3 ICLEHI-55 Aida Fouad El-Nabalawi

Omani Youth Attitudes Toward Work: A Field Study On Students Of Sultan Qaboos University

Aida Fouad El-Nabalawi*,Aalia Hilal Al- Assadi
Sociology & Social Work Department,
College of Arts & Social Sciences P.B. 42
Sultan Qaboos University P.C. 123, Sultanate of Oman
*Corresponding e-mail: aidanabalawi@gmail.com

ABSTRACT

This study attempts to uncover Omani youth attitude towards the culture of work and what it implies in terms of concerns and preferences. The study problem focuses on testing the hypothesis that youth generation especially university students are more individualized and self-centered, and expected among them a high rate of conspicuous attitudes (prestige and money) at the expense of implicit attitudes account for work (such as assistance, social values, altruism and friendship). Theoretically, the study relied on the concept of work culture in sociological literature, as well as some theoretical frameworks. Methodologically, this is an exploratory study used a measure of "work culture" and applied to a random sample of students from Sultan Qaboos University. The research results show that work culture among university students is arranged in a structure dominated by self-development, independence, and the exchange of knowledge, experiences and skills, job security, social and material stability, and support and help for others. These are followed, at a lower level, by social networking, community service, and gaining family respect, social status, relationships with work colleagues, achievement, decision-making and leadership, and finally the possession of money. This arrangement of youth attitudes reflects a kind of double-standard in the cultural component to work. The study concludes that the results of such type of studies will help those concerned with the employment of the workforce to understand that the new young workers today are different from the workers of the same age group at an earlier point in time. Thus it is necessary to adapt administrative and management strategies for the coming generations.

Keywords: attitudes toward work, self-direction, emerging workforce, self-development, independence, and job security.

Introduction

It is known that work is a human activity based upon the basis of conventional choice, the strength of overcoming laziness and facing daily problems of life. This work is considered as an expression for being committed to the duty and a tool for saving and maintaining the humanitarian dignity. Moreover, it is like a way for being released from alienation and a medication for being treated from many immoral, social and psychological diseases. Therefore, work is principal in human and it is sacred in Islam as being a means for earning a living and for human release. The aim of the work is related to the aim of the human existence through which he deserves succession in the earth. Hence, there is no doubt that work is very important in the life of individuals. The work is not restricted to be a source of income, but it specifies the motivations of the individual and makes him accept his life, in addition to saving independence, stability and social security for him. Also, the work gives a chance to the individual to achieve the social prestige. But work culture with a meaning of all

meanings and self-orientations towards work is varied among individuals due to the difference of their economic and social positions. Thus, it is important to indicate that the attitudes of the individual towards work uncover within its folds the content of the work culture for youth especially the newcomers in the labor market.

In the light of increasing the number of job seekers among citizens specially youth and increasing the number of the newcomer labors, it suggests an important question that is related to the conception of Omani youth towards work and its importance for them. Such question suggests certain frames in which work is doing. If these frames are not available, it is preferring for job seekers to remain looking for jobs. The General Authority for Workforce Registry has recently declared that the number of job seekers in the Sultanate reaches (153326) forming a percentage of 36% males and a percentage of 64% females. Also, the Authority has declared that those who have general diploma certificate, high school certificate and below them form a percentage of 88% out of job seekers (General Authority for Workforce Registry, 2014).

In such context, this study aims at uncovering the work culture among students in Sultan Qaboos University from two genders who are enrolled in the labor market for the purpose of knowing their attitudes towards work and its importance and their preferences. At such point, the importance of the study is crystalized through shedding light on the most important components of work among youth of the university students for knowing their attitudes and future choices. The results of such study will benefit those who are concerned with planning for the emerging workforce through knowing their attitudes and work preferences in the light of the privacy of the contemporary Omani society. In accordance with the abovementioned, the current study attempts to test the hypothesis of a task that is: the youth generation especially university students are more individualized and self-centered. It is expected that work centralization among such generation as being considered the third one shall be reduced. Also, it is expected that the rate of explicit orientations (prestige and money) shall be increased at the expense of implicit orientations account for work (such as assistance, social values, altruism and friendship). The youth generation (third generation) gives a value for conspicuous rewards of work more than the first generation. Many studies have asserted that although the third generation does not have a desire in hard working, they want more money and prestige (Twenge & others, 2010: 1118-1120). Testing such hypothesis will help concluding outputs having practical significances that are related to employing and managing the emerging workforce. Thus, the main object of such study is specified in uncovering the components of work culture among youth and its practical significance. In such light, the aims of the study are specified in:

- Shedding light on the attitudes towards work in the social science heritage.
- Monitoring self-orientations for youth towards work.
- Knowing the most important practical significances for the attitudes of youth towards work.

Methodological Procedures

This study aims at uncovering the components of work culture for youth from the two genders (students of Sultan Qaboos University) and its practical significance. This study belongs to the pastern of the exploratory studies as it aims at uncovering the self-orientations towards work culture among youth of the university students. The study uses the social survey way for being applied to the random sample with taking into account the proportional representation at the level of gender, faculty and class.

The sample was taken randomly from the statements of the enrolled students with a percentage of (1%) out of the total university student with taking into account some standards regarding to the necessity of proportional presentation whether at the level of gender or faculty and these standards are:

- The number of males and females are rather approximated.
- Taking into account the proportional presentation as per faculties if possible.
- Including all the enrolled students at their different classes.
- Distributing the sample as per the different districts in the Sultanate.

The sample reaches (143) students from both genders, distributed as per the different faculties, classes and different housing sectors (Urban- Rural – Bedouins).
The study depends upon the questionnaire newspaper as a tool for collecting the field data which include the basic data and the standard of work attitudes. The study includes (14) phrases tackling many attitudes towards work whether conspicuous (money, prestige and achievement) or implicit (assisting others, Communication and etc.), in addition to self-development. The questionnaire newspaper was presented to a group of arbitrators specialized in sociology and social work for verifying from its validity and how such tool is able to reflect the components of work culture for the youth of the university, in addition to executing the stability test for being assured from the stability of the tool before interacting with the field. This can be achieved through applying the questionnaire newspaper to a sample of (15) job seekers at two periods having an interval and using the correlation coefficient "Pearson" for specifying the strength of the correlation between the pre/post measuring (0.84). This rate is considered to be a high one as it indicates to the stability of the tool. The material takes about one month for being collected (September 2015).

The attitudes of youth towards work in such study are known as a group of ideas, conceptions, emotions, orientations, beliefs, preferences and priorities, in addition to social standards composed by the individual or the group about all forms of work through social upbringing. Hence, this component is merged into personality and becoming an orientation for the behavior. Sometimes these standards seem to be as implicit orientations and explicit ones at other times. The attitudes towards work is related to the preferred or non-preferred behavior. Also, it is seen as a reflection for the proportional importance of implicit and conspicuous revenues and gains obtained by the individual through practicing work. According to the abovementioned, the study includes three axes starting with shedding light on the components of the work culture in the social science inheritance through discussing the concept as and the theoretical framework which contain the cultural approach, Albert Bandura theory in social learning and reproduction theory of Pierre Bourdieu. The second axis tackles presenting some previous studies which focus upon the components of work culture and its value among the youth, schools and universities students. The third axis shows the results of the field study about the self-orientations for youth of university students towards work. This field study starts with showing the characteristics of the study community, and then the self-orientations towards work and the most important conclusions through showing the most important social indicators and the practical significances resulted from the attitudes of the students towards work and finally concluding some proposals or recommendations from the results of the study.

Conceptual and Theoretical Framework

With regard to understanding culture as an attitude for actual behavior through which the supreme morals, ideals and ritual acts appear and thus forming a basis for the culture of

any group or organization, there are many theoretical frames that attempt to interpret how social institutions contribute in forming the culture of the individual and how these institutions are being reflected in individual's view and orientations around the meaning and the concepts of work. Here, we shall tackle the cultural approach, in addition to the contributions of both Albert Bandura in the theory of social learning, and Pierre Bourdieu in the theory of reproduction. Besides, the model of the meaning work (Robert, 1987), derived from the theory of reproduction who tries to specify the levels having effects in forming the work culture of the individual.

Cultural Approach

Islam has stressed in its teachings upon prevailing work culture among people. Many verses in Holy Quran have stressed upon the correlation between faith and work for the purpose of fighting the inherited cultural inheritance which includes some issues motivating some types of work rather than others (Shokeir, 2012:49). Work culture in the literature of sociology is applied to its general concept as it was prominent in the framework of the scientific argument about searching for introductions of a theory related to work and its valuable orientations. Work culture is known from Max Weber's point of view as free individual tests specified by the ideas and conceptions of social groups and these tests are specified with historical social conditions. The hypothesis of Max Weber comes to dedicate the relation between beliefs and economic growth as beliefs have influences in the valuable orientations. Hence, the economic behavior shall be formed (El- Nabalawi, 2007).

Weber has asserted that upgrading means the transference from the international view affected by the religious tendency into an international view having a rational tendency (Allam, 2007). The protestant theory of work morals which asserts upon encouraging the accumulation of wealth by the Calvinist tendency is being used widely for interpreting the success of capitalism in western countries. Many studies have discussed how Weber theory is tested in cultural contexts varied from the western culture (Abdul Rahman, 2007: 197-198). Hence, the theory indicates that work, according to Weber, is a part of the cultural standards of organization and it requires being subjected to accountability and personal responsibility.Talcott Parsons defines the standards related to work as being the total receptacle in which behaviors and reactions of individuals are filled. Hence, work culture has an important role in maintaining, stabilizing and lasting the social structure as work culture is indicated as behavioral orientations (tendencies, beliefs, preferences and priorities) of individual or group in all activities that are related to any forms of work and this culture is not limited to a certain professional activity. Sometimes these orientations take explicit form and at other times, it takes implicit one (Allam et al, 2007:25-29).

In the context of development and modernization theory issues emerged the relationship between modernization and traditional cultural context, according to the saying: The update process will occur convergence or confluence between the new values at the expense of traditional values, then replace the modern substitute for them. (Baker& Inglehart , 2000: 20). Harding and Frans have revealed the way of how new orientations were transferred towards work especially among the young employees who are highly educated as their desire in being more independent and in participating in making decisions increased. Such development was accurately described by Fukuyama in 1992 as he said: "Technological invention and distributing high-complicated work have led to a great increase in needing technical knowledge at all levels of economic activity (Harding & Frans, 1995: 443-444).

Albert Bandura Theory in Social Learning

Social learning is intended to gain the individual or learned responses or new behavioral patterns by individual through a situation or a Social context. This theory focuses on the importance of social interaction and social norms. So, behavioral patterns in the light of learning mean that leaning shall not be executed in an empty environment, but in a social one. Thus, behavioral and social patterns are gained through imitation and learning by noting and this happens through situation which includes a relationship of an individual to another one or an individual to a group when having a mutual effect. Through such way, the individual learns the standards, values, social traditions, knowledge and skills that help him have social harmony. (El Zayat, 1996:364).

Reproduction Theory

Works of the French sociologist (Pierre Bourdieu) (1930 – 2002) are categorized by sociologists as a part of the cultural branch of sociology or as a theory specialized in cultural practices because these works involve entangled issues related to the culture of societies and the way of how these issues are used for justifying some positions in the capital communities. Pierre Bourdieu has re-read the classical concepts in sociology and has added new dimensions granting them sociological prospects that are wider (Jason & Murphy, 2000: 186).

Reproduction Theory is interested in reconsidering the social actor as being described as a reaction for the structural theory which neglected considering the human and made him subjected to the social structure and a production thereof. Reproduction Theory of Bourdieu focuses upon the relation of the actor to the social structure and tis relation ends when the actors re-product such structure (Bourdieu, 1986: 202).

Bourdieu believes that there is an argumentative relation between objectivity and subjectivity and there is no contradiction between them. The objective tendency hypothesizes that social reality consists of a group of relations and forces which imposes itself upon actors without considering the willing and the awareness of those actors. According to H. Blumer and Harold Jarevenichael, social reality is only the total number of endless interpretations for events as individuals are interacting as per the meanings they agreed. Through such view, Bourdieu undertakes to find a conceptual system combines between objective structures of society and subjective roles of individuals in which they live. Habitus comes at the beginning of such system (Waquant, 2006:6), Bourdieu defines it as a set of gained preparations and conceptions of realization, evaluation action and forms of behavior (Bourdieu, 2000: 19).

The concept of the cultural capital, as Bourdieu believes, is a group of symbols, skills, cultural and linguistic competences and meanings representing the prevailing culture that was chosen as it is appropriate for reproducing, continuing and transferring such group through the educational process. Bourdieu believes that cultural capital is divided into two parts; the first part is the gained cultural capital on the basis of the educational qualification and the number of the academic years. The second part is the capital inherited from the position of the family and its relations with the different cultural fields. The latter part achieves direct profits in the first place in the educational system. (Abd El Wahab, 1999:99). Bourdieu decides that cultural capital is formed through having conscious knowledge of culture prevailing in the society and the ability to understand and use cultured language. Bourdieu asserts that having cultural capital is varied depending upon the different classes. Thus, educational system supports having such model of capital and making it difficult for the individual to succeed in such system (Sullivan, 2000: 893).

Some researchers made use of the reproduction theory in preparation of their theoretical models. Hence, studies have examined such models for having benefits. In such

regard, Robert has prepared a model for (meaning of work) (Robert, 2003: 141). This model hypothesizes that meaning of work of the individual is as per two levels; the first level is the macro-social. Such level means the cultural, social, political and economic variations in the society. The second level is the Micro-personal and it includes the role of the family and the personality of the individual in forming meanings. Both levels influence the organizational level in the work institution through the centralization of work for the individual, its gains and its aims.

So clearly, there are several theoretical views derived from the classical literature of sociology that provides us with interpretations about how to form the culture of the individual in general and his attitudes towards work in particular, in addition to interpretations about how to translate such views in a form of cognitive, sentimental and behavioral frames appearing in the orientations of the individual and hence the attitudes towards work.

Literature Review

(Mansour, 1981) this study aims to understand your students' moral construction or the individual who is looking for appropriate action. So interest in the study was associated with values to work with the Saudis teenagers, since they have many needs they aim to satisfy them through work. Study was based on a scale of values of work. The study concluded that the characteristic values of work of a group teenagers dominated the service of others, innovation and achievement on the rest of the other values values. The values that have a medium degree of importance are: diversity - relationship with colleagues - aesthetics - the relationship presidents.

Moses, (1993) The study aims to recognize the reality of youth, identity and belonging in the Arab Gulf states and through monitoring of the reality of culture and socialization in these communities, and youth attitudes towards education and employment. Study depended on some studies content analysis. The study resulted in a relationship between the Arab Gulf and the alienation of human rights has led to duplication in the culture and in the economy and in education.

Rashoud, (2006) this study discussed the movement of rapid social change, which passed on Saudi society, so aimed at measuring the Saudi youth attitudes towards work in the private sector. This identification with the most important conditions for the development of Saudi youth attitudes towards work planning indicators. The study concluded that the behavioral dimension comes first and then the dimension of knowledge and finally came the emotional dimension

Kazim, (2006) the study aims to identify the value system change in the range of economic values among young people between 1999 to 2005, based on the methods of quantity. The finding of a horizontal changes in economic values for young people, as the majority of respondents prefer functional professions because they represent the security and stability of the material to them, there is also prefer self-employment because of a good returns.

Wray-Lake (2009) The longitudinal study across time periods teens of high school students and university stage, based on the scale of the work values, concluded that the importance of work among teenagers in American society began to decrease from the mid-eighties. There is a decrease the central work of the value continually, while there is a gradual decrease in orientation towards a decrease in orientation towards prepared to work without considering the need for money, and with respect to the virtual and Material work values (status, prestige, respect, progress, income, profits) among students, has received high significantly since the late eighties to the late nineties.

The purpose of the study Muhammad, (2010) identify the nature of the similarities and differences in work among young people in some Arab countries. The study was based on secondary analysis of some of the studies. It concluded that the work of great value to all participants from the various communities, and Morocco came first place followed by Iraq and then Egypt, Jordan and finally Saudi Arabia in terms of rankings. The results showed that some external values (good income, work safety and working hours) and some internal values (status) in the first rank among Arab youth.

In a study (Twenge & Others, 2010) have dealt with a range of work values (five values), which may vary according to generation, a (explicit values, and the values implicit, leisure time, values and material, and social values). The study adopted a hypothesis that the middle generation and the younger generation, they are more individual and subjective; therefore were compared from 1976 to 2006, were used to measure the values of work. The results were the same semantics process relating to the employment and management of the emerging workforce; where the value of leisure time rising steadily through the generations, as opposed to the low central value of the work.

Self-orientations of Youth towards Work (Results of Field Study)

Characteristics of Study Community:

The total number of university students has reached (15342) student at the beginning of March in 2016. Faculty of Arts has occupied about (18%) out of the total number of university students and it is followed by Faculty of Engineering, Faculty of Economics and Political Science and Faculty of Sciences with noting the approximate of the rates of the males and females. Table (1), (2) shows that.

Table (1)
The number of Students Enrolled in a Bachelor's Degree on the Basis of College and Sex on March 2016

College	Females	Males	Total
Faculty of Arts and Social Sciences	1779	918	2697
Faculty of Economics and Political Science	1280	1162	2442
Faculty of Education	1066	628	1694
Faculty of Nursing	352	120	472
Faculty of law	465	479	944
Faculty of Medicine and Health Sciences	692	361	1053
Faculty of Science	1265	1000	2265
Faculty of Agricultural and Marine Sciences	800	454	1254
Faculty of Engineering	593	1928	2521
Total	8292	7050	15342

Table (2)

Percentages of Students Enrolled in a Bachelor's Degree on the Basis of College on March 2016

College	Number	%
Faculty of Arts and Social Sciences	2697	17.6
Faculty of Economics and Political Science	2442	15.9
Faculty of Education	1694	11
Faculty of Nursing	472	3.1
Faculty of law	944	6.2
Faculty of Medicine and Health Sciences	1053	6.9
Faculty of Science	2265	14.8
Faculty of Agricultural and Marine Sciences	1254	8.2
Faculty of Engineering	2521	16.4
Total	15342	100

The following are the most important characteristics of the study sample,
- Sample distribution by sex, (Table 3) refers to a large extent of convergence between sexes, where males rate recorded (50.3%) and females rate was approximately (49.7%) and this is somewhat similar with the sex distributions ratios among university students in early 2016, where females rate in the university recorded about (51%) and males rate (49%) according to the latest statistics issued by the university as noted above.

Table (3)

Distribution of study sample on the basis of gender

Gender	Frequencies	%
Males	72	50.3
Females	71	49.7
Total	143	100

- Distribution of the sample on the basis of college (specialization), (Table 4) shows that the students of Faculty of Engineering and Science recorded (37.8%) percentage, and students of Faculty of Arts and Social Sciences, and the Faculty of Economics and Political Science recorded (34.3%). It is noted that these four colleges represented about (72.1%) of the study sample. The remaining percentage of (27.9%) represents: Faculty of Agriculture and Marine Sciences, and Faculty of Education, and Faculty of law, the School of Nursing, and the College of Medicine and Health Sciences. Here, data indicates that the study sample distributions according to the university colleges approaching to some extent with the actual distributions. As Faculty of Engineering, Science and Arts and Social Sciences topping the list of colleges in the study sample.

Table (4)
Distribution of Study Sample on the Basis of College

College	Frequencies	%
Faculty of Agricultural and Marine Sciences	15	10.4
Faculty of Arts and Social Sciences	24	16.8
Faculty of Economics and Political Science	25	17.5
Faculty of Education	12	8.4
College of Engineering	27	18.9
Faculty of law	8	5.6
Faculty of Medicine and Health Sciences	1	0.7
Faculty of Science	27	18.9
School of Nursing	4	2.8
Total	143	100

Distribution of study sample on the basis of class, table (5) indicates that about one-third of the sample from the Class of 2010 by a percentage of (32.8%), and both 2011 and 2013 classes appeared in close rates as they represent the equivalent of (42%), and class of 2008 and 2015 were less represented by a percentage of (0.7%) each. This demonstrates that the study sample is focused on medium -classes (from 2010 until 2013) and decreases between new students and graduates (in 2008 and 2015). This is unintentional, but due to issues related to the response of the students, and sometimes we had to exclude some of the sample in order to achieve reasonable proportional representation by sex.

Table (5)
Distribution of Study Sample on the Basis of Class

Class	Frequencies	%
2008	1	0.7
2009	7	4.9
2010	47	32.8
2011	29	20.3
2012	16	11.2
2013	31	21.7
2014	11	7.7
2015	1	0.7
Total	143	100

Distribution of study sample according to the residential sector, table (6) indicates that the majority of respondents were from urban origins , as they represented nearly (60.1%), then rural origins represented a percentage of (26.6%), while the Bedouin origins was less representative by a percentage of (13.3%), distributions covered to a large extent sectors of the population, noting that there is a convergence to a certain extent with the population distributions of the study sample and distributions in the Sultanate, where urban areas represents more than 72% at the expense of rural and Bedouin sectors.

Table (6)

Distribution of Study Sample on the Basis of Residential Sector

Affiliation	Frequencies	%
Bedouin origins	19	13.3
Rural origins	38	26.6
Urban origins	86	60.1
Total	143	100

From the foregoing it is clear that the study sample represented approximately 1% of the total enrolled students at Sultan Qaboos University, according to the first of March 2016 data, that amounted to (143) individual. Gender ratios are converging with a slight increase in favor of males. It covered all faculties of the university taking into account the proportional representation as possible. It also included different categories of students from all classes, especially medium classes as noted above. In addition to the diversity of the students belonging to different residential sectors which are similar to a large extent with the population distributions in the Sultanate.

Self-Orientations toward Work

For the purposes of the current study and to facilitate the interpretation, levels and degrees of attitudes toward work were divided from the point of the study sample from Sultan Qaboos University students according to the arithmetic average to judge the strength or weakness of phrase. Because the used scale was triple (very important and important and not important), the period between (1-3) was divided into three equal levels so that the length of period is equal (0.66) as follows: strong orientation toward work lies in the period (2.34 -3), while medium orientation toward work lies in the period (1.67- 2.33), but weak orientation toward work lies in the period (1-1.66) and the following table shows that.

Table (7)

Likely Levels of the Degrees of Orientations toward Work

Likely mean	Level
1- 1.66	Weak
1.67- 2.33	Medium
2.34- 3	Strong

Table 8

Response of the Sample of Study to Orientation toward Work Scale

S.	phrase	Response degree			Average of phrase	Strength of phrase	standard deviation	Judgment	Rank
		Not important	important	Very important					
1	I am trying to work at a job that provide me good opportunities for social networking with others	14	75	54	2.27	75.67	0.632	medium	6
2	When I joined work, I will choose a job enjoyed with	28	64	51	2.16	72	0.728	Medium	10

S.	phrase	Response degree			Average of phrase	Strength of phrase	standard deviation	Judgment	Rank
		Not important	important	Very important					
	social status in the community								
3	I want a job that provides me a regular income for lifelong	9	47	87	2.54	84.67	0.613	strong	3
4	t is important to choose the work that facilitates exchange process of knowledge, experience and skills	4	60	79	2.52	84	0.554	strong	4
5	It is important to have a job that provides opportunities for developing self-abilities through learning and training	4	39	100	2.67	89	0.527	strong	1
6	I am not looking for a specific job, but I want to work to fill my spare time	102	33	8	1.34	44.67	0.582	Weak	13
7	One of the important points that I focus on when seeking to join a job in the future is giving me the opportunity to make decisions and lead others	20	74	49	2.2	73.33	0.666	Medium	8
8	I am trying to enroll in a job gives me the opportunity to own money more than the money my father owns	66	43	34	1.77	59	0.808	Medium	12
9	I see that favorite work for individuals is that giving them community service opportunities	18	70	55	2.26	75.33	0.67	Medium	7
10	It is important to have a job that provides opportunities for supporting and assisting others	5	68	70	2.45	81.67	0.565	strong	5
11	I am working to get special income helping me to stay away	11	41	91	2.55	85	0.634	strong	2

S.	phrase	Response degree			Average of phrase	Strength of phrase	standard deviation	Judgment	Rank
		Not important	important	Very important					
	from dependence on my family								
12	One of the reasons that encourages me to work is to gain respect of my family	22	71	50	2.19	73	0.684	Medium	9
13	I am trying to work at a job providing me good opportunities to establish friendships with co-workers	23	76	44	2.14	71.33	0.67	Medium	11
14	It is important for my job to help me in highlighting my achievements to others	25	53	65	2.27	75.67	0.744	Medium	6

Table (8) indicates response of the sample from Sultan Qaboos University students to the attitudes towards the work scale. This dimension included (14) phrases where its proportional strength ranged between 89% to 44.67%, as these phrases strength distributed between weak, medium and strong. Five phrases have got a strong level which expressed the importance of providing opportunities for self-capacity development through learning and training on the job by a proportional strength of (89%), followed by the importance of work in order to get a special income helps to stay away from family dependence by a proportional strength of (85%), then desire of a job that provides a regular income for life by a proportional strength of (84.76%), then the importance of choosing a job that facilitates the exchange process of knowledge, experience and skills by a proportional strength of (84%), and finally the importance of a job to provide opportunities to support and help others by a proportional strength of (81.67%).

Eight phrases have got a medium level that expressed the importance of the job which help its occupants to highlight their achievements to others by (75.67%), also the phrase which increased the value of seeking for a job that provides good opportunities for social networking with others has got (75.67%), then the importance of a job that provides opportunities for community service has got (75.33%), then seeking for a job that provides opportunities to make decisions and lead others by (73.33%), and one reason for seeking for a job to gain respect of family has got (73%), then selecting a job enjoyed with social status in the community by (72%), followed by seeking for a job that provides good opportunities to establish friendships with co-workers by (71.33%), and finally the pursuit of getting a job that provides opportunities to own money more the parents owned by (59%).
One phrase has got a weak level which expressed do not looking for a specific job but wanted to work to fill my spare time by (44.67%).

The following figure shows order of attitudes toward work levels
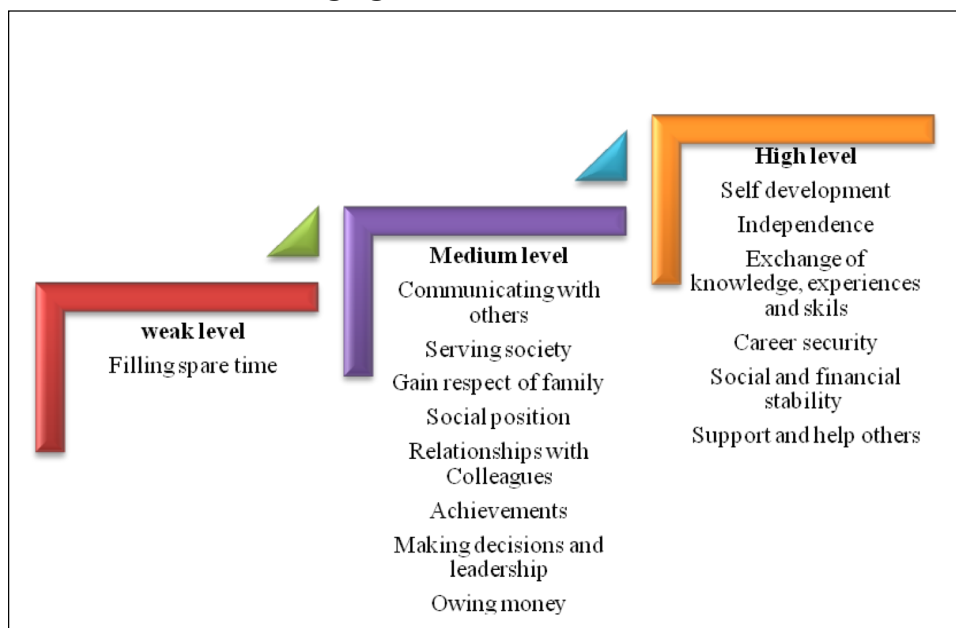
By extrapolating the results of orientations towards work scale among the students of the study sample according to the phrases that included five phrases where their strength ranging between them as well. In general, there is an upholding for the system of values and attitudes that reflects duplication in the cognitive, cultural and social configuration as a whole among the study sample individuals represented in choices that reflect the cultural stock of students which determines their preferences for the job that they want to join after the completion of the study. Here, students' choices embody a set of values vary in nature, while increase self-values associated with the individual himself, then orientations with social and cultural nature appear related to societal context. Then, the beginning of self-orientation through values of self-development and independence and the development of professional performance through knowledge, experience and skills exchange has emerged on the surface, where individual keens on choosing a job that provides possibility of learning and training continuously. So the phrase "It is important to have a job that provides opportunities for developing self- capacity through learning and training," has got the highest rate among the phrases.

Then, upholding the value of autonomy in the phrase " I work in order to get a special income helps me to stay away from dependence on my family," comes in the second rank, through the willing to work a job that can achieve self-reliance, and get out of the cycle of dependence on the family. This attitudes reflects self and social maturity among the students of the study sample. The phrase " is important to choose the work that facilitates the exchange process of knowledge, expertise and skill" comes in the third rank. This reflects respondents' interests on choosing a job that can develop themselves through the exchange of knowledge, experience and skill.

Also, the value of upholding job security appears through the phrase "I want a job that provides a regular income for lifelong". Here, impact of the traditional socio-cultural context appears, which in turn supports the social stability of the individual and the family, then reflected on the individual choices in life –the most important is the choice of job. Here, the individual seeks to choose a job that would provide job security for lifelong which means constant job. This is inconsistent with the requirements of the current era, where job has

become an essential part of the labor market under the rule of the neo-liberal trend, so it is vulnerable to constantly change depending on changing market requirements. This is of course inconsistent with the students' choices of study sample who seek to achieve traditional work conditions, which ended some time ago. So, we can say that some of their choices do not match with the spirit of the age and its requirements, hence out of modern system of work systems and its requirements in some situations.

Social values emerges in the selection of the study sample for the job, which they desire to join after the completion of their studies, as it appears in the phrase "it is important to have a job which provides opportunities to support and assist other", and this reflects the university students respondents association with traditional socio-cultural context, that supports a network of social relations, which extends from the family and local community to work field, even if it is at the expense of professional performance sometimes. Here, value system with a different nature in the forefront of the study sample attitudes in their choices is grappling between self- values and traditional socio-cultural values, and it appears on their job choices that they want to join after the completion of the university study.

But the study sample students' attitudes, which received an average of between three areas: starts with a social and cultural orientations followed by a professional and financial orientations. Where the results of the study revealed that university students choices for a job that they want to join embody in fact socio-cultural orientations, as it shall achieve communication with others in the phrase "I am trying to have a job which provides good opportunities for social communication with others", and "I believe that the preferred job for individuals is the one which allows them opportunities to serve community", and " One of the reasons for my desire to work is to gain the respect of my family". In addition to achieve social position in the phrase " When I joined the work, I will choose a job enjoyed with social status in society". This alongside with forming a network of social relationships with co-workers in the phrase " I am trying to work in a job that provides good opportunities to create friendships with co-workers."

The professional attitudes represented in choosing the work that achieves work implementation and success in the phrase "It is important that my job helps me in highlighting my achievements to others.", in addition to " one of the important points that I focus on when I am seeking for a job to join in the future is to provide opportunity to make decisions and lead others." A group of self-orientation appears here which represented in the capacity of achievement so it appears to surround people as a sign of success and excellence, and job also provides opportunity to participate in decision-making and to gain the leadership skills of others.

Financial attitudes also emerged at an average rate in the students' choices for the job in the phrase " I am trying to enroll in a job that gives me the opportunity to own money more than my father owns" which means willing for social advancement by improving financial and social status more than the current situation of his family.

Phrases which have got low rate in the visions of the students towards the job that they are interested in were, "I do not look for a specific job, but I want to work to fill my spare time", here, willing to look for a job decreases and work to fill spare time appears. This is a clear indication of how seriously the students are in their aspirations towards work through arranged self- orientation phrase as follows: subjective, socio-cultural, professional and finally financial.

On the other hand, the statistical analysis revealed that there was no statistically significant level of variable of College and the preservation of the sample responses, this with a statistically significant differences between males and females in favor of males differences. This is shown in the table (9) and (10).

Table (9)
Distribution of Sample on the Basis of Gender

Gender	Number	Arithmetic average	Standard deviation
Males	72	2.29	0.32
females	71	2.19	0.31

Number = 143

Table (10)
The Results of (t-test) of the Independent Sample to Measure the Effect of Gender Variable

S.	variable	Source of variation	F value	level of significance of F	T value	degree of freedom	level of significance	Difference in averages	Standard error
1	score	Case of equality	0.01	0.92	2.185	140	0.031	0.1006	0.046
		Case of inequality			2.185	139.67	0.031	0.1006	0.046

The above table shows the value of Livni test is (0.010) by significant (0.92), and this value is greater than the significance level (0.05), and this in turn shows that the variation of male and female community is equal, thus we will take the value of t and the degree of freedom in the first line in case of equality meaning that the value of t = 2.185 by a degree of freedom of 140 and the level of significance .031. As the level of significance t is smaller than 0.05, there is a statistically significant difference between males and females in favor of males, so the arithmetic average of the male sample (2.29) is greater than Arithmetic average of the female sample (2.19).

The statistical analysis indicates the presence of statistically significant differences attributable to gender variable, which means there are differences between males and females in favor of males. The statistical treatment indicates high level of work attitudes among males than females. This difference between gender was due to dimensions related to social and cultural context of the Omani community, and it may stretch of the Gulf and Arab communities. Under the masculine community, we noted that work is an essential part in the formation of a mental picture about man, and under the traditional context, man's responsibility increases to bear the responsibility for expenditure beginning from costs of marriage and establish marital home to spending on his small family.

So, there is social pressure to encourage youth and determine their attitudes toward work than females. In spite of increasing female literacy rates nowadays, so the Sultanate has achieved a breakthrough in bridging the gender gap in education, and female entry to a variety of areas of work after it was confined to limited areas in the recent past. In spite of the developments witnessed by the sultanate in female education, but attitudes toward work are more clearly among males than females, as work culture among males is formed through the effective role of many social institutions beginning from the family and tribe, as well as other community institutions.

Conclusions and Recommendations

The study concluded that attitudes toward work that distinguish university students of the study sample consequences in the image of the building where the self- development, autonomy and the exchange of knowledge and experience and skills, and job security and social and financial stability, supporting and helping others are dominated. At the medium level, there are social networking, community service, gaining respect of family, social status, relationships with co-worker, achievement, decision-making and leadership, and finally the possession of money. Despite the difference of the socio- cultural context, it consists to some extent in some of its aspects with what Harding and Franz have ended up about how new attitudes moved toward work, especially among younger and more educated in American society staff, as their desire for more independence, participation in decision-making have increased, where the transition from duty values and compliance to self- development values. In addition to confirming Baker and Inglehart arguments that desire of young people and adolescents is increasing for more autonomy and participation in decision-making (Inglehart & Baker, 2000: 20).

Moreover, this component of the attitudes of the university students from the study sample toward work reflects a form of duplication within the work culture among the youth in the Omani society. (Mosa, 1993) has been confirmed the existence of general duality of culture, economy and education. He has interpreted that it is a product of social and political nurture through education, which instilled in young people obedience, compliance and move away from the freedom, independence and refrain from all practical and professional values. Here, he warned of a kind of duplication in youth personality that may lead to a feeling of alienation in some situations. The current study differed to some extent with what (Mansour, 1981) study has ended which showed that distinctive work values of adolescents in Saudi Arabia, led by serving others, innovation, and achievement.

On the other hand, self or behavioral dimension led by work culture among university youth in the study sample, it emerged clearly through the desire for self- development and autonomy, then the cognitive dimension in exchanging knowledge, expertise and skills, and emotional dimension in terms of job security, social and physical stability, support and help others. This consists with the conclusion of (Rashoud, 2006) study, the results of the survey on young Omanis values 2015.

The importance of work lies on orientations force toward work among youth especially males than females, this consists with what lorry Luck and his colleagues (Wray-Lake 2009) has ended up to that male gave more importance to the centrality of work than females, taking into account the difference in the Omani society than American society regarding job security. While job security has achieved a high level in the work culture between the Omani youth, we find that young Americans have lower job stability value, especially in recent years, where it was noted that job security has become less important for teens at the end of the twentieth century and the beginning of the twenty-one century. However, we note that vulnerable groups give greater importance to job security value and in general, it consists somewhat with value decreasing of implied rewards of work among youth and clear increase of virtual and the financial rewards of the work values.

Economic importance for work appears clearly among university students in the quest for work with the aim of independence, job security, social and financial stability, as well as social values of work, and this is emphasized by the study of (El-Nabalawi ,2014), and (Mohammed, 2010). Also, study (Kazim, 2006) showed that the majority of respondents prefer functional professions because it represents the financial guarantee and stability for them, there are also whom the prefer self-employment because of the good yield. Youth also prefer working than education to earn money. This is indicated by the study of (Wray-Lake

2009) that job security has become less important for teens at the present time compared to the eighties and nineties phase, and then there is a decline in the value of the implicit rewards for work among teenagers, and clear rise of virtual and financial values of work. The study (National Center for Statistics and Information, 2015) confirmed that nearly a third of the enrolled students at higher education prefer working in the private sector, and this is considered a change in youth orientations that coordinate to a large extent with the current study.

Based on the foregoing, the study recommends the following:

- Use the results of this kind of studies that help who concerned with recruit manpower to understand that the new young workers today differ from young workers at an earlier point in time, so it is necessary to adapt their administrative strategies for new generations.
- Need to focus on the culture of work and work values system, through awareness dissemination of culture and values of work, both among members of the community in general, or between workers of different sectors and functional level. In addition to various labor organizations concern with deploying and supporting enterprise values and advocating for the need of the personal orientations matching of young workers with organization values.
- In the framework of the support of the devotion of the work culture and its orientations between categories of society, especially among young people, means of intervention are determined through focusing on the social environment in order to understand the behavior patterns associated with working as a reflection of the beliefs, customs and traditions. Hence, the process of intervention will be for quality improving and elevating of work culture and its orientations more effectively as long as we take into account the social context in which we work. Work often begins with inculcating culture and values of work from school stage, then heading in an upward direction to older age groups. And this is with work parallel to deploy work culture and define work values and its importance through workshops, forums, conferences and various events in all work fields either serving, productive or commercial.

References

Abdul Rahman , Wan Rafaei. (2007). Research on Values in Malaysia and Thailand: A Cross-Cultural Research Proposal, the 4 the International Postgraduate ResearchColloquium IPRC Proceedings International Islamic University Malaysia, 197-203.

Abdul Wahab, Ashraf, (1999), education systems and unemployment of labor force: a field Study of educated unemployment in the countryside, master's thesis. Faculty of Arts, Helwan University. (in Arabic)

Allam and others. (2007). New work values in the Egyptian society, a library of Egyptian Anglo, Egypt. (in Arabic)

Bourdieu. Pierre, (1986), The Forms of Capital, John G. Richardson. Handbook of Theory and Research for Sociology of Education, (New York, Greenwood), 241-258.

Bourdieu. Pierre, (2000), The politics of protest. An interview by Kevin Ovenden, Socialist Review, No. 242, p.18-20.

El-Nabalawi, Aida. (2007). Globalization of the economy and labor policies and business organizations: a sociological study. In *the Journal of the Faculty of Arts and Social Sciences, Sultan Qaboos University*, the first issue: 44-70, Muscat, Sultanate of Oman. (in Arabic)

El-Nabalawi, Aida. (2014). Social transformations and values of work from the perspective of social science heritage. *Journal of Social Affairs*, Year 31, No. 123, Sharjah, United Arab Emirates. (in Arabic)

El- Zayat, Fathi Mustafa (1996). Psychology of learning. Without history, the publishing house of Universities, Egypt. (in Arabic)

Harding Stephen D & Frans J. Hikspoors. (1995). New Work Values: In Theory and In Practice", *International Social Science Journal*, Vol. 145, Sept, 623-638.

Inglehart, Ronald and Baker, W. (2000). Modernization, Cultural Change, and the Persistence of Traditional Values", A.S.R, Vol. 65, Feb, 221-234.

Kazim, Ibtihal Abdul-Jawad. (2006). Economic values changing among young people between 1999-2005: Field research in the city of Mosul. *studies magazine in Mosul*, vol 2, no. 12, p.111- 142, Mosul, Iraq. (in Arabic)

Mansour, Mohammed Jamil. (1981). Work values that featured Saudis adolescents: p. 137-164, *The Educational Journal*, Egypt. (in Arabic)

Mohammed, Mohammed Saad (2010). Work values among Arab youth: study cross-cultural. *Journal of Arab Studies in Psychology*, volume 2. P. 301 to 338, the Arab Republic of Egypt. (in Arabic)

Mosa Mohamed Ahmed (1993). Youth orientations towards education and work in the Arabian Gulf communities. *Journal of Social Affairs*, vol 10, no. 37, the United Arab Emirates, p. 155 to 179. (in Arabic)

National Center for Statistics and Information, (2015). Survey on Omani youth values, a summary of the results, the Sultanate of Oman. (in Arabic)

National Center for Statistics and Information. (2015). Study on Omani youth orientations toward work. Updating cognitive structure for youth orientations session II- in June 2014, the Sultanate of Oman. (in Arabic)

Rashoud, Abdullah bin Saad. (2006). Saudi youth orientations towards work in the private sector: a field study on university students and applicants for government employment office and the Bureau of Labor in Riyadh. *Journal of Studies in Social Work and Human Sciences*, No. 21, volume 2, p. 531-548, Republic of Egypt. (in Arabic)

Robert, Lock Peter (2003). The Meaning of Work in Chinese Contexts: A Comparative Study. International Journal of Cross Cultural Management. Vol 35, No 4 (139-165).

Shokeir, Nayef. (2012). Work culture in the Arab heritage. *Arab heritage magazine,* No. 127, Syria (41-52). (in Arabic)

Sullivan. Alice, (20000). Cultural Capital and Educational Attainment, Sociology, Vol. 35, No. 4.

Twenge. Jean M., Campbell. Stacy M., Hoffman. Brian J., & Lance. Charles E., (2010) Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing, in *Journal of Management*, 5 September, pp. 1117-1142

Waquant, Loic, (2006), Pierre Bourdieu in Rob Stons (ed). Key Contemporary Thinkers. London and New York: Macmillan, Second Edition.

Wray- Lake. Laura, Syvertsen, Amy K., Briddell. Laine, Osgood.D.Wayne and   Flanagan, Constance. (2009). Exploring the Changing Meaning of Work for American High School Seniors from 1976 to 2005. Network on Transitions to Adulthood Research Network Working, 1-19.

Site   of   General   Authority   for   registering   manpower   in   the   Sultanate   of   Oman: http://www.pamr.gov.com/