

## The Reality of the Quality of the Education Delivered in the Vocational Education (VE) Course in Jordanian Public Schools

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### Abstract

The present study aimed to explore reality of the quality of the education delivered in the vocational education (VE) course in Jordanian public schools. The study's sample consists from eighty (80) supervisors supervising the vocational education (VE) course in the directorates of education located in the Northern Province (Irbid, Ajloun, Jarash and Mafraq). To meet the goals intended from this study, the researcher of the present study developed the study's instrument (i.e. a questionnaire). The study's questionnaire sheds a light on the quality standards related to the vocational education curricula. It was found that the sampled supervisors have neutral attitudes towards the quality of the education delivered in the vocational education course in Jordanian public schools. The researcher recommends creating partnerships and promoting cooperation between the Ministry of Education and the Technical and Vocational Skills Development Commission (TVSD). Such partnerships and cooperation must aim at increasing the extent of meeting quality standards in the vocational education curricula.

**Keywords:** quality, vocational education (VE) curricula, Jordan, public schools

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### 1. Introduction

The vocational education (VE) course is one of the important courses. It is targeted in the plan set by the Ministry of Education. That is because the vocational education course contributes to providing outcomes that are necessary in the practical aspects of life. It is also because this course contributes to meeting the demands of the labour market through providing this market with qualified technicians. It is also because this course contributes to promoting interests among students in vocational and technical education.

Quality refers to the extent of meeting the standards related to perfection. It can be determined through identifying whether the concerned service or product was delivered on the specified time and in accordance with the specified specifications. Such specifications are set in accordance with the needs of the beneficiaries. In other words, quality is determined through identifying whether the product or service made the beneficiaries satisfied or not. It is also determined through identifying whether the method of delivering the product or service made the beneficiaries satisfied or not. In case the beneficiaries are satisfied with the product or service and the way of delivering it, one can say that the quality level is high [9]

According to Muslim [11] the challenges facing the teaching process and the issues associated with this process made it necessary to adopt a new approach. It is necessary to adopt a new approach to handle such challenges and issues. That shall contribute to developing the outcomes of the teaching process. Many countries have been showing attention to the mechanisms used for making changes to the educational field and developing it. Most countries are keen on adopting a total quality approach in the educational field. That is attributed to the significance of total quality. It is attributed to the positive impacts of adopting this approach. Such impacts supports the teaching process.

Quality in the educational field refers to a set of standards that are met in the aim of improving the educational outcomes in an ongoing manner. It can be defined as a set of specifications and characteristics that one expects to have in the educational outcomes, operations and activities. It also refers to the availability of the required tools and methods that enable the educational institutions to achieve satisfying results [8]

Quality in the field of education refers to translating the needs and expectations of students into characteristics that manifest in the educational service. Such translation must lead to having an alignment between the expectations of the students and the characteristics of the educational services [1]

Quality in the field of education can be defined as improving the leadership and administrative methods through making the relevant changes and engaging all the members of the school in the process of making such changes. Such engagement must be achieved in a group and cooperative manner. Such an improvement must be carried out

in an ongoing manner with promoting the spirit of honorable competition between schools. It must aim at handling the challenges faced in the contemporary age and keeping up with the developments occurring subsequently [5]

Quality in the field of education can be defined as an administrative strategic process that is based on a set of values. It is also based on the information that allow investing in the gifts and intellectual capabilities of the workers in a creative manner to make ongoing improvements to the educational institutions [4]

Ethel [14] reported that vocational education emphasizes skill acquisition. Quality assurance in vocational education is a concept that is concerned with achieving a high performance that involve activities with vocational education such as teaching, learning, infrastructures, students' behaviour and the entire academic process. Quality in the vocational educational field refers to input and output of the programme, the expressions of standard by which certain goals can be achieved.

The main goal sought from achieving total quality in the educational process is represented in making the internal customers (i.e. students and teachers) satisfied. It is also represented in making the external customers (i.e. parents, members of the society and people in the labour market) satisfied. In addition, it is represented in making ongoing improvements to the educational processes. Therefore, it is necessary to promote the culture and philosophy of total quality in educational institutions. It is necessary to make changes to the dominant values and behaviours and adopt the participatory administrative pattern. The latter pattern is considered essential for improving the quality of the education delivered in all the educational stages and meeting the intended educational goals [2]

The quality standards differ from one field to another. The standards of the quality in the educational field are related to the specifications of the individuals who graduate from schools and their achievement throughout various school stages. They are related to the ability of those individuals to overcome the problems and obstacles that might face them. Such an ability activates the phrase (prevention is better than cure). Some of the quality standards in the educational field are presented below [8]

- Quality standard related to curricula.
- Quality standard related to infrastructure.
- Quality standard related to educational and administrative framework.
- Quality standard related to basic structure.
- Quality standard related to the measures related to human and financial resources.
- Quality standard related to the positive impression of the beneficiaries of the school's services.
- Quality standard related to ongoing improvement.
- Quality standard related to academic achievement.

The quality standards in education refer to a set of specifications enjoyed by a good and accepted outcome. They serve as guarantees for the quality level of the outcome and the graduates' ability to compete in the global markets. They describe the knowledge, skills and values that ought to be possessed by the students. As for the educational standards, they are used to assess the quality of the curricula, teaching or assessment method or teacher professional development programs [10].

In Jordan, the Technical and Vocational Skills Development Commission (TVSD) was established in 2019. It was established under article No. 31 of the Jordanian Constitution and Law No. 9 of 2019. The latter law is called the (Law of Developing the Technical and Vocational Skills). It was enacted in accordance with the recommendations of the National Strategy for Human Resources Development. Under the latter recommendations, there must be clear organizational structures for the governance in the sector in order to activate the accountability principle (The Technical and Vocational Skills Development Commission, 2023)

It is significant to meet the quality standards and assure quality in the process of teaching the vocational education course. It is also significant to have an adequate number of students who are interested in receiving vocational education and developing their technical skills after finishing the basic school stage. In this regard, the present

study aimed to explore the reality of the quality of the education delivered in the vocational education course in Jordanian public schools.

## **2. The Study's Objective**

This study investigated the reality of the quality of the education delivered in the vocational education course in Jordanian public schools

## **3. The Study's Question:**

This study aimed to answer the question below

Q.1. What is the reality of the quality of the education delivered in the vocational education course in Jordanian public schools?

## **4. The Study's Significance**

This study is significant because the results enable the developers of VE curricula to identify how effective those curricula are. It's significant because the results can be used to identify whether there is a need to make changes to VE curricula

## **5. The Study's Limits**

Human limits: The study targets the supervisors supervising the vocational education (VE) course in the directorates of education located in the Northern Province (Irbid, Ajloun, Jarash and Mafraq).

Spatial limits: The study targets the Northern Province (Irbid, Ajloun, Jarash and Mafraq).

Temporal limits: The study was conducted during the year 2023

## **6. Literature Review**

Zaher et al. [7] aimed to explore the extent of meeting the total quality principles in vocational education (VE). They aimed to explore the role of vocational education (VE) in developing the socio-economic aspects of life. They found that it is necessary to achieve alignment between the outcomes of educational institutions and the labour market. That should be done through providing students with good training and education and improving the quality of education.

Muslim [11] aimed to identify the extent of meeting the principles of total quality management in the basic public schools in Aqaba, Jordan from the perspective of teachers. He used a survey to collect data from the sample that was chosen randomly. The study's sample consists of 298 male and female teachers. It was found that the extent of meeting the principles of total quality management in the basic public schools in Aqaba, Jordan is moderate from the perspective of teachers. In addition, it was found that there isn't any significant difference between the attitudes of the teachers towards the extent of meeting such principles which can be attributed to the study's variables.

Ara'oosh [6] aimed to identify the extent of meeting the principles of total quality management in the vocational training institutes in Jordan from the perspective of the instructors. The study's sample consists of 175 instructors who were chosen randomly from the study's population. The population is represented by all the instructors in the vocational training institutes in Jordan. A survey was developed. It consists of 63 items. It was found that the extent of meeting the principles of total quality management in the vocational training institutes in Jordan is moderate from the perspective of the instructors. It was found that there isn't any significant difference between the attitudes of the sampled instructors towards the extent of meeting such principles which can be attributed to gender. It was found that there isn't any significant difference between the attitudes of the instructors towards the extent of meeting such principles which can be attributed to academic qualification. The latter result doesn't apply to the (ongoing improvement) area. The difference in the latter area is in favor of the ones who hold a BA degree and the ones who hold a diploma degree.

Albawaleez [3] aimed to propose a vision on practicing the total quality management in the public schools in Jordan in the light of having effective leadership. To meet the study's goals, a developmental survey approach was adopted. This approach was also adopted to develop the study's instrument and check its validity and reliability through using scientific measures. After checking the validity and reliability of the instrument, the instrument was used to obtain data from 629 male and female principals. It was found that the extent of practicing the total quality management in the public schools in Jordan by the principals is high.

Almutairi [12] aimed to identify the extent of meeting the total quality management standards by the intermediate school principals in Alahmadi, Kuwait from the perspective of the teachers. The study's sample consists from 767 female and male teachers. Those teachers were chosen through using the simple random sampling method. It was found that the extent of meeting the total quality management standards by the intermediate school principals in Alahmadi, Kuwait is high from the perspective of the teachers.

Ethel [14] highlighted the concept of quality assurance in the vocational educational field. He shed a light on the factors affecting quality of VE. He shed a light on the strategies that can be used for assuring the quality of VE. He found that it is necessary to have effective quality assurance process in the VE field. Otherwise, it is necessary to take urgent steps in this regard.

Grollmann [13] analyzed the factors affecting the professional knowledge, practices and performance of the instructors delivering technical and vocational education and training (TVET). The international variety of vocational teacher education patterns, profiles and recruitment practices is presented. Most particularly here, the author focuses on the professional reality of vocational teachers as made manifest in the conjoined elements of the knowledge of teachers and professional cultures. In doing so, the author draws on some empirical exemplars. The results shows how closely teacher education and the institutional contexts are entwined in the minds of teachers as well as in professional cultures.

The aforementioned studies shed a light on the significance of meeting quality standards when delivering VE. Meeting such standards shall contribute to ensuring having effective the vocational education curricula

## **7. Methodology**

### **7.1. Approach**

The researcher adopted the descriptive analytical approach. Through adopting this approach, he used a survey to collect data from the sample.

### **7.2. Population**

The population is represented in all the supervisors supervising the vocational education (VE) course in the directorates of education located in the Northern Province (Irbid, Ajloun, Jarash and Mafraq).

### **7.3. Sample**

The study's sample consists from eighty (80) supervisors supervising the vocational education course in the directorates of education located in the Northern Province (Irbid, Ajloun, Jarash and Mafraq). The questionnaire forms were passed to the sample by hand. All the forms were retrieved and considered valid for statistical analysis. Distribution of the sample in accordance with gender is shown in table (1)

**Table 1.** Distribution of the sample in accordance with gender

Variable	Category	Frequency	Percent (%)
Gender	Male	33	41.0
	Female	47	59.0
	Total	80	100.0

#### **7.4. Instrument**

The researcher used a questionnaire to collect data. The questionnaire targets several quality standards that are related to the vocational education (VE) curricula. Those standards are related to:

- Quality of curricula
- Efficiency of educational frameworks
- Ongoing improvements
- Academic achievement

#### **7.5. Validity of the instrument**

The validity of the questionnaire was checked through passing it to experts. Those experts were asked to assess the questionnaire. Their recommendations were taken into consideration and the final version of the instrument was drafted.

#### **7.6. Reliability of the instrument**

To measure the reliability of the instrument, the values of the Cronbach alpha coefficient were calculated. The overall Cronbach alpha coefficient value is (0.844). It indicates that the reliability of the instrument is high.

The researcher used the SPSS program to process data. He also used several statistical methods. These methods are: frequencies and percentages, means standard deviations, and Cronbach's Alpha. The following criteria were used to classify the means:

- Low level: (1.00 - 2.33)
- Moderate level: (2.34 - 3.67)
- High level: (3.68 - 5.00)

Mean and standard deviation were calculated. The means were classified into high, low and moderate means to assess the answers of the respondents.

### **8. Results and Discussion**

To answer the study's question, means and standard deviations were calculated. They are displayed in table (1) below.

**Table 2:** Means and standard deviations of the quality of the education delivered in the vocational education course in Jordanian public schools

No	Statement	M	S.D	Rank	Degree
3	Ongoing improvements	3.44	0.91	1	Moderate
1	Quality of curricula	3.40	1.02	2	Moderate
4	Academic achievement	3.39	0.87	3	Moderate
2	Efficiency of educational frameworks	3.11	0.82	4	Moderate
	Overall	3.32	1.08		Moderate

Based on table (2), it was found that the quality of the education delivered in the vocational education course in Jordanian public schools is moderate from the perspective of the supervisors of the vocational education course. That is because the overall mean is 3.32. The overall standard deviation is 1.08. The latter result indicates that decision makers must take measures and decision to improve the quality of VE in those schools. That shall encourage students to enrol in the vocational streams when finishing tenth grade.

The mean of the (ongoing improvement standard) is 3.44. It's moderate and ranked first. The latter result indicates that administrators and VE teachers must make improvements in an ongoing manner to improve the quality of VE education. Such improvements include: the improvements made to the teaching methods, VE workshop at the school, and equipment.

The mean of the (quality of curricula standard) is 3.40 which is moderate and ranked second. The latter result indicates that the concerned decision makers must make improvements to the VE curricula in a regular manner. That is needed because the relevant technologies, knowledge and equipment keep changing. In addition, there must be committee responsible for collecting feedback from students and teachers about the quality of the VE curricula. Such feedback must be used to improve the curricula and ensure that the curricula meet the learning needs of students.

The mean of the (academic achievement standard) is 3.39 which is moderate and ranked third. The mean of the (efficiency of educational frameworks standard) is 3.11 which is moderate and ranked last.

This result indicates that the vocational education curricula in public schools in Jordan must meet more quality standards. That is because the overall quality level is moderate. It should be noted that meeting the targeted standard to a certain extent is considered something good and important. The researcher hopes to have a cooperation between the Ministry of Education and the Technical and Vocational Skills Development Commission (TVSD). Such cooperation must aim at increasing the extent of meeting quality standards in the vocational education curricula

## 9. Conclusion

The present study aimed to explore the reality of the quality of the education delivered in the vocational education course in Jordanian public schools. It was found that the quality of the education delivered in the vocational education course in Jordanian public schools is moderate from the perspective of the supervisors of the vocational education course. In this regard, the researcher emphasizes the significance of raising the quality of education in general and the quality of vocational education in particular. That is needed due to the increase in the number of the students interested in receiving vocational education. It is needed to reduce the high unemployment rates among the graduates of academic majors. In this regard, the researcher recommends creating partnerships and promoting

cooperation between the Ministry of Education and the Technical and Vocational Skills Development Commission (TVSD). Such partnerships and cooperation must aim at increasing the extent of meeting quality standards in the vocational education curricula.

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