



Survey Results Report Template

The effect and benefit of establishing a plant clinic diploma

January, 2021



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EXECUTIVE SUMMARY

As a part of our establishing a new Professional Diploma in "Plant Clinic and Phytosanitary Technologies"; with three European universities from Bulgaria, Italy, Hungary, and five other Egyptian universities. In the process of achieving this objective, a questionnaire was distributed to provide a basic overview of the effect and benefit of establishing a plant clinic diploma.

The questionnaire has been applied with five main categories (Faculty staff members, Postgraduate students, Alumnus, undergraduate students, stakeholders), A random sample of those interested in Phytosanitary was chosen, and the data was collected and analyzed.

On the overall effect and benefit of establishing a plant clinic diploma, the results showed that it all interested parties are positively agreed that there is a need to establish a new professional diploma in the field of the plant clinic program, and the skills of a graduate of plant clinic program require more hours of practical teaching, field visits to farms and fields, and training on different diagnostic methods.

SURVEY OBJECTIVES

The main aim of this survey is assessing the advantages or disadvantages of the plant clinic diploma and see if it can improve the agricultural field's labour market and make the graduates more specialized with practical and field training capabilities.

The main Objectives are to:

1. Determining the necessity of establish a new professional diploma in the field of the plant clinic program
2. Examining the skills and knowledge of the current graduates
3. Examining the requirements of the labour market in the field of plant diseases and protection
4. Setting a set of particular courses that the graduate of the plant Clinic Program must acquire

PARTICIPANTS

The questionnaires were designed to collect data from the four strata in Five versions of questionnaires were developed:

- The first one was developed to collect data from faculty staff members perspective,
- The second version was developed to collect data from Postgraduate students' perspective,
- The third version was developed to collect the data from the Alumnus' perspective,
- The fourth version was developed to collect the data from students' perspective, and
- The fifth version was developed to collect the data from the stakeholder's perspective

Although Arabic is the official native language in Egypt and is widely used in Egyptian governmental universities. Therefore, it is decided to translate the questionnaire (5versions) into Arabic and distribute the Arabic version of the questionnaire to have a highly precise response.

METHODOLOGY

The survey was conducted using sample selected purposively to be a beneficiary group of such diploma, there are used two survey research methods, divided based on the medium of conducting survey:

Online/ Email: Online survey research is one of the most popular survey research methods today, and the responses gathered are highly accurate.

Face-to-face: conduct face-to-face by distributed the questionnaires. The response rate for this method is the highest.

DATA COLLECTED

The facilitator collected two forms of data:

- *Qualitative:* Qualitative data including participant comments.
- *Quantitative:* Quantitative data including category ranking metrics as well as general frequency of similar terms used.

RESULTS

The results shows that respondents across all five groups as shown:

First, Faculty Members:

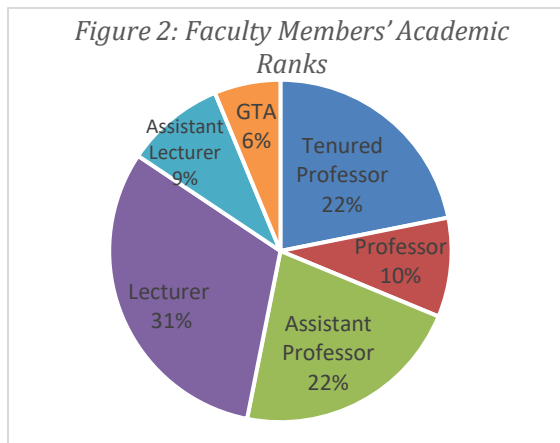
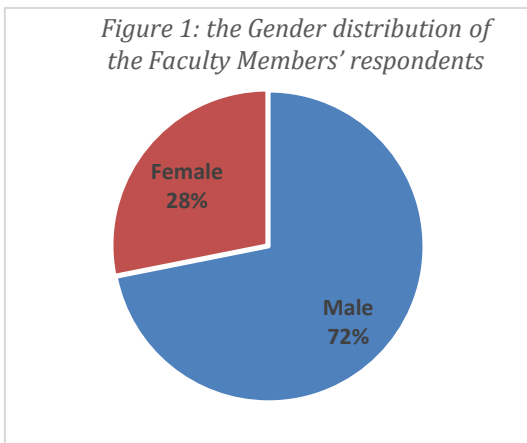
The questionnaire was consisting of 32 faculty staff members of the faculty of agriculture Alexandria University, the results were as follows:

- **Faculty Members' Demographic data**

Table1 shows Demographic data distribution of Faculty Members' respondents, where 72% of the respondents were males and 28% were females as shown in Figure1, also, Table1 presents the distribution of the academic rank, where 22% of the sample were Tenured Professor, 9.5% Professor, 22% Assistant Professor, 31% Lecturer, 9.5% Assistant Lecturer, and 6% GTA as shown in Figure 2.

Table1: Demographic data distribution of Faculty Members' respondents

	Category	Frequency	Percent
Gender	Male	23	72%
	Female	9	28%
	Total	32	100.0%
Academic Rank	Tenured Professor	7	22%
	Professor	3	9.5%
	Assistant Professor	7	22%
	Lecturer	10	31%
	Assistant Lecturer	3	9.5%
	GTA	2	6%
	Total	32	100%



- Faculty members' opinion on establishing a plant clinic diploma**

To understand the Faculty members' opinion on establishing a plant clinic diploma, the frequency distribution for their responses was entered below in Table 2.

Table2: Faculty members' opinion on establishing a plant clinic diploma

Statement	Degree of Agreement					
	disagree		Neutral		agree	
	Freq.	%	Freq.	%	Freq.	%
1. There is a need to establish a new professional diploma in the field of the plant clinic program	2	6%	1	3%	29	91%
2. The current laboratory capabilities are sufficient to achieve the skills required for the graduate of the plant clinic program	15	47%	9	28%	8	25%
3. The graduate's current skills are sufficient to fulfil the requirements of the labour market in the field of plant diseases and protection	13	40%	15	47%	4	13%
4. There is a need for particular courses to achieve skills of a distinct nature for the graduate of the plant Clinic Program	3	9.5%	4	12.5%	25	78%
5. The skills of a graduate of plant clinic program require more hours of practical teaching hours to theoretical hours	1	3%	1	3%	30	94%
6. To achieve the skills of a distinguished graduate of the plant clinic program requires special training	1	3%	2	6%	29	91%

7. To achieve the skills of a graduate of a plant clinic program requires field visits to farms and fields to practice what taught within the university community?	1	3%	1	3%	30	94%
8. To achieve the skills of a graduate of plant Clinic Program requires interaction with farmers to improve their knowledge of pests and microorganisms	1	3%	1	3%	30	94%

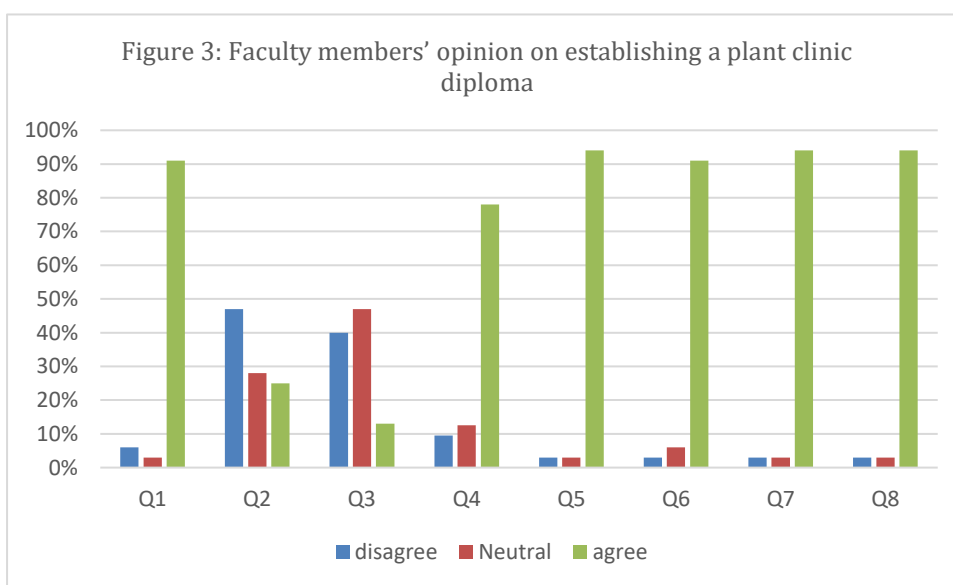


Table 3 and Figure2 demonstrated the faculty members responds and the percentages of agreement and disagreement for each statement towards establishing a plant clinic diploma.

The results indicated that the majority of faculty members positively agree that There is a need to establish a new professional diploma in the field of the plant clinic program (91%).

Also, It is noted that 75% disagree (47+28 = 75%) that The current laboratory capabilities are sufficient to achieve the skills required for the graduate of the plant clinic program, also 40% disagree that The graduate's current skills are sufficient to



fulfil the requirements of the labour market in the field of plant diseases and protection, while the majority (94%) was accepting that To achieve the skills of a graduate of a plant clinic program requires field visits to farms and fields to practice what taught within the university community and interaction with farmers to improve their knowledge of pests and microorganisms

From reviewing qualitative data including participant comments found that the most recommended courses to achieve skills of a distinct nature for the graduate of the plant Clinic Program are field plant disease diagnosis, Meteorology, and GIS. Also, there are consensus.

Also, there are consensus that to achieve the skills of a distinguished graduate of the plant clinic program requires special training Like going to farms with a specialist to gain the necessary experience, and Identify the modern technology used. Moreover, there is a need to visit the Agricultural quarantine laboratories.

Second, Postgraduate students:

The questionnaire was distributed to 15 of Postgraduate students of the faculty of agriculture Alexandria University, and the results were as follows:

- **Postgraduate student's Demographic data**

Table3 shows Demographic data distribution of Postgraduate student's respondents, where 20% of the respondents were males and 80% were females as shown in Figure4, also, Table3 presents the distribution of the level of education, where 20% of the sample were Bachelor's degree the highest level of education, 67% Master's degree, and 13% Doctorate degree as shown in Figure5.



Table3: Demographic data distribution of Postgraduate student’s respondents

	Category	Frequency	Percent
Gender	Male	3	20%
	Female	12	80%
	Total	15	100.0%
The highest level of education	Bachelor's degree	3	20%
	Master's degree	10	67%
	Doctorate degree	2	13%
	Total	15	100%

Figure 4: the Gender distribution of the postgraduate students’ respondents

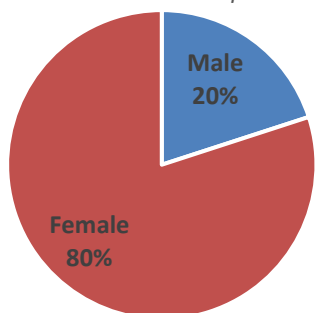
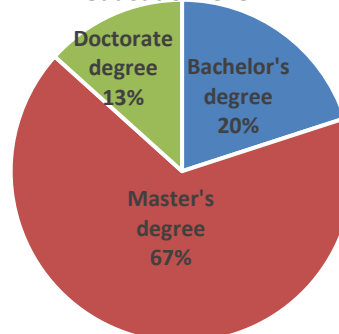


Figure 5: the postgraduate students’ education level



- **Postgraduate student’s opinion on establishing a plant clinic diploma**

To understand the Postgraduate student’s opinion on establishing a plant clinic diploma, the frequency distribution for their responses was entered below in Table 4.

Table4: Postgraduate student's opinion on establishing a plant clinic diploma

Statement	Degree of Agreement					
	disagree		Neutral		agree	
	Freq.	%	Freq.	%	Freq.	%
1. There is a need to establish a new professional diploma in the field of the plant clinic program	1	7%	2	13%	12	80%
2. The current laboratory capabilities are sufficient to achieve the skills required for the graduate of the plant clinic program	7	47%	5	33%	3	20%
3. the skills that a graduate of plant clinic diploma should acquire more practical nature than the theoretical side	0	0%	1	7%	14	93%
4. To achieve the skills of a distinguished graduate of the plant clinic program requires special training	0	0%	5	33%	10	67%
5. To achieve the skills of a graduate of a plant clinic program requires field visits to farms and fields to practice what taught within the university community	0	0%	1	7%	14	93%
6. The program should include training on different diagnostic methods and identification of modern devices in the field of diagnosis of pests and plant pathogens	0	0%	1	7%	14	93%
7. If you have the opportunity to join this program, will you apply	1	7%	2	13%	12	80%

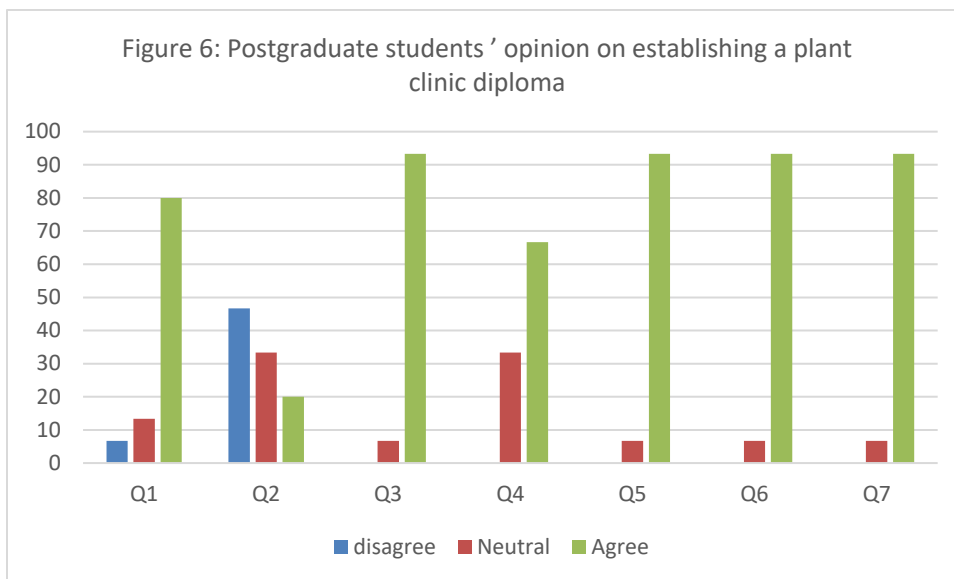


Table 4 and Figure 6 demonstrated the Postgraduate student's opinion and the percentages of agreement and disagreement for each statement towards establishing a plant clinic diploma.

The results indicated that the majority of Postgraduate student's positively agree that There is a need to establish a new professional diploma in the field of the plant clinic program (80%).

Also, it is noted that the majority of Postgraduate student's (94%) was agreed that graduate of plant clinic diploma should acquire more practical side, field visits to farms, and training on different diagnostic methods and identification of modern devices in the field of diagnosis of pests and plant pathogens. It is noted that 80% disagree (47%+33%) that the current laboratory capabilities are sufficient to achieve the skills required for the graduate of the plant clinic program.

From reviewing participant comments found that the most recommended courses to study in the plant Clinic Program are plant disease diagnosis, and Plant physiology.

Third, Alumnus:

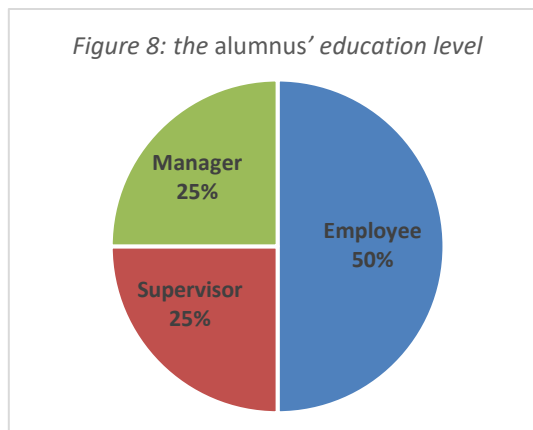
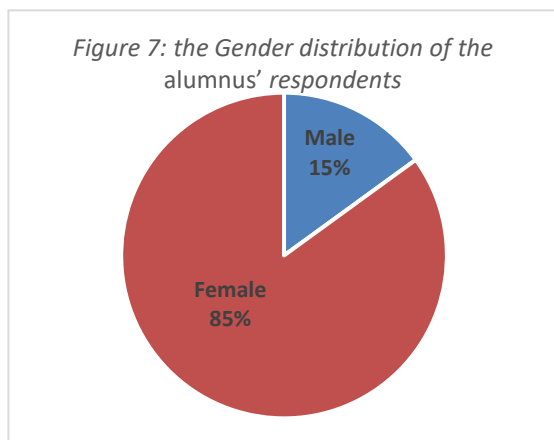
The questionnaire was distributed to 39 Alumni, the results were as follows:

- Alumnus' Demographic data**

Table5, Figur7 shows Demographic data for Alumnus' respondents, where 15% of the respondents were males and 85% were females as shown in Figure7, also, Table5 presents the distribution of the Level of supervisory responsibility for alumnus, where 50% of the sample were employees, 10% Supervisors, and 10% Manager as shown in Figure 8.

Table5: Demographic data distribution of alumnus' respondents

	Category	Frequency	Percent
Gender	Male	6	15%
	Female	33	85%
	Total	39	100.0%
Level of supervisory responsibility	Employee	19	50%
	Supervisor	10	25%
	Manager	10	25%
	Total	39	100%



- **Alumnus' opinion on establishing a plant clinic diploma**

To understand the Alumnus' opinion on establishing a plant clinic diploma, the frequency distribution for their responses was entered below in Table 6.

Table6: Alumnus' opinion on establishing a plant clinic diploma

Statement	Degree of Agreement					
	disagree		Neutral		agree	
	Freq.	%	Freq.	%	Freq.	%
1. Work in your field of expertise	6	15%	13	33%	20	51%
2. your studies in college help you find a job	12	31%	17	44%	10	26%
3. establishment of a professional diploma in the field of plant clinic affects to compete in the labor market	0	0%	7	18%	32	82%
4. The skills that a graduate of the botanical clinic diploma should acquire must be more practical than the theoretical side	3	8%	6	15%	30	77%
5. There is a need for particular courses to achieve skills of a distinct nature for the graduate of the plant Clinic Program	2	5%	2	5%	35	90%
6. To achieve the skills of a graduate of a plant clinic program requires field visits to farms and fields to practice what taught within the university community	1	3%	3	8%	35	90%
7. The program should include training on different diagnostic methods and identification of modern devices in the field of diagnosis of pests and plant pathogens	2	5%	2	5%	35	90%
8. If you have the opportunity to join this program, will you apply	3	8%	4	10%	32	82%
9. To achieve the skills of a distinguished graduate of the plant clinic program requires special training	2	5%	3	8%	34	87%

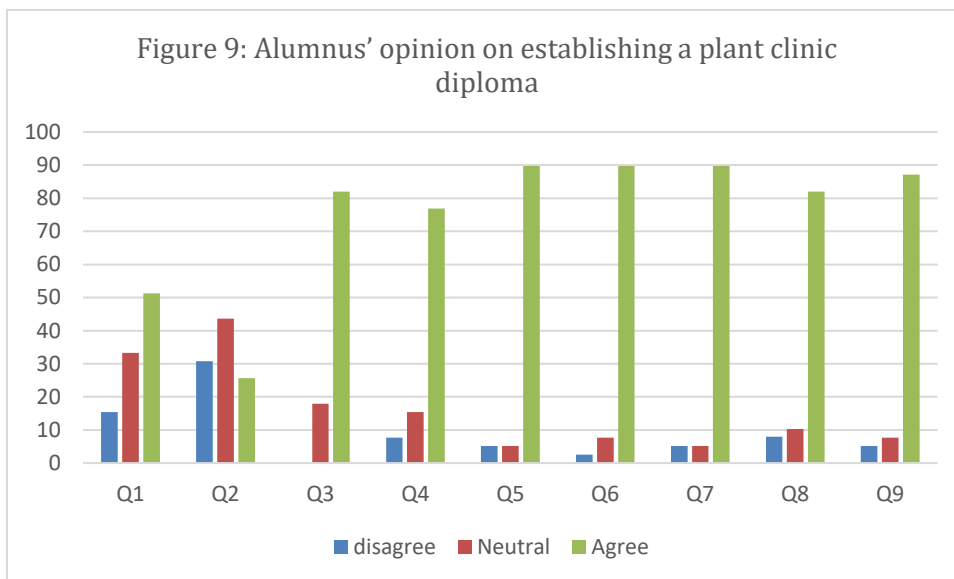


Table 6 and Figure 9 demonstrated the Alumnus' opinion and the percentages of agreement and disagreement for each statement towards establishing a plant clinic diploma.

The results indicated that the alumni positively agree that There is a need to establish a new professional diploma in the field of the plant clinic program (82%).

Also, it is noted that the majority of Postgraduate student's (90%) was agreed that to achieve the skills of a graduate of a plant clinic program requires field visits to farms and fields to practice what taught within the university community. Also, 87% agreed that to achieve the skills of a distinguished graduate of the plant clinic program requires special training.

It is noted that 75% disagree (31%+44%) that their studies in college helped them to find a job.

From reviewing participant comments found that There is a need for particular courses to achieve skills of a distinct nature for the graduate of the plant Clinic Program these courses are plant anatomical structure, Pesticides and their effects, and identify the pathogens.

Fourth, undergraduate students

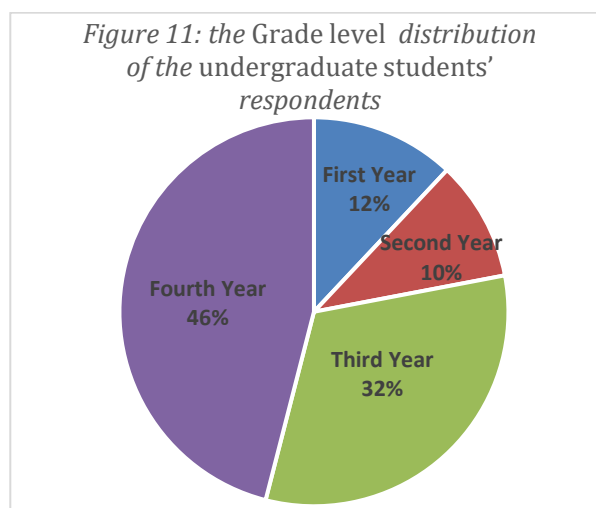
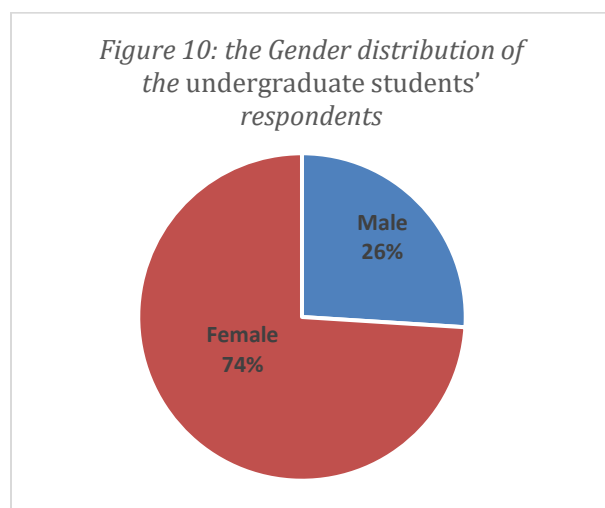
The questionnaire was consisting of 100 undergraduate students of the faculty of agriculture Alexandria University, the results were as follows:

- **undergraduate students' Demographic data**

Table7 shows Demographic data distribution of undergraduate students' respondents, where 26% of the respondents were males and 74% were females as shown in Figure10, also, Table7 presents the distribution of the students Grade level, where 12% of the sample were First Year, 10% Second Year, 32% Third Year, and 46% Fourth Year as shown in Figure 11.

Table7: Demographic data distribution of undergraduate students' respondents

	Category	Frequency	Percent
Gender	Male	26	26%
	Female	74	74%
	Total	32	100.0%
Grade level	First Year	12	12%
	Second Year	10	10%
	Third Year	32	32%
	Fourth Year	46	46%
	Total	32	100%





- **undergraduate student’s opinion on establishing a plant clinic diploma**

To understand the undergraduate student’s opinion on establishing a plant clinic diploma, the frequency distribution for their responses was entered below in Table 8.

Table8: undergraduate student’s opinion on establishing a plant clinic diploma

Statement	Degree of Agreement					
	disagree		Neutral		agree	
	Freq.	%	Freq.	%	Freq.	%
1. knowing plant clinic and its activities before	28	28%	25	25%	47	47%
2. your study helps you to diagnose plant diseases and determine their cause accurately	5	5%	46	46%	49	49%
3. There is a need to establish a new professional diploma in the field of the plant clinic program	2	2%	13	13%	85	85%
4. The current laboratory capabilities are sufficient to achieve the skills required for the graduate of the plant clinic program	42	42%	48	48%	10	10%
5. the skills that a graduate of plant clinic diploma should acquire more practical nature than the theoretical side	23	23%	22	22%	55	55%
6. To achieve the skills of a graduate of plant Clinic Program requires interaction with farmers to improve their knowledge of pests and microorganisms	2	2%	7	7%	91	91%
7. If you have the opportunity to join this program, will you apply	1	1%	10	10%	89	89%

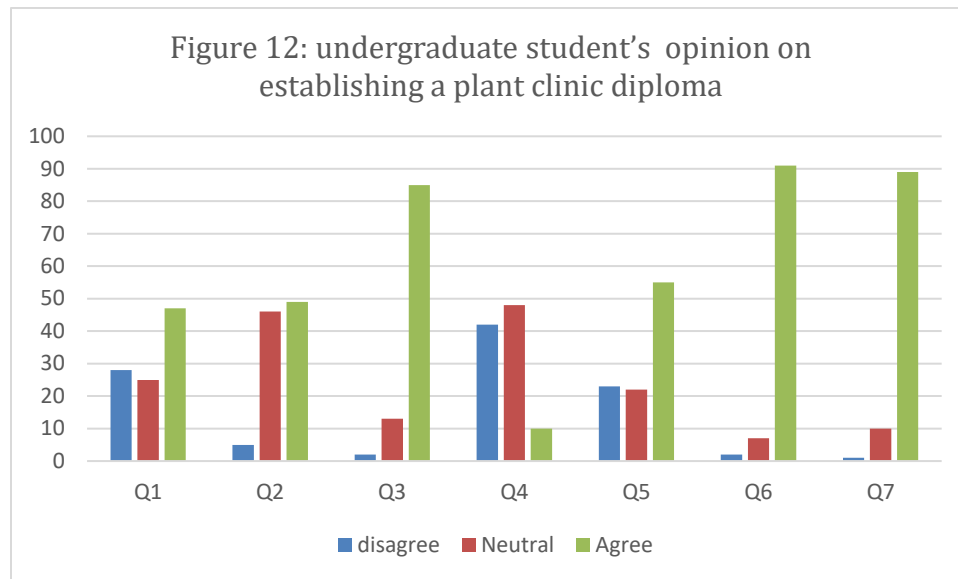


Table 8 and Figure 12 demonstrated the undergraduate student's responds and the percentages of agreement and disagreement for each statement towards establishing a plant clinic diploma.

The results indicated that the majority of undergraduate student's undergraduate students positively agree that There is a need to establish a new professional diploma in the field of the plant clinic program (85%).

Also, It is noted that 91% of agreed that to achieve the skills of a graduate of plant Clinic Program requires interaction with farmers to improve their knowledge of pests and microorganisms, also 89% of the undergraduate students will join this program, if they have the opportunity.

Fifth, stakeholders

The questionnaire was distributed to 32 of stakeholders, and the results were as follows:

- stakeholder’s Demographic data**

Table9 shows Demographic data distribution of stakeholders’ respondents, where 100% of the respondents were males, the distribution of Years of experience, where 13% less than 5 years, 25% 5-10 years, and 62% More than 10 years.as shown in Figure13.

Also, shows the level of supervisory responsibility, where 12% eemployees, 22% supervisor, 47% manager, and 19% executive as shown in Figure14

Table9: Demographic data distribution of stakeholder’s respondents

	Category	Frequency	Percent
Gender	Male	32	100%
	Female	0	0%
	Total		100.0%
Years of experience	Less than 5 years	4	13%
	5-10 years	8	25%
	More than 10 years.	20	62%
	Total	32	100%
Level of supervisory responsibility	Employee	4	12%
	Supervisor	7	22%
	Manager	15	47%
	Executive	6	19%
	Total	32	100%

Figure 13: Years of experience for stakeholder’s respondents

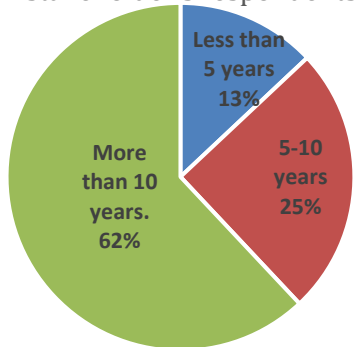
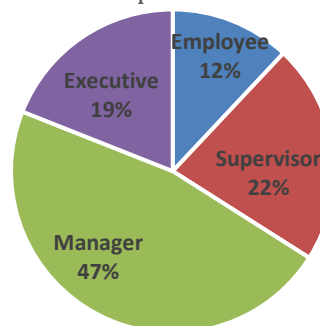


Figure 14: Level of supervisory responsibility for stakeholder’s respondents



- stakeholder’s on establishing a plant clinic diploma**

To understand stakeholder’s opinion on establishing a plant clinic diploma, the frequency distribution for their responses was entered below in Table 11.

Table11: stakeholder’s opinion on establishing a plant clinic diploma

Statement	Degree of Agreement					
	disagree		Neutral		agree	
	Freq.	%	Freq.	%	Freq.	%
1. The graduate skills and knowledge of the current graduates in plant diseases and protection meet the needs of the labour market?	14	44%	7	22%	11	34%
2. Establishing a new professional diploma for the plant clinic in the field of plant diseases and protection meets the aspirations of your organization	1	3%	2	6%	29	91%
3. the skills that a graduate of plant clinic diploma should acquire more practical nature than the theoretical side	2	6%	1	3%	29	91%
4. There is a need for specific courses that give the graduate special skills to achieve the goals of your organization from the diploma of the plant clinic diploma	1	3%	1	3%	30	94%
5. A plant clinic diploma needs special training methods to meet the needs of your organization	2	6%	2	6%	28	88%

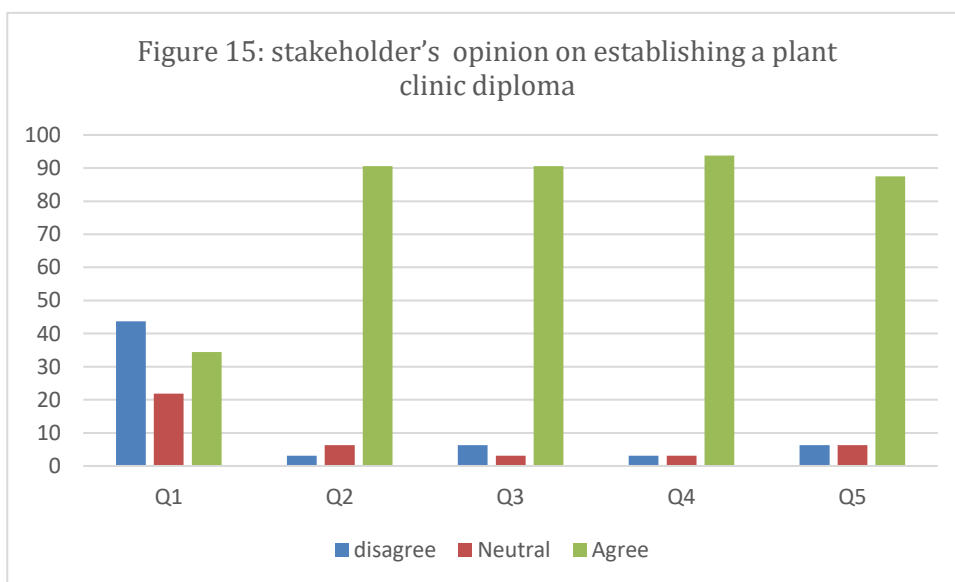




Table 11 and Figure 15 demonstrated the stakeholder's opinion and the percentages of agreement and disagreement for each statement towards establishing a plant clinic diploma.

The results indicated that the stakeholders positively agree that There is a need to establish a new professional diploma in the field of the plant clinic program (91%).

Also, it is noted that the majority of stakeholders (88%) was agreed that plant clinic diploma needs special training methods to meet the needs of the organizations. Also, 66% (44%+22%) disagreed that the graduate skills and knowledge of the current graduates in plant diseases and protection meet the needs of the labour market.

It is noted that 94% agreed that There is a need for specific courses that give the graduate special skills to achieve the goals of the organizations and from reviewing participant comments found that these courses are plant anatomical structure, Pesticides and their effects, and identify the pathogens. In addition to developing the linguistic aspect for the graduate.

RECOMMENDATIONS

The main objective of the questionnaire survey was to provide a basic overview of the effect and benefit of establishing a plant clinic diploma. It is the first phase of establishing a new Professional Diploma in "Plant Clinic and Phytosanitary Technologies".

The data collected from the 218 respondents from different perspectives. The survey results demonstrated that there is a need to establish a new professional diploma in the field of the plant clinic program, also, the students and alumni are interested to join the program. Moreover, from these findings, the following courses have been highlighted to study in the plant clinic program:

- a) plant disease diagnosis,
- b) Meteorology,
- c) GIS, and
- d) Plant physiology