

# Obstacles Facing Teachers of Home Economics in the Secondary Stage in Amman in Using Fashion Workshop Effectively from their Perspective

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## Abstract

The study aims to provide a clear view of the obstacles of using the fashion workshop effectively from the perspective of teachers of home economics in the secondary stage in Amman. As the study gives a picture of the extent to which practical skills are applied effectively during the educational process, which has been determined based on the recommendations of the Ministry of Education. Also, the study examines the extent to which students acquire these skills in a concrete way on the ground. The sample of the study consists of (30) secondary school teachers in the directorate of education schools for the district of Amman, the capital. A five-step questionnaire is constructed with 14 items to measure the obstacles of applying the practical skills of the sample members. After verifying the validity and reliability of the study tool, the researcher distributes the questionnaire to the members of the sample. The results of the study indicate that the obstacles of applying the practical skills of the secondary school economy teachers were high. Moreover, the results show that the obstacles are multiple including the huge numbers of students with an arithmetic mean of (1.6) with a high degree, lack of equipment that suits the numbers of female students with an arithmetic mean (1.3) with a high degree, and finally, lack of time for practical application with an arithmetic mean (1.3) with a high degree. The study recommends that the Ministry of Education have to conduct instructional workshops for the teachers of the household economy in the fashion branch on how to manage time and students. Also, the study recommends that the Ministry of Education reconsider the training activities in the curriculum

**Keywords:** Fashion workshop, Secondary school, home economics teachers

## Introduction

The educational and pedagogical process is a social process influenced by the factors of space and time and is based on the philosophy, potentials and needs of human and material societies. Within this philosophy, the job of the vocational school was defined in the preparation and rehabilitation of the human elements scientifically, intellectually and culturally in accordance with the structure of labor that supports evolution and development. John Dewey said "Education through vocational education brings together the elements leading to education, which is not available in any other way", John Dewey also believes that the system of education should work on screening individuals, discovering the appropriate work for them and preparing the tools that will help each individual to work in the nature of his life and with the recent developments of this century and the developments of curricula, programs and teaching aids that are in line with rapid changes in the area of knowledge, curricula should be updated and modified so as to take into account the ability to transform knowledge into the service and benefit of the individual and the community so that they develop competencies and allow them to adapt to the living reality (Dewey, 1946).

Jordan is going through a new period with rapid and profound changes within it, it seems that there is a need for a new vision of education that ensures the establishment of an educational system that faces the future through the development of creativity and innovation for the members of the society, responding to the demands of life in a contemporary society that is both developed and changing in its local environment,

Many researchers have been interested in this subject as several studies have shown interest in practical skills and the need to include these skills in the curricula in different educational stages. The present study presents a clear vision of the obstacles to using the workshop effectively from the point of view of secondary home economics teachers. It also gives a picture of the practical application of practical skills during the educational process and the extent to which students acquire these skills in a tangible manner on the ground, the secondary curriculum should include the experiences and skills required by the student to carry out targeted activities in his environment, especially the technical education curriculum, which is based on linking theory to practical aspects and helping them to interact effectively with life situations. There is a clear interest in vocational education in the Kingdom, where article 4 of the Education Law of the Hashemite Kingdom of Jordan

provided that "Meeting the requirements of work and self-reliance by acquiring general professional and other private professional skills". (Ministry of Education, Directorate of Curricula)

### **Purpose of the study and its problem**

The problem of the study is to determine the obstacles of using the fashion workshop effectively from the point of view of the secondary school home economic teachers, among the objectives of the study also is to shed light on the practical aspect of the occupational science curriculum, the place of application, the readiness of the workshop to apply for the secondary stage in education, and the extent to which the workshop is activated by professional science teachers as an important practical goal of the objectives of the educational process in Jordan, and it gives a picture of the application of the skills advocated by modern education in the educational process and the acquisition of students the applied skills.

### **Questions of the Study**

In light of this problem, this study attempted to answer the following question:

"What are the obstacles to using the fashion workshop effectively from the point of view of the secondary school economy teachers in schools?"

### **Hypotheses of the study**

The study hypothesis: - There are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the extent of the effectiveness of the fashion workshop in the practical aspect of practical skills actually during the educational process in front of students.

### **Procedural definitions**

- The content of vocational science curricula: - is a set of facts, concepts, principles, laws, rules, theories, methods of thinking, scientific processes, values and skills that achieve in their content the development of professional awareness of the student within the available material and human resources.
- Secondary stage: This stage includes the first and second secondary grades of Jordanian vocational education.
- Fashion Workshop: - is a specialized place for practical activity in which students acquire specific skills in the process of production, operation, maintenance or management within the equipped possibilities.

### **Study Limits and Determinants**

This study attempts to identify the obstacles to using the fashion workshop effectively from the point of view of the secondary home economics teachers. Therefore, this study is determined by the following:

1. A sample of the teachers, which is an intentional sample from the schools of the directorates of the capital Amman Governorate.
2. The study tool is a questionnaire developed to study the effectiveness of the fashion workshop by the home economics teachers and the students in the vocational sciences / fashion section.
3. This study was limited to female teachers teaching only the vocational sciences / fashion section. Therefore, the dissemination of the results of the study will be specific to these determinants.

### **Assumptions of the Study**

Since this study includes several factors that may affect the internal validity of the study results, these assumptions were made:

1. It is assumed that the professional science curriculum / fashion branch contains uniform skills and how to train on it and the place of training is the fashion workshop.
2. That the schools of the province are similar in their circumstances and their potential and the physical facilities provided to it, so it is assumed that such conditions and facilities are similar in all the concerns of schools to apply practical skills in the province.

### **The importance of the Study**

The importance of the study stems from the fact that it presents a clear vision of the obstacles to using the fashion workshop effectively from the point of view of the secondary school economic teachers, as defined in the Education Law, in that it comes in response to the modern educational trends recommended by the Arab and international organizations concerned with education, It provides a picture of the extent to which practical skills are applied effectively during the learning process and the extent to which the demands for these skills

are actually received on the ground. It is hoped that those who build and develop curricula will benefit from it.

### **Theoretical framework**

This chapter includes a review of the theoretical framework on vocational science workshops and related studies as follows:

The teaching of practical skills is a means to achieve the educational goals of learners, the purpose of teaching the skill is intended to benefit the learner in his public and private life. Education based on practical skills has objectives addressed by many educators, including: - Improve the psychological and social life of students, and develop the personal characteristics of the learner from Where cooperation and dealing with others, and the practice of work within the same team, and provide him with information and experience related to the management of daily life situations, and to inform him of the latest technologies, developing self-learning skills, developing creative thinking, critical thinking skills, decision-making skills and problem-solving methods as determined by the practical situation, and attaining positive social attitudes and skills positively reflected on society, as well as skills in rationalizing consumption in different areas of life. Vocational education also aims to encourage learners to practice some of the necessary activities to provide security and safety in their environment.

The integration of school and life, shifting attention from quantity to quality, and stagnation in the educational process to participation and efficiency out of this traditional, led to the emergence of economic development plans in Jordan during the first decade of the second millennium, and the emergence of the need to provide a skilled workforce capable of dealing with modern knowledge and techniques, and the branches and programs of public and professional education varies, to meet the needs of the labor market, and the most important updates in the curriculum is the adoption of the method of the curriculum, which consists of educational units and training integrated through the application, which contains technical theoretical information and practical training to achieve adequacy or a set of training competencies in line with the objectives which are:

(The Ministry of Education, the Directorate of Curricula)

1. To form the positive attitudes of the student toward manual work, respect and appreciation of the employees.
2. Provide students with practical skills with beneficial social and economic dimensions.
3. Providing students with the opportunity to discover their attitudes and professional abilities to facilitate their choice of the profession of the future and to facilitate their choice of the type of education they desire.
4. To sensitize students to the fields of work, types of occupations and services available and their requirements.
5. Develop a sense of responsibility towards the local environment and society.
6. Provide students with the ability to communicate through graphics and symbols.
7. Help the student to understand and follow the health and food rules to achieve balanced body growth.
8. Providing the student with the knowledge and skills that enable him to deal with the data of modern technology.
9. Developing practical sense of the student and the ability to solve problems.
10. Introduce the student to how to employ and invest the information he studies in the school.

In order to achieve these educational goals, the Ministry of Education has worked to develop the curricula within the knowledge economy system in its first stage, which has resulted in a focus on vocational education, starting from the vocational education curriculum for the basic stage where the Department of Vocational Education and Production has been established, which is responsible for preparing plans and curricula for vocational education and vocational education branches, as well as supervision of vocational education workshops for academic schools and vocational schools, follow-up of occupational safety and security procedures in vocational workshops and follow-up of school gardens.

In addition, the equipment department was established in the year 2000 to provide all the needs of the professional workers with equipment to increase the level of practical training in vocational education workshops through the benefit of the Japanese loan. The task of this section is to prepare technical specifications for equipment needed by various workshops, and work to provide professional workshops of different specialties with the best equipment needed for the application of various training programs through the continuous updating of specifications, and the Department of Occupational Security and Safety to provide a safe training environment with little risks as much as possible in order to protect the student and the teacher

from the risk of accidents and injuries that may occur as a very important key elements of the educational process of training in the Ministry of Education system.

As is clear from the curricula developed by the Ministry of Education that the goal of professional education is to develop the skills and talents of technical and professional students in accordance with modern scientific method and labor requirements required to achieve this goal is to ensure concerns of this education in schools in which these workshops are applied and equipped with tools required for the professions and the area of the workshop shall not be less than 100 square meters, the tools of work according to the curriculum are as follows: - Electrical and wooden works, decoration, leather industry, technology, applied sciences, agricultural works, engineering drawings, industrial drawings, metal works, and the handicrafts and feminist arts .

Vocational workshops are the core of professional science learning, helping students acquire and retain scientific knowledge for a longer period of time. It also makes learning more enjoyable for teachers and students at the same time. Learning in training places is of great interest to students, Lenein said "We will never believe in education, training and teaching if it is limited to the classroom and moved away from the reality of life", as the instructions require the teacher to introduce the educational material in the workshop and provide the skill directly to students for the following benefits:

1. The workshop provides students with opportunities to learn through work, which leads to the acquisition of scientific knowledge that is characterized by realism and practical rather than the transferred experiences that may be acquired by the student.
  - Students acquire direct sensory experiences.
  - The survival of the learned scientific material and keeping it longer.
2. Acquire the appropriate scientific (practical) skills for students as follows:
  - Manual skills include using tools and devices, taking measurements and accuracy in work.
  - Academic learning skills include data recording and writing practical reports.
  - Social skills represented in the collective work and interaction of students with each other.
3. Acquiring and practicing basic and integrated science operations, such as the use of tools and devices, accuracy in measurement and observation, data recording and analysis, prediction, induction, reasoning, controlling variables, hypothesis setting, and testing it by experiment.
4. Develop conceptual comprehension (conceptualization) and student mental abilities.
5. Formation of trends and scientific tendencies and curiosity and development and appreciation of the efforts of scientists.
6. The workshop provides opportunities for self-learning by applying scientific methods in the investigation of scientific knowledge, leading to the development of creative thinking and the ability to solve problems.

Finally, the work in the workshop with its scientific, practical and technical activities removes the barrier between the work of the brain and the work of the hands. It is an active interaction between ideas and experiences and between manual work (using devices, tools and observations) and think about interpretation and reasoning and solves problems (Teacher's Message, 2012).

## Previous Studies

In view of the importance of practical application and training in the vocational sciences of the field of education, the researcher inducted the previous studies in an attempt to find a study that speaks about it or related to it, but she did not find any relevant study in the subject of vocational science / fashion branch, Here she presented two studies related to similar subjects which are as follows:

The National Endowment for Science, Technology & Arts, (2005) interviewed (510) UK teachers about their views on practical application goals and their importance in teaching science. The results showed that (98%) of science teachers found practical applications to be important in learning science, and (64%) of teachers believe that time is one of the obstacles to using practical applications, and (34%) of teachers find that the

materials, lack of equipment and space are hindering the employment of practical applications, and that (75%) of teachers believe that they can use of practical applications in teaching science, while (24%) rejected that, as (87%) of teachers prevented their students from conducting experiments because of health and safety laws.

Tamimi & Khamis conducted a study to identify the obstacles that impede the practical application process facing the students of the Faculty of Physical Education and the College of Basic Education / Department of Physical Education, as well as knowing the order of importance of these obstacles. The sample consisted of (36) students from the Faculty of Physical Education And basic education by (20) students and physical education students (16) students from basic education, and for the purpose of data collection, the researchers used the scale of Budour (1992) after some adjustments and in accordance with the research sample and the environment obstacles, the study revealed that the constraints were in five points - Lack of sports tools and equipment and the lack of playgrounds to sports devices hinder the achievement of the goal of physical education, and the less number of times the field application in the second chapter is one of the important fields in the training of students on the aspects of teaching work.

The study aims at revealing the attitudes of science teachers of the fifth to twelfth grades in Palestinian public schools in the governorates of Jerusalem and Ramallah towards practical applications and their use in education and the relationship of these attitudes to some variables. The study also aimed to reveal the extent to which teachers of science use the practical applications in teaching science, and the relationship of this use to teachers' attitudes towards practical applications, as well as the detection of the most important obstacles that prevent science teachers from using practical applications, which prevent the achievement of the objectives of practical applications when used. The researchers used descriptive method to collect the necessary data where two questionnaires and an interview were prepared. The study population consisted of (283) male and female teachers. In addition to adopting interviews as a second tool to answer some of the study questions, the results of the study revealed that there are obstacles that prevent the use of practical applications in teaching science which are:

1. Material constraints: lack of equipment, lack of adequate laboratory equipment, lack of laboratory.
2. Human Constraints: Obstacles related to curriculum, lack of time, obstacles related to students, obstacles related to teachers, obstacles related to regulations and laws, and lack of laboratory technicians.
  - Teachers rely on teacher-centered applications, if any.
  - There is a statistically significant relationship between attitudes towards practical applications and practicing practical applications.
  - The most important obstacles to achieving the objectives of practical applications in teaching science, obstacles related to the student, and obstacles related to the way the implementation of practical applications.

It is clear to us through the previous studies that were presented about the importance of the process of application and training, and can be summarized as follows:

First: The results of these studies indicate that there are obstacles in the practical application process facing students who have not received attention to different disciplines, in terms of lack of tools and devices that hinder achieving the goal of education, and the low number of field applications, which is an important field in training students on aspects of the teaching process, as in the studies of (Tamimi and Khamis, 2007), and the (National Endowment for Science, Technology & Arts, 2005).

Second, the study showed that there are obstacles that prevent the use of practical applications in teaching science, these include: Material constraints such as lack of equipment, lack of adequate laboratory materials and equipment, lack of laboratory, human constraints which are constraints related to curriculum, constraints of time, constraints related to students, obstacles related to the teachers, obstacles related to the laws and the absence of a laboratory technician, the most important obstacles to the achievement of the objectives of practical applications in teaching science, obstacles related to the student, and obstacles related to the manner of implementation of practical applications, as in the study (Al-fetiani & Ghawanmeh, 2008), (the National Endowment for Science, Technology & Arts, 2005).

This study is an attempt to highlight the obstacles to using the fashion workshop effectively to apply for secondary school on the ground.

## Method and procedures

The current study is based on the descriptive approach. In terms of research, the books, sources, references and scientific research on the scientific journals were based on, in the field of analytical field research, the data was collected by the content analysis and the study tool which was designed to answer the study questions.

## Population of the Study

The study population consisted of all the teachers of the vocational science / fashion section for secondary education (first secondary grade and second secondary grade) in the comprehensive female vocational schools at the first, second and third directorate of education/ Amman, who are teaching in the second semester of the academic year (2016 / 2017).

## Sample of the Study

The sample of the study consisted of (30) teachers of vocational sciences who teach the students of the secondary stage (1st grade 2nd grade secondary students) distributed in the schools affiliated to the Amman 1st Directorate of Education, the sample was selected purposfully from the schools that were within the reach of the researcher. The researcher was assured that the schools were similar in conditions in terms of facilities, organizational climate and other conditions surrounding the school, except for differences in the characteristics of teaching staff.

## Study Tool

A questionnaire on the constraints of using the fashion workshop was developed effectively through the use of several relevant studies in the preparation of a questionnaire, with the formulation of the items in their final form.

The questionnaire was formed according to the Likert five-point scale, which is: strongly agree (5) agree (4), neutral (3), disagree (2), strongly disagree (1). The five-dimensional Likert scale was used to measure respondents' responses to the questionnaire items as in table (1)

**Table (1) grades of quinary likert scale**

Response	nonexistent	To a limited degree	Moderate	High	Very high
Degree	1	2	3	4	5

The researcher chose the degree (1) to respond "strongly disagree" and thus the relative weight in this case is (20%) and is proportional to this response.

In order to determine the level of performance (weak, medium, high), the range between the highest value and the lowest value was given ( $5-1 = 4$ ). Since the three levels are determined by  $4/3$ , the length of the category is (1.33) the first is (2.33) and the second category is (2.34-3.67) and the third category is (3.68 and above).

Based on this, the values of the arithmetic averages will be treated as follows:

- If the mean value of the item is (2.33 and below), so the level of performance of the secondary school vocational sciences teachers is considered weak.
- If the arithmetic average of the item (2.34-3.67), so the level of performance of the vocational secondary school teachers is "medium".
- If the arithmetic average of the item is (3.68 and above), then the level of performance of the vocational secondary school teachers is considered high.

## Validity of the tool

To verify the validity of the questionnaire (ie, it actually measures the level of performance for the use of the fashion workshop by the professional secondary school teachers), the following was done:

The questionnaire was presented to arbitrators specialized in education who showed their interest in arbitrating the tool and the number of five arbitrators from Al Balqa Applied University, in order to know the appropriateness of the items to the subject of the study (validity of the arbitrators). A number of amendments were also made; the most important is modifying the location of some items.

### **Reliability of the tool**

The reliability of the questionnaire was measured using the Kronbach Alpha coefficient, the results showed that the reliability coefficient for all the items of the questionnaire was (0.824), indicating stability in the questionnaire items to an acceptable extent for the purposes of scientific research.

### **Application of the study procedures**

To achieve the objectives of the study, the following steps have been taken:

1. The questions to be answered were identified.
2. Refer to the theoretical literature and previous studies related to the subject of the study, which was accessed through the library.
3. Visit the Directorate of Curricula to take explanatory information about the subject of the study, to get some information in the research, in addition to visit the department of educational supervision and interview with one of the supervisors and talk about the obstacles facing teachers in the application of practical skills in the workshops.
4. Determination of the study population from the teachers of the vocational sciences for the secondary stage in the public schools affiliated to the Directorate of Education in Amman.
5. Identification of the sample members of the vocational secondary school teachers in the schools of the study society who are teaching in the second semester 2016 - 2017.
6. The preparation and development of the questionnaire for the teachers measures the constraints of the actual use of the fashion workshop by the teachers during the teaching process in the classroom, and judging it and make the necessary adjustments according to the observations made by the arbitrators.
7. The sample members were highly cooperative with the researcher because the sample was selected in a direct intentional manner, among those showing cooperation and willingness to answer the question paragraphs.
8. Obtain the approval of the school principal in the schools in which the study was applied.
9. Interview with teachers who have cooperated in reading the questionnaire items and answering its questions.
10. Gathering the questionnaires, and the introduction of the results in the memory of the computer, on the program (SPSS) to conduct statistical treatments.
11. The questionnaire was conducted on the sample members during the time period from 7/4/2016 until 11/4/2016 for the actual application to the sample members.
12. Computer software was used to determine the mean, standard deviation, and relative importance of determining the level of performance of a single sample among secondary school vocational teachers.

### **Design and statistical processing**

This study attempts to identify the obstacles to using the fashion workshop / fashion branch effectively for high school teachers, and according to the relevant tables related to the design of the study, the number of sample members was (30) teachers.

To answer the study questions, descriptive statistics were used for a single sample. The averages, standard deviations, and standard errors were used to answer the question, which is: what are the constraints on using fashion workshop / fashion branch effectively for secondary school teachers in the learning process.

### **Results of the Study**

This chapter deals with the results the study reached as follows:

Results related to the first question: - What are the obstacles to using the fashion workshop effectively from the point of view of the secondary school economy teachers in schools?

Means, standard deviations and the relative importance of the responses of the sample members were calculated on the scale of the type of obstacles, as in table (2).

**Table (2): The arithmetical averages, the standard deviations and the relative importance of the level of obstacles for the study members to the items**

Item	Mean	SD	Relative importance	Performance level
The lesson is displayed permanently in the laboratory	4.9	0.30	98%	High
The Laboratory is prepared before the quota time for the callout process	2.3	0.46	46%	Weak
Class environment (laboratory) is organized to be attractive to learning	3.3	0.79	66%	Moderate
The workshop can accommodate large numbers of students.	1.6	0.67	32%	Weak
The equipment is not enough for each student in the workshop to train them	1.3	0.46	26%	Weak
The equipment is updated to suit the accelerating technological developments	1.9	0.84	38%	Weak
The equipments are used in the workshop highly efficient	2.5	0.50	50%	Moderate
The equipment in the workshop corresponds to the applicable curriculum.	3.4	0.67	68%	Moderate
Equipment required to practice one skill is fully available.	3.1	0.30	62%	Moderate
The equipment in the school is compitable to those available in the labor market.	3.3	0.69	66%	Moderate
Means of security and safety are available in the school.	4.7	0.34	95%	High
The student can perform the skill collectively	3.8	0.61	76%	High
Each student can execute the skill individually	1.3	0.87	25%	Weak
the time is enough to practice the skill of the teacher and train the students	1.3	0.46	26%	Weak

The results in Table (2) indicate that six of the obstacles in the sample of the study group had a low arithmetic mean, while four of the obstacles had average arithmetic mean, and only two were high.

**Table (3): The arithmetical means, standard deviations and the relative importance of the skill level of the study members**

	Mean	Standard deviation	Relative importance	General level
<b>General averages of the items</b>	1.95	0.84486	38%	Weak

Table (3) shows the general arithmetic mean of the responses of the sample members on all the items of the questionnaire, showing the total standard deviation and the relative importance of all the items (38%) which is weak in the sense that the general level of the obstacles is high.

### Discussion of the Results

The study aims to provide a clear view of the obstacles of using the fashion workshop effectively from the perspective of teachers of home economics in the secondary stage in Amman.

**Discussion of the results of the first question:** - What are the obstacles to using the fashion workshop effectively from the point of view of the secondary school economy teachers in schools?

The results showed that the obstacles to using the fashion workshop effectively by the teachers of home economics in schools are very large and do not fit with the educational goals, as follow:

1. The inability of the student to implement the skill individually.

2. The equipment is not enough for each student in the workshop to be trained on it.
3. The time is enough to practice the skill by the teacher and train the students on it.
4. The workshop does not expand to the number of the students.
5. The equipment has not been upgraded to suit the accelerating technological developments.
6. The teacher can not prepare the workshop before the session time for the explanation process.

These results are in line with the studies of Tamimi and Khamis (2007) and the Al-Fatayani and Al-Ghawanma (2008) and the National Endowment for Science, Technology & Arts, (2005), insuring that the equipment is not enough for each student in the workshop for training and not to update the equipment in the workshop to accommodate the accelerated technological developments and time constraints is not enough to give the lesson and practical application..

This in turn affects the ability of the student to acquire an appropriate practical skill due to the following reasons:

1. The number of female students per class is too large to meet the criteria set for the workshops.
2. The equipment is inadequate with the numbers of female students; in addition, they are undeveloped.
3. Class time is not sufficient to give the lesson and practical application of the teacher and then training the student on the skill, as the number of classes per week is not enough to apply practical skills.

The obstacles with a medium impact on the effectiveness of the fashion workshop were as follows:

1. Do not use the equipments in the workshop with high efficiency.
2. Lack of equipment required to practice one skill fully.
3. Incompatibility of equipment at school with those available in the labor market.
4. Incompatibility of the equipment in the workshop with the applicable curriculum.

The results of this study agreed with the study of Tamimi and Khamis (2007) and Al-Fatayani-Ghawanma (2008) and the National Endowment for Science, Technology & Arts (2005) which examined the reality of practical applications in the lack of equipment required to practice one skill fully and the incompatibility of equipment in the workshop with the curricula applied and with those available in the labor market, which are obstacles to achieve the objectives of practical applications in education and have to do with the implementation of practical applications.

However, the skill of teamwork and the application of occupational health and safety rules during the implementation of the skills were high in nature, in order to guard the teachers to get any student and even the teacher at any risk during work.

This is due to the fact that the teachers of the home economy have not been trained in how to practice the work in the workshop and to control the students and supervise them while working at a particular time, to raise the level of teachers and help them overcome the obstacles they face during the teaching process. Attention must be paid to home economics especially for the secondary stage because it is the stage of the establishment of the profession of the future.

### **Recommendations**

Based on previous findings in the present study, the following recommendations are made:

1. The researcher recommends that the Ministry of Education work to review the equipment of the professional workshops, and also consider the area and organization of the workshop.
2. The researcher recommends that the Ministry of Education establish courses for teachers and supervisors of the home economy with all new methods of vocational training.
3. To review the activities of the professional science curriculum in terms of quantity and quality to suit the number of students and their needs.

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