

The Impact of a Training Program - Which is Based on Developing Vocational Skills - Upon Changing the Orientations of Female Students towards Vocations

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Abstract

The present research was conducted to identify the impact of a training program which is based on developing vocational skills upon changing the orientations of female students towards vocations. In order to answer the study's questions and to test the study's hypotheses, the researchers built constructed (42) vocational skills. The researchers have also adopted a scale for female students' orientations towards vocations. The validity and reliability that concerns the study's instrument were both checked. The study's sample consisted of (70) female students from the tenth grade. The female students were subjected to a prior scale to measure the vocational orientations. The study's results indicated that the female students' orientations - on the prior scale - were negative orientations towards (industrial, agricultural, business, hotel, and nursing) vocations, and the arithmetic mean was (2.18). There was a positive orientation towards the field of (home economics) and the arithmetic mean was (3.70). Female students were taught the vocational skills which were constructed. After that, the scale of orientations towards vocations was applied. The study concluded that the orientations of female students towards vocations changed to turn out positive orientations. For instance, the arithmetic mean of vocations in various vocational fields (such as Industrial, agricultural, business, hotel, nursing, and home economics) was (4.55). The study also concluded that female students did not have a sufficient vocational knowledge and awareness towards learning vocations before teaching them (42) vocational skills. In the light of the study's results, the study concluded a group of recommendations.

Keywords: Vocational Skills, Negative Orientations, Towards Vocations.

They study's introduction and its theoretical background

The educational stage which one goes through is considered as a crucial and sensitive stage of one's like. For instance, through this stage, the individual will be enabled to form his orientations towards the issues of his life, including the orientations towards vocations. There is no doubt, that having a positive orientation towards life issues and towards vocations would help one in fulfilling his desires and ambitions. It is the obligation of modern educational sciences to help students in identifying their interests, and potentials. That can't be done without the involvement of experts and specialists, along with concentrating on involving the student in performing works with his own hands (Mahasheh, 2012 ; Melhem, 2001).

Faraj, et al (1999) have defined the orientation as being the attitude which one takes or the response which he shows towards a certain issue or a particular case, either in approval or disapproval, and as a result of going through experiences that concern the same issue or case. Nashwan (2011) has also defined orientation as an emotional attitude that is characterized by approval or disapproval for issues, matters or cases. He also believed that individual can't construct this attitude without going through an experience that includes adequate knowledge about the same issue or case that is in concern (Hassan,2004;Melhem, 2001).

Orientations are constructed and developed within the individual as a result of interaction between the individual and his environment. Environment -which is the environment that the student lives in - represents one of the primary sources through which individuals participate in. Environment also consists of various point of views which are held by adults at home, school or other places. This environment represents the source of orientations which one absorbs most of the time unconsciously, such as objectivity, accuracy, and loyalty to truth. In addition, the group, places of worships, media, experiences, experiments, and cultural and social effectors in the local community which one lives in play significant roles in constructing, developing and changing the orientations. In addition, actual direct operations can develop positive or negative orientations, as a result of these operations which they conduct during their studying to a certain issue or problem. In addition, when an individual goes through experiences and situations that give him the feelings of satisfaction, fulfillment and happiness, then these experiences and situations will develop positive orientations towards the content of these experiences. These experiences might be shocking and have a deep impact. For instance, some orientations might be constructed suddenly in the highly emotional cases and situations. In addition, when the system impose its rules in school and other places - then, it's generating orientations towards these rules. In addition, the various cultural factors generate orientations too (Al-Zyood et al, 1989).

The students' motives and orientations towards the academic specialty they want to join have varied. As

these orientations are influenced by various factors, whether their source was from inside or outside the educational institution. Thus, investigating orientations and measuring them will always be considered as the most important requirement and necessity for interpreting the human behavior, and predicting its positive and negative possibilities that shall remain on the reality of the society. Thus, we will be able to plan for facing the effectors which construct the negative orientations (Khaza and Momani, 2010). (Zhang, 2007) has stated that orientations help the individual in identifying his interests, abilities, and potentials. Thus, orientations will work as motives which direct and prepare one's behavior and it will help in predicting his behavior too. (Newcomb, et al) believe that orientation – from a cognitive point of view - represents a structure of knowledges which have positive or negative correlations. As for the motives' point of view, it represents a state of being ready to provoke the motive. The person's orientation towards a certain issue represents his readiness to provoke his motives in what concerns the issue (Nashwan, 2001).

Orientations are considered as acquired and learnt things aren't inherited. They also include a certain relationship between the individual, thing or situation in the environment. Orientations are various and divers within the same individual, in accordance with the various situations. Orientations are characterized by relative constancy and continuation, but they can be modified under certain conditions. It is dominated by the characteristic of subjectivity rather than objectivity. Orientation may be public or private. It also differs in the degree of its strength and weakness, in what concerns approval or disapproval. Thus, orientations can be classified into three patterns. The first pattern is positive orientations, which are represented in the individual's acceptance for a certain situation or certain something. The second pattern is negative orientations, which are represented in the individual's rejection for a certain situation or certain something. The third pattern is neutral orientations, which are represented in the individual's confusion between accepting or rejecting a certain situation or certain something (Khaza and Momani, 2010).

The students' orientations influence the success or failure of the process of education greatly, in what concerns possessing positive orientations towards a certain specialty or certain academic field. (Mehrotra et al, 2009) confirmed that having these positive orientations will provide students with an opportunity to acquire the skills of that major or that academic field easily and smoothly. However, if one's orientations towards that major or that academic field, then he will have difficulty in acquiring their skills. Thus, positive orientations towards vocations, issues, or specialties play a major role in activating the individual's behavior towards approaching these. Thus, that will motivate the individual to being loyal and giving to them, and to excel and being creative in them, and vice versa if the orientations were negative.

Hence, orientation is the process of making a link between knowledges, emotions, and behaviors together in an organized structure. Although that these three components are not in full consistency between each other. However, the emphasis on the importance of the emotional factor will increase, because it is the strongest between the components of the psychological approach from one aspect. The emotional factor is strongly linked with all what the individual does, including the individuals unloading for technical energies in various forms from another aspect. As the emotional factor feeds the orientation with an emotional charge that is required to mobilize the behavior and motivate it to produce any work (Belkhair, 2000).

Orientations have an emotional nature that varies in its severity and generality, in accordance to the difference in people, things, and situations which the orientations are lined to it. As the student has many facts and information about a certain issue, but he wouldn't feel happy, relieved, or a strong desire towards making a decision or taking an action towards this issue. Vice versa, the student may not have information about a certain issue, but he feels a strong feeling towards it, which makes him dedicated in working or behaving for this issue (Shahin, 2007).

Previous studies

After reviewing the educational literature and previous studies, the two researchers found studies that concern the issue of the study. Mahasneh and Al-Farajat (2015) conducted a study that aimed to check the efficiency of a training program that is based on a practical practice for vocations in developing the vocational interests. To answer the study's questions and test its hypotheses, a training program was constructed and a scale for vocational interests was adopted. The validity and reliability was checked for both. The study's sample consisted of (60) female students from the tenth grade from one of the schools in the governorate of M'aan. The researcher chose one of the two sections at the school randomly. This chosen section was chosen to be an experimental group. It was studied through a training program that is based on the practical practice for vocations. As for the other section, it was considered as a control group. This control group was investigated through using the theoretical approach concerning vocations. Both groups were subjected to a prior and latter scale of vocational skills. The study's results indicated that there is a difference that has a statistical significance, at the significance level of $\alpha = 0.05$, concerning vocational interests between the experimental group and control group. This difference is in favor of the experimental group in various vocations in the field of (medicine, engineering, social, applied sciences, business, educational, and desk, military and industrial arts). The results have also shown that practical practice for

vocations develops the actual vocational interests in female students. The study has also concluded a group of recommendations in the light of its results.

In a study that was conducted by the Vocational Training Center of Al-Ramtha governorate (2015) under the title of (Random orientations towards the academic learning and reluctance from vocations). This study has concluded the reasons that have participated in the youth reluctance from specialized and various vocations, especially the ones which serve our community and environment. These reasons included the un-investigated orientations towards academic education and the negative perception for vocations. These reasons also included the role of media and the society's standards inappreciating certificates.

Al-Kharoof and Al-Dahamshah (2013) conducted a study that aimed to identify the 10th grade students' orientations towards vocational education from the gender's perspective in the city of Amman. The study's sample consisted from 800 male and female students who were chosen in a random cluster proportionate method from the study's population. The study concluded that students' orientations towards vocational education were generally positive and average for all the following factors: social factors, economic factors, school environment, desire, and academic achievement. However, these orientations varied in the order of the influence of various factors. For instance, the social factors were the most positive factors for males. As for the economic factors were the most positive factors for females. The study has also concluded that desiring the major is one of the most influential factors that influence students' orientations. After this factor, the parents' desire was considered as the second influential factor, and then academic achievement was ranked as third. The least influential factors were the market needs, and friends. While the most influential factor for females desired the major, followed by academic achievement, then by the parents' desire, followed by the opportunity of getting enrolled in the university. The results has also shown differences with a statistical significance concerning the students' orientations towards vocational education, that are attributed to the education of the mother / father, and according to the vocation of the mother / father generally. There are also differences in these orientations that are attributed to the variables of: children's number, monthly income, place of residence, school environment, the enrollment of one of the family members in vocational education, directorate, and the existence of a vocational school.

Jawaneh and Al-Sharifain (2012) conducted a study that aimed to construct a scale for the orientations of 10th grade students towards vocational work. To achieve the study's objectives, the scale's primary structure was constructed from 96 items and according to the Likert's five scale. After applying the scale on an exploratory sample and reviewed by an arbitrary, the scale became consisted of 68 items. The scale was applied on a sample that is consisted from 530 female and male students. The results indicated that 46 items conformed to the assumptions of the assessment scale model that is derived from Rash model which consists of one item parameter. Rash model is considered as one of the models of the theory of responding to the item that is appropriate for the used scale. The scale is characterized by being mono-dimensional. The scale – in its final form – consisted from 46 items which possess psychometric appropriate characteristic. For instance, the value of the reliability coefficient for the scale items was (0.98), and the value of the reliability coefficient for the individuals was (0.93). The scale had many indications which indicated its validity. The results also showed that the scale provides the maximum quantity of information for the individuals who possess average abilities. This conforms to the expectations of the model.

Al-Sabikhan (2008) conducted a study which aimed to identify the efficiency of two training programs in modifying behavior, orientations, and decision making towards vocational education for the male students of intermediate stage. Three scales – constructed by the researcher – were used to measure the impact of the two programs, which are interests, orientations, and decision making. The study's results point out the efficiency of the two programs in modifying interests, orientations, and decision making towards vocational education. Nsairat and Hussain (2015) conducted a study under the title of “cultural and vocational orientations towards musical education from the music students' point of view at the University of Jordan”. The study has adopted the descriptive analytical approach. The study concluded that the vocational orientations of music students were generally positive.

Matar (2008) conducted a study to identify the orientations of secondary stage students in Ghaza towards vocational education. It also aimed to identify the relation between this approach and between the variables of vocational interests, vocational awareness, being aware of the concept of “vocational education”, student's gender, and the student's stream. To fulfill the study's objectives, the researcher has used three instruments, which were represented in the scale of orientation towards vocational education, the scale of vocational interests, the scale of vocational awareness. The researcher chose a random sample, which were distributed on four sections at two secondary schools. One of these schools for males and other one were for females. The number of the final sample was (123) female and male students. After collecting data and analyzing them statistically, the study concluded that the level of students' orientations towards vocational education was positive in a percent of (64.2) %. It also indicates to an average level that tends to decrease in orientation. The study also concluded that there is no relationship between students' orientations towards vocational education and between

neither vocational interests, nor vocational awareness. The study has also shown that there is no difference in orientation towards vocational education which can be attributed to the degree of students' realization of vocational education, for the benefit of the students who realize this concept. The study did not show differences in orientation towards vocational education which can be attributed to the student's gender or stream.

Schroder & Schmitt-Rodermund (2006) conducted a study to measure the efficiency of a program in vocational development that is designed to help teenagers in developing and adventurous vocational interests. The researchers used a "Person Oriented Approach". They have also used a prior and latter test to measure the tendencies in the field of business. The study was applied on a sample that consisted of (321) teenagers that represented an experimental group, and (302) teenagers who represented a control group. The average of the teenagers' ages in the study was (16.5) years. When making a comparison between the two groups, there were differences identified between the two groups, in what concerns the repetition of five various patterns for developing the vocational tendencies towards the adventurous pattern, which are: (Stable high, stable low, degreaser, increaser, and middle). The study concluded those teenagers' tendencies which patterns are stable high and increaser – had more orientations towards the character pattern that tends to be adventurous. As they were characterized by a lower level in avoiding adventures and also characterized by a higher level of control. The results indicated that this program was useful in supporting teenagers' potentials and abilities in discovering vocation in the world of business, as being one of the future's options.

The study of Mahfouz (1989) that aimed to identify the impact of vocational knowledge program upon the vocational tendencies of the students of secondary academic education. The sample consisted of (640) female and male students, who were picked randomly through the method of random, stratified. The sample's individuals were distributed equally on a control and experimental groups. The students' vocational tendencies were identified through using the scale of "Holland in vocational preference" that was adopted for the Jordanian environment. The study's results indicated that the vocational knowledge program did not have an obvious positive effect upon developing the vocational tendencies of students.

The study's statement and questions:

It is a highly significant issue to develop the students' positive orientations. The researchers have noticed – through their years of experience in teaching – that many students are unaware of the importance of vocations and perceive them as something negative. Thus, this study aimed to identify the impact of vocational skills upon developing orientations towards vocations. The study tried to test the following statistical hypothesis: **There are no differences that are statistically significant at the significance level of $\alpha = 0.05$ before and after applying the training program that is based on developing vocational skills in changing the negative orientation of students towards vocations.**

According to the aforementioned hypothesis, the following question was formed:

What is the impact of a training program that is based on developing vocational skills in changing the negative orientation of students towards vocations?

The study's significance and necessity

This study gains its theoretical significance from the importance of changing the students' negative orientations towards vocations, in a way that guarantee for them achievement success in life, so that they would benefit themselves and others. The study provides data and information that are significant for many educationists who are concerned in the field of guiding and counselling students

Procedural definitions

The study includes some definitions and terms that need to be defined:

The training program that is based on developing vocational skills: a group of vocational activities, which include 42 activities in the vocational educational fields (whether they were industrial, agricultural, business, home economics, nursing, and hotel fields)

The negative orientations towards vocations: It includes the student's negative attitude towards some vocations, which was constructed through previous and accumulated experiences.

The study's limits and limitations:

- The study was limited to 10th grade female students from one of the schools at M'aan governorate
- The adequacy of the research instrument in measuring the orientations towards vocations.

The study's Methodology

This study used the quasi-experimental methodology. This study adopted the scale of orientations towards vocations as a primary source for data

The study's population

The study's population consisted from 10th grade female students from the public and private schools that belong to the directorate of education in M'aan governorate, which equal 900 female students.

The study's sample

The study's sample consisted from (70) 10th grade female students. They were chosen randomly.

The study's instruments

To apply and conduct the study, the two researchers constructed the following:

- 1- The vocational skills: 42 activities were constricted in the (industrial, agricultural, business, home economics, nursing and hotel) fields. Table 1 identifies these fields

Number	Field	Vocational Skill
1	Industrial	42 Vocational skills
2	Agricultural	
3	Business	
4	Hotel	
5	Home economics	
6	Nursing	

- 2- Adopting the scale of orientations towards vocations

The validity of the study's instruments

To check the validity of the study's instruments, the instruments were viewed to a panel of experts who are PhD holders in Jordanian universities, who are specialized in educational sciences. The arbitrators were asked to judge the quality and strength of the instruments in the light of the degree of consistency of the study's instruments for fulfilling its objectives. The opinions and suggestions of arbitrators were collected. In the light of these opinions and suggestions, some items were modified and others were deleted to obtain the program and the scale that were applied.

The reliability of the study's instruments

To check the reliability of the study's instrument (the scale of orientations towards vocations), the two researchers applied it on an exploratory sample, who were 20 female students. Cronbach's alpha coefficient was calculated to identify the reliability's indicators of each dimension of the measurement dimensions and for identifying the reliability of the whole scale. The total reliability coefficient of the instrument was identified as being (0.90).

Correcting the scale

The students' answers were corrected on each item, through the following method: strongly agree (5 degrees), agree (4 degrees), neutral (3 degrees), disagree (2 degrees), and strongly disagree (1 degrees). The arithmetic mean and standard deviations were identified for items. For discussing the results, the following criterion were adopted for arithmetic means, from (3.67 and above) of positive orientations, (2.34 – 3.67) for average orientations, and (2.333 and less) for negative orientations.

The study's design

The current study is considered as quasi-experimental study which aimed to test the impact of an independent experimental variable (vocational skills) upon the dependent variable (the change of negative orientations towards vocations). Prior and latter scales were conducted for the group. The study's planning scheme as follows:

EG: O1 X O1

EG: The group of female students.

X: Processing (vocational skills)

O1: The scale of orientations towards vocations

The study's variables:

The study's variables include the following:

- **The independent variable:** The training program that is based on developing the vocational skills in various vocational fields, and they are 42 vocational skills.
- **The dependent variable:** The orientations towards vocations

Data collection and statistical processing

To answer the study's questions, the data were processed through using a program for statistical analysis (SPSS). In addition, standard deviation and arithmetic mean were both calculated

Results and discussions

The current study aimed to identify the impact of a training program that is based on developing vocational skills upon changing the orientation of female students towards vocations. In the light of the previous question, the following hypothesis was formed:

There are no differences that are statistically significant at the significance level of $\alpha = 0.05$ between the arithmetic mean of orientations towards vocations on the prior and latter scales.

To test the hypothesis, the arithmetic means were calculated for the study's sample on the prior and latter scales of orientations. Table number 2 presents that.

Descriptive statistics	the arithmetic means for orientations on the prior scale	The orientation	the arithmetic means for orientations on the latter scale	The orientation
Industrial	2.05	Negative	3.72	Positive
Agricultural	2.20	Negative	3.70	Positive
Business	2.29	Negative	3.90	Positive
Hotel	2.18	Negative	3.91	Positive
Home Economics	3.70	Positive	3.80	Positive
Nursing	2.22	Negative	3.75	Positive
the arithmetic means	2.18 for negative vocation	Negative	4.55	Positive

Figure (1) number shows the relationships between the estimations of the female students of the experimental group on the prior and latter scale of orientations towards vocations

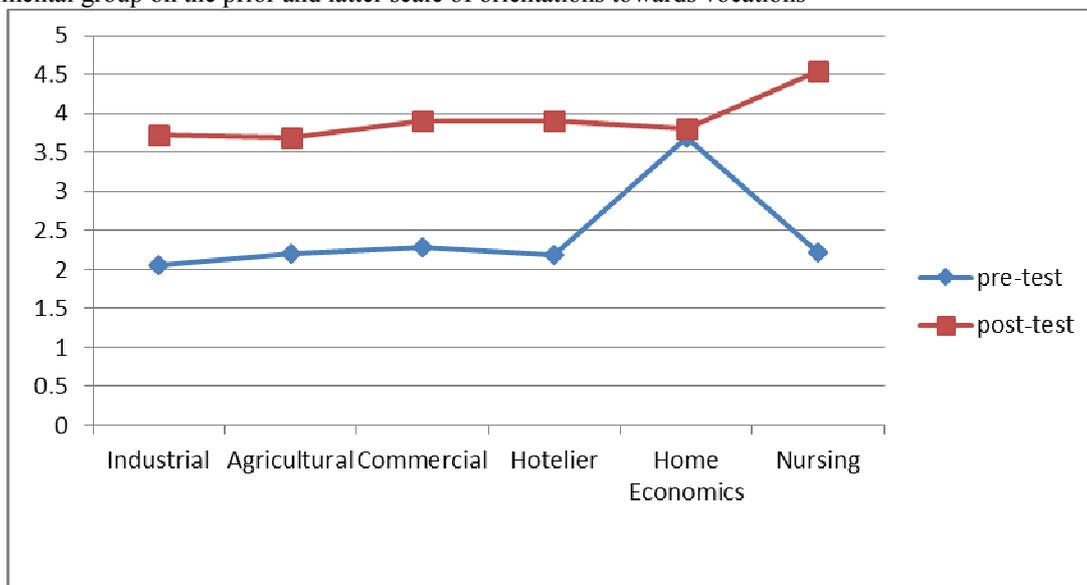


Figure (1): The differences between the estimations of the female students on the prior and latter scale of orientations towards vocations

It is clear through table 2 and figure 1 that there is an apparent difference between the arithmetic means of the estimations of the female students on the prior and latter scale of orientations towards vocations. For instance, the arithmetic means for the estimations of the female students on the prior scale was (2.18) As for the arithmetic means of the estimations of the female students on the latter scale was 4.55. In other words, the researcher did not accept the null hypothesis which stated that there are no differences that are statistically significant at the significance level of $\alpha = 0.05$ between the arithmetic mean of orientations towards vocations on the prior and latter scales. In other words, there is an apparent difference in the arithmetic mean between the estimations of the female students on the prior and latter scale of orientations towards vocations, which was identified as (2.37) points. As the prior scale showed that female students had negative orientations towards vocations in various vocational fields. This result is consistent with the study of Al-Kharoof and Al-Dahamshah (2013). The researchers have attributed the negative orientations of female students towards vocations in the prior scale to a number of factors, which are the following:

First: The practice of female students for vocational skills indicated their ignorance about vocations and that they aren't aware of them and their duties

Second: The female students' negative beliefs concerning vocations, which generated from the society's dominant ideology, which classifies vocations into ones for men and others for women.

Third: The personal beliefs of female students for practicing vocations, that she is not able to practice handcrafts,

especially the industrial and agricultural works

Fourth: The poor involvement of female students in vocational activities in the curriculum of vocational education

Conclusions

The study's results indicated that the training program - that is based on developing vocational skills - upon changing the orientations of female students towards vocations had a positive impact upon changing the negative orientations of female students towards vocations. The two researchers attributed that to a group of factors, which are: family and community beliefs. This family and community belief classifies vocations as ones for men and other for women. The reasons behind such beliefs include not being aware about the nature of vocations and their assignments (or tasks).

Recommendations and Suggestions

Based on the study's results, the researchers have recommended the following recommendations and suggestions:

First: Activating vocational activities for female students in various vocational fields, especially the industrial and agricultural ones

Second: Conducting more research that handle the change in negative orientations towards vocations for orientations on the prior scale.

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