

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, 2019, Especial N°

20

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Vocational Education in the Irbid Governorate of Education: The Competency of School

Hani Yousef Jarrah^{1*}

¹Al Ain University of Science and Technology, UAE
haljarrah@bk.ru

Kholoud Subhi Yaghmour²

²Balqa applied university, Jordan
kholoud@lycos.com

Abstract

The study aimed to identify the competencies expected to be acquired by the graduates of the higher level of basic education during studying the vocational education subject from the perspective of male and female teachers at the directorates of education in Irbid Governorate via the analytical, descriptive method using a questionnaire consisting of (24) items. As a result, the arithmetic means of the field the competencies of the functional dimension as a whole was (3.66) by a moderate degree. In conclusion, the highest score was in acquiring the skills of dealing with various personal tests qualifying for the job (4.25).

Keywords: Competencies, basic education, vocational, teachers.

Educación vocacional en la gobernación de Irbid de la educación: La competencia de la escuela

Resumen

El objetivo del estudio fue identificar las competencias que se espera que adquieran los graduados del nivel más alto de educación básica durante el estudio de la asignatura de educación vocacional desde la perspectiva de maestros y maestras en las direcciones de

educación de la Gobernación de Irbid a través del método analítico y descriptivo utilizando un cuestionario que consta de (24) ítems. Como resultado, las medias aritméticas del campo de las competencias de la dimensión funcional en su conjunto fueron (3.66) en un grado moderado. En conclusión, el puntaje más alto fue en la adquisición de las habilidades para manejar varias pruebas personales que califican para el trabajo (4.25).

Palabras clave: Competencias, educación básica, vocacional, docentes.

1. INTRODUCTION

Technical and vocational education and skills development are becoming increasingly important policy issues in developing countries. Vocational programs vary between countries and the difference is significant. This variation is striking, especially at the secondary level. The share of individuals completing a general secondary education ranges from under five percent in the Czech Republic to 72 percent in Italy. Most European countries heavily emphasize vocational programs at the secondary level, with less than one-third completing a general secondary education, while Chile reports a majority completing a general secondary education (Hanushek et al., 2016).

Regarding to the vocational preparation, there was a focus on granting the student/ teacher with high experience enabling him to play his role successfully in terms of identifying and assessing the overall educational objectives, realizing the modern techniques in education, the ability to absorb and apply education strategies, having administrative skills related to the management of the educational and

learning process, and linking between the curricula of the preparation and philosophy of the teacher and the overall objectives of the education in general and the educational stages in which the student/teacher will work at, to understand the message of that stage, and help him acquire the best performance in planning, teaching and evaluation.

Locke states that the vocational education does not only aim to regulate the country's economy through using the vocational guidance or through the people's adaptation with the material and the business but it also aims to establish a harmony between the man and his profession, and between the man and his function (Alhazemi, 2000).

Alzawahreh & Shdeifat (2016) aimed to identify the relation between the trend towards the industrial education and the level of ambition among the students of the secondary stage in Zarqa Governorate in light of some variables: the level of education and the academic level; the study sample consisted of (160) students and the researchers used the scale of trend toward the industrial education as well as the scale of the level of ambition. The results of the study concluded the existence of a relationship between the trend toward the industrial education and the level of ambition among the secondary stage students in Zarqa, the existence of significant differences in the relationship between them due to the variable of the educational level of parents in favor of the level of primary education.

The results of the study revealed that the total arithmetic mean of the degree of practicing the competencies related to the Knowledge

Economy by the teachers of the vocational education was (3.92) and the standard deviation was (0.37); this mean refers to a high practice, the fact that the number of the teachers' practices in the areas of efficiency was as follows: the field of (social relations, teaching strategies, planning and objectives, evaluation strategies and its developed tools, and vocational growth), there were no statistically significant differences due to the variable of gender on assessing the degree of the vocational competence for the teachers of vocational education in the knowledge economy, the presence of statistically significant differences due to the variable of the academic qualification in favor of the graduate studies, and the presence of statistically significant differences due to the variable of experience for the benefit of (five years or more).

Alsani (2016) conducted a study that aimed at identifying the degree of practicing the competencies of the knowledge economy by the teachers of vocational education as seen by the educational supervisors in Jordan. The results also showed that there were no statistically significant differences due to the impact of the academic qualification of the supervisor on estimating the degree of practicing the competencies of the knowledge economy by the teachers.

Albadou (2013) aimed to assess the vocational education curricula for the graduates of the higher level of basic education from the perspective of the vocational education teachers in the schools of the capital governorate. The results of the study showed no statistically significant differences in the fields of the study due to the variable of

gender, statistically significant differences in the fields of the study due to the variable of specialty in favor of the vocational education, no statistically significant differences in the fields of the study due to the variable of experience, and no statistically significant differences on the fields of assessing the vocational education curricula for the higher level of the basic education as a whole due to the study variables.

Alzamil (2012) aimed to examine the reality of the practical training material in the vocational schools and its requirements for development. The questionnaire represented the study tool and its validity and reliability were verified. The results of the study concluded that more than (50%) of the specialists supervising the practical training material for students suggest three main suggestions to get developed levels for the material.

This also includes the establishment of production workshops in every school to invest the training productive projects and distribute their material and moral incentives to the participating supervisors, teachers and students; such suggestion obtained (72%) of the votes. Furthermore, openness to the outside world is done through the introduction of teachers (trainers) in specialized training subjects inside and outside Iraq to benefit from the developed experiences that this suggestion obtained (52%) of the votes (Indriastuti, 2019; Kosari, 2018; Sears, 2018).

Alsani (2016) aimed to identify the trends of the students in the secondary stage in Gaza towards vocational education. The study

sample consisted of (123) male and female students. The study results revealed the presence of a relationship between the trends of students, interests and the vocational awareness, the presence of differences in the trend in favor of the students who were aware of the importance of the vocational learning, and the absence of the significant differences in the trend towards the variable of gender (Soo et al., 2019; Fitriani & Suryadi, 2019).

1.2. Study Objectives

The study aimed to identify the competencies expected to be acquired by the graduates of the higher level of basic education during studying the vocational education subject from the perspective of male and female teachers in the Directorates of Education in the Governorate of Irbid and identify the impact of the independent variables for the variable of gender, the number of years of experience or interaction between them? This study will answer the following questions:

- What are the competencies expected to be acquired by the graduates of the higher level of basic education during studying the vocational education subject from the perspective of male and female teachers in the Directorates of Education in the Governorate of Irbid?

- Are there statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the

estimates of the members of the study sample on every dimension of the scale of the competencies expected to be acquired by the graduates of the higher level of basic education during studying the vocational education subject as a whole due to the variable of gender, number of years of experience or the interaction between them?

1.3. Study Importance

The importance of the study lies in:

- Providing the communities in the appropriate labor forces to apply many kinds of professions.

- Supporting the economic and social growth in countries due to the fact that vocational education is one of the factors contributing to the development of the structure of the community.

- Strengthening the positive view towards professions, and the need for applying the vocational education, educating people in its benefits, and role in promoting the growth and development of the society.

- Contributing to training students to apply some of the practical experiences, such as the experience of the cultivation of many types of agricultural crops.

- Helping students in developing their personal skills in a way that suits their academic level.

- It is expected that this study gives a real and honest picture for the role played by the student to improve the performance and the job and identify the points of strengths and weaknesses.

- It is expected that the current study would enable educational decision-makers in the Ministry of Education to take the best ways to develop the competencies of the students of higher level of basic education.

- It is expected that this study would explore the needs of the students to continue their education or head towards the labor market.

1.4. Study Limitations

The study is limited to:

- The teachers of the basic stage of 2017/2018 in the Directorates of Education in the Governorate of Irbid who are studying the vocational education subject.

- The search tool consisted of (24) items distributed to the following three fields: the competencies of the functional dimension,

the competencies of the informational and technical dimension, and the competencies of the personal dimension.

- The findings of this study reflect the time of conducting it.

- This study is limited to the tool prepared by the researcher; therefore, circulating the results would be restricted to the tool used, which depend on the questionnaire.

- The competencies expected to be acquired by the graduate of the higher level of the basic stage during his study of the vocational education from the perspective of male and the female teachers in the Directorates of Education in the Governorate of Irbid.

2. METHODOLOGY

The researchers adopted the descriptive, analytical approach using the study tool. The study sample consisted of the members of the study community of (383) male and female teachers in the Directorates of Education in the Governorate of Irbid, who were randomly selected. Table (1) shows the distribution of the sample members according to the personal and demographic variables.

Table 1: Distribution of the study sample according to the personal and demographic variables

Variable	Category	frequency	Percentage
Gender	Male	173	45.2
	Female	210	54.8
	Total	383	100.0

Table (1) shows:

- As for the variable of gender, it is evident that the females had the highest frequency of (210) by a percent of (54.8%), while the males had the least frequency of (173) by (45.2%). The researchers prepared this scale and its items by referring to the literature and the previous studies concerning the competencies related to the vocational education of students. The scale consisted of (32) items of Likert consisting of five answers: strongly agree, agree, neutral, disagree and strongly disagree. The study tools were verified in terms of the language, clarity, comprehensiveness and appropriateness of the item to the part to which it belongs. In the light of the perspectives, observations and suggestions of the trustees, some items were modified and deleted and some other new items were added; such procedures were sufficient for the validity of the study tool.

To extract the reliability of the study tool, Cronbach alpha, the equation of the tool validity, was applied on all the fields of the study and the tool as a whole for the sample which consisted of (50) male and female teachers of the directorate of education in Irbid, table (2) explains this.

Table 2: Cronbach Alpha coefficients for the study fields and the tool as a whole

Number	Field	Number of items	Reliability coefficient
1	functional dimension competencies	12	0.75
2	technical and informational dimension competency	5	0.68
3	personal dimension competencies	7	0.69
All the items of the questionnaire		24	0.88

Table (2) shows that the Cronbach Alpha coefficients for the study fields ranged (0.68-0.75), the Cronbach Alpha coefficient for the tool as a whole was (0.88) and all the reliability coefficients were high and acceptable for the purposes of the study. In its final status, the questionnaire consisted of (24) items and the researcher used Likert fifth scale to measure the perspectives of the members of the study sample consisting of: very strong (5), strong (4), moderate (3), weak (2), and very weak (1), by ticking the answer that reflects the degree of consent as well as the following classification to verify the arithmetic means:

- Less than 2.33 low.
- From 2.34-3.66 moderate.
- From 3.67- 5.00 high.

The study included the following dependent and independent variables:

- The independent variables: Gender, which has two categories (male, female).
- The dependent variables: it included the competencies expected to be possessed by the graduate from the higher level of the basic stage during studying the vocational education subject from the

perspective of male and female teachers in the Directorates of Education in the Governorate of Irbid.

The study tool was prepared and its validity and reliability were verified. The Directorate of Education approved the application of the tool; (390) questionnaires were distributed to the study members out of which (383) were retrieved. When examining the questionnaires, the researcher noted that (383) questionnaires were subject to the statistical analysis. The responses of teachers were computerized and the statistical analyses were conducted using the statistical program (SPSS). To answer the questions of the study, the researchers used the following statistical processors through the (SPSS); the frequencies, percentages of the personal and functional variables of the study sample, arithmetic means, standard deviations for the answers of the study sample on all the fields of the study tool, and the Independent-Sample T. Test.

3. RESULTS AND DISCUSSION

The study results of the first question, which states what are the competencies expected to be possessed by the graduates of a higher level of the basic stage during examining the vocational education from the perspective of male and female teachers in the Directorates of Education in the Governorate of Irbid? To answer this question, the researchers calculated the arithmetic means and the standard deviations

of the items of the fields and the field as a whole; the table below illustrates this.

3.1. The first area: the competencies of the functional dimension

Table 3: The arithmetic means and the standard deviations for the items of the field and the field of the competencies of the functional dimension as a whole (n=383)

No.	Item	arithmetic mean	standard deviation	Rank	degree
1	Acquiring the work culture through understanding the requirements of the job world.	4.14	0.74	2	high
2	Interaction with the work groups successfully.	4.14	0.78	2	high
3	Applying the work values, laws, ethics and behaviors.	3.93	0.87	5	high
4	Efficiently writing the CV in a scientific, proper way	3.82	0.88	7	high
5	Ability to make personal interviews.	3.97	1.02	4	high
6	Acquiring the skills of dealing with various personal tests qualifying for the job.	4.25	0.84	1	high
7	Acquiring positive attitudes toward love for work	3.92	0.99	6	high
8	Identifying the job fields in the Jordanian society.	3.68	1.02	8	high
9	Preparing a complete work plan for a certain project.	2.65	1.35	12	moderate
10	Mastering writing the technical reports on the job and their results.	3.44	0.99	9	moderate
11	Awareness of the methods of dealing with the different pressures of the job through scientific techniques.	2.92	1.34	11	moderate
12	Mastering filling the different models in proper way.	3.09	0.89	10	moderate
The field of the competencies of the functional dimension		3.66	0.52	-	moderate

Table (3) shows that the arithmetic means ranged between (2.92-4.25) where item (6), which states Acquiring the skills of dealing with various personal tests qualifying for the job was in the first rank by an arithmetic mean of (4.25) by a high degree whereas item (11) stating awareness of the methods of dealing with the different pressures of the job through scientific techniques had the last rank with an arithmetic mean of (2.92) by a moderate degree; the arithmetic mean for the field of the competencies of the functional dimension as a whole was (3.66) by a moderate degree.

Alsaqri and Albarashdieh (2015) indicated that the family and social factors that may affect the students positively or negatively during taking his vocational decision including the profession of the parents, the cultural and economic level of the student's family, the community's look towards the profession he desires, the economic output of the profession, and the market's need for it. This study is consistent with Alzamil (2012), which examined the trends of secondary school students towards the technical and vocational training in the light of the economic and social changes.

3.2. The second field: competencies of the technical and informational dimension

Table 4: The arithmetic means and standard deviations for the items of the field and the field of the competencies of the technical and informational dimension as a whole (n=383)

No.	Item	arithmetic mean	standard deviation	Rank	degree
1	Employing the technique to get access to the knowledge in a scientific manner serving the religion and nation.	4.16	1.08	3	high
2	Activating the use of technology as a source of search for the appropriate career according to the qualifications and experience.	3.62	1.05	4	Moderate
3	Proficiency in the employment of the research skills and dealing with the Internet to identify the fields and trends of the job in the Jordanian society.	4.27	0.60	1	high
4	Using the social networking websites to discuss issues related to their work.	4.22	0.75	2	high
5	Communicating with students and colleagues by email.	3.42	0.85	5	moderate
Field competencies of the technical and informational dimension as a whole		3.94	0.58	-	high

Table (4) shows that the arithmetic means ranged between (3.42-4.27) where item (3), which states proficiency in the employment of the research skills and dealing with the Internet to identify the fields and trends of the job in the Jordanian society, was in the first rank by an arithmetic mean of (4.27) by a high degree and item (5), which states communicating with students and colleagues by email, was in the last rank by an arithmetic mean of (3.42) by a moderate degree; the

arithmetic mean for the filed competencies of the technical and informational dimension as a whole was (3.94) by a high degree.

3.3. The third field: the competencies of the personal dimension

Table 5: The arithmetic means and the standard deviations of the items of the field and the field competencies of the personal dimension as a whole (n=383)

No.	item	arithmetic mean	standard deviation	Rank	degree
1	Cooperation with others to achieve the objectives of the work group.	3.64	0.93	6	moderate
2	Mastering the skills of social interaction and communication.	4.09	0.94	2	high
3	Possessing different thinking skills, especially with regards to the technical thinking	3.57	0.88	7	moderate
4	Acquiring the self-development culture and skills.	3.71	0.90	5	high
5	Possessing the skills required for improving the job qualifications.	4.16	0.74	1	high
6	Taking responsibility for the work assigned.	3.77	0.88	4	high
7	possessing the skills of changing roles in the practical life	4.03	0.82	3	high
The field of the competencies of the personal dimension as a whole		3.85	0.51	-	high

Table (5) shows that the arithmetic means ranged between (3.57-4.16) where item (5), which stated Possessing the skills required

for improving the job qualifications was in the first rank by an arithmetic mean of (4.16) by a high degree and item (3), which stated having different thinking skills, especially with regard to the technical thinking had the last rank by an arithmetic mean of (3.57) by a moderate degree. The arithmetic means for the field of the competencies of the personal dimension as a whole was (3.85) by a high degree. The researchers attributed this result to the education of the parents that in the first years of life, their personalities and brains are formed taking the path of their parents.

The study results related to the second question, which states: Are there statistically significant differences at the level of the statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the members of the study sample regarding each dimension of the scale of the competencies expected to be possessed by the graduate of the higher level of the basic stage during studying the vocational education as a whole due to the variable of gender? To answer this question, (Independent - Sample T. Test) was used according to the variable of gender to detect the differences for each dimension of the scale of the competencies expected to be acquired by the graduate of the higher level of the basic education during studying the vocational education; the tables below show that.

Table 6: The results of the (Independent - Sample T. Test)

Field	gender	number	arithmetic mean	standard deviation	value of "t"	statistical significance
functional dimension competencies technical and informational dimension competency	Male	173	3.69	0.51	0.951	0.342
	female	210	3.64	0.52		
personal dimension competencies functional dimension competencies	Male	173	3.97	0.60	1.005	0.316
	female	210	3.91	0.57		
technical and informational dimension competency	Male	173	3.90	0.51	1.452	0.147
	female	210	3.82	0.51		
Tool as a whole	Male	173	3.81	0.48	1.223	0.222
	female	210	3.75	0.47		

Table (6) shows:

There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in every dimension of the scale of the competencies expected to be acquired by the graduate of the higher level of basic education during studying the vocational education depending on the variable of gender where the value of "F" did not reach the level of statistical significance. This result can be interpreted by the fact that both males and females had the same thinking regarding the vocational option since they learned the same knowledge and skills at school and that there is no difference among the curricula

for them. This study is consistent with Alsani (2016), which indicated no significant differences attributable to gender. The study is inconsistent with (Albadou, 2013).

4. CONCLUSION

The highest score was in acquiring the skills of dealing with various personal tests qualifying for the job (4.25), whereas the lower score was in the awareness of the methods of dealing with the different pressures of the job through scientific techniques (2.92). Vocational education is crucial to proficiency in the employment of the research skills and dealing with the Internet to identify the fields and trends of the job in the Jordanian society.

There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in every dimension of the scale of the competencies expected to be acquired by the graduate of the higher level of basic education during studying vocational education. The study recommended the following points: Providing schools with everything new on vocational education and informing students with them in the form of leaflets distributed to them. Adding topics on the future look for the job in the subjects of vocational education. Conducting further studies on the vocational education subject and at various levels such as the secondary level and the technical colleges.

REFERENCES

- ALBADOU, I. 2013. **The assessment of the vocational education curricula for the higher level of basic education from the perspective of the vocational education teachers in the schools of the capital governorate.** Studies: Educational Science. Vol. 40, N^o 2: 619-633. UK.
- ALHAZEMI, K. 2000. **The basics of the Islamic Education.** World of Books house. Riyadh. Saudi Arabia.
- ALSANI, H. 2016. **The degree of practicing the competencies of the knowledge economy by the teachers of the vocational education in the State of Kuwait.** Unpublished Master Thesis. Al-Albait University. Jordan.
- ALSAQRI, M., & ALBARASHDIEYEH, H. 2015. **The Factors affecting the decision of vocational decision among the students of the 10th grade in the governorate of South Batinah.** The Journal of arts and social sciences. Vol. 2, N^o 8: 15-31. Pakistan.
- ALZAMIL, M. 2012. **The trends of the secondary stage students towards the technical and vocational training.** Journal of the Educational Sciences and Islamic studies in the faculty of education at king Soud University. Vol. 25, N^o 23: 986-925. Saudi Arabia.
- ALZAWAHREH, M., & SHDEFAT, S. 2016. **The trend towards the industrial education and its relationship to the level of ambition among the secondary stage students in the governorate of Al-Zarqa'a, Jerusalem Open University.** Journal of educational and psychological research and studies. Vol. 4, N^o 14: 173- 198. USA.
- FITRIANI, N., & SURYADI, I. 2019. **A review study on online psycho-education for the bipolar disorder patient and their caregivers.** Humanities & Social Sciences Reviews. Vol. 6, N^o 2: 84-89. <https://doi.org/10.18510/hssr.2018.6210>. India.
- HANUSHEK, E., SCHWERDT, G., WOESSMANN, L., & ZHANG, L. 2016. **General Education, Vocational Education, and Labor-Market Outcomes over the Lifecycle.** Journal of Human Resources. Vol. 52, N^o 1: 48–87. USA.

- INDRIASTUTI, H. 2019. **Entrepreneurial inattentiveness, relational capabilities and value co-creation to enhance marketing performance.** Giap journals. Vol 7. N^o 3. India.
- KOSARI, M. 2018. **The composition of the board of directors and the structure of capital in banks in the Tehran Stock Exchange.** UCT Journal of Management and Accounting Studies. Vol 6. N^o 4. Iran.
- SEARS, R. 2018. **The Implications of a Pacing Guide on the Development of Students Ability to Prove in Geometry.** International Electronic Journal of Mathematics Education. Vol 13. N^o 3. pp. 171-183. UK.
- SOO, M., SHELBY, R., & JOHNSON, K. 2019. **Optimizing the patient experience during breast biopsy.** Journal of Breast Imaging. wbz001, <https://doi.org/10.1093/jbi/wbz001>. UK.



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, Especial N° 20, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve