their distribution efficiency.

• Neglecting the law requiring accreditation in a specific period.

• The low societal perception of professional and technical work.

• Discrepancies in geographical and qualitative coverage.

• Weak evaluation and follow-up systems and incentives.

• The need for a link between technical education, vocational training and other educational trends.

• The distribution of schools and training centers varied according to geographical factors and industry needs.

• The educational and training curricula are weak, not updated and complete.

• Limited readiness of schools and training centers for accreditation.

• The limited ability of the Quality Assurance Authority to perform its role in

accreditation.

• The absence of a unified national authority to approve qualifications and grant licenses.

• The weak economic and educational feasibility of obtaining accreditation.

• Absence of an authority to accredit training centers.

• The weakness of the supervisory role over educational and training curricula and the weak obligation to develop them.

• Weakness of the laws requiring graduates to obtain a license to practice the profession.

• Weak financing and lack of sources.

• Inadequacy of the graduates 'skills to the requirements of the labor market.

• The current system of quality is not compatible with technical education and training.

• The absence of a clear plan linking the needs of the labor market and the required education and training requirements.

• Lack of professional competence of some teachers.

• The deterioration of the infrastructure of most schools.

• Weak economic return from requiring graduates to obtain a license to practice the profession.

• The lack of necessary resources and the high equipment costs for technical and vocational education schools.

• The lack of an attractive environment for students in technical and vocational education schools.

Suggested programs:

In the field of technical education and training:

• Establishing a mechanism to increase the participation of the private sector in the field of technical education.

• Improving the quality of educational and training facilities.

• Professional development project for teachers and trainers.

• The Attractive School Project.

• Increasing awareness and improving the community outlook.

• An integrated and efficient system to collect information on the labor market.

• Developing and activating the national framework for Egyptian qualifications in technical and vocational education and training.

• Identifying entities to graduate teachers who are qualified to teach technical and vocational education.

Professional practice license program for technical and vocational education graduates.

• The establishment of the Technical Education Academy for the graduation of qualified teachers to teach technical and vocational education (specialized colleges)

University or higher education:

• Expanding the establishment of higher education institutions in partnership with the private and private sectors.

• Building distinguished teaching cadres in higher education institutions.

• Quality improvement in higher education institutions.

• Activating the role of research centers in higher education institutions.

• Connecting graduates with employment institutions within the labor market locally, regionally and internationally.

• The application of the Egyptian certificate equivalency system and the internationalization of the higher diplomas

• Curriculum development based on the National Qualifications Framework.

• Modernization of admission systems for higher education institutions.

• Applying the quality system in higher education institutions.

Strategic objectives:

• Improving the quality of the education system in line with international systems.

Technical Education and Training:

• Activating the rules of accreditation and quality in line with international standards.

• Enabling the learner and trainee to meet the requirements and skills of the labor market.

• Planned inclusive and sustainable professional development for teachers and trainers.

• Continuous development of academic and training plans and programs.

• Developing an integrated and advanced vocational and technical education and training system, according to the needs of the development plans and the labor market.

University or higher education:-

• Activating the rules of accreditation and quality in line with international standards.

• Empowering the learner to meet the requirements and skills of the twenty-first century.

• Supporting and developing the capabilities of the faculty and leaderships.

• Developing academic programs and upgrading teaching and learning methods and evaluation patterns, with innovation and diversity.

• Developing the organizational structure of the Ministry and higher education institutions to achieve flexibility, responsiveness and quality of education.

• Reaching the most effective technological and electronic formulas in presenting targeted knowledge and scientific research and circulating it among students, teachers and whoever desires in the community.

The second topic:

The role of training in supporting university students, specializing in ready-made clothes, to prepare leaders within factories as well as owners of small enterprises.

Definition of field training:

Field training is a set of practical experiences, which depend on theoretical references such as academic materials, and field training is distinguished by that it is not applied within a specific area, but

in more than one place, it may be an institution, a school, or a city, and it works to guide the trainees, or individuals involved. In field training, a person is qualified in this field and possesses sufficient skills that help it succeed in implementing the objective of field training, and the official may be a university lecturer, or a qualified trainer.

The importance of field training:

Field training is of great importance in supporting the trainees, based on the following points:

• Contributes to developing the skills of individuals participating in the training, through their acquisition of training concepts.

• It helps to support the practical side in the academic subjects.

• Provides the trainees with practical experiences about the field in which they study or work.

• It enhances cooperation between individuals participating in the field training.

• Working to change the routine followed, in giving academic lectures.

Field Training Objectives:

Among the objectives that field training achieves:

• Acquire new knowledge and skills.

• Achieve an appropriate understanding of the academic subject, such as:

1. Clarify the ideas related to the lesson

2. The ability to practically apply the examples in the academic subject.

3. Properly directing the trainee and following it up by the supervisor of the field training, or whoever acts on his behalf.

4. Introducing the trainees to the professional values of the activity they are training for.

5. Helping to clarify the strengths and weaknesses of each trainee.

6. Enabling the trainee to test his personal skills, in order to determine the extent of his progress in field training.

Field training methods:

Field training uses a set of training methods, which contribute to the achievement of training objectives, including:

Lectures:

It is the theoretical aspect on which field training depends, and the concept of lectures is usually linked to university education as a way to explain the scheduled course, and for the training supervisor to meet with the students in order to follow the course of field training, to stand at the most important results that have been reached, and to answer Questions, and student inquiries.

Seminars:

It is usually held after the completion of the field training work, and aims to introduce the stages that the team of trainees have taken during their work on the project, or the activity related to training, and the supervisor and the participating members present all the results reached to the attendees, and evaluate the extent of success in implementing the project. Field training.

Case studies:

This training method is usually used in the medical and social fields, which depend on the intensive study of a case, in order to reach the planned goals, such as: assigning the trainees to study the percentage of environmental pollution in a city, by going to it, taking pictures of the neighborhoods in it, and writing A summary of the visit by each individual or group on the training team.

Observation:

This training method relies on accuracy in observation, follow-up, and the use of a pen, paper, or notebook, or any method that helps to write, in order to document all events, situations, or explanations provided by the supervisor, or the field training environment, so that the trainee can Refer to these notes as needed, to help him understand the theoretical and practical aspects associated with it

Characteristics of the Leader Personality:

The personality of the individual is the product of an interaction of a group of subjective domains, which are directed towards specific goals, and the personality produces certain effects on the individual and the environment in which he is located, and among the most beautiful and greatest personalities are those called the leadership personality and whose owner possesses a rare queen that only he possesses People are so scarce that many people still believe that leaders are born and not made because it is difficult to acquire great leadership qualities.

Who is the leader:

The leader is considered the person who occupies the highest and most important position or position. Nevertheless, not everyone who has authority or occupies the highest positions has the legitimate leadership spirit and leadership personality, as this type of personality is not based on position or rank, but rather on ability Action, performance and efficiency.

The most important features of the leadership personality:

- 1. Understands the general goals of what he is responsible for leading**
- 2. Has the ability to search, prospect, and gather information consistent with the needs of his position**
- 3. He has skills, experiences and achievement experiences that help him in the workflow of those who lead them**
- 4. Has self-control and emotional maturity.**
- 5. He has the ability to acquire the qualifications that will help him to succeed in managing his organization**
- 6. Has the extraordinary ability to persuade.**
- 7. He is characterized by high mental health.**
- 8. tactful, expressive, attractive, distinguished by high social intelligence.**
- 9. It enables him to know himself and the psyche of others.**
- 10. He has a great democracy and away from anarchism or strictness and rigor.**
- 11. Has the ability to develop plans that are clear and feasible, consistent with the potential and the situation.**
- 12. He is a good example in front of those who lead them because of his high morals.**
- 13. He possesses the intellectual qualities that are insightful, necessary, and consistent with the situations in which he is to exercise his prominent leadership role.**
- 14. He cares about the cleanliness of his body and his good appearance.**
- 15. He has a high authority that helps him to carry out his work.**
- 16. Has fun and humor in a reasonable and logical manner.**
- 17. He takes the right decisions and solves problems in the shortest way and the least costly.**
- 18. He has the art of choosing the right person for the right place, directing and influencing others. He respects himself and his position.**
- 19. Does not care about unfounded statements and rumors. He is committed to social values, customs and traditions.**
- 20. Has the ability to distribute tasks and tasks among subordinates wisely.**
- 21. He has the integrity of the senses. The physical organs have a terrible ability to organize at work.**
- 22. Educated, knowledgeable and knowledgeable is creative, he has the ability to create and innovate.**
- 23. Good at attracting followers to join him. He has courage, honesty and wisdom.**

Small and Medium Enterprises:

It is the path to comprehensive economic development, whereby the national economy consists of an interconnected and integrated group of institutions that carry out activities and activities that address the available material and human resources and wealth for all, and these activities result in continuous flows of production in the form of products and services and accumulations in capital and national wealth. Training Training evaluation is considered one of the important topics in the world of training and almost touches the work and interest of all workers and those interested in the training topic. The universities are considered centers of science and development and the development of knowledge, sciences and skills, as well as sources of creativity and innovation with the elite thinkers and scientists they contain, and with the laboratories, libraries and research centers, and the research and educational activities that they carry out. And intellectual fluctuations, so it represents the position of the mind from the body of society, if it is management Society is represented in its powers

The political and decision-making centers in it, the integrity and correctness of these decisions are subject, in a fundamental aspect, to the extent of their reliance on the directives of the community's mind, universities, as they are the first system responsible for the intellectual formulation and cultural formation of their outputs, which are students. It has been found that the goals of the university system are constantly evolving through the stages of history and are moving in the direction of community service. The university's effectiveness and influence expanded and diversified with the advancement of society and the growth of knowledge. It is limited to the educational process only, but extended to include its surroundings and society in which it is located, with its problems, requirements and challenges that make the university in a constant movement to accommodate the surrounding variables. Perhaps this combinative dynamic characteristic that links the university to its surrounding environment imposes on it patterns of social interaction as an open social system Based on a set of internal changes that include giving, giving, influencing and influencing in a constant movement that does not stop, and in light of this reality, the operational colleges for studying ready-made clothes need to train students and enrich the process of training their students through industry call centers and others in the community in which they are located and through Research centers operating within this university with the aim of improving

the level of efficiency and performance of its students by providing practical training opportunities for them in the industrial fields of ready-made clothes in the surrounding environment. And if training is a fundamental pillar of group work and an aspect of its sophistication, then at the current stage it represents one of the demands of experiencing the explosion of knowledge and adapting to its rapid changes. The various scientific and human fields, especially after the cognitive explosion showed the intertwining, overlapping and integration of sciences. If we look at the matter from the pure quantitative angle, it will become apparent to us that such numbers are imposed by the requirements of the growth of knowledge itself, as the growth of knowledge has been amazingly accelerated, its fields multiplied, its specializations varied, its accuracy organized, the interconnectedness of its branches, its integration, the comprehensiveness and the breadth of its effects and beyond the boundaries of its homelands necessarily expand the horizon of the view on training And organizing and laying down its rules on foundations that ensure the university student's innovation and self-suitability for and control of future technologies, as it has become almost certain that the capacity for practical innovation can be developed through training. In other words, this means that effective training is considered an excellent means that can be adopted to develop the capabilities of the university student to acquire new skills that modify his trends, expand his concepts, establish in him the ability to innovate, renewal and creativity, and rid him of the methods and directions that impede him from adapting to the size, speed and course of knowledge progress. On it. Equally important, training is an effective way to achieve a tight link between theoretically acquired knowledge and productive work, that is, linking education to the field of its scientific and practical application with a special focus on tangible problems that require finding solutions, and this means providing knowledge opportunities for university students to gain direct experiences from During the exercise of applied activities in his field of specialization, hence the importance and necessity of establishing training departments at the level of universities and colleges within the requirements to achieve effective training that rises to the level of ambition for national and national interests in parallel with the needs of the university student in the field of ready-made clothes and within the current reality of the training process and the various problems facing him And the necessity of having clear and well-defined objectives, policies and strategies that pave the way for developing plans and designing activities targeting the training process at the local and foreign levels. It should be noted from the outset that the training departments at the university level should not be a substitute for other organizational units concerned with the operational aspects of specialized training, such as the Continuing Education Center or the units responsible for practical education and others.

From other field departments in other specialized fields of knowledge. The training program The training program defines the training program as that structured educational practical experiences and supported by the activities, methods and techniques developed (by experts with the aim of improving the performance of workers) The role of training in supporting the student of ready-to-wear in universities and developing his leadership skills and establishing small enterprises: Training plays an effective role in the development of the student. Team leader and project owner through the following:

Clarify the training philosophy, goals and methods to deepen awareness of its importance.

Deepening the relationship with similar training departments in national and Arab universities to provide the available training opportunities and to find out what other universities and national institutions provide in terms of opportunities to achieve the goal of exchanging and gaining experiences and seeking to establish and strengthen national and national ties and conduct a comprehensive field survey of the potentials and opportunities available to the public and private sectors

The joint and coordination with it to achieve the objectives of the training process, whether related to implementing the training program in the field or providing the facilities necessary to ensure success, such as health insurance, transportation, accommodation and other facilities necessary for the success of the training and the achievement of these tasks necessarily require the provision of a set of requirements:

Accuracy in selecting qualified and proven competencies to assume the responsibility of leading the team.

Securing the material requirements necessary for the work of the deanship, such as devices, equipment, and tools, especially modern equipment. Providing cover and moral support to the team's workers to support its activity. Issuing the regulations governing the work of the Deanship so that its functions are clarified, its functions, functions and scope of supervision are described, and its powers are clearly defined. If the tasks entrusted to the training departments at the university level fall within the framework of securing the requirements for the success of the training process internally and externally, then these departments should be concerned with the tasks that fall within the core of the training process to achieve the goals at the level of policies and strategies specified by the specialized programs and university councils, but the overall growth For employment, it was not enough to absorb the new entrants to the workforce, as informal employment increased to a huge percentage of the total employment, and

university graduates among the learners entering the labor market witnessed a new trend in the workforce, and it would be worthwhile to develop some perceptions of the tasks assigned to the university that must be provided for the success of training, including:

Determine the training needs, target trainees, costs and timelines for implementing the training program. Developing an annual or quarterly training plan that includes the types of teaching programs, their curricula, methods of implementation, levels of the participants in them and their locations. Providing the necessary material and human guarantees to implement the training plan. Nominate participants in external training programs, whether local, Arab or international. Ensure the availability of an appropriate environment for training to motivate trainees to actively participate in the programs prepared for them. Developing means of documenting and employing trainees at the national and national levels. Conducting regular follow-up processes to determine the extent to which the training programs meet the mental needs of the trainees. Surveying the opinions of trainees after the end of their training period on the impact of the programs on their level of performance, and assessing the extent of its benefits, and the obstacles that accompanied the process of implementing it with the aim of developing training programs.

Documenting the link with donors and keeping close information on the services and facilities they provide to the programs. Organizing introductory programs for the institution and the host country, and various recreational and recreational activities for students to achieve the cultural goals of the training programs. The effective implementation of these tasks requires a number of conditions, the foremost of which are the following: A conscious and full awareness of the importance of training in completing the conditions for preparing and qualifying the university student to be an effective member in the field when practicing his specialization. Awareness that training is a coherent chain of cycles and neglecting or breaching any of them exposes the training process to its elevation to risks. Full conviction in the scientific method, a method and practice to ensure accuracy in enumerating training needs and determining the prerequisites for their success. Realize the value of collaborative teamwork between universities and external training sites. Obstacles and difficulties encountered in the course of the training process in universities: the absence of real and serious directions for decision-makers at the level of the relevant ministries, especially the Ministry of Education and Higher Education, as well as the university decision to place the training process at one level of importance with the processes of preparation and academic qualification and the various academic programs for university students in the disciplines. . The absence of a positive attitude towards the training process at the level of the student, the university, officials, institutions and companies. This is evidenced by the low levels of material and moral support, the lack of clarity of policies related to training, and the failure to define strategies that respond to the requirements of human development in its general sense. The persistence of the dominance and dominance of the traditional curricula and its negative repercussions on the level of teaching methods, teaching methods, evaluation systems, and customs associated with students' self-activities. The absence of the necessary and specialized institutional frameworks for the organization, planning, follow-up and evaluation of the activities related to the training of students, which led to the training process being subject to diligence and special initiatives, or leaving it to proceed randomly and at a slow pace

And choppy. Failure to crystallize the trend that links academic specialization with the relevant field of work, and its implications for the level of vibration of service and productive sectors' confidence in the efficiency of field outputs. The negative attitudes of the students themselves regarding training issues for many reasons, perhaps the most important of which is the attitude towards professions and professional work in general.

Finally, we aspire to concerted efforts to reach a better reality in providing training opportunities and interest in training university students and seriously thinking about providing specialized departments for training or establishing a training unit in every educational institution and a central unit in the Ministry of Education and Higher Education that develops public policies and coordinates between local departments in institutions Education.

Results :

•The university is making a tangible effort to develop its curricula that teach the student of the ready-to-wear department, as well as adding training programs, but this is not sufficient as we need a graduate who is able to manage and link the different departments and establish industrial projects and lead them with an advanced thinking that keeps pace with the technological development and the economic conditions that the country is fighting. There is training for a student of the ready-to-wear department that he receives, but this is not all that we must provide to the student, as it became necessary to improve the final output of the education process during the university period and to integrate training as a basis that coincides with the study throughout

Months of the year .

Recommendation: -

It is necessary for there to be participation between universities and the owners of projects for coordination so that students are trained in factories and under the supervision of specialists in scientific training that qualify them for leadership. Development of the education system to produce a student who is qualified to enter the labor market and who meets the needs of this market that matches the gap between supply and demand in the labor market by expanding In the process of training the student with the latest methods, creating a data base for registering the increase and deficit in job opportunities and his needs for training, the structural reform needs to expand the base for the largest number of students to participate in the training program and work on it on a comprehensive scale and use modern methods to keep pace with the development Linking the student project training program to leadership To stimulate and attract students towards creating small projects

Creating websites on the Internet that display the training programs that the student receives in order to be an incentive for the young people applying for this study.

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