

PROBLEMS FACED BY PRE-VOCATIONAL EDUCATION CURRICULA TEACHERS IN JORDAN

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ABSTRACT- *Research aims to identify the problems faced by curricula of vocational education teachers in Jordan, the study sample consisted of 100 teachers selected through a sample available, interview tool, the results showed that the most important problems facing teachers curricula of vocational education: perception of inferiority by students and school administration and teachers for the curriculum and got on top of problem where the percentage of them (90%), and ranked second problem of lack of acceptance of students to the idea of teaching curriculum of vocational education by (85%), and ranked third dearth of concerns professional highly equipped to carry out activities pose problem faced by teachers and amounted to (70%). The researcher recommended to provide professional Laboratory schools equipped to achieve the objectives of professional education curriculum, in addition to holding lectures for students, teachers and school administrators to make them aware of the importance of pre-vocational education curriculum.*

Keywords: *pre-vocational education curriculum, pre-vocational education curriculum teachers.*

I. INTRODUCTION

The education curriculum of pre-vocational education curricula taught in the Hashemite Kingdom of Jordan and includes curriculum six themes, namely: (engineering skills and light maintenance, hospitality and tourism, agriculture and the environment, Home management and public life, economy and technology, public health and safety) [1,2,3], where the curriculum aims to achieve set of goals and the most important of educating students to occupations in various spheres of life in order to allow students to form their preferences and aptitudes to enable them to choose future career. And teaching curriculum of pre -vocational education different for other approaches due to the nature of the curriculum is dye process and the theory, which requires the provision concerns professional equipped with all number of tools and various appliances and various areas of life [4,5,6,7].

And requires the teaching curriculum of pre- vocational education teacher specializing in various fields [8,9,10], and as a result experienced researcher in this area, the teacher education curriculum professional suffer from many problems during their teaching of the curriculum, so try researcher through this Search to recognize the problems faced by teachers curricula of vocational education in Jordan, and after informing the researcher for studies and previous researches in periodicals Arab and foreign assisted by system (ERIC) in the library of the University of Yarmouk, database (EBSCO), and Masters and Doctorate deposited in the libraries of the University Jordan and Yarmouk University, and the Amman Arab University for Graduate Studies, and the University of Al al-Bayt, and has obtained from the search sites on the Web,

to reach the study related to the subject of the study, where he held Furaihat and Aboushi [11] study aimed to identify the obstacles facing Application curriculum pre-vocational education (Technology Education) in government schools in Palestine from the perspective of teachers and administrators and its relationship with some variables, the study results showed that the most important obstacles from the viewpoint of teachers are related to aspects of technical and administrative rate (79%), Obstacles related to the curriculum by (71%), Then obstacles related to the school with equipment (70%), followed by the obstacles related to the teacher (61%).

Do Alsaaidh [12] study entitled pre- vocational education in Jordan, and the results showed that there are many problems facing the implementation of the Curriculum for pre-vocational education the most important, the lack of concerns of professional to carry out professional activities contained in the curriculum, and the lack of teachers, specialists in the field of pre-vocational education, outlook negative for each of the school administration, teachers and students toward professional education curriculum, in addition to large numbers of students inside the classroom that hinder the implementation of some activities.

II. THE PROBLEM OF THE STUDY

For Curriculum pre-vocational education has special dye is different from the curriculum other, where the curriculum the only one who has practical skills in various spheres of life, where the teachers curricula of pre-vocational education play a very important role, so this study to answer the following question: What are the problems faced by teachers pre-vocational education teacher curriculum in Jordan?

III. METHODOLOGY

This study used qualitative analytical approach to achieve its objectives, where the corresponding tool used as the primary source of data.

IV. INSTRUMENTS

The researcher used the interview tool to answer the question of the study.

Validity research tools

Honesty was conducted for the corresponding tool for through sincerity arbitrator.

Reliability

Stability has been made to the corresponding tool by re-interview again with (8) of the teachers were selected randomly and their responses to the interview showed the same answers the first time does not exist between them any different.

Population and samples

The research sample consisted of 100 teachers studying pre-vocational education curriculum, were selected through the available sample.

V. RESULTS AND DISCUSSION

Study Question: What are the problems faced by in pre-

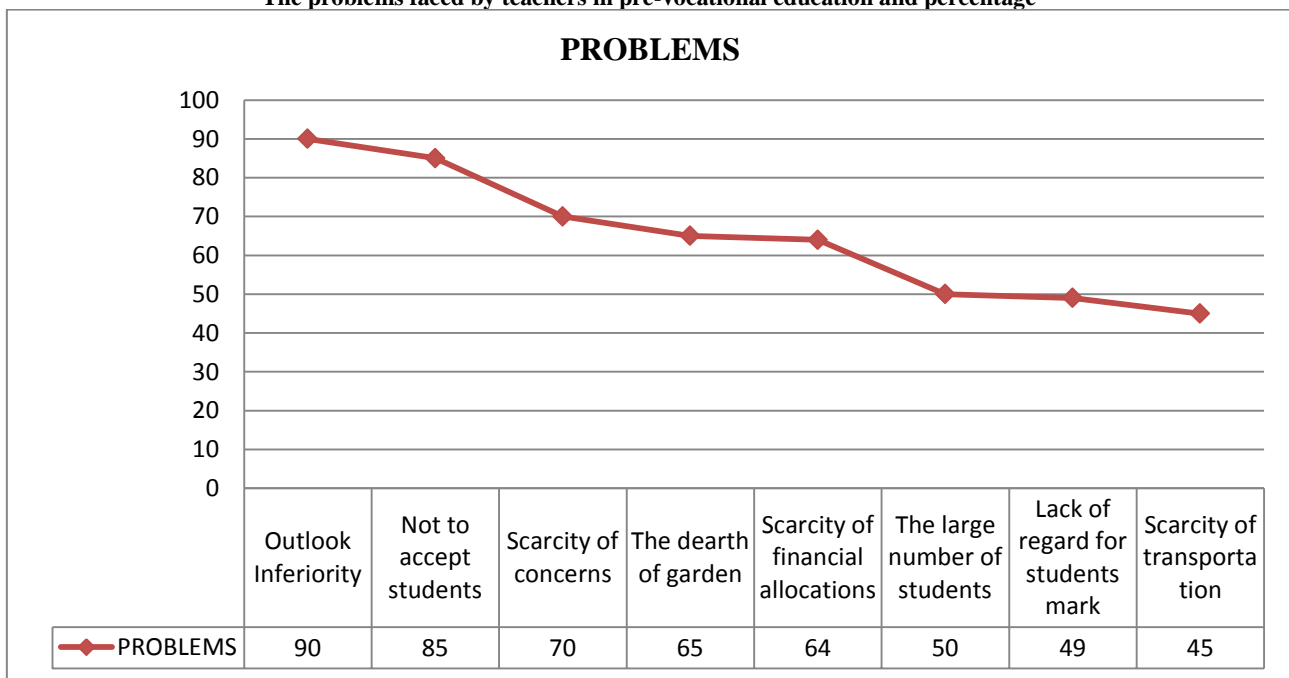
vocational education' teachers curricula in Jordan? To answer this question, interviews were conducted with the professional education curriculum teachers from different school districts, and Table (1) shows the problem and frequency and percentage:

Table 1
The problems faced by teachers in pre-vocational education curriculum frequencies and percentages

N	The problem	frequencies	Percentage
1	Inferiority outlook for pre-vocational education curriculum by the students and teachers of the school.	90	%90
2	Scarcity of accepted students to the idea of teaching professional education curriculum.	85	%85
3	The dearth of professional workshops equipped with all facilities.	70	%70
4	And scarcity of adequate school garden for the implementation of some activities.	65	%65
5	Scarcity of financial allocations for the purchase of some of the tools and the number needed to implement activities.	64	%64
6	The large number of students in classrooms.	50	%50
7	Scarcity of interesting students sign professional education curriculum.	49	%49
8	Scarcity of means of transport to activate the style of on-the-job training and field trips	45	%45

Figure 1

The problems faced by teachers in pre-vocational education and percentage



Through a review of the results of the interviews show that the problem of perception of inferiority Curriculum for pre-vocational education by students and teachers, the school got the highest problem where the percentage of them (90%), and the second problem of lack of acceptance of students to the idea of teaching curriculum of pre-vocational education by (85%), attributed the researcher to the lack of awareness and knowledge among students and teachers of the importance of and the philosophy of education curriculum professional, consistent results of this study with the study Alsaaidah [12], and suggests researcher need to hold lectures guidelines for students, parents and teaching staff to show them the philosophy of education curriculum professional. It showed the sample to the dearth of concerns professional highly equipped to carry out activities pose a problem faced by teachers and amounted to (70%) in addition to the problem of scarcity of school gardens by (65%), and Aazzo researcher, however, that education curriculum professional with dye practical and theoretical and is filled with activities process that requires professional concerns and school

gardens equipped to facilitate the implementation of curriculum activities. Showed a sample of the study that there are other problems that hinder the implementation of the Curriculum for pre-vocational education which, respectively (the dearth of financial allocations for the purchase of some of the tools and the number needed for the implementation of activities by 64%, and the large number of students in classrooms by 50%, and the scarcity of interesting students sign Curriculum for pre-vocational education by 49%, and the dearth of transportation to activate the style of training, on-site field trips by 45%. proposes researcher need to provide sums of money from voluntary school to buy some equipment that needed to implement the activities of the Curriculum for pre-vocational education, and the need to provide transportation to activate the style of training in the workplace.

VI. CONCLUSION AND RECOMMENDATIONS

Is facing teachers of pre-vocational education curricula many of the problems that hinder their implementation of the Curriculum on the fullest and most important of these

problems perception of inferiority by students and teachers and parents, as well as students' resistance to the implementation of the curriculum, and the reason for this lack of awareness of vocational.

Recommendations and proposals

Researcher recommends lectures contract guidelines for students and teachers and the teaching staff in schools to show them the philosophy of professional education curriculum.

The researcher recommends the Magisterium in the Hashemite Kingdom of Jordan by providing professional concerns highly equipped and all schools.

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