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The Degree to Which Professional Education Teachers Practice Active Teaching Strategies from the Point of View of Teachers and Their School Principals in Amman Schools

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Abstract
The current study aimed to reveal the degree to which vocational education teachers practice active teaching strategies from their perspectives and that of school principals in Amman's schools, where the study adopted the descriptive survey approach, and the study population consisted of two categories. A teacher and a female teacher, and the second category is the school principals in the capital, Amman, which number (205) principals, and the study sample was chosen by the cluster method, and it included (100) male and female teachers, and (50) male and female principals. The results of the study concluded that the degree of professional education teachers' practice came to a medium degree, as well as the presence of a statistically significant difference due to the variable of sex and in favor of females, and differences due to the variable of experience in favor of the experience of more than ten years. In light of the results, the researcher made a number of recommendations, including: the need to encourage vocational education teachers in particular and teachers in general to implement active learning strategies in the classroom for the benefit of the educational process, and work to reconsider the teaching tools, methods and strategies they provide Schools to suit all classes and grades.
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INTRODUCTION

Education is at the forefront of the sustainable development map for any society that aspires to progress and advancement. Therefore, the development of education has become at the forefront of the priorities of the decision-maker, especially in countries that have no way to be distinguished except through education. Since Jordan is one of the countries that depends on the human resource as a major resource, it must invest in education and ensure the sustainability of the development process.

The future of education development requires increasing attention to the learner and making him the center of the teaching-learning process, with the need to constantly search for precise mechanisms and procedures that achieve these goals on the educational ground to improve the teaching process and increase the effectiveness of learning, through the use of teaching methods and methods that have a positive impact in activating learning. , so that it leads to the development of positive attitudes among students, increases their motivation, develops their cognitive and mental abilities, and motivates them to participate positively by providing an educational learning environment rich in stimuli (Forte, Ibarra &Glasserman, 2021). Hence the recent trend towards active learning to improve the teaching and learning process, achieve quality in education, and transfer the teacher from traditional methods based on memorization, memorization and indoctrination to more positive methods and strategies that depend on the effectiveness of the learner, and his involvement in the learning process itself, in order to develop aspects of his personality and abilities and expand the circle His choice and enjoyment of a great deal of freedom and positive participation in different educational situations (Al-Adwani, 2021).

One of the factors behind the importance of active learning is that it encourages students to interact and participate, and it requires mental effort from students, and provides them with means, capabilities and tools that help discover concepts and exercises based on problem-solving, which supports and advances their diverse thinking skills, and changes their attitudes towards learning. The importance of active learning is represented in the many activities on which this type of learning depends, as it reduces negative educational activities such as passive listening and taking notes throughout the class time, in a way that raises their motivation to learn and immerse themselves in the educational process (Al-Arabi, 2021).

The principles of active learning encourage interaction between the teacher and learners, whether inside the classroom or outside the classroom, as it constitutes an important factor in engaging students, motivating them to learn, and making them think better about their own values and future plans. Likewise, active learning contributes to encouraging learners to cooperate and enhances learning more when learning is collective, as good teaching, such as good work, requires participation and cooperation, not competition and isolation, and active learning encourages student vitality and activity, and students do not learn through listening and writing notes. Rather, by speaking and writing about the educational material, linking this to previous experiences and applying

this in daily life, and active learning leads to providing the student with quick feedback, as the students' knowledge of what they know helps in understanding and evaluating the nature of their knowledge, and students need to learn beyond knowledge. Evaluating all of this and identifying what they do not know, and this in turn leads to a strong focus on the subject of learning itself (Al-Zahar, 2021).

Active learning is characterized by a set of characteristics, the most important of which is its focus on the student's responsibility and initiative in learning and acquiring skills, attention to clear learning strategies, reflection on learning steps and metacognitive skills, attention to activities and projects aimed at solving problems, and considering the teacher as a facilitator of learning rather than a source for it, and attention to learning that includes real problems. And relying on reliable assessment strategies, and the ability of this learning to build on previous learning experiences using methods that focus on cooperation, creativity, attention to feedback, and challenge based on high expectations of all students, in addition to diversifying teaching methods for the success of active learning implementation procedures (Al-Anazi, 2021).

In order for the chances of success for active learning to be achieved, the various active learning elements must be available, which Sadeq (2021) believes that active learning includes four basic elements, which are speaking, listening, reading, writing, thinking and meditation. Educational activities include various cognitive activities that support students' learning, help achieve goals, and support students in discovering and applying knowledge.

Based on the importance of active learning, the school must provide appropriate educational environments that are fertile for creativity, and that help the student to educate himself, and enable him to acquire the desired skills and trends and thus apply them in other educational and life situations, along with theoretical information. To achieve this, the four elements of active learning must be available. for the desired learning success (Shroff et al., 2021).

Professional education teachers, like other teachers, are seen as being required to practice active learning and its various elements, especially that teaching vocational education needs strategies that contribute to providing the learner with broad and multiple knowledge and skills, in addition to the importance of providing them with positive attitudes towards professions, professional work and workers in different professions. A professional education teacher may be more effective in achieving this if they have accurate knowledge of these elements. Perhaps the role of the school principal as a resident supervisor in his school, where he works to constantly follow up his teachers through scheduled class visits, it was necessary to know his point of view on the degree to which vocational education teachers in the capital, Amman, practice active teaching strategies.

The development of teaching strategies is a vital and important matter at the educational level, as these strategies represent the main link between the teacher and the learner, through which the teacher manages the teaching process in the classroom, and through them the teacher can evoke the ideas and skills of his students.

And because the learner has become the main focus of the learning process, the teacher has to pick and choose strategies that achieve this goal and help in activating him and enabling him to practice various mental processes, and in this direction, active learning strategies are highly supportive to achieve this goal, and in this context, Stanbury stresses (Stanberry, 2018) that learning is effective when the learner is participating and active during learning, the learner's activity is essential in the learning process. Bishop (2020) defined active learning as a teaching style based on self-activity and positive participation of the learner, through which he does research using A set of different scientific activities and processes such as observation and conclusion in order to reach the required information by himself and under the supervision, guidance and evaluation of the teacher. Abu Bakr and Ismail (Abu Bakar & Ismail, 2020) define it as a learning and teaching method in which students participate in activities, exercises and projects with great effectiveness through a rich and diverse learning environment that allows them to practice constructive dialogue, discussion, conscious thinking, and deep reflection on everything they read and write It is posed in the presence of a teacher who helps and encourages them to take responsibility for their own learning under his supervision.

And Al-Zahrani (2022) defined it as a method of learning that provides students with the opportunity to interact and participate in the implementation of activities that encourage them to think, discuss, express opinions, listen well, do written work, cooperate with colleagues, and hold students responsible for learning through an educational environment that encourages the search for information through a group of Individual or group activities. The researcher believes, through the previous definitions, that it is necessary to pay attention to and emphasize active learning and its application in the educational process, especially at this time when knowledge and information flowed in a way that is difficult to capture, which makes the only way to deal with it is to find a type of learning such as active learning that gives the foundations and rules in dealing With that knowledge and information, good selection and effective employment, and transferring the focus of the educational process from the teacher to the student and making it the center of the educational process through its effectiveness and participation in activities.

The importance of active learning is highlighted through its focus in the educational process on the student and making him a more active and lively participant in the classroom discussion. It also focuses on the student's

position in the educational process. In active learning, the student is given the right to choose, and more self-initiatives are expected of him, where the teacher acts as a mentor For students instead of being a transmitter of information and knowledge, and here becomes clear the nature of the relationship between the teacher and the student that is characterized by cooperation by sharing together in taking responsibility in the educational learning process, and emphasizing the importance of allowing the student to assume a measure of organization and control for his personal learning experiences (Auerbach & Andrews, 2018)

The importance of active learning is to encourage sustainable learning and deep learning, not just the acquisition of facts, enhance higher levels of thinking, offer a wide range of learning opportunities to students, provide continuity of learning in many subjects, allow students to work collaboratively on complex and open tasks, and encourage students to Taking greater responsibility in the educational process, encouraging students to observe the educational process and discovering what they do and do not understand, and helping students to build competencies such as problem solving, critical thinking and communication, as well as keeping pace with various learning methods such as multiple intelligences, raising the learner's interest in the subject and increasing his motivation, and making the process Educational and enjoyable (Hailkari, Virtanen, Vesalainen&Postareff, 2021).

Despite the importance of active learning and the many benefits desired from it in the educational process, the process of its application in the educational process and in schools remains somewhat limited until the present time, because the application of any new idea is faced with a set of obstacles, and what active learning from new ideas is subject to some Obstacles Among the most prominent obstacles facing the application of active learning in the educational process, including aggressive (2021) is the short duration of the educational session, the increase in the number of teachers, the lack of some tools and support devices, the reluctance of learners to participate and teamwork, and the scarcity of using higher-order thinking skills by students. Fear of not learning enough content or not covering the course, fear of losing control of students, weak teachers' conviction of the need for change, lack of incentives for efforts to change, and weakness of teachers in knowledge, concepts and basic skills to activate the learning process.

There are many studies that dealt with the subject of the study, such as the study of Abu Asba' (1996), which aimed to know the extent to which history teachers in the second-grade literary secondary class practice the principles of effective education, and the study sample consisted of (23) educational supervisors and (140) teachers in government secondary schools. In the following directorates of education: Greater Amman First, Greater Amman Second, Suburbs of Amman, Salt, Karak Kasbah, Irbid First, Irbid Second, and Bani Kenana. From the point of view of the educational supervisors, and the presence of statistically significant differences for the educational and behavioral qualification variable in the degree of their practice of the principles of active learning in the eighth domain related to the development of skills, values and trends, while the results did not show any effect of this variable in their practices of the principles of the other eight domains, and the combined domains. The results of the study also showed that there was no effect of the experience variable for teachers in their practices of the principles of effective learning in all fields combined.

Scheyvens et al, (2008) conducted a study that aimed to investigate the effect of employing active learning strategies in teaching geography, and the importance of these strategies in activating the role of the teacher in engaging students in the educational situation compared to traditional teaching methods in which the teacher dominates the educational situation. It provides the opportunity for learners to participate actively in it, and the results showed the importance of employing active learning strategies in the educational process in teaching geography, and rejecting the belief that it is difficult to implement active learning strategies in many educational situations, because it requires students to have prior knowledge about the content of the educational situation, and that Implementation of the majority of active learning strategies requires an important role and great effort on the part of the teacher and the student alike.

Abu Sneineh, Asha and Kattawi (2009) conducted a study that aimed to reveal the degree of practicing the principles of active learning in teaching social studies from the point of view of its teachers in UNRWA schools in Jordan, and the study population consisted of social studies teachers in all UNRWA schools They numbered (121) male and female teachers, and the study sample amounted to (70) male and female teachers, at a rate of (58%) from the original community. The results of the study showed that the average estimate of social studies teachers of the degree to which they practice the principles of active learning on the total tool was at a high degree, as three principles are practiced at a very high degree, thirty principles are practiced at a high degree, two principles are practiced at a medium degree, and one principle is practiced at a low degree, and the presence of Statistically significant differences between the average estimates of social studies teachers of the degree to which they practice the principles of active learning, due to the gender variable (male and female) and in favor of females. The study recommended: Urging social studies teachers to use the computer to teach them conceptual maps and graphs, And schedules, employing educational programs, encyclopedias, and the Internet.

Al-Rashidi (2015a) conducted a study aimed at knowing the degree to which primary school teachers in the State of Kuwait practice the elements of active learning from the point of view of mentors and managers. (45)

principals and (60) male and female mentors, and the results of the study showed that the degree of primary school teachers' practice of active learning elements from the point of view of mentors and directors was medium, and the results also showed that there were no statistically significant differences in the degree of primary school teachers' practice of active learning elements due to the variable The gender and experience of the mentor, and the presence of statistically significant differences in the degree to which primary school teachers practice the elements of active learning due to the educational qualification variable of the mentor on the total score in favor of the bachelor's degree holders in the reading component, and the absence of statistically significant differences in the degree to which primary school teachers practice the elements of active learning due to the variable of scientific qualification and experience. And gender for the director, with the exception of the writing component, was in favor of the female.

Al-Rashidi (2015b) conducted a study that aimed to identify the degree of practicing the role of the teacher and student in active learning in the light of some variables from the point of view of secondary school teachers and students in the State of Kuwait. The researcher used the descriptive survey method, where the study sample included (95) teachers, and (105) female teachers, (192) male students, and (208) female students, and the researcher designed two questionnaires, the first for male and female teachers, and the second for male and female students. Kuwait was medium, and the degree of practicing the role of both the teacher and the student in active learning from the point of view of secondary school students in Kuwait was medium. The State of Kuwait from the point of view of teachers and students together, and there are statistically significant differences in the degree of teacher practice in active learning according to the gender variable in the total score in favor of females, and there are no statistically significant differences in the degree of teacher practice in active learning according to The educational qualification and experience variable, and there are no statistically significant differences in the degree of student practice in active learning according to the gender variable and the student's academic level.

Araidah (2016) conducted a study that aimed to reveal the degree to which teachers of the lower basic stage practice active learning strategies from the teachers' point of view. The study consisted of teachers using the stratified random method, with a percentage of 30% of the original community number, and thus the sample of the study amounted to 78 male and female teachers. The results showed that there were no statistically significant differences due to the effect of academic qualification and experience, and the study recommended, based on its results, a set of recommendations, the most important of which are: Urging the teachers of the lower basic stage to continue using active learning strategies because of their positive results in communicating information to students.

Referring to previous studies, it is noted that there are many studies that dealt with the issue of active learning practice by teachers, such as a study (Abu Asbaa, 1996), a study (Abu Sneina, Asha and Qatawi, 2009), a study (Al-Rashidi, 2015a), a study (Al-Rashidi, 2015b) and a study (Araidah, 2016). The researcher also found a group of studies that adopted the school community (school principals) matching with the community of the current study as a study (Al-Rashidi, 2015), while the researcher found a group of studies that adopted the school community (teachers) matching with the community of the current study as the study (Abwasba). The researcher benefited from the previous studies in enriching the theoretical literature, developing the study tool, and comparing the results of the current study with it.

STUDY PROBLEM

The current era is witnessing a rapid growth in knowledge, especially after the emergence of the Internet and various public and specialized satellite channels. This rapid growth of knowledge posed a great challenge and raised many questions about the type of knowledge that should be provided to students and how to address it in the curricula, as well as in the classroom and following The most appropriate methods for interacting with knowledge, as it is supposed to take into account a number of experiences that may be at hand, the most important of which is the need to find ways, methods and techniques that provoke the learner's thinking, and enable the teacher and the learner to move away from the indoctrination that overwhelms the thinking of each.

Since educational thought in its successive development has given great attention to educational processes and their inputs and then all their outputs, and with the emergence of modern educational philosophies that reject the old educational philosophies, new roles have emerged for the teacher that he would not have assumed responsibility before, due to the emergence of the concept of active learning at the end of the last century And increased focus on it at the beginning of the current century, as between Al-Zahar (2021). Perhaps the review of some previous studies that dealt with active learning and the extent to which teachers practice this role effectively to achieve the desired goals of that type of learning, prompted the researcher to investigate the degree of active learning practice by professional education teachers.

In light of the foregoing, the problem of the study is to investigate the degree to which professional education teachers practice active learning strategies from the point of view of teachers and principals. This is done by answering the following questions:

STUDY QUESTIONS

The current study answered the following questions:

THE FIRST QUESTION: What is the degree to which vocational education teachers practice active learning strategies from their point of view and that of school principals in schools of education in the capital, Amman?

THE SECOND QUESTION: Are there statistically significant differences at the level ($\alpha \geq 0.05$) in the degree to which vocational education teachers practice active learning strategies from their point of view and that of school principals in schools of education in the capital, Amman, due to the job variable (teacher, school principal)?

THE THIRD QUESTION: Are there statistically significant differences at the level ($\alpha \geq 0.05$) in the degree to which vocational education teachers practice active learning strategies from their point of view and that of school principals in schools of education in the capital, Amman, due to the variable of gender (males or females), and educational qualification (Bachelor's, Postgraduate), and Experience Variable for Occupational Education Teacher and School Principal (<5 years, 5-10 years, 10 years or more)?

PURPOSE OF THE STUDY

The current study aimed to identify the practice of vocational education teachers of active learning strategies from their point of view and that of school principals in schools of education in the capital Amman, and to reveal the significance of differences between principals and teachers in the practice of active learning strategies by vocational education teachers from their point of view and that of school principals in schools Education in the capital Amman, as well as revealing the significance of the differences according to gender variables (males or females), educational qualifications (bachelor's, postgraduate studies), and the experience variable for the professional education teacher and school principal (less than 5 years, 5-10 years, 10 years). years or more).

STUDY IMPORTANCE:

The importance of the current study is highlighted by what its results show about the importance of the availability of active learning strategies in the performance and practices of the professional education teacher.

It is hoped that those responsible for planning and developing curricula will benefit from them to support these curricula with the strategies necessary to practice active learning strategies.

It is hoped that the organizers of the training courses that provide the opportunity for professional growth for teachers of vocational education will benefit from it, in order to keep pace with the developments of contemporary educational thought, so that it becomes their system of work in supporting teachers' performance forward towards the interest in active learning.

It is hoped that this study will benefit teachers of vocational education and the rest of the teachers in general to pay attention to active learning strategies.

PROCEDURAL TERMS AND DEFINITIONS

Many terms have been employed in this study that require definition, and the most important terms of the current study are as follows:

ACTIVE TEACHING STRATEGY: Sadiq (2021: 681) defined it as a dynamic process of containing learners in educational situations, which requires them to move and actively participate in all activities under the guidance and supervision of the teacher.

THE DEGREE OF PRACTICE: The researcher defines it procedurally: the degree obtained by the vocational education teacher in a questionnaire that measures the role of the teacher in active learning.

THE LIMITS OF THE STUDY

The limitations of the current study were as follows:

SPATIAL LIMITS: The spatial boundaries of the study are represented in the schools of education in the capital, Amman.

TEMPORAL LIMITS: The temporal limits of the study are represented in the time when the study tools were applied, during the first semester of the academic year 2021/2022 AD.

HUMAN LIMITS: The human boundaries are represented by the study community and its sample, which will be limited to teachers of vocational education and school principals in schools in the capital, Amman.

STUDY DETERMINANTS

In collecting its data, the current study relied on the study tool, the extent of its validity and reliability, and the generalization of the results of the study, so that the result is not generalized except to the community from which the study sample was drawn and similar communities.

STUDY APPROACH

The researcher used the descriptive analytical method for its suitability for the purposes of the current study and as the most appropriate method for such a study.

STUDY COMMUNITY

The study population consisted of (834) individuals, divided into two categories, the first includes teachers of vocational education in the schools of the capital, Amman, whose number is (526) teachers, and the second category is school principals in the capital, Amman, whose number is (308) principals, during the first semester of the year 2021. /2022l, according to the statistics of the education directorates in the capital, Amman, for the academic year 2021/2022 AD.

THE STUDY SAMPLE

The study sample consisted of (401) individuals, where schools affiliated to the capital Amman were identified, and the questionnaire was distributed in a cluster random manner to (228) male and female teachers, and (173) principals, and the table (1) shows the distribution of the study sample members according to job, gender and educational qualification Number of years of experience:

TABLE(1) :DISTRIBUTION OF STUDY SAMPLE MEMBERS ACCORDING TO JOB, GENDER, EDUCATIONAL QUALIFICATION AND NUMBER OF YEARS OF EXPERIENCE

Variable	Category	Number
Job	Teacher	228
	Principal	173
Sex	Male	187
	Female	214
Qualification	Bachelor	303
	Post Graduate	98
	Less than 5 years	103
Experience	5-10 years	192
	More than 10 years	106
Total		401

STUDY TOOL

The researcher developed the study tool represented by the questionnaire, by reviewing previous studies and related literature, and followed the following steps:

1. The researcher determined the objective of the current study; It reveals the degree to which vocational education teachers practice active teaching strategies from their perspectives and that of school principals in Amman's schools.
2. The researcher identified the paragraphs of the questionnaire, which consisted of (13) paragraphs.
3. The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one point out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree).

Consequently; If the arithmetic mean value of the paragraphs lies between (1.00 - 2.33), then this indicates that the level of approval is low, but if the value of the arithmetic mean of the paragraphs lies between (2.34 - 3.67), this indicates that the level of approval is medium, and if the arithmetic average value of the paragraphs is between (3.68 - 5.00), this indicates that the level of approval is high.

VALIDITY OF THE TOOL

In order to determine the apparent validity of the questionnaire tool, it was presented in its initial form to a group of arbitrators, in order to take from their views on the paragraphs of the questionnaire in terms of the paragraph's relevance to the subject of the study, its clarity, the paragraphs' belonging to its axis, the accuracy and integrity of the linguistic formulation, as well as to make any modifications they deem appropriate. The researcher took their observations In terms of reformulating some paragraphs linguistically, deleting or adding some new paragraphs, and after the modifications, the questionnaire became in its final form, which included (13) paragraphs.

In order to extract the indications of the construction validity of the questionnaire, the correlation coefficients for each paragraph and the total score were extracted on an exploratory sample from outside the study sample that amounted to (30) teachers and principals of both sexes, and table (2) shows that:

TABLE(2) :THE VALIDITY OF THE INTERNAL CONSTRUCTION OF THE QUESTIONNAIRE BY CALCULATING THE PEARSON CORRELATION COEFFICIENT BETWEEN THE DEGREE ON THE PARAGRAPH AND THE SUB-SCORE ON THE DIMENSION TO WHICH THE PARAGRAPH BELONGS (N = 30)

Item	Correlation Coefficient	Item	Correlation Coefficient
1	**.458	8	**.602
2	*.429	9	**.459
3	**.523	10	**.630
4	**.606	11	**.472
5	*369.	12	**.537
6	*.428	13	*.400
7	**.459	14	**.637

(**) Function at the significance level (α≤0.01).
(*) Function at the significance level (α≤0.05)

Table (2) shows that the scale achieved good internal building validity indicators, where the correlation coefficients varied between (0.369-0.637), all of which are statistically significant, which indicates that the questionnaire has appropriate internal consistency validity indicators.

TOOL RELIABILITY

In order to ensure the reliabilityof the study tool, the stability coefficient was calculated using the internal consistency method according to Cronbach's alpha equation.

STUDY PROCEDURES

The study went through the following procedures, in order to reach its goal:

- Reviewing previous studies and literature related to the subject of the study.
- Formulation of the study problem and questions.
- Prepare the study tool.
- Verify the validity of the study tool.
- Ensure the stability of the study tool.
- Application of the study tool. Data collection and statistical processing using the Statistical Package for Social Sciences (SPSS) program.
- Presentation and discussion of the results of the study.
- Statistical processors

The researcher used the Statistical Package Program (SPSS) to extract the results after the completion of data collection from the study sample using:

- Pearson's correlation coefficient.
- Two independent t test.
- Three Way ANOVA.

STUDY RESULTS AND DISCUSSION

RESULTS RELATED TO THE FIRST QUESTION: WHAT IS THE DEGREE TO WHICH VOCATIONAL EDUCATION TEACHERS PRACTICE ACTIVE LEARNING STRATEGIES FROM THEIR POINT OF VIEW AND THAT OF SCHOOL PRINCIPALS IN THE SCHOOLS OF THE DIRECTORATE OF EDUCATION IN THE CAPITAL, AMMAN?

To answer this question, the arithmetic averages and standard deviations of the degree to which professional education teachers practice active learning strategies were extracted from their point of view and that of school principals in the schools of the Directorate of Education in the capital, Amman, and the table (3) below illustrates this.

TABLE (3) :ARITHMETIC MEAN AND STANDARD DEVIATION OF THE DEGREE TO WHICH VOCATIONAL EDUCATION TEACHERS PRACTICE ACTIVE LEARNING STRATEGIES FROM THEIR POINT OF VIEW AND THAT OF SCHOOL PRINCIPALS IN THE SCHOOLS OF THE DIRECTORATE OF EDUCATION IN THE CAPITAL, AMMAN

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	The teacher develops the cooperation skills of the students	3.83	.83	1	High
10	The teacher motivates the students by asking questions	3.79	.73	2	High
2	It develops learners' ideas and takes care of their inclinations	3.68	.76	3	Average
12	It gives enough time to implement the strategies	3.66	.54	4	Average
11	Diversity in the use of learning strategies such as (working in groups, role playing, simulation, brainstorming)	3.64	.60	5	Average
13	Uses modern strategies related to the subject	3.62	.68	6	Average
5	The teacher links the strategy in the content of the educational material	3.61	.54	7	Average
7	Technology is used in many activities	3.59	.65	8	Average
8	It puts learners in situations where they feel challenging	3.58	.71	9	Average
3	Assigns students activities that interest them	3.55	.64	10	Average
6	Connects past experiences with new experiences in a variety of situations	3.52	.69	11	Average
4	The teacher assigns some students to manage the educational situation	3.48	.55	12	Average
14	Employs activities that invite students to investigate and research	3.43	.59	13	Average
9	Provides self-learning resources	3.41	.56	14	Average
	Total	3.60	.21	---	Average

It is clear from Table (3) that the degree to which professional education teachers practice active learning strategies from their point of view and that of school principals in the schools of the Directorate of Education in the capital, Amman, is medium, with a mean (3.60) and a standard deviation (0.21). It states (the teacher develops cooperation skills among students) in the first place, with a high degree, with an arithmetic mean (3.83) and a standard deviation (0.83), while paragraph No. (9) on (provides self-learning resources) came in the first place with a medium degree and an arithmetic average (3.41).) and standard deviation (0.56).

The result can be explained that many professional teachers rely on active learning strategies due to the nature of the educational material that requires the implementation of many activities, and since active learning is a method of learning and teaching in which the student participates in many and varied activities in an effective and rich educational environment that allows him to consciously think, sound analysis and positive discussion with the presence of The teacher who encourages the student to teach himself, which pushes him towards achieving the desired goals, but some teachers may be unable to implement these activities, which need the teacher to be sufficiently familiar with strategies and ways to apply them, because active education is a constructive process that means that knowledge is built, not transferred and formed Inside the student's mind as a result of the interaction of his senses with the external environment, the mind creates knowledge according to its own perception, and information increases the percentage of acquisition, retention and retrieval if the student builds it himself based on his previous experiences.

The results of the degree of professional education teachers' practice were average, and this result can be explained by the fact that many vocational teachers rely on active learning strategies, due to the nature of the educational material that requires the implementation of many activities, and since active learning is a method of learning and teaching in which the student participates in many and varied activities in an effective learning environment. It is rich and allows him to conscious thinking, sound analysis and positive discussion with the presence of the teacher who encourages the student to teach himself, which pushes him towards achieving the desired goals. Active is a structural process that means that knowledge is built, not transferred, and formed inside the student's mind as a result of the interaction of his senses with the external environment. The mind creates knowledge according to its own perception, and the information is acquired, retained and retrieved if the student builds it himself based on his previous experiences.

This result agrees with the study of Al-Rashidi (2015a), which indicated that the degree to which primary

school teachers practice the elements of active learning from the point of view of mentors and managers was medium, and the results also showed that there were no statistically significant differences in the degree to which primary school teachers practiced the elements of active learning due to the variable of gender and experience of the mentor. And there were statistically significant differences to the degree of primary school teachers' practice of active learning elements due to the educational qualification variable of the mentor on the total score in favor of the bachelor's degree holders in the reading component, and the absence of statistically significant differences to the degree to which primary school teachers practiced the active learning elements due to the variable of academic qualification, experience and gender of the principal, except The writing component was in favor of females, while this result differs with the study of Abu Snina, Asha and Kattawi (2009), which showed that the average estimate of social studies teachers for the degree of their practice of active learning principles on the overall tool was a high degree, and also differed with the study of Araidah (2016), which showed The degree to which teachers of the lower basic stage in the Taybeh district practice active learning strategies in the first stage For the minimum basic from their point of view was high.

The second question: Are there statistically significant differences at the level ($\alpha \geq 0.05$) in the degree to which professional education teachers practice active learning strategies due to the job variable (teacher, school principal)?

To answer the question, an independent t-test was used to find out the significance of the differences in the degree to which professional education teachers practice active learning strategies due to the job variable (teacher, school principal) and the table (4) shows that:

TABLE(4) :THE RESULTS OF THE T-TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE DEGREE OF PROFESSIONAL EDUCATION TEACHERS' PRACTICE OF ACTIVE LEARNING STRATEGIES DUE TO THE JOB VARIABLE (TEACHER, SCHOOL PRINCIPAL)

Job	NO.	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value	SIG
Teacher	228	3.58	.22	399	2.076-	.039
Principal	173	3.62	.19			

It is evident from the results presented in Table (4) that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the degree to which vocational education teachers practice active learning strategies due to the job variable (teacher, school principal), where the calculated value of (T) for total = (-2.076), and for the benefit of managers.

The reason for the high degree of appreciation of the school principal, the degree to which professional education teachers practice active learning strategies, can be attributed to the fact that the school principal was chosen according to criteria based on experience, academic qualification and other criteria, and that the school principal attended classes with many colleagues, so his appreciation level increased. In addition to the training and workshops that are attended by the principal, and related to his work as a resident supervisor at the school.

THE RESULTS OF THE THIRD QUESTION: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE LEVEL (A ≥ 0.05) IN THE DEGREE TO WHICH VOCATIONAL EDUCATION TEACHERS PRACTICE ACTIVE LEARNING STRATEGIES DUE TO THE GENDER VARIABLE (MALE OR FEMALE), EDUCATIONAL QUALIFICATION (BACHELOR, GRADUATE), AND THE EXPERIENCE VARIABLE FOR THE VOCATIONAL EDUCATION TEACHER AND DIRECTOR SCHOOL PRINCIPAL (UNDER 5 YEARS OLD, 5-10 YEARS OLD, 10 YEARS OLD AND OVER)?

To answer this question, the mean and standard deviation of the degree to which professional education teachers practice active learning strategies were calculated according to the variable of gender, educational qualification and years of experience, and table (5) shows this:

TABLE (5) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH VOCATIONAL EDUCATION TEACHERS PRACTICE ACTIVE LEARNING STRATEGIES ACCORDING TO GENDER, ACADEMIC QUALIFICATIONS AND YEARS OF EXPERIENCE VARIABLES.

Variable	Category	Arithmetic Mean	NO.	Standard Deviation
Sex	Male	13.6	187	2.2
	Female	3.59	214	.20
Qualification	Bachelor	3.57	303	.20
	Post Graduate	3.67	98	.21
Experience	Less than 5 years	13.5	103	.25
	5-10 years	23.6	192	7.1
	More than 10 years	53.6	106	.20

It is noticed from Table (5) that there are apparent differences in the degree to which vocational education

teachers practice active learning strategies according to the variables of gender, academic qualification and years of experience. For the variables (gender, educational qualification, and experience) as shown in Table (6):

TABLE(6) :THREE WAY ANOVA TO INDICATE THE DIFFERENCES IN THE DEGREE TO WHICH PROFESSIONAL EDUCATION TEACHERS PRACTICE ACTIVE LEARNING STRATEGIES ACCORDING TO THE VARIABLES (SEX, EDUCATIONAL QUALIFICATION, AND EXPERIENCE)

Source of Contrast	Squares Sum	Freedom Degree	Squares Mean	F Value	SIG
Sex	.002	1	.002	.043	.835
Qualification	.415	1	.415	10.109	.002
Experience	.896	2	.448	10.920	.000
Error	16.243	396	.041		
Total	17.884	400			

It is noticed from Table (6) that there are no statistically significant differences in the degree to which vocational education teachers practice active learning strategies due to gender, where the value of (F) = (0.043), while there are differences in the degree of professional education teachers practicing active learning strategies due to qualification. In the scientific field, where the value of (F) = (10.109), and in favor of those with postgraduate qualification, it is also noted that there are differences due to experience, where the values of (F) = (10.920) shows that:

TABLE (7) :THE RESULTS OF THE SCHEFFE TEST FOR DIMENSIONAL COMPARISONS IN THE DEGREE OF PRACTICE OF ACTIVE LEARNING STRATEGIES BY PROFESSIONAL EDUCATION TEACHERS BY EXPERIENCE

Experience(a)	Experience(b)	Difference between Squares	SIG
Less than 5 years	5-10 years	-.1108*	.000
	More than 10 years	-.1406*	.000
5-10 years	More than 10 years	-.0298	.478

It is noticed from Table (7) that the differences in the degree of professional education teachers' practice of active learning strategies according to experience between those with experience (less than 5 years) on the one hand and those with experience (5-10 years) and (10 years and more) on the other hand, that is, the differences are in favor of Highly experienced.

The reason for the absence of differences between male and female teachers in the degree to which professional education teachers practice active learning strategies may be due to the fact that whether the teacher's gender is male or female, it does not affect the teacher's possession of the skills to implement active learning strategies. Teachers of both sexes have received many training courses on methods of implementing strategies in general and implementing active learning strategies in particular, and the years of experience show that teachers have gone through many educational situations through which they gained the ability to deal with different situations and succeed in them.

As for the existence of differences due to experience and in favor of those with higher experience, this result can be explained that years of experience make the teacher have many experiences in implementing science strategies in a manner that is appropriate to the educational content and helps to achieve goals. Also, the teacher who has more experience is more familiar with the characteristics of students and can It should be taken into account during the implementation of the strategy, which helps its success. In addition, the years of experience mean that the teacher has received many courses in professional development, which helps him to use and implement learning strategies more successfully.

This result agrees with the study of Al-Rashidi (2015a), which indicated that there are no statistically significant differences in the degree to which primary school teachers practice the elements of active learning due to the variable of sex, and it differs with it in terms of the absence of differences due to the variables of educational qualification and experience, and this result also differs with the study of Abu Sunina and Asha. and Kattawi (2009), which showed that there are statistically significant differences between the average estimates of social studies teachers of the degree to which they practice the principles of active learning, due to the variable of sex and in favor of females, and the absence of differences due to the variable years of experience, and also differs with the study of Araidah (2016), which showed that there are no differences due to the variable years of experience. Statistically significant differences due to the effect of educational qualification and experience.

RECOMMENDATIONS

In light of the findings of the study, it recommends the following:

1. Encouraging vocational education teachers in particular and teachers in general to implement active learning strategies in the classroom for the benefit of the educational process.

2. Work to reconsider the teaching tools, methods and strategies provided by schools to suit all classes and stages of study.
3. Conducting more studies on active learning strategies, and finding a mechanism to benefit from and apply them
4. Working on developing ways that increase students' motivation towards positive participation in the classroom, and employing strategies that increase students' attention, and their direct participation as contributors, not recipients.
5. Conducting several training courses and workshops and urging teachers to participate in them to acquire skills for implementing educational strategies.
6. Creating educational materials in university education related to the methods of implementing active learning strategies so that newly experienced teachers can apply these strategies.

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