

The extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan

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Research Article

**The extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan**

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**Abstract**

This research investigated the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the view of vocational education teachers in Jordan. The researcher chose a random sample which involves from 200 VE teachers (including females and males). The sample was chosen from public basic schools in Amman, Jordan. To meet the intended goals, a questionnaire was designed and used. It includes two parts. The first part is used for obtaining information about the teachers' experience and gender. The second part is used for obtaining data about the study's areas (i.e. teachers, students, curricula and type of skills). The researcher of the present study found that the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan is moderate. A significant difference exists between the attitudes that can be attributed to gender for the favor of males. However, no significant difference exists between the respondents' attitudes that can be attributed to gender for the favor of experience. The researcher recommends making changes to the vocational educational (VE) curricula in a manner that contributes to providing students with skills that are needed due to having rapid technological and knowledge-related changes worldwide.

Keywords: Vocational education (VE), vocational skills, basic educational stage

**Introduction**

Governments have been providing much attention to improving educational outcomes in order to have skilful workforce that meet the needs of societies. They have been providing such attention in order to provide students with essential vocational skills. They have been providing such attention through curricula.

According to UNESCO (2009), curriculum can be defined as the material of the course that involves the intended outcomes. Curricula development refers to a group of practices that aim to make planned changes.

Vocational education (VE) aims to provide learners with vocational knowledge and enable them to hold a vocational job. It aims to enable learners to have a source of income and provide them with vocational skills (Al-Habeeb, 2005).

Vocational education (VE) curricula play a significant role in promoting positive attitudes among students towards vocational education. They aim at enabling students to adapt with the school environment and local community. They aim at motivating students to carrying out vocational activities that fit with their vocational interests and capabilities. They aim at enabling students to choose the profession they want to practice in the future (Al-Labadi, 2018).

According to Jawarneh (2015), UNESCO exerted efforts in the fields of technology and vocational education through general education program. Due to such efforts, many educational bodies in developing and developed countries decided to include vocational education courses in educational programs. Such courses aim at providing students with knowledge about the crafts that can be practiced in society. They

aim at providing students with life and vocational skills and skills in the field of technology in order to students to benefit from such skills in their daily lives.

According to Eirout (2010), the VE course must guide students in the field of V. It must enable one to utilize his skills and abilities in the vocational field. It must enable students to utilize their talents. It must enable students to make vocational decisions and solve their problems by themselves. It must provide students with several values and skills. It must contribute to developing students in cognitive and physical areas. It must provide students with the latest knowledge in the vocational field. It must provide students with knowledge about crafts. It must enable students to decide the craft or profession they want to practice in the future based on their interests, skills, preferences and capabilities. It must promote awareness about the significance of developing students in the vocational area, because such development allows students to have a craft and receive an income (Eirout, 2010).

VE course must provide support for talented and gifted students. It must promote innovation among students in the vocational field. It must promote awareness about the significance of each craft in society. It must promote awareness about the value of time and job commitment. It must promote a team work spirit and cooperation among students. It must encourage students to exert effort in the vocational field. It must provide students with knowledge about the demands of the labour market. It must encourage students to carry out self-learning practices (Eirout, 2010)

In order to activate the role of vocational education in society, all educational programs of all educational stages must include vocational education content. Vocational education must be consistent with the potentials and capabilities of students in each stage. It must be consistent with the general goals sought from education. In addition, it must unleash students' potentials and enable students to join the labour market. It must aim at meeting the economic and social needs of society (Tawalbeh et al., 2014).

Vocational education contributes to providing societies with well-qualified labour force who are capable of handling the rapid challenges. It aims at enabling such labour force to meet the demands of the labour market. Such demands include: skills and crafts (Abu Osbah, 2005).

Vocational education and training (VET) aim at offering opportunities to the youth who lack the skills, motivation, or resources needed for pursuing their higher education. They develop the skills of learners in the aim of enabling them to join the labor market. They increase the probabilities of chance of such youth in making a successful career (Brunello & Rocco, 2017).

In this regard, Jordan took significant steps. For instance, it decided to add technological and vocational content to the general education program. Thus, vocational education course is given to students today in Jordan starting from 1<sup>st</sup> grade till 10<sup>th</sup> grade. It aims to promote positive attitudes among students towards vocational jobs and the ones holding such jobs. It aims at encouraging students to pursue vocational education in the future (Jawarneh, 2015).

Al-Khatib (2005) adds that the vocational education course is an integral element of the educational system. Vocational education enables one to hold practice a craft. Thus, it differ from general education. However, vocational education is equivalent to general education in terms of significance.

Vocational education targets three aspects. Those aspects are: the mental, skill-based and emotional aspects. In terms of the mental aspect, vocational education aims at providing students with information and theoretical knowledge that are related to various crafts. Regarding the skill-based aspect, vocational education aims at enabling students to implement the information and theoretical knowledge when practicing the craft. Regarding the emotional aspect, vocational education aims at promoting positive attitudes among students towards crafts (Al-Sa'aydeh and Mahasneh, 2015).

Vocational education (VE) is very significant. That is because it provides students with vocational knowledge and skills. Therefore, the developers of vocational education (VE) curricula must provide attention to course descriptions, and the outcomes that the students gain from the vocational education (VE) course. Such outcomes are represented in the skills, knowledge and abilities that are acquired by students from the course (Sermsuka et al, 2014)

Sa'adeh and Ibrahim (2001) add that the vocational education (VE) curricula have several merits. For instance, such curricula aim at linking the theoretical aspects with the practical aspects. They aim at promoting positive attitudes among students towards all crafts. They also aim at promoting respect among

The extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan students towards the ones practicing crafts. They also aim at strengthening the relationship between school and society. They aim at strengthening this relationship through making scientific trips and field trips. They aim at strengthening this relationship through carrying out activities that contribute to protecting the environment in homeland. Such activities include: pruning trees and picking fruits.

This research is significant. That is because this research explored the extent of effectiveness of the VE curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan.

### **Statement of the Problem**

There are many courses that taught for basic school students in Jordan. Such courses include: the vocational education (VE) course. The vocational education (VE) course aim at developing students' vocational skills and providing students with general vocational knowledge. The extent of meeting such goals is affected by the degree to which the vocational educational (VE) curricula are professionally developed.

The unemployment rate has been increasing, especially among the youth and the fresh graduates. Therefore, the contemporary policies that aim at training and development people aim at developing the vocational capabilities of school students in the aim of enabling them to practice a craft in the future. Hence, the problem of this article lies in this question:

(What is the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan?)

### **Objective and questions**

This article explored the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan. The questions of this article are presented below:

Q.1. What is the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan?

Q.2. Does a significant difference exist –at the significance level of ( $\alpha=0.05$ )- between the sampled teachers' attitudes of the teachers which could be attributed to their experience or gender?

### **Significance of the Study**

The article is significant because:

- The article explored the reality of the role of the VE curricula in providing basic school students with vocational skills from the perspective of vocational education (VE) teachers. It targets the following areas: (teachers, students, curricula and type of skills)
- This article provide decision makers in the field of vocational educational (VE) with beneficial information that enables them to increase the effectiveness of vocational educational (VE) curricula in providing basic school students with the required vocational skills.
- This article offers recommendations

Procedural definitions for the study's terms:

-VE: This education seeks providing students with vocational knowledge and skills

- VE teachers: They refer to the teachers who deliver vocational education (VE) in basic schools in Jordan.

Students: They refers to the students enrolled in basic schools (i.e. from 4<sup>th</sup> grade till 10<sup>th</sup> grade).

- VE curricula: They refer to the books that are used for delivering VE in basic schools in Jordan.

Type of skill: This terms refers to the type of technical skills that students in basic schools in Jordan acquire through the vocational educational (VE) course.

### **Limits:**

Spatial limits: This article targets public basic schools in Amman, Jordan.

Temporal limits: This article was carried out during the 1<sup>st</sup> semester of the academic year 2020 / 2021

Human limits: A sample that includes several public basic school principals was selected from the basic public schools in Amman

### **Previous Studies**

The researcher of the present study reviewed the studies below:

Hawartheh and Al-Sa'aydeh (2020) explored the primary school students' attitudes in Jordan towards the daily life tasks mentioned in the vocational education (VE) curricula. They aimed to explore the areas that

the vocational educational (VE) curricula consider priority. Through the use of a descriptive analytical approach, data was collected. Regarding the sample, it consists from 1924 students. A thirty-eight item questionnaire was used. It targets 4 areas. The latter researchers found the respondents' attitudes towards the daily life tasks mentioned in the vocational education (VE) curricula are moderate. They found that there is a need to provide more attention by vocational education curricula for the targeted areas. Such areas include: the economic, technological, engineering, maintenance, environmental and agricultural areas. No significant difference exists between the attitudes of respondents which could be attributed to gender.

Al-Labadi (2018) explored the degree to which the vocational educational (VE) curricula comply with the governance principles in Amman from the view of teachers. He used a survey for acquiring data from the sample (i.e. 139 vocational educational (VE) teachers). The sample was chosen from public schools in Amman, Jordan. The researcher found that the degree to which the vocational educational (VE) curricula comply with the governance principles in Amman from the view of teachers is moderate. Regarding the mean of the principle of accountability, it's ranked first and high. The mean of the participation principle is ranked 2<sup>nd</sup> and moderate. Regarding the mean of the transparency area, it is moderate and ranked third. A significant difference exists between the attitudes which could be attributed to gender for the favour of males. No significant difference exists between the attitudes of respondents which can be attributed to academic qualification, experience and age.

Bani Abduh (2017) explored the reasons behind showing poor academic achievement in the vocational educational (VE) course by the students in Ma'an, Jordan from the view of teachers. The sample involves 74 teachers. A descriptive survey-based approach was used. The researcher found that the most important reasons behind showing poor academic achievement in the vocational educational (VE) course include: reasons related to student, family, teacher, and school administration. No significant difference exists between the attitudes of respondents which can be attributed to gender and academic qualification. However, a significant difference that can be attributed to experience exists.

Brunello & Rocco (2017) investigated the effects of VE on adult skills, employment and wages. They found that the vocational educational (VE) impact on one's outcomes in the labor market differs from the impact of academic education on such outcomes.

Jawarneh (2015) explored the 10<sup>th</sup> grade students' attitudes towards vocational works and education. The population consists from all the tenth grade students in public schools in Lewa' Al-Mazar Al-Shamali, Jordan. It consists from 1061 students. The researcher selected a random cluster sample that consists from 603 students. He found that 10<sup>th</sup> grade students' attitudes towards interest in vocational works and the nature of vocational works are moderate. He found that 10<sup>th</sup> grade students' attitudes towards the significance of vocational works are negative. No significant difference exists between the attitudes which may be attributed to the respondents' gender in the following areas: (interest in vocational works and the nature of vocational works)

Al-Sa'aydeh and Mahasneh (2015) explored the problems faced by the students majoring in vocational education (VE) at Balqa Applied University during field training. The sample consists from 30 students. Those students were chosen from the field training course. They were majoring in vocational education (VE) at Balqa Applied University. They were chosen from the BA and diploma programs. They represent 81 % of the study's population. The researchers found that the severity of the problems faced by the students majoring in VE at Balqa Applied University during field training is moderate. The mean of the student-teachers -related problems is ranked first. The mean of the problems related to the cooperative school holds the second rank. Regarding the mean of the problems related to the educational development of student-teachers, it holds the last rank. A significant difference exists between the attitudes which may be attributed to the program type.

Tawalbeh et al. (2014) analysed the citizenship education curricula of the higher basic educational stage. They explored the extent of embedding concepts in the field of vocational educational (VE) in such curricula. They targets the concepts related to economy, communication, technology and vocational development. They used the content analysis method. They found that such curricula include 142 concepts in the field of VE. The embedded concepts are related to economy, communication, technology and vocational development. The economic concepts are the ones embedded the most. For instance, the curricula include 95 economic concepts. The communication concepts are the ones embedded the least. The researchers

The extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan recommend raising the extent of embedding concepts in the field of VE. They recommend making changes to the citizenship education curricula in order to embed new vocational educational (VE) concepts. Sermsuka et al (2014) developed a model in the aim of developing a VE curriculum through carrying out cross-impact analysis. Regarding the data, it was collected through carrying out interviews with experts. The researchers developed a VE curriculum based on the results reached through the cross-impact analysis.

Al-Sa'aydeh et al. (2009) explored the VE-related values which must be embedded in the citizenship education curricula of the higher basic educational stage. This stage involves: 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. The latter researchers explored the extent of embedding VE-related values in such curricula. They developed a checklist that involves 57 values that target six (6) areas. Those areas are: administrative values, technical values, cognitive values, personal values, interpersonal values and team work values. The content of such curricula was analyzed based on the checklist. That was done to identify the extent of embedding such values. The researchers found that the VE-related values are embedded the most in citizenship education curriculum of 10<sup>th</sup> grade, followed by the citizenship education curriculum of 8<sup>th</sup> grade and the citizenship education curriculum of 9<sup>th</sup> grade respectively. The administrative values are the ones that are embedded the most. The team work-related values are the ones that are embedded the least.

Abu Osbah (2005) explored the problems associated with the delivery of vocational educational (VE) in the Palestinian vocational educational secondary schools from the perspective of vocational educational (VE) teachers and students. He explored the attitudes in accordance with grade, vocational stream, gender and city. The random stratified sample involves 132 teachers. The researcher found that the severity of the problems associated with the delivery of vocational educational (VE) in the Palestinian vocational educational secondary schools from the view of VE teachers is high. The mean of the funding problem is ranked first from the view of VE teachers. The mean of the problems related to the teacher professional development is ranked last from the view of VE teachers. The researcher found that the severity of the problems associated with the delivery of vocational educational (VE) in the Palestinian vocational educational secondary schools from the perspective of students is moderate. The mean of the problems related to equipment is ranked first from the perspective of VE students. The mean of the teacher professional development is ranked last from the perspective of VE students.

Comments on the studies shown above:

The research shown above address the significance of VE, and VE curricula and teaching methods. Some studies of the aforementioned studies aimed to explore the reality of teaching VE and curricula. They include: the ones that were carried out by Abu Osbah (2005), Al-Labadi (2018), and Hawartheh and Al-Sa'aydeh (2020).

Some studies of the aforementioned studies were carried out in the Jordanian environment. They include: the ones that were carried out by Bani Abduh (2017), Jawarneh (2015), and Al-Sa'aydeh and Mahasneh (2015). Some studies of the aforementioned studies were carried out outside Jordan. They include: the ones that were carried out by Brunello & Rocco (2017) and Sermsuka et al. (2014).

Most of the shown above use a descriptive analytical approach. The aforementioned studies used the questionnaire and interview methods for collecting data. They emphasize the significance of vocational education and the mechanisms used for designing vocational educational (VE) curricula.

Contrary to the articles shown above, this article explored the effectiveness of the VE curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan. Due to having changes to the teaching methods, the prevalence of technology in the educational field and shifting to distance education, changes occurred to the type of the vocational skills required in the labour market. Contrary to the articles shown above, this article target the following areas: (teachers, students, curricula and type of skills)

### **Methodology:**

This article adopts a descriptive analytical approach. This approach is suitable for carrying out such studies. It is usually adopted to offer a description – of a sensory nature- for items. It is also used for carrying out an examination for variables (Lawless and Heymann, 1999: 7)

### **Population**

It involves all the teachers teaching VE course at the public basic schools in the Hashemite Kingdom of Jordan

### Sample

A random sample was chosen. This sample involves 200 VE teachers. It includes females and males. It was chosen from public basic schools in Amman, Jordan. The forms of the questionnaire were passed to those teachers. The researcher retrieved all the distributed forms. Those forms are valid. . The table shown below includes data about the study's sample

Table (1): Data about teachers in terms of experience and gender

Variable	Category	Frequency	Percent
Gender	Male	92	46.0
	Female	108	54.0
	Total	200	100.0
Experience	Less than 5 years	48	24.0
	5 – 10 year	87	43.5
	More than 10 year	65	32.5
	Total	200	100.0

### Instrument

This article explored the extent of effectiveness of the VE curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan. Thus, he designed a questionnaire. This questionnaire includes two parts. The first part is used for obtaining data about teachers in terms of experience and gender . The second part is used for obtaining data about the study's areas (i.e. teachers, students, curricula and type of skills). The 5-point Likert scale was used. It consists from the following rating categories. Those categories range from (to a very great extent) – (to a very little extent). The scores in this scale range between (5-1)

### Validity

The questionnaire was sent to three experts in VE. The experts work at public universities in Jordan. After passing it, the experts were told to make an assessment for the questionnaire. This assessment is based on clarity and language. It's also based on relevancy to the goals.

They added that the items of the instrument are connected to the goals of this paper. They provided the researcher of the present study with recommendations. Changes were made to the questionnaire based on such recommendations

### Reliability of the instrument:

Cronbach alpha value is calculated. It is 0.806. Based on this value, the reliability of the instrument is very high.

### Statistical analysis methods:

SPSS software was used. Several statistical analysis methods were used. They are mentioned in the points below:

- Frequencies and percentages: They are displayed for identifying the characteristics of the respondents
- Means in addition to standard deviations: They are displayed for representing the teachers' attitudes towards each item.
- Cronbach alpha coefficient value
- Multivariate analysis of variance

To classify means, those criteria are used:

- 1.00 – 2.33: Low
- 2.34 – 3.67: Moderate
- 3.68 – 5.00: High

The results connected to question one:

Q.1. What is the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan?

To provide an answer for this question, values are presented for all the targeted areas. They are shown below

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Table (2): Means Values for all the targeted areas

No.	Area	Mean	Std.	Rank	Level
3	Curricula	3.66	1.04	1	Moderate
1	Teacher	3.65	1.04	2	Moderate
2	Students	3.59	1.07	3	Moderate
4	Type of skills	3.57	1.03	4	Moderate
	Total	3.61	0.63		Moderate

The extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the view of VE teachers in Jordan is moderate, due to having an overall mean of 3.61. Such effectiveness is moderate in all the targeted areas jointly and separately. The mean of the curricula area is ranked first and moderate. It is 3.66. The mean of the teacher area is ranked second and moderate. It is 3.65. The mean of the student area is ranked third and moderate. It is 3.59. The mean of the type of skill is ranked last and moderate. It is 3.57.

This result could be attributed to having a need for making further development to VE curricula. Such development shall contribute to meeting the goals intended from such curricula. The researcher of the present study presented below the means and standard deviations of each area in details:

First area: Teacher:

Values are calculated and displayed to explore the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills in the teacher area. They are shown in table (3) below:

Table (3): Respondents attitudes towards the teacher area.

No.	Statement	Mean	Std.	Rank	Level
5	Teachers have the required expertise in the field of VE	3.66	1.08	1	Moderate
3	The greatest burden in the process of delivering vocational educational (VE) is assigned to teachers	3.65	1.06	2	Moderate
4	All the vocational educational (VE) teachers are specialized in VE	3.58	1.15	3	Moderate
1	Teachers are capable of using the modern teaching methods	3.50	1.18	4	Moderate
2	Teachers have the vocational capabilities and ideas needed for teaching students effectively	3.45	1.26	5	Moderate
	Total	3.65	1.04		Moderate

The overall mean is 3.65. It's moderate. The mean of statement (5) is moderate and ranked first. It is 3.66. This statement states: (Teachers have the required expertise in the field of VE). The mean of the second statement is moderate and ranked last. It is 3.45. This statement states: (Teachers have the vocational capabilities and ideas needed for teaching students effectively).

This result could be attributed to holding a university degree in VE by most of the VE teachers. Having a degree in vocational educational (VE) enables teachers to teach VE effectively. In addition, the nature of the content of the vocational educational (VE) curricula allows teachers to use modern teaching methods

Second area: students

Values are calculated and displayed to explore the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills in the student area. They are shown in table (4) below:

Table (4): Respondents attitudes towards the student area.

No.	Statement	Mean	Std.	Rank	Level
10	Students like VE course more than the other courses.	3.56	1.05	1	Moderate
6	Students are in need for developing their	3.55	1.06	2	Moderate

	vocational skills in a manner that is consistent with their age				
8	The vocational educational (VE) curricula contribute to developing students vocational skills	3.54	1.07	3	Moderate
7	Students are capable of comprehending the vocational educational (VE) curricula	3.53	1.06	4	Moderate
9	The achievement of students in the VE course is greater than their achievement in the other courses	3.51	1.04	5	Moderate
	Total	3.59	1.07		Moderate

Regarding the overall mean, it's 3.59 and moderate. The mean of the tenth statement is moderate and ranked first. It is 3.56. This statement states: (Students like VE course more than the other courses). The mean of statement (9) is moderate and ranked last. It is 3.51. This statement states: (The achievement of students in the VE course is greater than their achievement in the other courses).

This result could be attributed to having positive perceptions among students for vocational educational (VE) course. Such positive perceptions are attributed to having interesting topics in the vocational educational (VE) curricula. Such topics differ from the topics in the harder courses (e.g. math and science). The latter result may be attributed to having group and individual activities in the vocational educational (VE) that are preferred by students more than assignments

#### Third area: Curricula

Values are calculated and displayed to explore the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills in the curricula area. They are shown in table (5) below:

Table (5): Respondents attitudes towards the curricula area.

No.	Statement	Mean	Std.	Rank	Level
12	The VE curricula target all the basic skills	3.66	1.11	1	Moderate
11	The vocational educational (VE) curricula are consistent with the capabilities of students	3.65	.96	2	Moderate
15	The vocational educational (VE) curricula are developed in an ongoing manner	3.63	1.00	3	Moderate
13	There is interaction between students, teachers and vocational educational (VE) curricula	3.61	1.09	4	Moderate
14	The VE curricula meet the basic goals which are represented in development the students' capabilities in the vocational fields.	3.60	1.11	5	Moderate
	Total	3.66	1.04		Moderate

Regarding the overall mean, it is 3.66 and moderate. The mean of the twelfth statement is moderate and ranked 1<sup>st</sup>. It is 3.66. This statement states: (The VE curricula target all the basic skills). The mean of statement (14) is moderate and ranked last. It is 3.60. This statement states: (The VE curricula meet the basic goals which are represented in development the students' capabilities in the vocational fields).

The result in this regard could be attributed to the fact that the vocational educational (VE) curricula are based on interaction between students and teacher. It may be attributed to the nature of the (VE) curricula of basic grades. For instance, teaching those curricula requires thinking and using special teaching strategies, such as: the play-based learning strategies. Such strategies shall increase the effectiveness of the curricula in providing students with skills.

#### Fourth area: Type of skills

Values are calculated and displayed to explore the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills in the type of skills area. They are shown in table (6) below:

Table (6): Respondents attitudes towards the type of skills area.

No.	Statement	Mean	Std.	Rank	Level
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18	The type of skills targeted by the VE curricula of basic grades suit male and females	3.57	1.12	1	Moderate
17	The vocational educational (VE) curricula enable students to determine the type of vocational skill they prefer	3.56	1.17	2	Moderate
16	The vocational skills include various areas.	3.54	1.19	3	Moderate
20	The vocational educational (VE) curricula contribute to developing a variety of vocational skills. That's ensured through reviewing the vocational educational (VE) curricula in a periodical manner	3.51	1.15	4	Moderate
19	The vocational skills targeted by the VE curricula fit with the capabilities of basic school students	3.49	1.21	5	Moderate
	Total	3.57	1.03		Moderate

Regarding the overall mean, it is 3.57 and moderate. The mean of the eighteenth statement is moderate and ranked 1<sup>st</sup>. It is 3.57. This statement states: (The type of skills targeted by the VE curricula of basic grades suit male and females). The mean of statement (19) is moderate and ranked last. It is 3.49. This statement states: (The vocational skills targeted by the VE curricula fit with the capabilities of basic school students)

The result in this regard could be attributed to taking the differences between male and female students into consideration by the developers of the (VE) curricula of basic grades. That's because there are differences between male and female students in terms of vocational needs and preferences. There are differences between male and female students in terms of abilities to carry out vocational tasks. The vocational educational (VE) curricula aim at developing several types of vocational skills

The results connected to question two:

Q.2. Does a significant difference exist –at the significance level of ( $\alpha=0.05$ )- between the sampled teachers' attitudes of the teachers which could be attributed to their experience or gender?

To explore the respondents' attitudes in accordance with (gender and experience), values are calculated and listed in table (7) below:

Table (7): Values that represent the respondents' attitudes in a manner that is in accordance with (gender and experience)

Variable	Category	Frequency	Percentage	Standard deviations
Gender	Male	92	3.70	.69
	Female	108	3.61	.84
Experience	Less than 5 years	48	3.77	.75
	5 – 10 year	87	3.57	.82
	More than 10 year	65	3.66	.81

It appears that differences exist between attitudes which can be attributed to gender and experience. To explore whether such differences are significant or not at the statistical significance level of ( $\alpha=0.05$ ), the multivariate analysis of variance was carried out. The results obtained from this analysis are shown in the table below

Table (8): The results obtained from multivariate analysis of variance

Source	Sum of Squares	Df	Mean Square	F	Sig. *
Gender	0.861	1	0.861	3.78	0.000
Experience	0.087	1	0.087	3.93	0.170
Error	59.108	197	0.710		
Total	1651.013	200			

Based on table (8), a significant difference exists –at the statistical significance level of ( $\alpha=0.05$ )- between the attitudes of the teachers which can be attributed to (gender) for the favour of males. That is because the sig value is (0.000) which is significant. This result could be attributed to the fact that most of the VE topics suit males more than females. For instance, practicing many vocational skills requires having physical strength

that females don't have. Thus, having physical strength by male students enable them to pursue their vocational education in the future in order to join the labor market.

No significant difference exists –at the statistical significance level of ( $\alpha=0.05$ )- between the attitudes of teachers which can be attributed to experience. That is because the sig value is (0.170) which is not significant. This result could be attributed to the fact that all the VE teachers working at public schools have the required expertise that enable them to teach VE in a similar manner

### **Conclusion**

The researcher of the present study found that the extent of effectiveness of the vocational education (VE) curricula in providing public basic school students with vocational skills from the perspective of vocational education teachers in Jordan is moderate. That means that the VE teacher in public basic schools believe that efforts must be exerted to increase the effectiveness of VE curricula in this regard. However, exerting such efforts requires implementing strategies that contribute to developing VE in basic schools. Gender affects the attitudes of teachers, because a significant difference exists between the attitudes of teachers that could be attributed to gender for the favor of males. However, in terms of experience, it does not affect the attitudes of teachers.

### **Recommendations**

The researcher recommends:

- Making changes to the vocational educational (VE) curricula in a manner that contributes to providing students with skills that are needed due to having rapid technological and knowledge-related changes worldwide.
- Developing and implementing effective strategies that contribute to increasing the effectiveness of of the vocational education (VE) curricula in providing public basic school students with vocational skills

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