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STABLISHING A TRAINING PROGRAM FOR QUALIFYING GRADUATES IN THE FIELD OF NECKLACES PRODUCTION

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ABSTRACT

Training is one of the fundamental basics which we can adapt to changes through it; because training has a strong and direct connection with the development, so we cannot obtain development if we do not have training. The aims of this research are preparing and evaluating a proposed training program for qualifying graduates to produce innovative necklace, and determine the effectiveness of this program in qualifying the graduates and allow them to acquire knowledge and skills to produce innovative necklaces, from the aspects of: Capacity, Skilled performance, Education time. The importance of this research is to sitting strategies for developing graduates' skills in order to cover everything related to knowledge and skills which contribute in the production process to benefit from the proposed project in fashion accessories field. The training program was applied to 30 graduated fashion design students. The training program includes ***4 sessions****;* ***First:*** *recognize the different necklaces,* ***Second:*** *scissors in different sizes and shapes, needles in different sizes, pliers, threads, fabrics, different types of beads, fringes, pompoms, Shells, glue, wood, leather strips, metal chains, paper (small shreds),* ***Third****: Carrying out the different techniques used in necklace making,* ***Fourth:*** *Working on a number of necklaces using a combination of different materials and delivering final products in a creative and visual manner. The program was presented to a number of specialized professors to ensure its scientific and artistic correctness.*

KEYWORDS: *Knowledge, Necklaces Designing, Necklace Techniques, Skills, Training Program*

Article History

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INTRODUCTION

Training is considered a pivotal and essential element in foundations and organizations. The world witnesses crucial changes across all spectrums and levels. It aims to provide individuals with meaningful knowledge, skills and experiences in order to enhance their ways of thinking and improve quality and quantity of their production [2].

For human recourses development, the development processes should be supported from all state organs, especially the scientific foundations (technical colleges and academies) in order to improve services which are suitable to industry sector requirements, that have several advantages and characteristics qualified enough to be one of the biggest reasons pushing the human development wheel [3].

Nowadays, the industry is considered one of the most important abutments and pillars of economic architecture, especially the developing countries. The industrial activity of these countries depends on preparing to train technical personnel and human powers and raising them continuously in order to guarantee industry success which contributes pushing the development wheel.

There is no doubt that the educational universities and foundations consider the greatest common factor in any comprehensive development at the level of the state. These institutions are the first places entitled to develop trained human recourses which participate in pushing the production wheel [10].

For the importance of fashion and the appearance of innovative and diverse styles on its formulation, the researcher makes a training program for qualifying graduates having a creative ability to produce effectively in the working market. Subsequently producing innovative necklaces combine modernity with originality.

RESEARCH PROBLEM

The research problems can be concluded with the following questions:

- What are the components of the training program?
- What are the basics that the program depends on, in order to qualify the graduates and allow them to acquire knowledge and skills, for producing innovative necklaces?
- How long the training period?
- What is the effectiveness of the proposed program for developing graduate's skills to produce necklaces?
- What is the effectiveness of the proposed program for developing graduate's cognitive aspects in the fashion accessories field (necklace)?

RESEARCH OBJECTIVES

- Preparing and evaluating the proposed training program for qualifying graduates to produce innovative necklace.
- Determine the effectiveness of the program in qualifying the graduates and allow them to acquire knowledge and skills to produce innovative necklaces, from the aspects of: Capacity, Skilled performance, Education time.

IMPORTANCE OF THE RESEARCH

Sitting strategies for developing graduate’s skills in order to cover everything related to knowledge and skills which contribute to the production process. Trying to make it accord with the modern age and the educational trends. Providing them with an educational atmosphere and giving them the chance to develop small industrial projects, all of the above keep up with labor market requirements, from the side of preparing to train technical personnel, in order to benefit from the proposed project in the fashion accessories field, keeping up with the quick technological development. Subsequently, that would contribute to finding work fields and improving the performance level positively.

RESEARCH HYPOTHESES

- There are significant differences before and after the training in the trainees' average grades that have been indicated statistically. That is all for the post-implementation.

- There are differences after and before the training in the trainees' average grades of the acquired knowledge that have been indicated statically. That is for the post-implementation.“
- There are differences after and before the training in the trainees' average grades of the acquired skills that have been indicated statically. That is for the post-implementation”.

RESEARCH PROCEDURES

Research samples: The training program was applied on 30 graduate students. This is a random sample of the students in College of Design, Um Al- Qura University.

Research Tools

Studies and researchers had proved that education and training contribute to production with percentage ranges between 26%-55%. So, any progress strongly depends on education and training, thus the power of development mainly depends on the power and type of the training and projects that are presented in order to make use of individuals' energy to achieve the maximum possible productivity. Hence the importance of training is very outstanding as a civilized demand for development [1].

RESEARCH OBJECTIVES

- A proposed training program for qualifying graduates to produce accessories (necklaces)
- Cognitive achievement test (pre and post test)
- Applied skilled test (pre and post test)
- Measure their level of acquiring skills and knowledge which the training program includes.

THEORETICAL FRAME OF THE RESEARCH

The research subject now became the central point for several educational foundations. As its importance in facing problems, determine present and future and keeping up with progress and development in all different kinds of fields. Nazem [8] mentioned the importance of preparing the training program, as it claims to innovate the ambitious educational program aiming to change student's approaches and concepts. Crane [3] showed the importance of preparing the training program as following:

- Determine behavior, knowledge and qualifications which students need
- Determine performance level that should be reached
- Gives a chance to knowledge acquisition continuously and directly
- It leads to noticeable evolution in the professional qualifications

BASICS OF THE BUILDING THE PROGRAM

The cognitive basics: include one of the major basics which the program built on, provided that healing students and their society together. It is possible to seek help from experts to benefit from their opinions because they are familiar with the nature and knowledge structure of the scientific subject. In addition to the research results that related to test, evaluate and promote specific knowledge of the program.

This knowledge is very useful to guide researchers in the required cognitive sides [9].

Social Basics

That means abutments and pillars related to the graduate's society, which should be taken into consideration during designing the program. Social basics are considered the most effective program basics because every society has different circumstances, values, problems, privacies, traditions and customs [11].

Physiological Basics

It means the group of fundamentals related to students' interests, needs, abilities and tendencies. The program designers should take these points into consideration in order to set targets, choose content; educational experiences and put the suitable evaluation procedures for them [4].

The Training Program Design

The process of the training program designing is considered a production, determine and articulation process for the inquired training tools, in the light of training objective, tool and linking between training requirements and its objectives. So, training program designing is a reflection of training objectives because each training objective is reflected in filling one training need or more, through promoting abilities or enhancing behavior and tendencies in a certain field. That leads to create a specific program with elements cover the planned training inquires [6].

The Training Program Designing Includes

- The program's general objectives
- Educational mean
- Program evaluation
- Content and activities
- Tools and materials

The Program’s General Objectives

The first essential steps, as it creates any training program, in which the general objectives are determined, followed by competencies that require development. Afterward, the specific objectives are determined in a way where it can be observed and measured.

Content and Activities

Selecting the important and indispensableness ideas, that should be provided to the learner. It goes gradually from easiness in difficulty and from simplicity to complexity.

Educational Means

It means achieving the program’s objectives. Taking into account the time spent to display each mean, in order for the learners to have a chance to respond and form their feedback.

Tools and Materials

The process of forming the program includes the creation of tools and materials.

Program's Evaluation

This issue is one of the most important aspects of the training program, whereby its validity should be measured and adjusted.

The training programs are usually evaluated before it is implemented; to measure how successful was its creation. This phase manifests determining the training needs according to the scientific foundations, as to assert that the needs are associated with the desired aims. In addition, trying to predict the effects of the training on the trainee [10].

APPLIED RESEARCH FRAMEWORK

The Training Program's Creation and Design

The researcher, formed a training program for qualifying graduates to produce innovative necklaces, which bring originality and modernity together, according to the right methodological steps. It is stated as follows:

Determining the Training Program's Subjects

It is selected for the trainees to gain knowledge and skills in fashion accessories (Necklaces). The program included:

- Determining the tools and materials required to make necklaces.
- Determining the necessary techniques for making necklaces and implementing it.
- Creating educational means and implementing the researcher with necklaces,.

Determine the Training Program's Objectives

They are divided into:

- Cognitive objectives
- Professionalism objectives

Cognitive Objectives

This is concerning information and facts:

A-1 Recognize the necklaces concept

A-2 Recognize the necklace types

A-3 Tools variety that used in creating necklaces

A-4 Recognize the right way to design necklaces

A-5 Differentiate between the different techniques used in necklaces

A-6 Recognize the followed steps for technique creation [7].

Professionalism Objectives

B-1 be able to choose the suitable materials for creating the necklace

B-2 being good at choosing between required materials for each necklace

B-3 being good at designing necklaces

B-4 being good at in achieving the different technical styles, that suitable (ornamental or graphics) for the necklace

B-5 being good at mixing different materials up together

B-6 being good at combining different techniques in a new innovative ways

B-7 is good at creating the initial steps of the necklace (formulation by strings or canvas or both of them together)

B-8 being good at embossing beads or different kind of canvas in innovative form (bags and twined)

B-9 being good at embossing the paper beads, and color it

B-10 being good at formulating wool beads and embroidering it

B-11 being good at formulating crochet beads

B-12 being good at formulating with fabric or textile

B-13 being good at formulating pom-poms

B-14 being good at formulating the cloth edges

B-15 being good at formulating with shells.

The Training Program Contents: It Includes 4 Sessions as the Following

The First Session Includes

Recognize the different necklaces:

- Necklace definition
- Necklace types

The necklaces come in varying lengths and styles. Length is the first thing to consider when shopping for necklaces. Which length is the most wearable? Which length will work best for jewelry layering?

No neck is created equal, so there are variations with necklace lengths. For instance, princess necklaces may range between 16-18". However, each necklace type looks best when positioned on very specific points of your body [5].

Standard Necklace Lengths

- Collar - 12-14"
- Choker - 14-16"
- Princess - 16-18"

- Matinee - 20-22"
- Opera - 30-36"
- Rope - 36" +

Table 1: Different Types of Necklaces [12]

Name	Average Length	Description	Body Position	Style Tip
Collar	12-14	At one time, the term collar was used to describe all necklaces. In modern times, a collar necklace is not to be confused with a choker necklace. Collar necklaces sit flush against the skin and the rest directly above the collarbone. Contemporary collar necklaces are thick and look similar to a collar on a shirt, measuring anywhere from 12-16-inches.	Sits just above the collar bone	Thick: contemporary collar necklaces look best when worn without other necklaces and paired with low necklines or off the shoulder tops.
Choker	14-16	Choker necklaces are made from a variety of materials. Velvet, gold, and ribbon were common options during the Victorian era. These neck-huggers have come back into style the past few runway seasons with designers paying tribute to designs from yesteryear.	Sits very high on the neck or just below the collar bone.	Pair a thin choker that sits high on the neck with a longer opera length necklace for a nice contrast. Chokers look good with v necks and scoop necks.
Princess	16-18	Princess necklaces are defined either by their length or style. The length is longer than a choker but shorter than a matinee necklace. The 18-inch length is thought to be the most universal and flattering length. Any pendant or focal piece will usually rest right below the collar bones.	Sits just below the collar bone	This necklace style should be reserved for more formal attire. Pair a princess necklace with a v-neck and a blazer for work.
Matinee	20-22	Matinee necklaces are great for jewelry layering because they are longer than princess length and shorter than opera length. These necklaces will fall somewhere between the collar bone and the center of the bust	Sits just below the bust or near the bellybutton	These necklaces look best with a high neckline or turtle neck since they tend to draw the eye directly to the bust area.
Opera	30-36	Opera length necklaces are long and versatile. When they are worn as a single strand, the necklace should fall below the bust line. Some longer opera length necklaces may even reach the bellybutton.	Sits just below the bust or near the bellybutton	Since the necklace falls so low, a variety of necklines are suitable. Consider layering a long opera length necklace with a choker necklace and a v neckline to add some contrast.

Rope	36" +	Lariat necklaces are also known as a rope or Y-necklace. In terms of length, this necklace is longer than opera length. Lariat necklaces don't have a clasp. The chain or beads form a long rope that is either tied or pulled through a circular finding like the one pictured here.	Sits at or below the belly button, but can be adjusted	Lariat necklaces are very versatile because the long rope can be fashioned in a number of ways. Depending on the exact length, the rope can be wrapped around the neck a few times and worn as a choker.

The Second Session

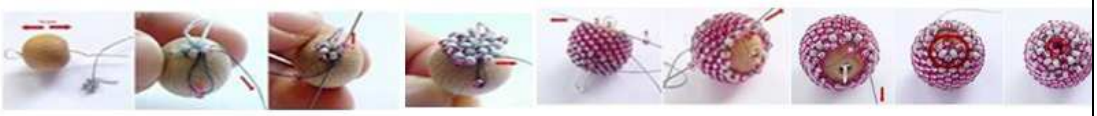
It includes: Scissors in different sizes and shapes, needles in different sizes, pliers, threads, fabrics, the different types of beads (crochet - thread - wool - glass - wooden - metal - plastic), fringes, and pom-poms.

Shells, glue, wood, leather strips, metal chains, paper (small shreds)

The Third Session

It includes: Carrying out the different techniques used in necklace making [5].

Table 2: Different Techniques used in Necklace Making

Technique	Steps
Strings	
Canvas	
Paper Beads	
Beads	
Wool Beads & Embroidery	
Crochet Beads	
Fabric or Textile	
Pompoms	

Shells	

Fourth Session

It Includes: Working on a number of necklaces using a combination of different materials and delivering final products in a creative and visual manner.

Educational Methods

A number of necklaces made by the researcher and the graduation students combining several techniques and creative styles were shown in figure 1 and figure 2 to produce creative and unique ideas.

Figure 1: Necklaces Made by the Researcher

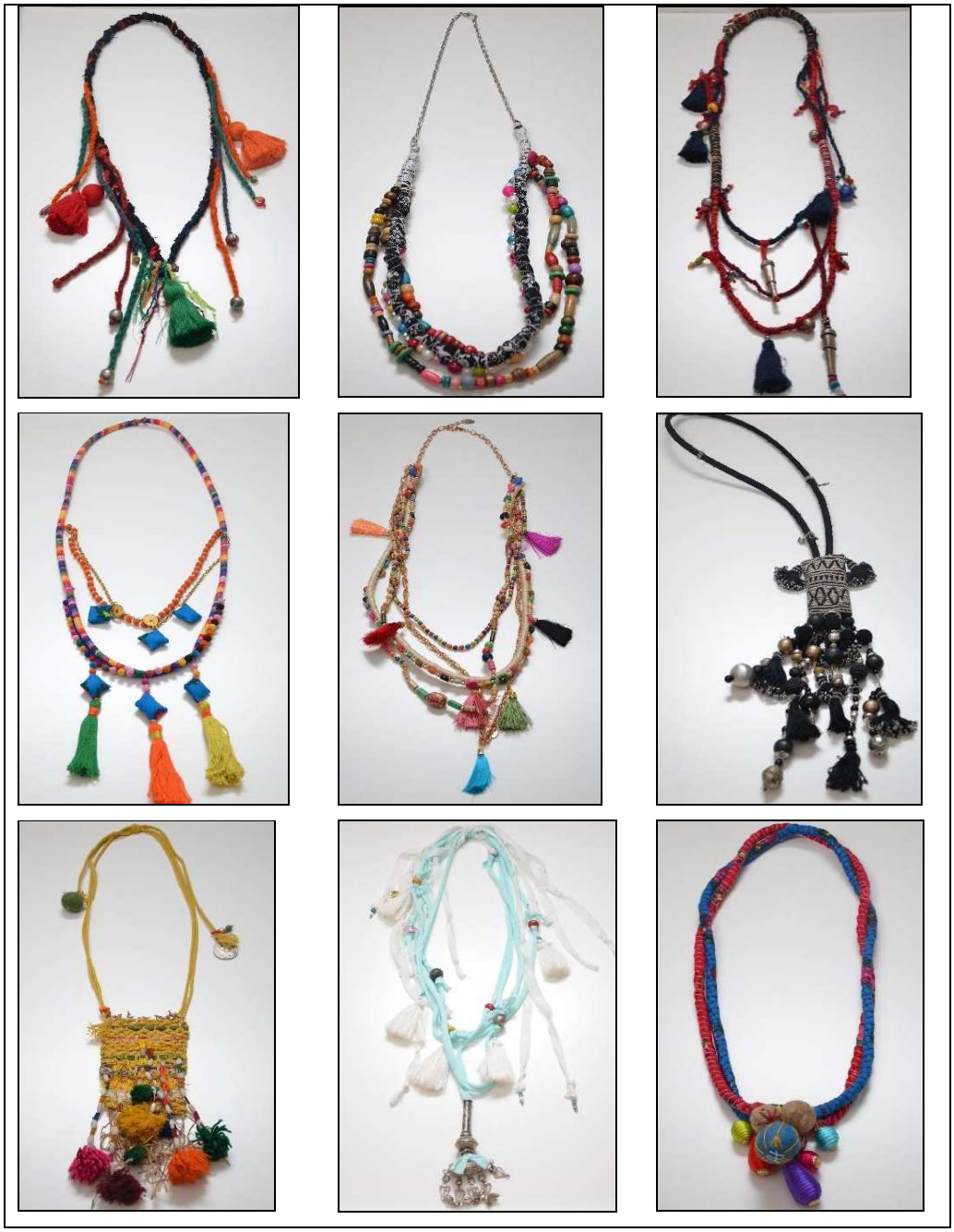


Figure 2: Necklaces Made by Graduate Students

The Program Evaluation

- The program was presented to a number of specialized professors to ensure its scientific and artistic correctness and to give their recommendations for the following points:
- To what extent the questions are related to the goals sought.
- To what extent the cognitive and skilled goals are related to the content of the training program.
- To what extent the information is clear, easy and well-expressed.
- To what extent the used methods and tools are appropriate to the content of the training program.

The professors have agreed on the efficiency of the training program, and have given some recommendations which were followed in editing some of the phrases.

- Developing the tools for evaluating the training program:
- Developing an achievement test to evaluate the knowledge before and after the program (module1)
- Developing a practice test to evaluate the skills and performance before and after the program (module 2)

Table 3: The Timetable of the Training Program for Graduates

Weeks					Hours
Contact	First Week	Second Week	Third Week	Fourth Week	
First Session	✓				5
Second Session		✓			5
Third Session			✓		5
Fourth Session				✓	5
Total	20				

The Reliability and Consistency of the Research Tools

- **Reliability:** The reliability of the test is related to the subject evaluated by the test and how efficient the test is in evaluating that subject.
- **Consistency**: The consistency of the test refers to the stability of the test results. The achievement test consistency factor was measured using the following methods:
- **Consistency using the split-half method**: The consistency of the cognitive achievement test was ensured using the split-half method. Consistency factor values were 0.754 to 0.872. These values are the function values at level 0.01 as these values round to 1, which proves the consistency of the cognitive achievement test.
- **The alpha factor, consistency**: The alpha factor values were found to equal 0.813. This is a high value, which proves that the achievement test is consistent at level 0.01, as the values round to 1.

Reliability and Constancy of the Applied Skilled Test

- **Reliability:** The logical Reliability: The test was presented to a suit by specialist's teachers, and then all of them decided that it is applicable.
- **Consistency:** The corrector's consistency:

We can get the correctors consistency factor by calculating the connecting factor between marks that tow correctors or more give to the same persons or the same tests. In other words, every student gets towed marks or more from one only corrected test. The connecting factor between the three marks (x, y, z) that the correctors put for the post applied test, were calculated by using the ranks connection factor. As shown in the following timetable:

Table 4: The Correlation Factor between the Correctors for the Skill Test

The Fully Skilled Test	Finalization	Techniques	Designs	Materials	Correctors
0.791	0.923	0.811	0.748	0.905	X, y
0.731	0.762	0.940	0.872	0.825	X, Z
0.849	0.889	0.707	0.917	0.894	Y, Z

It shows from the above table, that the connection factor values between correctors are high at level 0.01, as the values round to 1, which proves the consistency of the practical test. As well as this, it proves the consistency of the evaluation scale that is considered a correction tool for the skill test.

RESULTS & DISCUSSION

The First Hypothesis

The first hypothesis states the following:

There are differences before and after the training in the trainees' average grades that have been indicated statistically. That is all for the post-implementation.

The "C" test was applied in order to verify that hypothesis. The followed timetable shows that:

Table 5: Differences Indication Before and After the Training

The Indication's Level and Direction	The Value of C	Freedom Grades "F.g"	Number of Sample Members "N"	Standard Deviation "D"	Arithmetic Average "A"	Total "Achievement-Skills"
0.01 For the post	49.195	29	30	4.367	35.878	Pre
				20.291	226.879	The post

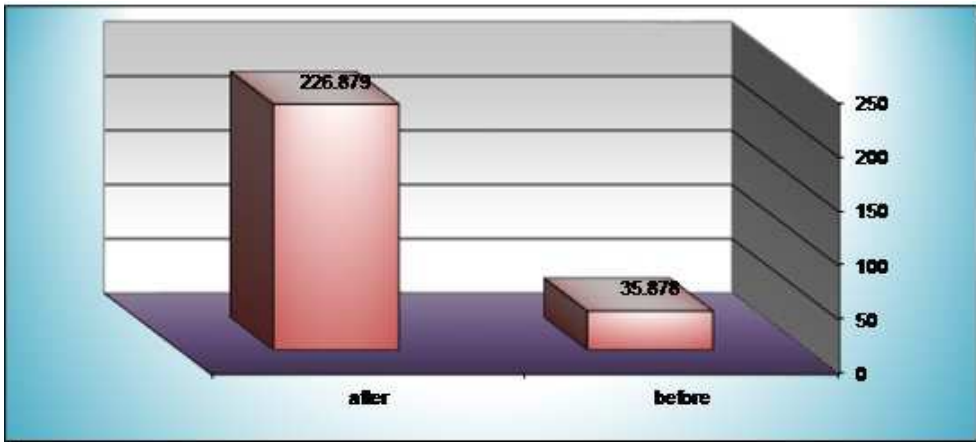


Figure 3: Differences Indications Before and After the Training in the Trainees' Average Grades

Table 5 and figure 3 show that the value of "C" equals "49.195". This value has a statistic indication at the level 0.01, as the trainees' average grades in the post-implementation were "226.879", while the trainees' average grades in the pre-implementation were "35.878". That indicates real differences between the two implementations for the side of post - implementation, which means that the training program is successful in this study as well as it achieved all its objectives, it really teaches its included basics and that for knowledge and skills.

The Eta equation was implemented to know the impact range: T= the t value = 49.195, df= the freedom grades= 29

$$n2= \frac{t^2}{t^2 + df} \quad 0.98=$$

By calculating the impact range, it was found that $0.98= n^2$

$$d = \frac{2\sqrt{n^2}}{\sqrt{1-n^2}} = 13.97$$

We can determine if the impact range is big, medium or small following:

0.2= small impact range	0.5= small impact range
0.8= small impact range	

This means that the impact range is big, so the first hypothesis is achieved.

The Second Hypothesis

The Second Hypothesis States the following

There are differences before and after the training in the trainees' average grades of the acquired knowledge that have been indicated statistically. That is all for the post implementation.

The "C" test was applied in order to verify that hypothesis. The followed timetable shows that:

Table 6: Differences Indication Before and After the Training of the Acquired Knowledge

The Indication's Level and Direction	The Value of C	Freedom Grades "F.g"	Number of Sample Members "N"	Standard Deviation "D"	Arithmetic Average "A"	The Cognitive test
Introducing necklaces and their types.						
0.01 For the post	31.048	29	30	1.321	1.534	Pre
				0.806	9.956	The post
Introducing tools and materials that are used in making necklaces.						
0.01 For the post	27.365	29	30	1.235	1.624	Pre
				0.923	10.889	The post
The fully total of the cognitive test						
0.01 For the post	33.204	29	30	1.801	3.158	Pre
				2.526	20.846	The post

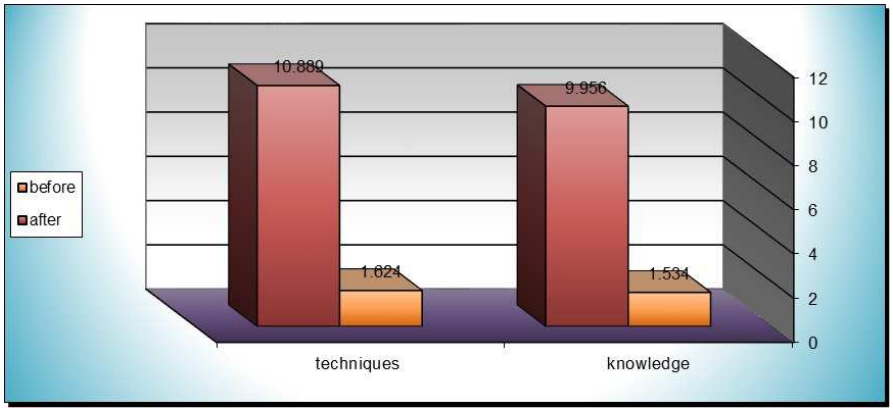


Figure 4: Differences Indication Before and After the Training in the Trainees' Average Grades of Acquired Knowledge

Table 6 and figure 4 show that:

- The value of “t” equals “31.048” for Introducing necklaces and their types. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post-implementation were “9.956", while the trainees' average grades in the pre-implementation were “1.534".
- The value of “t” equals “27.365” for Introducing necklaces and their types. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post-implementation were “10.889", while the trainees' average grades in the pre-implementation were “1.624".
- The value of “t” equals “33.204” for the fully total of the cognitive test. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were “20.846", while the trainees' average grades in the pre implementation was “3.158".which shows that the trainees benefited from the knowledge that the training program contains. So that, the second hypothesis are achieved.

The Third Hypothesis

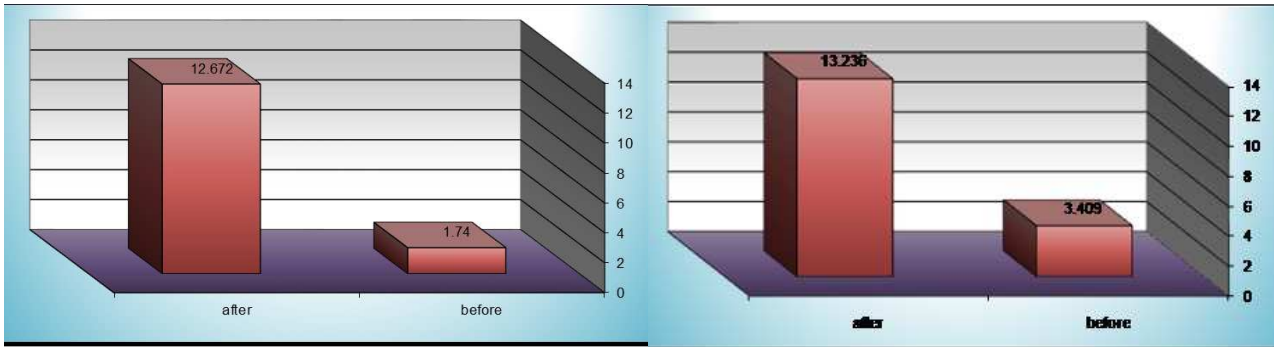
The Third Hypothesis States the Following

There are differences before and after the training in the trainees' average grades of the acquired knowledge that have been indicated statistically. That is all for the post implementation.

The “C” test was applied in order to verify that hypothesis. The followed timetable shows that:

Table 7: Differences Indications Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge (Materials-Necklace Designing)

	The Indication’s Level and Direction	The Value of C	Freedom Grades “F.g”	Number of Sample Members “N”	Standard Deviation “D”	Arithmetic Average “A”
Materials- Pre	0.01	29.807	29	30	1.006	1.740
Material- The post	For the post				2.092	12.672
Necklace designing-Pre	0.01	21.990	29	30	0.650	3.409
Necklace designing-The post	For the post				2.590	13.236



(a): Material **(b): Necklace Designing**

Figure 5: Differences Indication Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge (Materials)

Table 7 and figure 5 (a) indicate that “T” value equals “29.807” for Materials. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post-implementation were “12.672", while the trainees' average grades in the pre-implementation were “1.740".which shows that the trainees benefited from the knowledge that the training program contains.

Table 7 and figure 5 (b) indicate that “T” value equals “21.990” for Necklace Designing. This value has astatistic indication on the level 0.01 for the post test. As the trainees' average grades in the post-implementation were “13.236", while the trainees' average grades in the pre-implementation were “3.409".which shows that the trainees benefited from the knowledge that the training program contains.

Table 8: Differences Indication Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge (Techniques)

The Indication’s Level and Direction.	The Value of C	Freedom Grades “F.g”	Number of Sample Members “N”	Standard Deviation “D”	Arithmetic Average “A”	Techniques
Good at the initial preparation of necklace (formulation with strings or canvas or both of them together)						
0.01	25.390	29	30	1.295	2.688	Pre
For the post				3.255	17.584	The post
Good at embossing with beads and canvases.						
0.01	27.615	29	30	1.264	2.136	Pre
For the post				2.737	18.975	The post
Good at formulating the paper beads, and color it.						
0.01	24.143	29	30	0.621	1.985	Pre
For the post				3.791	18.376	The post
Good at formulating wool beads and embroidering it						
0.01	27.622	29	30	1.085	2.520	Pre
For the post				2.551	18.486	The post
Good at formulating crochet beads						
0.01	16.185	29	30	0.428	3.853	Pre
For the post				4.090	16.253	The post
Good at formulating with fabric or textile						
0.01	25.909	29	30	0.986	3.750	Pre
For the post				2.733	18.145	The post
Good at formulating pompoms						
0.01	26.464	29	30	1.399	1.596	Pre
For the post				3.462	16.592	The post
Good at formulating the cloth edges						
0.01	30.420	29	30	1.209	1.381	Pre
For the post				2.805	18.887	The post
Good at formulating with shells						
0.01	28.191	29	30	0.905	3.320	Pre
For the post				2.955	18.835	The post
The fully total of techniques						
0.01	46.854	29	30	2.725	23.231	Pre
For the post				15.230	162.136	The post

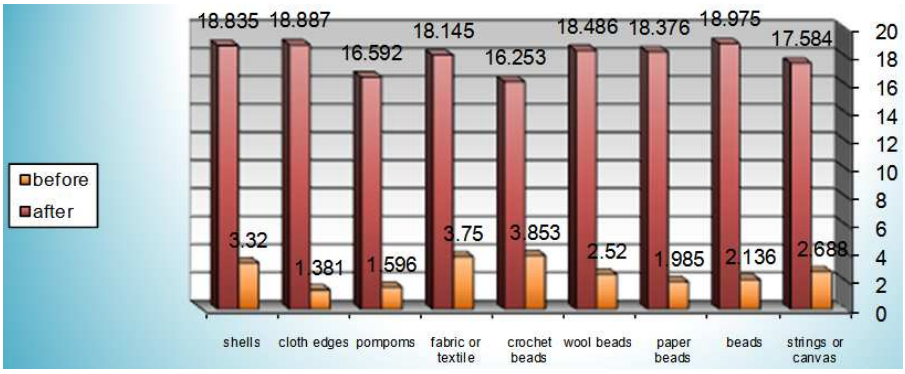


Figure 6: Differences Indication Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge (Techniques)

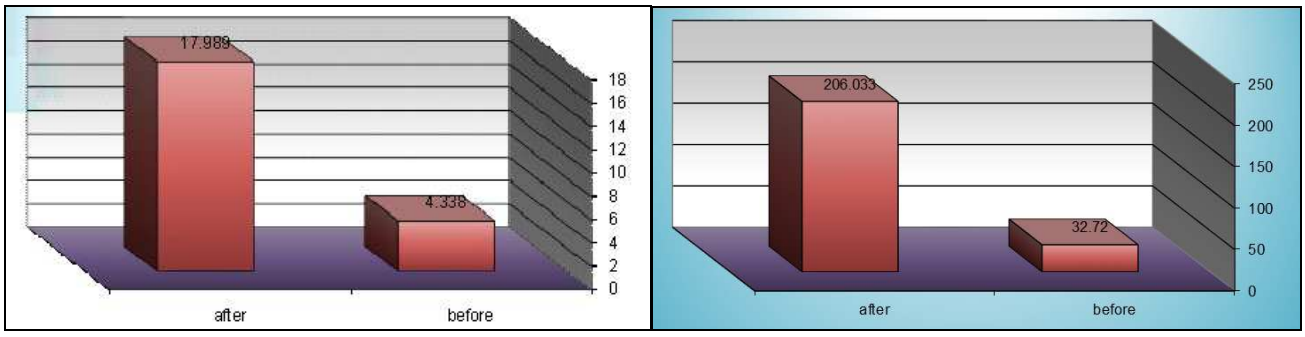
Table 8 and Figure 6 Show that

- The value of "t" equals "25.390" for the initial preparation of necklace. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "17.584", while the trainees' average grades in the pre implementation were "2.688".
- The value of "t" equals "27.615" for embossing with beads and canvases . This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "18.975", while the trainees' average grades in the pre implementation were "2.136".
- The value of "t" equals "24.143"for embossing the paper beads, and color it . This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "18.376", while the trainees' average grades in the pre implementation were"1.985".
- The value of "t" equals "27.622"for formulating wool beads and embroidering it . This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "18.486", while the trainees' average grades in the pre implementation were "2.520".
- The value of "t" equals "16.185"for at formulating crochet beads . This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "16.253", while the trainees' average grades in the pre implementation were "3.853".
- The value of "t" equals "25.909"for formulating, with fabric or textile. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "18.145", while the trainees' average grades in the pre implementation were "3.750".
- The value of "t" equals "26.464"for formulating pom-poms. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "16.592", while the trainees' average grades in the pre implementation were "1.596".
- The value of "t" equals "30.420" for formulating cloth edges. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were "18.887", while the trainees' average grades in the pre- implementation were "1.381".

- The value of “t” equals “28.191” for formulating with shells. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were “18.835", while the trainees' average grades in the pre- implementation were “3.320".
- The value of “t” equals “46.854” for the fully total of techniques. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were “162.136", while the trainees' average grades in the pre- implementation were “23.231", which shows that the trainees benefited from the knowledge that the training program contains.

Table 9: Differences Indication Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge (Finalization)

	The indication’s level and direction	The value of C	Freedom grades “F.g”	Number of sample members “N”	standard deviation “D”	arithmetic average “A”
Finalization-Pre Finalization-The post	0.01 For the post	33.880	29	30	1.103	4.338
					1.475	17.989
The skills test-Pre The skills test-The post	0.01 For the post	48.953	29	30	3.629	32.720
					18.276	206.033



(a): Finalization **(b): The Skills Test**

Figure 7: Differences Indication Before and After the Training in the Trainees' Average Grades of the Acquired Knowledge

Table 9 and figure 7 (a) indicate that “T” value equals “33.880” for Finalization. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were “17.989", while the trainees' average grades in the pre implementation were “4.338".which shows that the trainees benefited from the knowledge that the training program contains.

Table 9 and figure 7 (b) indicate the value of “t” equals “48.953” for the fully total of the cognitive test. This value has a statistic indication on the level 0.01 for the post test. As the trainees' average grades in the post implementation were “206.033", while the trainees' average grades in the pre- implementation were “32.720", which shows that the trainees benefited from the knowledge that the training program contains, So that, the third hypothesis are achieved.

CONCLUSIONS

Educational universities and foundations consider the greatest common factor in any comprehensive development at the level of state. A training program was established for qualifying graduates to produce innovative necklace, and determine the effectiveness of this program in qualifying the graduates and allow them acquire knowledge and skills to produce innovative necklaces, from the aspects of: Capacity, Skilled performance, Education time. The program includes 4 sessions; identifying the different necklaces, required tools (scissors, needles, pliers, threads, fabrics, beads, fringes, pom-poms, shells, glue, wood, leather strips, metal chains, paper), different techniques used in necklace making, and working on a number of necklaces using a combination of different materials and delivering final products. The training program duration 4 weeks (5 hours for every week), 20 hours as a total.

The program was presented to a number of specialized professors to ensure its scientific and artistic correctness. The program was applied on 30 graduated fashion design students and the results represented pre and the post of application. Results indicate real differences between the two implementations for the side of post implementation, which means that the training program is successful in this study as well as it achieved all its objectives. There are differences before and after the training in the trainees' average grades of the acquired knowledge (materials, necklace designing, techniques, and finalization, these have been indicated statistically.

RECOMMENDATIONS

- Keeping up with the development wheel through establishing training locations, helping in society service.
- Activate partnership between universities in order to benefit from their experiences and to training the individuates
- Including the study results in the small projects to contributes pushing development wheel.
- Benefits from the proposed training programs in scientific researches in order to improve human resources.

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