

Research Article

The Impact Of Vocational Education Curricula On Encouraging Students To Receive Technical Education From The Perspective Of The Students Majoring In Technical Education In Al-Balqa Applied University

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ABSTRACT

This study investigated the impact of vocational education (VE) curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University. The sample involves one hundred fifty (150) students who were chosen from three faculties. To meet the sought goals, the researcher created a questionnaire that consists from two parts. Part 1 aims to collect demographic data (i.e. province, and academic program). Part 2 aims to collect data about the study's areas. Those areas are: (the objectives of the curricula, content, and teaching methods). The researcher found that the impact of vocational education curricula on encouraging students to receive technical education is moderate from the perspective of the students majoring in technical education in Al-Balqa Applied University. He found that there isn't any statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (academic program). He found that there is a statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (province). The latter difference is for the favor of the ones residing in the Northern Province in Jordan. He recommends making changes to the objectives of the curricula in a periodical manner in order to fit with the current socio-economic reality. He recommends ensuring that the VE curricula address a variety of topics in a manner that fits with the capabilities and interests of students

Keywords: Technical education, vocational education (VE)

INTRODUCTION:

Due to the global developments in all fields, various changes occurred to the priorities at the labour market. Due to such developments, there has been an increase in the number of the available opportunities in the vocational fields in all sectors in general and the industrial and productive sectors. Such increase requires re-considering the content of curricula in order to encourage students to receive vocational education. Such education shall enable those students to join the labour market in the future.

VE plays an essential role in developing a labour force that is capable of using modern technologies and handle the rapid changes and their impacts on the demands of the labour market. Due to the significance of vocational education, governments in general and the governments of developed countries in particular made major changes to the vocational sector. Such changes involve developing vocational streams at secondary schools. They involve allowing the students enrolled in the vocational streams at secondary schools to join

the higher education institutions. They involve ensuring that the vocational streams at secondary schools are connected to the demands of the labour market (Abo Osbeh, 2005).

Students have been facing rapid changes. Thus, there is a need to make changes to curricula and teaching methods. Such changes shall enable students to adjust themselves with the changes occurring in the light of globalism. They shall enable students to handle the changes occurring in the light of globalism in a flexible manner. They shall enable students to set their professional goals and expectations. They shall enable students to identify their attitudes towards the workplace environment and academic and vocational majors. They shall enable students to develop themselves (Primožic et al., 2008).

Thus, vocational education curricula today aim at shedding a light on issues related to crafts in order for students to acquire knowledge about the requirements and skills required for practicing crafts. They involve many activities that aim at meeting the intended goals, providing students with more knowledge, and developing students' skills. They involve many activities that aim at providing students with more options (Ayroot, 2010).

Various researchers addressed the significance of vocational and technical education. Such significance varies from one philosophy to another. For instance, the perfectionist philosophy offers much attention to the role of one's mind and theoretical knowledge without providing attention to practical aspects. As for the natural and pragmatic philosophies, they provide much attention to practical aspects as sources of knowledge (At-Tuwaisi, 2013).

The success of vocational education is not measured merely by the success of students in the learning process. In fact, it's also measured based on the outcomes of the learning process (i.e. the performance level of graduates in the labor market). This means that the vocational education curricula should be designed with having a specific orientation that fits with the demands of the labor market (Yoto, 2016).

Technical and vocational education and training (TVET) aim at developing people's vocational and technical skills, and abilities in various fields. Such fields involve: trade, industry, agriculture and business. Technical education and vocational training aim at developing people's independence and autonomy (Azubuike, 2011)

Muhd et al. (2020) add that there is a need for having more knowledge about the factors that predict students' knowledge about (TVET) and interests in them. They add that there is a need for having more knowledge about the factors that predict students' motivation to get such education and training.

(TVET) aim at providing people with opportunities for improving themselves and abilities to practice a craft in the future or the present (Okoye & Arimonu, 2016). Momoh (2012) defines vocational education as a form of education which main goal is represented in developing people to allow them to practice a craft and join the labor market.

According to many educators, vocational and productive activities serve as essential element in school curricula just like reading, writing and math activities. That is because one's mind master the art of expressing through language, math and goal-oriented activities. Vocational and productive activities are based on the principles that govern the development process (Baderkhan, 2011).

Vocational education curricula have many advantages. Such advantages involve: the ability to connect theoretical aspects with practical aspects. They involve: emphasizing practical aspects in a manner that positively affect the vocational production processes. They involve emphasizing the significance of vocational works and promoting positive attitudes towards various professions. They involve promoting respect for the ones practising crafts. Vocational education curricula aim at fighting against the negative stereotypical perceptions in developing countries towards practicing crafts (Sadah and Ibrahim, 2001).

The professional choice chosen by students is considered the most significant choice made by students. It is represented in choosing the vocational or academic stream they want to enroll at after finishing the

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compulsory educational stage. When finishing the latter stage, students must take the most significant decision in their lives. This decision must be taken with being convinced. It must fit with one's interests, potential and orientations (Jawarneh, 2015).

The researcher explored the impact of vocational education curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan.

Statement of the Problem

Vocational education (VE) curricula are considered amongst the primary curricula. They play a significant role in identifying the students' vocational interests, and capabilities during the basic educational stage. They contribute to developing students' vocational interests, and capabilities. They enable students to choose the profession they shall practice in the future in a manner that fits with the goals of vocational education. The latter goals are consistent with the goals of the Ministry of Education in Jordan. Vocational education (VE) curricula play a crucial and effective role in developing a generation who has much respect for crafts and appreciate the ones practicing crafts. They play a crucial role in promoting a sense of responsibility within students towards their surrounding environment and society. They offer opportunities to students – in 8th, 9th and 10th grades- to choose the stream they want to enroll at. Such streams involve: industrial, agricultural, house keeping and public health and safety streams (The Jordanian Ministry of Education, 2021).

The study's problem is shown below

What is the impact of VE curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan?

Objectives and questions

This study investigated the impact of VE curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan. To be more sceptic, the present study aimed to answer the questions listed below:

Q.1. What is the impact of VE curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan?

Q.2. Is there any significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (province or academic program)?

Significance

This article is significant due to the reasons below

1)- This article investigated the impact of vocational education curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education. It targets the following areas: (the objectives of the curricula, content, and teaching methods).

-The present study sheds a light on the significance of vocational education curricula in encouraging students to enroll in vocational and technical majors in technical colleges and universities in Jordan

This article offers recommendations, suggestions and solutions

Operational definitions

Technical education: It involves the process of providing people with technical and vocational education and developing their technical skills in specific areas.

Students: They are the students majoring in technical education in Al-Balqa Applied University.

The vocational education curricula: This expression refers to the books used for teaching vocational education in the educational stage preceding university education

The study's limits

The study's limits are listed below:

Spatial limits: This article targets three colleges that are affiliated with Al-Balqa Applied University. Those colleges are located in the Northern, Central and Southern provinces in Jordan

Temporal limits: This article was carried out during the year 2021

Human limits: This article targets a sample consisting of students majoring in technical education in Al-Balqa Applied University in Jordan

Previous studies

The studies that were reviewed are listed below:

Muhd et al (2020) investigated the relationships among pre-secondary school students' demographic data, knowledge possession, interest and motivation related to TVET stream. They investigated the relationship between informational methods and knowledge possession, interest and motivation of students towards receiving TVET. They adopted a quantitative approach and a descriptive one. The sample included sixty four (64) pre-secondary school students taking the TVET stream. They used a questionnaire. They concluded that the means of information delivery—e.g. peers, teachers, parents, and e-platforms - have a significant relationship for students to choose TVET. Thus, the promotion and strategy on empowering TVET is salient and developing a positive image on TVET shall encourage myriad stakeholders on the significance of TVET for society.

Obied & Kilani (2018) investigated the reasons behind showing reluctance by students towards receiving technical education in Palestine from their view. They explored whether there are differences between respondents' view which may be attributed to: the place of residence, family's monthly income, father's academic qualification, mother's academic qualification, and the engagement of a family member in technical education program. They designed a questionnaire that involves (20) paragraphs. The questionnaire targets (social, educational and economic) dimensions. The researchers used the random sampling method to select a sample consisting from (143) students. They found that the attitudes of students at the Technical College of Palestine Ramallah for Girls are moderate in all the dimensions. They found that there isn't any significant difference between respondents' attitudes – in all the dimensions - which can be attributed to the place of residence, the monthly income of the family, educational level of the father, and the enrollment of any family members in technical education. They found that there isn't any significant difference in the educational dimension due to the change in the educational level of the mother. They found that there is a significant difference that can be attributed to the educational level of the mother in the economic and social dimensions, for the favor of the holders of university degrees..

Gichuki et al (2017) investigated the attitudes of the members of the community towards vocational education. They explored the impact of such attitudes on students' enrollment in training related to youth polytechnics in Kiambu, Kenya. The population of the study involves all the community members living in Gatundu district. The purposive sampling method was used. The researchers used the interview method to obtain data. They used the content analysis method. They adopted a qualitative approach. They found that the members of the community have negative attitudes and poor image on youth polytechnics due to the low enrollment levels.

Ayub (2017) investigated the parental influence on students' decision to receive Technical Education & Vocational Training (TEVT). He explored the student's attitude towards receiving Technical Education and Vocational Training. He used a questionnaire. The sample consists from three hundred (300) students in

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Punjab. He found that parental influence has a statistical significant impact on on students' decision to receive Technical Education & Vocational Training (TEVT).

Okoye& Arimonu (2016) shed a light onseveral issues, and challenges related to (TVET) in Nigeria. They aimed to make suggestions for improving the quality of the delivered TVET. They found that technicians in along with the ones who graduated from technical education institutions should be remunerated in an adequate and equitable manner.

Hazaimah (2015) investigated the attitudes of teachers and students towards vocational education in the elementary stage. He aimed to explore the students' interests in receiving vocational education. He used a questionnaire. Questionnaire forms were passed to 24 VE male and female teachers. The researcher found that the4 primary topics play a crucial role in the development of students' interests in receiving vocational education (VE). Regarding the aids related toVE, the mean is (3.35) for the variable of VE teachers. Throughout the interviews analysis, it seemed that the values of the whole constructs/variables are approximate and convergent in comparison to the results of the questionnaires. The researcher concluded that no difference exists between the teachers in terms of attitudes which can be attributed to gender.

Al-Tuwaisi (2013) offered suggestions for improving the perceptions of the members of the society towards (TVET) from the view of experts in Jordan. The population consists from all the experts who are responsible for setting policies for delivering (TVET) in Jordan. The sample consists from 167 experts. The researcher used a questionnaire for collecting data. The reached suggestions are related to six (6) areas. Those areas involve: teaching methods and curricula and training, infrastructure, educational environment, regulations, media and telecommunication, awareness-raising programs in the vocational field, and collaboration between the bodies responsible for vocational education.

Halabi (2012) shed a light on the reality of (TVET)in Idleb, Syria. He adopted an analytical approach. He carried out a field investigation targeting the Technical and Vocational schools. The population consists from 400 male and female students. The sample involves two hundred (200) female and male schools. The researcher found that students choose to major in TVET without being convinced and having interests in it. He found that there is a lack of awareness about the significance of TVET. He found that the TVET curricula don't fit with the practical aspects of practicing crafts

Azubuikwe (2011) investigated the influential factors that affect the attitude of students towards TVET courses in secondary schools. He aimed to explore whether there is a difference between the respondents' attitudes which can be attributed to interest, gender, and the socio-economic status of the parents. He used a structured questionnaires for the data collection. The sample consists from 100 respondents. Those respondents were taking TVET courses in secondary schools. The researcher found that interest, gender, and parents' socio-economic status, the qualification of teachers affect the attitude of students towards TVET courses in secondary schools. He found that the guidance provided bycounselorsaffect the attitude of students towards TVET courses in secondary schools.

Ayroot (2010) investigated the degree to which vocational guidance is provided for tenth (10th) grade students in the schools in Amman from the view of those students. He aimed to explore whether gender, income and directorate have an impact on the respondents' attitudes. He created a questionnaire that consists from 31 items. The questionnaire targets seven (7) areas. The sample involvesfour hundred (400) female and male students. The questionnaire forms were passed to the members of the sample. The sample was chosen through the random stratified sampling method. The collected data was analyzed. Means and standard deviations were analyzed. The two-way analysis of variance was carried out. Sheffeh-test was carried out. The researcher found that the degree to which vocational guidance is provided by counselor and media for tenth (10th) grade students in the schools in Amman is ranked first from the view of those students. He found that there are significant differences – at the significance level of ($\alpha < 0.05$) – between the respondents' attitudes which can be attributed to gender, income, and directorate. The latter differences are for the favor of

the ones who income is less than 350 JDs. They are also for the favor of the ones who are enrolled in the schools affiliated with Amman Al-Oula directorate of education.

Abu Osbeh (2005) shed a light on the VE-related problems in secondary vocational schools in Palestine from the view of VE teachers and the students majoring in VE education. The sample consists from random stratified sampling technique. It involves 132 teachers and 479 students. The researcher found that the severity of the VE -related problems in secondary vocational schools in Palestine is high from the view of VE teachers (i.e. 72 %). The funding-related problems are ranked first (81 %). The problems related to teacher professional development are ranked second (61 %).

Comments on the aforementioned studies

Regarding the aforementioned studies, they address the significance of the VE curricula and their impact on students' vocational interests. Some of the aforementioned studies address the impact of the VE curricula, such as the ones carried out by: Gichuki et al (2017) Azubuike (2011) ; Obied & Kilani (2018).

Most of the aforementioned studies used the descriptive analytical approach. The aforementioned studies either used the questionnaire and interview method to collect data. Some of the aforementioned studies used a descriptive approach to review the relevant literature.

The present study is characterized with shedding a light on the impact of (VE) curricula on encouraging students to receive technical education from the view of the students majoring in technical education in Al-Balqa Applied University. It is characterized with targeting the following areas: (the objectives of the curricula, content, and teaching methods).

Methods:

The researcher of the present study adopted a descriptive analytical approach. That's because it is the most suitable approach. This approach is used for providing researchers with sensory description for things, items, phenomena and variables (Lawless and Heymann, 1999: 7)

Population

The population involves all the students majoring in technical education in Al-Balqa Applied University in Jordan

Sample

The researcher chose a random sample that was chosen from three colleges that which affiliated with Al-Balqa Applied University. Those colleges are located in the Northern, Central and Southern provinces in Jordan. They involve: (Al-Husson College in the North province, Zarqa College in the Central province and Karak College in the southern province). The sample involves one hundred fifty(150) female and male students. The researcher of the present study distributed the questionnaire forms by hand. All the reiterated forms are valid for statistical analysis. Data about respondents is shown below through table No. (1)

Table (1): Data about the members of the sample

Variable	Category	Frequency	Percent
Province	The Northern province	48	32.0
	The Central province	57	38.0
	The Southern province	45	30.0

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	Total	150	100.0
Academic program	Diploma	89	59.0
	Training Diploma	61	41.0
	Total	150	100.0

The study's instrument

The researcher investigated the impact of VE curricula on encouraging students to receive technical education from the view of the students majoring in technical education in Al-Balqa Applied University. He developed a two-part questionnaire. Part one aims to collect demographic data (i.e. province, and academic program). Part two aims to collect data about the study's areas. Those areas are: (the objectives of the curricula, content, and teaching methods).

The five point Likert scale was used to rate each item. It consists from the following rating categories:

To a very great extent

To a great extent

To a moderate extent

To a little extent

To a very little extent

Those categories stand for the following scores respectively: 5, 4, 3, 2 and 1

Validity

The researcher of the present study assessed the validity of the questionnaire through passing it to three experts to assess it in terms of language, clarity and relevancy to goals. Those experts work in public Jordanian universities. Some of them are specialized in educational sciences. Some of them are specialized in VE. All the experts add that the questionnaire is clear and free from language mistakes. They add that all the items are connected to the study's goals. They made several recommendations that were taken into consideration.

Reliability:

To measure the reliability, the researcher calculated the value of Cronbach alpha coefficient. This value is 0.873. It's classified as a high value. Thus, the reliability of the instrument is high.

Methods for statistical analysis

To reach a conclusion, SPSS was used. In addition, the researcher of the present study used a set of statistical methods. Those methods involve the ones listed below:

-Frequencies, and percentages: they are used for presenting information about the characteristics of the respondents.

-Means and standard deviation: They are used for presenting information about the attitudes of the respondents.

-Cronbach alpha coefficient value: It is used for presenting information about the reliability of questionnaire

-The multivariate analysis of variance

The following criteria were used to classify means:

2.33 – 1.00: Low

2.34 – 3.67: Moderate

3.68 – 5.00: High

Results

Results related to the study’s first question:

Q.1. What is the impact of VE curricula on encouraging students to receive technical education from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan?

To offer an answer, means and standard deviations are calculated for all the areas targeted in this article (i.e. the objectives of the curricula, content, and teaching methods). They are presented in table No. (2) below:

Table (2): Means and standard deviations of the areas targeted in this article

No	Variables	M	S.D	Rank	Degree
2	Content	3.25	0.78	1	Moderate
1	The objectives of the curricula	3.17	0.96	2	Moderate
3	Teaching Methods	2.88	0.97	3	Moderate
	Total	3.01	0.96		Moderate

Based on table (2), the researcher of the present study found that the attitudes of the respondents towards the impact of VE curricula on encouraging students to receive technical education are moderate. That is because the relevant mean is 3.01. The total standard deviation is 0.96. The researcher of the present study found that the impact of VE curricula on encouraging students to receive technical education is moderate from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan.

In terms of content, it is ranked first, because the relevant mean is 3.25. This mean is moderate. The objectives of the curricula are ranked second, because the relevant mean is 3.17. This mean is moderate. The teaching methods are ranked third, because the relevant mean is 2.88. This mean is moderate.

The latter result could be attributed to the significant role of VE curricula in encouraging students to receive technical education. The VE curricula play a significant role in identifying the vocational capabilities of students. To be specific, (the objectives of the curricula, content, and teaching methods) contribute to determining the professional future of secondary students. They allow students to identify their academic interests after finishing the secondary school. Such interests may involve enrolling in the training diploma that is provided by colleges and universities for one year. They may involve the technical diploma program that is provided by the colleges affiliated with Al-Balqa Applied University.

Means and standard deviations are used for analysing the attitudes of respondents in a detailed manner as it is shown below:

The first area: The objectives of the curricula

Means and standard deviations are calculated for analysing the attitudes of the respondents in the (objectives of the curricula) area. They are displayed in table No. (3) below

Table (3): Means and standard deviations are calculated for analysing the attitudes of the respondents in the (objectives of the curricula) area.

No	Statements	M	S.D	Rank	Degree
3	The objectives of the vocational education curricula are clear	3.33	0.91	1	Moderate
4	The objectives of the vocational education curriculum include directing students to study technical specializations	3.31	0.79	2	Moderate
5	The objectives of the vocational education curriculum are commensurate with the reality of vocational education	3.07	0.86	3	Moderate
1	The objectives of the vocational education curriculum include	2.96	0.93	4	Moderate

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	encouraging students towards professional fields				
2	The objectives of the vocational education curricula are commensurate with the curricula for other subjects	2.85	1.03	5	Moderate
	Total	3.17	0.96		Moderate

Based on the table shown above, the overall mean is 3.17 which is classified as moderate. Statement No. (3) involves the following statement: (The objectives of the vocational education curricula are clear). The mean of the latter statement is 3.33 which is classified as moderate and ranked first. Statement No. (3) involves the following statement: (The objectives of the vocational education curricula are commensurate with the curricula for other subjects). The mean of the latter statement is 2.85 which is classified as moderate and ranked last.

The latter result could be attributed to the fact that the objectives of the VE curricula are clear objectives that involve developing the students' vocational skills and encouraging them to receive vocational and technical education. According to the Jordanian Ministry of Education, the VE curricula aims at identifying and developing the vocational interests and capabilities of students during the basic educational stage. According to the Jordanian Ministry of Education, the VE curricula aims at enabling students to choose the future profession in a manner that fits with the VE objectives

Second area: Content

Means and standard deviations are calculated for analysing the attitudes of the respondents in the (content) area. They are displayed in table No. (4) below

Table (4): Means and standard deviations are calculated for analysing the attitudes of the respondents in the (content) area.

No	Statements	M	S.D	Rank	Degree
7	The content of the vocational education curriculum is interesting and useful	3.31	1.09	1	Moderate
9	I benefited greatly from the content of the vocational education curriculum in determining my future studies	3.30	0.79	2	Moderate
6	The content of the vocational education curriculum is commensurate with the abilities of the students	3.24	0.97	3	Moderate
10	The vocational education curriculum includes all areas	3.01	1.06	4	Moderate
8	The content of the vocational education curriculum is comprehensive and varied	3.00	1.11	5	Moderate
	Total	3.25	0.78		Moderate

Based on the table shown above, the overall mean is 3.25 which is classified as moderate. Statement No. (7) involves the following statement: (The content of the vocational education curriculum is interesting and useful). The mean of the latter statement is 3.31 which is classified as moderate and ranked first. Statement No. (8) involves the following statement: (The content of the vocational education curriculum is comprehensive and varied). The mean of the latter statement is 3.00 which is classified as moderate and ranked last.

The latter result could be attributed to the fact that the content of VE curricula plays a major role in encouraging students to receive technical education. It could be attributed to the fact that the content of VE curricula enables students to identify their vocational and technical skills. It could be attributed to the fact that the content of VE curricula is characterized with being comprehensive and shedding a light on numerous vocational topics that fit with the capabilities of students

The third area: The teaching methods:

Means and standard deviations are calculated for analysing the attitudes of the respondents in the (teaching methods) area. They are displayed in table No. (5) below

Table (5): Means and standard deviations are calculated for analysing the attitudes of the respondents in the (teaching methods) area.

No	Statements	M	S.D	Rank	Degree
11	The teaching methods in the vocational education course are interactive	3.11	0.95	1	Moderate
14	Teachers use a variety of teaching methods	3.02	1.06	2	Moderate
12	Teaching methods are compatible with the contents of the vocational education curriculum	2.95	0.78	3	Moderate
15	Teachers do not rely on one teaching method	2.80	0.91	4	Moderate
13	The teaching methods provide the student with much knowledge about vocational and technical education	2.78	0.67	5	Moderate
	Total	2.88	0.97		Moderate

Based on the table shown above, the overall mean is 2.88 which is classified as moderate. Statement No. (11) involves the following statement: (The teaching methods in the vocational education course are interactive). The mean of the latter statement is 3.11 which is classified as moderate and ranked first. Statement No. (13) involves the following statement: (The teaching methods provide the student with much knowledge about vocational and technical education). The mean of the latter statement is 2.78 which is classified as moderate and ranked last.

The latter result could be attributed to the fact that the VE teaching methods differ from the teaching methods used in other courses. To illustrate more, the teaching methods used in the VE courses are interactive. They also require having practical application in order for students to understand the material in the VE course. Such methods shall contribute to encouraging students to receive technical education.

Results related to the study’s second question

Q.2. Is there any statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents’ attitudes towards the aforementioned impact which can be attributed to the respondents’ (province or academic program)?

To explore the respondents’ attitudes towards the aforementioned impact in accordance with their province or academic program, means and standard deviations are calculated. They are presented in table (6) below:

Table (6): Means and standard deviations to explore the respondents’ attitudes towards the aforementioned impact in accordance with their province or academic program

Variable	Category	No	M	S.D
province	Northern province	48	3.15	0.871
	The Central province	57	3.21	0.914
	The Southern province	45	2.35	0.914
Academic program	Diploma	89	3.11	0.591
	Training Diploma	61	3.22	1.011

Based on the table shown above, it appears that there are differences between the respondents’ attitudes towards the aforementioned impact which can be attributed to their province or academic program. To identify whether those differences are significant or not, the multivariate analysis of variance was carried out. The results of the latter analysis are presented in table (7) below:

Table 7. The results of the multivariate analysis of variance to identify whether the differences between

the respondents' attitudes are significant or not

Source	Sum of Squares	Df	Mean Square	F	Sig. *
Province	0.864	1	0.864	0.607	0.023
Academic Program	0.186	1	0.186	0.112	0.131
Error	87.015	147	0.532		
Total	1856.033	150			

Based on the table shown above, it was concluded that there isn't any statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (academic program). However, it was concluded that there is a statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (province). That is because the significance value is 0.023 which is statistically significant.

To identify the ones that the province-related difference is for their favor, Sheffeh test was carried out. The results of the latter test is shown in table (8) below

Table 8. The results of Scheffe Test to identify the ones that the province-related difference is for their favor

	Category	Mean	Sig
The Northern Province	The Central Province	-.47344	.363
	The Southern Province	-.82764	.213
The Central Province	The Northern Province	.72930(*)	.198
	The Southern Province	-.04414	.566
The Southern Province	The Northern Province	-1.215(*)	.029
	The Central Province	.48764	.235

Based on the table shown above, it was concluded that there is a statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (province). The latter difference is for the favor of the ones residing in the Northern Province in Jordan.

The latter result could be attributed to having differences between students in terms of the ambitions connected to their professional future. It indicates that the students in the Northern Province have more interests in receiving vocational and technical education than the students in the other provinces.

CONCLUSION

The researcher found that the impact of VE curricula on encouraging students to receive technical education is moderate from the perspective of the students majoring in technical education in Al-Balqa Applied University in Jordan. That indicates that the effectiveness of the VE curricula in meeting their intended goals is moderate. The researcher concluded that there isn't any statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (academic program). He found that there is a statistically significant difference - at the statistical significance level of ($\alpha=0.05$)- between the respondents' attitudes towards the aforementioned impact which can be attributed to the respondents' (province). The latter difference is for the favor of the ones residing in the Northern Province in Jordan.

RECOMMENDATIONS

The researcher recommends:

- 1)- Making changes to the objectives of the curricula in a periodical manner in order to fit with the current socio-economic reality
- 2)- Ensuring that the VE curricula address a variety of topics in a manner that fits with the capabilities and interests of students