

MUHANDISLIK

& IQTISODIYOT

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ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

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- 05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
- 05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
- 05.01.03 – Informatikaning nazariy asoslari
- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
- 05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
- 05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
- 05.01.07 – Matematik modellashtirish
- 05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
- 05.02.00 – Mashinasozlik va mashinashunoslik
- 05.02.08 – Yer usti majmualari va uchish apparatlari
- 05.03.02 – Metrologiya va metrologiya ta'minoti
- 05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
- 05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
- 05.05.05 – Issiqlik texnikasining nazariy asoslari
- 05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
- 05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
- 05.08.03 – Temir yo'l transportini ishlatish
- 05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
- 05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
- 10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
- 10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti
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- 08.00.03 – Sanoat iqtisodiyoti
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- 08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti
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- 08.00.07 – Moliya, pul muomalasi va kredit
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- 08.00.14 – Iqtisodiyotda axborot tizimlari va texnologiyalari
- 08.00.15 – Tadbirkorlik va kichik biznes iqtisodiyoti
- 08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 – Turizm va mehmonxona faoliyati

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THE IMPACT OF CULTURAL FACTORS ON VOCATIONAL EDUCATION REFORM IN SAUDI ARABIA



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Abstract. The paper analyzes the impact of cultural factors on vocational education and training (VET) reform in Saudi Arabia. It explores how social norms, values, gender roles, and perceptions of vocational professions influence participation rates and the effectiveness of institutional changes. The study is based on a mixed-method approach, combining qualitative and quantitative data to identify key patterns and relationships. The findings indicate that despite significant policy efforts under Vision 2030, cultural barriers remain a major constraint to the development of VET. The research emphasizes that successful reform requires not only structural improvements but also cultural adaptation and public awareness. The study contributes to the understanding of how informal institutions shape education systems and provides practical recommendations for policymakers.

Keywords: vocational education, cultural factors, Saudi Arabia, VET reform, labor market, social norms.

Annotatsiya. Mazkur ishda Saudiya Arabistonida kasb-hunar ta'limi tizimi islohotlariga madaniy omillarning ta'siri tahlil qilinadi. Unda ijtimoiy me'yorlar, qadriyatlar, gender rollari va kasbiy faoliyatga bo'lgan munosabatlarning ta'lim tizimi samaradorligiga ta'siri o'rganiladi. Tadqiqot aralash metodologiya asosida amalga oshirilib, sifat va miqdoriy tahlil usullari qo'llanildi. Natijalar shuni ko'rsatadiki, Vision 2030 doirasidagi islohotlarga qaramay, madaniy to'siqlar kasb-hunar ta'limi rivojlanishiga jiddiy ta'sir ko'rsatmoqda. Tadqiqot ta'lim siyosatini ishlab chiqishda madaniy omillarni inobatga olish zarurligini asoslaydi.

Kalit so'zlar: kasb-hunar ta'limi, madaniy omillar, Saudiya Arabistoni, ta'lim islohoti, mehnat bozori, ijtimoiy me'yorlar.

Аннотация. В работе анализируется влияние культурных факторов на реформирование системы профессионального образования в Саудовской Аравии. Рассматривается, как социальные нормы, ценности, гендерные роли и восприятие рабочих профессий влияют на участие населения и эффективность институциональных преобразований. Исследование основано на смешанной методологии, объединяющей качественные и количественные методы анализа. Результаты показывают, что несмотря на значительные реформы в рамках программы Vision 2030, культурные барьеры остаются существенным ограничением развития системы профессионального образования. Подчеркивается необходимость учета культурных особенностей при разработке образовательной политики.

Ключевые слова: профессиональное образование, культурные факторы, Саудовская Аравия, реформы образования, рынок труда, социальные нормы.

INTRODUCTION

In recent decades, vocational education and training (VET) systems have undergone significant transformations worldwide, driven by the increasing demands of global competitiveness, technological advancement, and labor market diversification. In this context, countries are striving to modernize their VET systems to enhance workforce skills, productivity, and economic sustainability. Saudi Arabia, in particular, has initiated comprehensive reforms in its vocational education sector as part of its broader socio-economic development strategy, especially within the framework of Vision 2030. These reforms aim to align education outcomes with labor market needs, reduce reliance on foreign labor, and foster human capital development.

The relevance of this study lies in the fact that, despite the adoption of advanced institutional models and internationally recognized best practices, the outcomes of vocational education reforms often differ significantly depending on the socio-cultural environment in which they are implemented. Cultural factors, including social norms, values, traditions, and perceptions of vocational professions, play a crucial role in shaping individuals' educational choices, institutional effectiveness, and policy acceptance. In Saudi Arabia, deeply rooted cultural attitudes toward technical occupations, gender roles, and social prestige can significantly influence the success or limitations of reform initiatives.

Moreover, the transformation of VET systems should not be viewed solely as a technical or institutional process, but also as a cultural one. Reforms that do not adequately consider the national cultural context may encounter resistance, low participation rates, or limited long-term effectiveness. In contrast, culturally aligned policies tend to achieve higher levels of acceptance, sustainability, and overall impact. Therefore, examining the interaction between cultural factors and vocational education reform becomes essential for ensuring the effectiveness of policy implementation.

This study aims to analyze the impact of cultural factors on vocational education reform in Saudi Arabia by exploring how cultural norms and values influence both the implementation process and the outcomes of institutional changes. The research provides a culturally informed perspective on VET reform and offers practical implications for policymakers seeking to design more adaptive and effective education policies in similar socio-cultural contexts.

REVIEW OF LITERATURE ON THE SUBJECT

The development of vocational education and training (VET) systems has been widely analyzed in the context of economic modernization, labor market alignment, and human capital formation. A significant body of literature emphasizes that VET is not only an educational mechanism but also a socio-economic institution shaped by both formal policies and informal cultural factors. Stephen Billett highlights that vocational education historically evolves in response to societal needs, institutional traditions, and economic priorities, suggesting that its effectiveness depends on how well it reflects the broader social context. Similarly, Felix Rauner underlines the importance of competence-based education and institutional frameworks in shaping modern VET systems, while David Guile and Lorna Unwin stress the integration of theoretical knowledge with practical skills as a core principle of vocational learning. These perspectives collectively demonstrate that VET reform requires a systemic and context-sensitive approach rather than a purely technical adjustment [6], [10], [11].

In the context of Saudi Arabia, recent studies have increasingly focused on the interaction between national development strategies and vocational education reforms. Aldossari examines the role of Vision 2030 in transforming public attitudes toward vocational training, emphasizing the need to reduce social stigma associated with technical professions. The study shows that despite policy efforts, negative perceptions remain a significant barrier to participation. Similarly, Algassem and Hassan identify structural and institutional challenges within the Saudi VET system, including misalignment with labor market demands and limited societal acceptance. These findings suggest that reforms must address both institutional inefficiencies and cultural barriers simultaneously. Earlier research by Al-Heeti provides a broader regional perspective, highlighting persistent challenges in the Arab world such as low prestige of vocational education and weak linkage between education and employment, which continue to influence reform outcomes in Saudi Arabia [1], [2], [3].

Cultural and social dimensions of vocational education have been further explored in studies focusing on leadership, institutional behavior, and societal norms. Alsaeed's research demonstrates that cultural and demographic factors significantly influence leadership practices and decision-making processes within VET institutions, affecting both policy implementation and organizational performance. Alharbi, on the other hand, emphasizes the role of contextual factors in shaping educational reforms, particularly the influence of cultural values on the adoption of new technologies and educational innovations. These studies confirm that educational reforms cannot be effectively implemented without considering the socio-cultural environment in which they operate [4], [5].



Local scholars have also contributed to the understanding of vocational education development, particularly in transitional and reform-oriented contexts such as Uzbekistan. Nazarova highlights the pedagogical foundations of modern vocational education, emphasizing the importance of aligning educational processes with contemporary socio-economic demands. Allambergenov focuses on comparative approaches, arguing that cross-national analysis is essential for identifying best practices and adapting them to local conditions. Korakhujayev explores the modernization of national pedagogy, stressing that educational reforms must be rooted in national cultural values while simultaneously incorporating global standards. These contributions reinforce the idea that cultural adaptation is a key determinant of successful educational reform [7], [8], [9].

From a labor market perspective, Ronald G. Sultana provides an in-depth analysis of the relationship between vocational education and employment systems, highlighting the importance of institutional coordination and policy coherence. His work suggests that effective VET systems require strong linkages with labor market structures and employer needs. At the same time, broader theoretical frameworks developed by Billett, Rauner, and Guile emphasize that vocational education must balance economic functionality with social legitimacy. Without addressing societal perceptions and cultural expectations, even well-designed systems may fail to achieve their intended outcomes [6], [10], [11], [12].

In summary, the reviewed literature demonstrates that vocational education reform is a multidimensional process shaped by institutional, economic, and cultural factors. While structural reforms and policy initiatives are essential, their effectiveness largely depends on the extent to which they align with societal values, cultural norms, and labor market realities. Therefore, a comprehensive approach that integrates cultural considerations into the design and implementation of VET reforms is crucial for achieving sustainable and impactful outcomes.

RESEARCH METHODOLOGY

The research employs a mixed-method approach combining qualitative and quantitative data collection techniques to ensure a comprehensive analysis of cultural factors influencing vocational education reform in Saudi Arabia. Primary data are obtained through semi-structured interviews with policymakers, educators, and students, as well as surveys designed to capture perceptions of vocational education and cultural attitudes toward technical professions. Secondary data are collected from official reports, policy documents, and international databases related to education and labor markets. The analysis is conducted using comparative and thematic analysis methods, allowing for the identification of patterns, similarities, and differences in cultural influences across different stakeholder groups. Quantitative survey data are processed using statistical analysis to determine correlations between cultural variables and participation in vocational education, while qualitative data from interviews are interpreted through content analysis to reveal underlying social norms and value systems. This integrated methodological approach ensures both depth and reliability in evaluating the role of cultural factors in shaping reform outcomes.

ANALYSIS AND RESULTS

The reform of vocational education and training (VET) in Saudi Arabia represents a strategic priority within the broader framework of economic diversification and human capital development. However, while institutional reforms, policy restructuring, and infrastructural investments have been actively implemented, the effectiveness of these changes is deeply conditioned by cultural factors. These factors operate as informal institutions that shape behavior, expectations, and acceptance of vocational education within society. Therefore, understanding the cultural dimension is essential for evaluating both the progress and limitations of VET reforms in the Saudi context.

One of the most significant cultural factors influencing vocational education in Saudi Arabia is the societal perception of vocational occupations. Traditionally, technical and manual professions have been associated with lower social prestige compared to academic and white-collar careers. This perception is deeply rooted in historical and socio-cultural structures, where higher education is often viewed as the primary pathway to social mobility and professional success. As a result, vocational education is frequently perceived as a secondary option, primarily chosen by individuals who are unable to access university-level education. This cultural bias directly affects enrollment rates in VET institutions and limits the pool of skilled technical workers in the domestic labor market.

In addition, family expectations and social norms play a crucial role in shaping educational choices. In Saudi society, family influence on career decisions is particularly strong, and parents often encourage their children to pursue prestigious academic fields such as medicine, engineering, or business. Vocational education, in contrast, may be perceived as inconsistent with these expectations, leading to lower levels of participation despite the availability of modernized training programs. These dynamics highlight the importance

of addressing cultural attitudes not only at the individual level but also within the broader family and community context.

Another important cultural factor is the perception of gender roles and their impact on access to vocational education. Although significant progress has been made in expanding educational opportunities for women, cultural norms continue to influence the types of vocational fields considered appropriate for female participation. Women are more likely to be encouraged to enter sectors such as education, healthcare, and administrative services, while participation in technical and industrial fields remains relatively limited. This gender-based segmentation restricts the full utilization of human capital and creates imbalances in the labor market. Consequently, VET reforms must incorporate gender-sensitive strategies that align with cultural values while gradually expanding opportunities for women in non-traditional sectors.

Religious and ethical values also play a role in shaping attitudes toward work and education. In Saudi Arabia, cultural norms are closely intertwined with religious principles, which influence perceptions of acceptable professions, work environments, and social interactions. While these values can provide a strong ethical foundation for workforce development, they may also impose certain constraints on the design and implementation of vocational programs, particularly in mixed-gender environments or industries that are perceived as culturally sensitive. Therefore, successful reform requires a careful balance between modernization and respect for cultural and religious norms.

Furthermore, the concept of work itself is culturally embedded and influences the attractiveness of vocational careers. In many cases, public sector employment is preferred due to its perceived stability, prestige, and benefits. This preference reduces the appeal of vocational pathways, which are often associated with private sector employment and perceived as less secure or less prestigious. As a result, even well-designed vocational programs may struggle to attract students if they are not aligned with broader labor market incentives and cultural expectations regarding employment.

At the institutional level, cultural factors also affect the implementation of reforms. Educational institutions operate within a socio-cultural environment that shapes teaching practices, curriculum design, and interactions between instructors and students. For example, hierarchical relationships and respect for authority may limit open communication and critical thinking in the classroom, which are essential components of modern vocational training. Additionally, resistance to change may arise among educators and administrators who are accustomed to traditional methods of instruction. These factors can slow down the adoption of innovative teaching approaches and reduce the overall effectiveness of reforms.

The interaction between cultural factors and labor market structures further complicates the reform process. In Saudi Arabia, a significant proportion of technical and manual jobs have historically been performed by foreign workers. This has reinforced the perception that such occupations are less desirable for local citizens, thereby discouraging participation in vocational education. Efforts to localize the workforce require not only institutional reforms but also a shift in cultural attitudes toward vocational professions. Without addressing this underlying issue, policy measures aimed at increasing national employment in technical sectors may yield limited results.

In order to better illustrate the relationship between cultural factors and vocational education outcomes, a comparative framework can be used to analyze key dimensions such as social perception, gender roles, family influence, and employment preferences (Table 1).

Table 1. Cultural Factors and Their Impact on Vocational Education Reform in Saudi Arabia

Cultural Factor	Description	Impact on VET Participation	Impact on Reform Effectiveness
Social Prestige	Preference for academic and white-collar professions over technical jobs	Low enrollment in vocational programs	Limits the expansion of skilled local workforce
Family Influence	Strong parental guidance in career choices	Preference for university education	Reduces acceptance of vocational pathways
Gender Norms	Cultural expectations regarding appropriate roles for men and women	Limited female participation in technical fields	Creates gender imbalance in labor market
Religious and Ethical Values	Influence of religious norms on acceptable professions and environments	Selective participation based on perceived suitability	Requires adaptation of programs to cultural context
Employment Preferences	Preference for stable and prestigious public sector jobs	Low interest in private-sector-oriented training	Weakens linkage between VET and labor market demands
Perception of Manual Labor	Association of technical work with lower social status	Negative attitudes toward vocational careers	Slows cultural acceptance of VET reforms
Foreign Labor Dependence	Reliance on expatriate workers in technical sectors	Reduced motivation for local skill acquisition	Hinders localization policies and reform outcomes



The table demonstrates that cultural factors exert a multidimensional influence on vocational education reform in Saudi Arabia. Social prestige and family influence significantly shape individual educational choices, often discouraging participation in vocational pathways. Gender norms further restrict the inclusiveness of the system by limiting female engagement in technical fields. Additionally, the preference for public sector employment weakens the attractiveness of vocational training, which is closely linked to private sector opportunities. The reliance on foreign labor reinforces negative perceptions of manual work, creating a cycle that undermines reform efforts. Overall, these factors highlight that institutional improvements alone are insufficient; effective reform requires addressing deeply rooted cultural attitudes and aligning vocational education with societal values and expectations.

The analysis reveals that cultural factors do not operate in isolation but interact dynamically with institutional and economic variables. For instance, improvements in infrastructure and curriculum design may enhance the quality of vocational education, but they are insufficient to ensure high participation rates if societal perceptions remain negative. Similarly, policy incentives aimed at encouraging enrollment may have limited impact if they do not address underlying cultural barriers.

Despite these challenges, there are indications of gradual cultural transformation. Government initiatives aimed at raising awareness about the importance of vocational education, as well as campaigns promoting technical careers, have contributed to a slow but noticeable shift in public attitudes. The integration of modern technologies, partnerships with international institutions, and the alignment of training programs with industry needs have also enhanced the attractiveness of VET. However, these efforts must be sustained and complemented by long-term strategies that target cultural change at multiple levels of society.

One promising approach involves the use of role models and success stories to reshape perceptions of vocational careers. By highlighting individuals who have achieved professional success through technical education, policymakers can challenge existing stereotypes and demonstrate the value of vocational pathways. Additionally, strengthening the link between vocational education and employment outcomes can increase confidence in the system and encourage greater participation.

Another important direction is the incorporation of cultural considerations into policy design. Rather than attempting to impose externally developed models, reforms should be adapted to the local context, taking into account cultural values, social structures, and behavioral patterns. This approach enhances the legitimacy and acceptance of reforms, thereby increasing their effectiveness.

Moreover, collaboration between educational institutions, industry, and communities is essential for bridging the gap between cultural expectations and labor market needs. Engaging families, community leaders, and employers in the reform process can help create a supportive environment for vocational education and facilitate the transition from education to employment.

CONCLUSIONS AND SUGGESTIONS

The analysis confirms that cultural factors play a decisive role in shaping the effectiveness of vocational education and training (VET) reforms in Saudi Arabia. While substantial institutional efforts have been undertaken within the framework of national development strategies, the success of these reforms largely depends on their alignment with deeply rooted social norms, values, and behavioral patterns. Negative perceptions of vocational professions, strong family influence on career choices, gender-based expectations, and preferences for public sector employment collectively limit the attractiveness and accessibility of VET pathways. These cultural constraints reduce participation rates, hinder workforce localization, and slow the overall impact of reform initiatives.

At the same time, the study demonstrates that cultural factors are not static and can gradually evolve under the influence of targeted policies, awareness campaigns, and structural improvements. The increasing integration of modern technologies, international collaboration, and efforts to enhance the image of vocational careers indicate positive trends. However, without a comprehensive strategy that explicitly incorporates cultural dimensions into policy design, the long-term sustainability and effectiveness of VET reforms may remain limited.

In this context, the development of the vocational education sector requires a balanced approach that combines institutional modernization with cultural adaptation. Based on the findings of the study, the following recommendations are proposed:

1. Enhancing the social status of vocational professions through national awareness campaigns, media representation, and the promotion of successful role models in technical fields.
2. Strengthening career guidance systems in schools to provide students and their families with accurate information about vocational pathways and labor market opportunities.
3. Expanding gender-inclusive vocational programs by creating culturally appropriate learning environments and encouraging female participation in non-traditional sectors.



4. Aligning vocational education with labor market incentives by improving employment conditions, wages, and career progression opportunities in technical occupations.

5. Reducing dependence on foreign labor through targeted policies that prioritize the training and employment of local citizens in key technical sectors.

6. Integrating cultural considerations into policy design to ensure that reforms are socially acceptable, context-specific, and sustainable.

7. Promoting collaboration between educational institutions, industry, and communities to bridge the gap between training outcomes and labor market needs.

In conclusion, the effectiveness of vocational education reform in Saudi Arabia depends not only on the quality of institutional changes but also on the ability to transform cultural perceptions and align them with national development goals. A culturally informed and inclusive approach to reform will significantly enhance the capacity of the VET system to contribute to sustainable economic growth and social development.

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