

THE PRINCIPALS' ROLE IN ACTIVATING THE ROLE OF THE VOCATIONAL EDUCATION (VE) WORKSHOPS IN TEACHING STUDENTS AT THE SCHOOLS AFFILIATED WITH BANI E'BAID DIRECTORATE OF EDUCATION FROM THE PERSPECTIVE OF THE FEMALE AND MALE VE TEACHERS

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Abstract

Aim: The present research explored the principals' role in activating the role of the vocational education (VE) workshops in teaching students in the schools that are affiliated with Bani E'baid Directorate of Education in Irbid from the VE teachers' perspective.

Methods: The descriptive analytical & quantitative approaches were adopted. The sample consists of (53) VE teachers (females and males). The latter VE teachers were chosen from several public schools that are affiliated with the aforementioned directorate. To meet the goals, the researchers developed a questionnaire. This questionnaire was divided into two major parts. The first part aims at collecting data that are represented in data about (experience, gender, and academic qualification). Regarding the second part of the instrument, it collects data on the targeted areas. The targeted areas are represented in (equipment and tools, students, curricula and teachers).

Key Findings: The attitudes of the sampled teachers are neutral towards the targeted role of the principals, because the overall mean is 3.42. There isn't any significant difference between the attitudes of the respondents which can be attributed to any demographic variable. In the light of such results, the researchers recommend developing the VE workshops in public schools.

Implications: The results indicate that plans should be set to activate the role of the targeted principals in activating the role of the vocational education (VE) workshops in teaching students. Thus, the results reached in this article shall contribute to activating the latter role of principals.

Keywords: VE workshops, VE teachers, Bani E'baid Directorate of Education

INTRODUCTION

Vocational education (VE) plays a crucial role in promoting positive attitudes among all students in all schools and universities towards crafts. It contributes to providing students with information on various professions and the mechanisms used for practicing crafts. It contributes to qualifying students and promoting a sense of responsibility among them. It contributes to raising students' self-reliance levels. It contributes to enabling students to engage in the labour market easily and effectively (Smadi and Alhashemi, 2020).

VE contributes to developing students in intellectual, affective, physical and ethical areas. In fact, it contributes to providing students with new vocabulary. It also plays a crucial role in promoting positive behaviours among students. In addition, it allows teachers to identify the talents and interests of students. It contributes to developing the students' talents. It provides students with professional skills and knowledge. Through delivering VE, students shall graduate with having the ability to practice a craft. That shall enable them to get a good job in the labour market (Ababneh, 2020).

Vocational training in schools serves as an indispensable thing. That's because such training contributes to increasing the productivity of employees in the future and providing students with more career opportunities. It's because such training allows students to increase their income in the future (Siegfried & Berger, 2020). Such training allows students to acquire professional knowledge, and skills, and comply with professional ethics (Ni and Wang, 2022).

Alza'atreh (2022) adds that using VE curricula when teaching students requires exerting special effort due to several reasons. For instance, using VE curricula provides students with various skills. It promotes love for working and achieving within students. It enables students to develop their life skills and expertise in accordance with the demands of the employers in the labour market. It provides students with knowledge on professions and crafts and the way of practicing them in reality. They enable students to identify and develop their talents.

Using VE curricula when teaching in an effective and systematic manner has positive impacts on society and individual. For instance, it contributes to providing the labor market with alumni who have advanced competencies. Such alumni include people who are capable of working in the industrial, business, economic, or agricultural fields or other fields related to a craft. They can work on the national, international, or regional levels. Using VE curricula when teaching provides the labour market with labour force who have the ability to adapt themselves to various workplace environments. It enables the labour force to achieve exceptional competitive advantages. It also contributes to developing society in various areas (Alekhraishe, 2020).

According to Shdaifat (2020), VE curricula are the curricula which aim at developing the students' ability to comprehend, and think. They aim at developing the students' ability to use several senses in the same time. They aim to promote creativity among students. They aim to promote a better understanding for the phenomenon in the surrounding environment. They allow students to understand the way of using some simple tools in their daily lives. They provide students with such an understanding in an interactive and enjoyable manner.

VE is defined as an educational field that aims at enabling students to get a good job in the labour market. It seeks meeting the latter goal through enabling students to acquire the needed skills and expertise that are related to some professions and crafts. It seeks providing students with skills and expertise which enable them to practice some professions and crafts in special workshops (Amrat, 2020). It may be defined as an education that provides students with a set of practical expertise and skills in an interactive educational environment. It aims at qualifying students and developing their abilities in professional areas (Kaltham, 2016).

Bouw et al. (2021) add that the VE is an educational field that enables students to practice crafts. VE is a non-academic field (Bouw et al., 2021). VE curricula allow students to identify their cognitive and physical capabilities and develop them. They provide students with guidance to work and make achievements. They enable the VE teachers to identify the students' capabilities and develop them in gradual manner within the specified duration. They enable students to choose their educational stream (path). They enable students to choose their major in the future to practice the profession that fit with their abilities and interests (Rintala & Nokelainen, 2020).

Using VE books and curricula in the teaching-learning process is an effective method for teaching students in the VE course. In fact, it contributes to improving the intellectual and inductive skills of students. Such books and curricula target theoretical and practical aspects. Hence, they enable students to acquire the targeted skill with targeting various details (Zhao & Ko, 2021).

Alzahra' (2018) adds that the goal of the VE is represented in developing the skills and technical talents of students in a scientific, modern manner. Achieving this goal requires providing teaching students in VE workshops in schools. Such workshops must be provided with equipment and tools that enable students to practice the targeted crafts. The space of a VE workshop in a school mustn't be less than 100 square meter.

It's very significant to meet the tangible requirements needed for teaching students in the VE course. The same applies to the human requirements too. Such tangible requirements include: having an appropriate academic environment that is secure and healthy. They include: having VE workshops for teaching students in the VE course. They include: providing all the required equipment and tools to enable students to do the useful activities which are mentioned in the curricula. Such tangible requirements include: having a good VE curricula. VE curricula must be consistent with the needs, interests and demands of students. They must include a variety of activities for ensuring that all students shall be satisfied. The topics in the VE curricula must be related to the requirements of life and the current demands of the labour market (Alza'atreh, 2022).

Serumu (2014) adds that the having poor infrastructure and inadequate equipment shall negatively affect the quality level of the VE education being delivered. Thus, he believes that much effort must be exerted in a regular manner to activate the use of VE workshops in schools. Such workshops play a noticeable role in the process of teaching pupils. For instance, they contribute to meeting students' vocational needs, developing their competencies and skills and expanding their knowledge (Pangestu & Sukardi, 2019).

School administrations play a major role in fostering the development of VE teachers in professional areas and providing students with good VE workshops. That is because school administrations have the authorities to make decisions and changes in schools. To develop the quality of the delivered VE, school administrations must cooperate with teachers and engage them in activities.

Principals play a major role in supporting teachers and developing them professionally. They also play a noticeable role in keeping up with the latest changes that occurred in various aspects of life (Alan et al., 2012). In addition, it is suggested

that principals play a major role in activating the role of the science labs in the process of teaching students in the primary schools in Riyadh, KSA. However, there aren't many studies exploring the principals' role in activating the of the VE workshops in the process of teaching students. However, the researchers believe that such studies are needed, because they shall improve the quality of VE in Jordan. Conducting such studies in the Jordanian environment shall fill a gap in the published literature.

Hence, the problem of this article manifests in the following question: (What is the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools that are affiliated with Bani E'baid Directorate of Education from the perspective of the VE teachers?)

Questions:

This article offered answers the questions which are shown below:

Q.1. What is the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education from the perspective of the VE teachers?

Q.2. Is there any significant difference -at the significance level of ($\alpha = 0.05$)- between the attitudes of the respondents which can be attributed to their (experience, academic qualification or gender)?

The Study's Limits

The study's limits are displayed below:

- Spatial and temporal limits: The researchers targeted the public schools that are affiliated with Bani E'baid Directorate of Education. This directorate is located in Irbid, Jordan. The study was carried during the academic year (2022 – 2023) / first semester.

- Human limits: Fifty three (53) VE teachers were sampled from several public schools in te targeted directorate

Previous Studies

The following studies were reviewed by the researchers.

Alrawashdeh (2020) explored the relationship between the role of the principals in public secondary schools in activating the use of the scientific labs in Jarash and the learning outcomes. He conducted the study during the academic year (2019 -2020). A survey was used. The sample consists from 27 scientific lab supervisors in Jarash. It was found that there is a positive relationship between the targeted role of principals and the learning outcomes.

Al-Harethi (2015) explored the role of the school administration in activating the role of the science labs in teaching students in the primary schools in Riyadh, KSA. Questionnaire forms were passed to 128 principals and teachers. 108 forms were retrieved. Based on data analysis, it was proved that the school administration plays a moderate role in activating the use of the science labs in teaching students in the primary school stage in Riyadh, KSA. The school administrations in Riyadh are keen on enrolling the science teachers and lab trustees in training courses. They are keen on enforcing supervision to ensure that the labs are clean and well- organized. In addition, the science labs in the targeted schools are provided with the required equipment and resources (e.g. water and electricity). Each lab fits with the number of students in class. The administrations review the records that include data about the experiment. The equipment needed for ensuring the security and safety of the students are available in the labs in the targeted schools. The labs in the targeted schools are provided with maintenance services. There is a room beside each lab to store materials and equipment.

Jawhar (2022) explored the reasons behind the teachers' refrainment from using science labs for teaching physics to the ninth and tenth graders in the middle school in Jordan. A twenty-five item survey was employed to obtain data from 53 physics teachers. The stratified random sampling technique was employed. Based on data analysis, such reasons include: the teacher's fear of failure and the incapability of teacher's to do experiments. They include: the teacher's incapability to manage class effectively in the lab. They include: the high work load of the teacher per week. They include: assigning many administrative tasks to the teacher and facing difficulty by the teacher in communicating with the lab trustee (Jawhar, 2022).

Almane' (2014) explored the role of the principals in activating the use of science labs in teaching students based on comprehensive quality standards in public schools in Riyadh. He surveyed fifty five principals. A forty four item survey was used. Based on the data analysis, the school principals in Riyadh play a noticeable role in activating the use of science laboratories in teaching students based on comprehensive quality standards. However, there are obstacles hindering such use. Such obstacles include: the low academic qualification of lab trustees. They include: granting the principals inadequate authorities in terms of taking decisions related to the labs. They include: the principals' poor abilities to implement training programs.

Alsa'di (2018) explored the degree to which the school administrations in the public schools in Sana'a, Yemen contribute to activating the use of science labs. He employed a descriptive approach & a well-designed survey. The sample consists from 212 lab supervisors. He found that the degree to which the school administrations in the public schools in Sana'a, Yemen contribute to activating the use of science labs is low. He also found that experience doesn't affect the respondents' attitudes. He found that there is a significant difference between the attitudes of the targeted respondents which can be attributed to the school stage for the favour of the ones working in secondary schools.

Al-Ghamedi (2012) examined the role of the school administration in activating the use of science labs in the process of teaching secondary school students. He explored that from the perspective of principals and lab supervisors at Taif, Saudi Arabia. He employed a descriptive analytical approach. He designed a sixty six-item survey. The targeted sample consists of 181 individuals (i.e. lab supervisors and principals). It was found that the respondents' attitudes towards the role of

school administration in activating the use of science labs in the process of teaching the secondary school students are positive.

Edwan (1999) explored the difficulties hindering the use of school labs for teaching the tenth grade students from the point of view of the teachers in the public schools in Nablus. He used three questionnaires to collect data. The first questionnaire targets physics teachers, whereas the second questionnaire targets chemistry teachers. The third questionnaire targets biology teachers. All those teachers were chosen from several public schools that are located in Nablus. 210 questionnaire forms were passed. However, 180 forms were retrieved. Based on data analysis, such difficulties include: the lack of resources, tools and equipment in the labs. The duration of the period isn't enough for conducting lab experiments. In addition, there isn't enough time to prepare for the experiment. That's because the teachers have a high workload. In addition, there isn't water nor electricity in the targeted labs.

Alwa'ri (2022) explored the role of principals in secondary schools in leading change and fostering teacher professional development from the point of view of the teachers of Al-Farr School in East Jerusalem. The needed data were collected from fifty teachers working at the latter school through using a survey. The random technique of sampling. Based on data analysis, the targeted principals play a moderate role in leading change and fostering teacher professional development in Al-Farr School.

Alanzi (2005) explored the role of the secondary school principals in activating the use of school labs in the Northern border areas of Saudi Arabia in teaching students. He employed the random sampling method. The data were collected from 22 principals and 30 educational supervisors. The researcher concluded that the secondary school principals in the Northern border areas in Saudi Arabia play a major role in activating the role of school labs.

Zhang et al. (2022) identified the factors affecting the development of the competencies of VE teachers. They used the large-scale diagnostic method. They developed a model for assessing the competencies of VE teachers. Comprehensive diagnostic tasks were carried out. Assessment criteria were set. Test protocols were also set. A questionnaire was used to obtain data from six hundred one (601) VE teachers. Those teachers were chosen from thirty nine (39) colleges and schools delivering vocational education in China. Data were obtained throughout a period of ten years. A path analysis was conducted to identify which factors affect the development of the competencies of VE teachers. The latter researchers found that such factors include: skill-related awards, graduate degrees, and course type (practical courses are better than theoretical ones). Such factors include: having support by the management. The researchers found that school support negatively affected the development of the competencies of VE teachers. They provided an empirical-based data that contribute to improving the competencies of VET instructors. They facilitated the development of theories related to improving the competencies of VE teachers.

Indro & Supriyadi (2020) examined the satisfaction of the teachers and students with teaching process in the technical and vocational school in Indonesia. They employed an approach called the descriptive analytical approach. A survey was designed. Interviews were conducted to obtain data. The sample consists from three hundred twelve (312) students and thirty two (32) teachers. Those teachers and students were selected through employing the random sampling technique. Based on the analysis of data, the students' satisfaction with the teaching process in the technical and vocational school in Indonesia is high. The teachers' satisfaction with the process of teaching students in the targeted school in Indonesia is high.

Almomani (2019) examined the extent of having competencies by VE teachers in the basic schools in Ajloun, Jordan. The targeted competencies are the competencies related to (teaching, and teaching methods). The latter researcher adopted the descriptive analytical approach. A twenty six-item survey was used. Fifty (50) teachers were sampled. Based on the analysis, the extent of having competencies by the VE teachers in the basic schools in Ajloun in the (teaching and teaching methods) fields is high.

Alzahra' et al. (2018) explored the reality of using the VE curricula to teach students from the perspective of the VE teachers and the trustees of the VE workshops in the public schools at Latakia, Syria. The targeted population and sample are represented in all the VE teachers and the trustees of the VE workshops working in the he public schools in Latakia, Syria (i.e. 15 teachers and 15 trustees). Those teachers and trustees were chosen through employing the purposive sampling method. Through processing data, it was proved that the sampled teachers' attitudes towards the reality of using VE curricula to students are neutral. The sampled trustees' attitudes towards the reality of using VE curricula to students are negative. There isn't any significant difference between the sampled teachers' attitudes. There are significant differences between the sampled teachers' attitudes which can be attributed to the major for the favour of the one who enrolled in the handcraft institute. There are significant differences between the sampled trustees' attitudes which can be attributed to the status of the workshops for the favour of the ones working in equipped workshops and the insufficiently-equipped workshops.

Alan et al. (2012) investigated the secondary public school principals' role in developing teachers professionally in the Northern areas of the West Bank. They explored the impact of gender, experience in the administrative field, major, academic qualification and location of the school on the role of those principals in developing teachers professionally. They used the random stratified sampling method. They developed a questionnaire. This questionnaire consists from 48 items. It targets five areas, which are: (curricula, teaching methods, running the teaching-learning process, human relationships & communication, duties related to teachers' professional development, and supervision). The questionnaire forms were passed to ninety two (92) male and female principals. Those principals were chosen from the Northern areas

of the West Bank. Based on the analysis of data, the respondents have positive attitudes towards the role of the secondary public school principals in developing teachers professionally in the Northern areas of the West. That applies to all the targeted areas. There isn't any significant difference between the attitudes of the members of the sample which can be attributed to gender, experience in the administrative field nor location of the school. There are significant differences between the attitudes of the members of the sample which can be attributed to major for the favor of the ones whose major is human sciences. There are significant differences between the attitudes of the members of the sample which can be attributed to the academic qualification (in all the areas) for the favor of the ones who hold graduate degrees. There are significant differences between the attitudes of the members of the sample which can be attributed to the type of academic qualification (in the curricula, teaching methods and supervision areas) for the favor of the individuals possessing a graduate degree.

Bani Atta (2022) explored the public principals' role in Ajloun in building professional learning communities from the teachers' point of view. The needed data was obtained from 367 teachers who were selected through the cluster stratified sampling technique. Through the descriptive analytical approach, the data was collected through a survey. Then, they were processed and analysed. Based on data analysis, the public school principals in Ajloun play a crucial role in building such communities from the teachers' perspective.

Eyadat (2019) examined the role of the educational supervisor in developing the professional performance of the pre-service vocational education teachers in Bani Obeid, Jordan from the perspective of those teachers. He adopted a descriptive approach. The sample consist of all the pre-service vocational education teachers in Bani Obeid, Jordan. It consists of (46) male and female teachers. A questionnaire was designed. It consists of (26) paragraphs and targets four (4) areas (i.e. planning, classroom visits, relationships with colleagues and the community, and evaluation). Based on the results of the study, it was found that the teachers' attitudes towards the role of the educational supervisor in developing the professional performance of the vocational education teachers in Bani Obeid are neutral. It was found that there isn't any statistically significant difference between the vocational education teachers' attitudes which can be attributed to gender. However, it was found that there isn't any statistically significant difference between the vocational education teachers' attitudes which can be attributed to academic qualification. The latter difference is for the favour of the ones possessing a BA degree.

Based on the aforementioned review of literature, it can be concluded that there are several things that affect the quality of the delivered vocational education (VE). Such things include: infrastructure, and the availability of VE workshops. They include: having a school leadership that plays an active role in motivating teachers and developing their skills. Having such a school leadership shall enable the VE teachers to teach students effectively. It shall contribute to improving the learning outcomes of the vocational education course.

METHODOLOGY

Approach

The researchers of the present study adopted the descriptive analytical approach. As added by ADoyle et al. (2020), the latter approach is adopted in studies in the aim of describing the attitudes of the targeted people. The researchers of the present study also adopted the quantitative approach. As suggested by Östlund et al. (2011), the quantitative approach can be adopted in the studies conducted in the fields of healthcare and social sciences. It enables researchers to identify the links that exist between a theory and the findings that are based on empirical evidence. It enables researchers to develop an original theory and check the validity of certain theoretical assumptions that were set by them.

Population and Sample

A research population can be defined as a set of people, things, and cases that are being examined. It may be defined as units that are targeted in the observation and in the investigation process. Through examining such units, the results are reached (Garg, 2016).

The population is represented in all the VE teachers working in the public schools that are affiliated with Bani E'bad Directorate of Education in Irbid, Jordan. The sample consists of fifty three (53) female and male VE teachers. The latter teachers were selected from several public schools that are affiliated with Bani E'bad Directorate of Education in Irbid, Jordan. The questionnaire forms were distributed to those teachers by hand. All the passed forms were retrieved and processed statistically. They are all valid for statistical analysis. Thus, the researchers used the purposive sampling method.

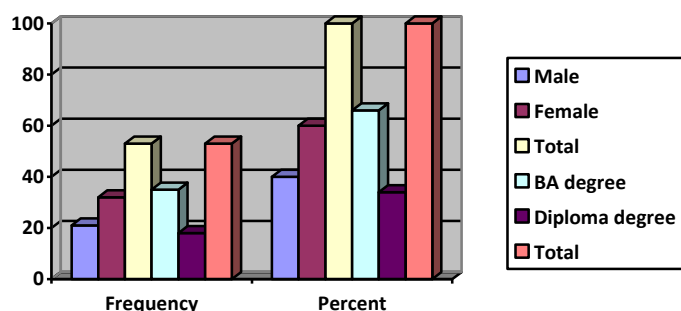
The researchers asked the respondents to sign a paper. This paper suggests that the respondent agrees to participate willingly in the research process. It suggests that the respondent acknowledges the research title and goals. It suggests that the acquired data shall remain confidential and be used for meeting research-related goals only. It should be noted that the researchers kept the collected data confidential. The researchers didn't ask the respondents to write their names on the questionnaire forms. Data about the sampled VE teachers are displayed below:

Table (1): Data about the sampled VE teachers

Variable	Category	Frequency	Percent
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Gender	Male	21	40.0
	Female	32	60.0
	Total	53	100.0
Academic qualification	BA degree	35	66.0
	Diploma degree	18	34.0
	Total	53	100.0
Experience	Less than 10 years	21	40.0
	More than 10 years	32	60.0
	Total	53	100.0

40% of the targeted respondents are males and 60% of the respondents are females. 66% of the targeted respondents are holders of a BA degree and 34% of the targeted respondents are holders of a diploma degree. 40% of the targeted respondents have less than 10 years of experience. 60% of the targeted respondents have more than 10 years of experience. The figure below presents such percentages.



Instrument

This work explored the principals' role in activating the role of the VE workshops in the process of teaching the students in the targeted schools from the perspective of the female and male VE teachers. To meet this goal, the researchers developed a questionnaire that consists of two parts. The first part aims at collecting demographic data that are represented in data about (experience, academic qualification & gender). Regarding the second part, it collects data on the attitudes. The targeted areas are represented in (equipment and tools, students, curricula and teachers).

The instrument consists of twenty items. It is based on the five point Likert scale. This important scale consists of five rating categories. The first category is (to a very great extent). The last category is (to a very little extent).

Validity of the Instrument

This validity got checked through sending the instrument to two instructors. Those instructors work in Jordanian public universities. They were asked to make an assessment for the instrument in terms of clarity relevancy to the goal, content and language. They stated the instrument is very clear and doesn't include language-related mistakes. They stated that the instrument is strongly connected to the goals of the study. They offered several suggestions and recommended several changes. Thus, changes were made based on their suggestions.

Reliability of the Instrument

The value of the Cronbach alpha coefficient is 0.871. Based on the statistical rules, it is deemed high. It indicates that the instrument enjoys a high level of reliability.

Statistical Analysis Methods

To process the collected data, SPSS program was used. In addition, a set of statistical methods were employed in accordance with the statistical rules. These methods are shown below:

- Frequencies and percentages: The researchers calculated those values in order to identify the characteristics of the sampled teachers who teach the VE course
- Means: The researchers calculated the mean of each item in the questionnaire. They did that in the aim of identifying the attitudes of the members of the sample.
- Standard deviations
- Cronbach alpha coefficient: It was calculated in order to measure the instrument's reliability.
- The multivariate analysis of variance: It was conducted to identify whether there is any significant difference between the attitudes of the members of the sample which can be attributed to (experience, academic qualification or gender).

The criteria listed below were used for having the means classified into categories:

Low level: 1.00 – 2.33
Moderate level: 2.34 – 3.67
High level: 3.68 – 5.00

RESULTS

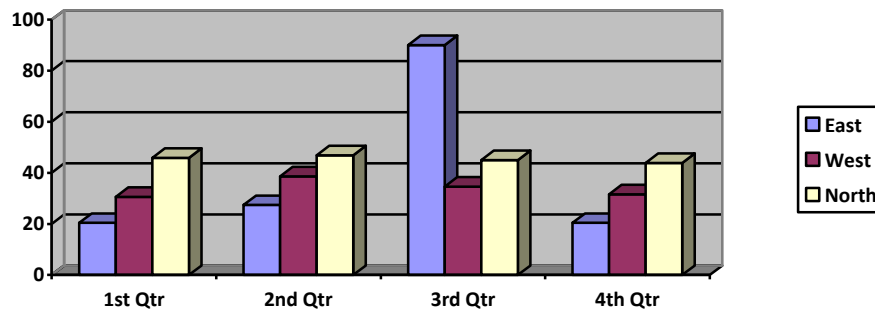
Results Related to First question

Q.1. What is the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education from the perspective of the VE teachers?

To present an answer for the above question, the researchers calculated standard deviations and means. They calculated them for the targeted areas. The targeted areas are represented in (equipment and tools, students, curricula and teachers). The standard deviations and means of the targeted areas are listed in table (2):

Table (2): The standard deviations and means of the targeted areas

No	Variables	M	S.D	Rank	Level
1	Equipment and tools	3.48	0.51	1	Moderate
4	Teacher	3.45	0.47	2	Moderate
2	Students	3.40	0.46	3	Moderate
3	Curricula	3.35	0.48	4	Moderate
	Overall	3.42	0.45		Moderate



Based on table (2), the attitude of the respondents towards the role of the principals in activating the role of the VE workshops in teaching students in the schools which are affiliated with Bani E'baid Directorate of Education is moderate. That is because the overall mean is 3.42. The overall standard deviation is 0.45. The attitudes of the respondents towards the role of the targeted principals in this regard is moderate in each area of the targeted areas. The mean of the (equipment and tools) area is moderate. It holds the first rank. It is 3.48. The mean of the (teachers) area is moderate. It holds the second rank. It is 3.45. The mean of the (students) area is moderate. It holds the third rank. It is 3.40. The mean of the (curricula) area is moderate. It holds the last rank. It is 3.35.

The latter result may be attributed to the fact that the principals in the targeted schools don't receive adequate training courses about the significance activating the role of the VE workshops in the teaching-learning process. It may be attributed to the lack of knowledge of those principals about the consequences of not activating the role of the VE workshops in the teaching process

The latter result may be attributed to the significance of the principals' role in activating the role of the VE workshops in the process of teaching the students. For instance, principals are responsible for providing VE workshops with the required equipment and tools. They must encourage the VE teachers and develop the job skills of those teachers. They must provide students with much attention and encourage them to use the VE workshops. They must ensure that the VE curricula is taught as required and include activities that require the use of the VE workshops. The researchers calculated the means of all the items of the questionnaire to identify the attitudes of the members of the sample in details. Those values are presented below:

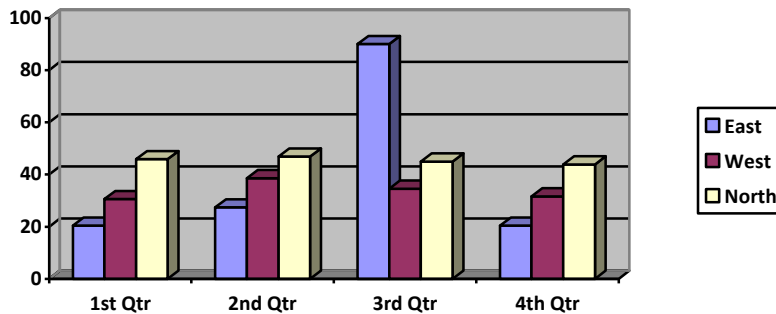
The First Area: Equipment and Tools:

The researchers calculated the means representing the attitudes of the respondents towards the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education in the (equipment and tools) area. Those means can be seen in table (3) below:

Table (3): The attitudes of the members of the sample in the (equipment and tools) area

No	Statements	M	S.D	Rank	Level
3	The equipment in the VE workshops is considered appropriate	3.63	0.70	1	Moderate
1	The equipment in the VE workshops fits with the needs of the teachers	3.50	0.50	2	Moderate

2	The tools in the VE workshops are adequate	3.47	0.60	3	Moderate
5	The school principals provide the things needed in the VE workshops in an ongoing manner	3.44	0.55	4	Moderate
4	The VE workshops in all the school have the same equipment	3.35	0.48	5	Moderate
	Overall	3.48	0.51		Moderate



Based on table (3), the mean is 3.48. It is moderate. Statement No. (3) states the following: (The equipment in the VE workshops is considered appropriate). The mean of the latter statement is 3.63. It is moderate and holds the first rank. Statement No. (4) states the following: (The VE workshops in all the school have the same equipment). The mean of the latter statement is 3.35. It is moderate and holds the last rank. The result in this regard can be attributed to the fact that the VE workshops can't meet the intended goals without having adequate equipment and tools.

It was found that the equipment in the VE workshops fits with the needs of the teachers to a moderate extent. That's because the mean of statement (1) is 3.50. The latter result indicates that there is a need to examine the needs of the VE teachers and make changes to the equipment in the VE workshops to meet such needs.

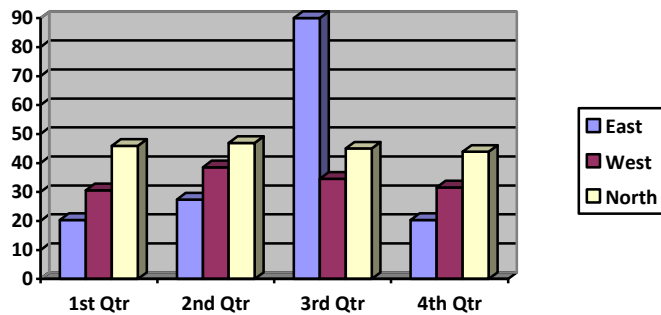
It was found that the extent of providing the things needed in the VE workshops in an ongoing manner by the principals is moderate. That's because the mean of statement (5) is 3.44. This result indicates that the principals must identify what's needed in the VE workshops in an ongoing manner. The latter result indicates that those principals don't show attention to the equipment and tools in the VE workshops. It may be attributed to the poor funding dedicated for the development of such equipment and tools.

The Second Area: Students:

The researchers calculated the means representing the attitudes of the respondents towards the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'bad Directorate of Education in the (students) area. Those means can be seen in table (4) below:

Table (4): The attitudes of the members of the sample in the (students) area

No	Statements	M	S.D	Rank	Level
8	The environment of the VE workshop is in alignment with the students' capabilities	3.63	0.70	1	Moderate
6	The VE workshop can be used by all the students in the class	3.50	0.55	2	Moderate
7	The VE workshop is appropriate to be used by all the categories of students	3.43	0.55	3	Moderate
10	The area of the VE workshop is sufficient for teaching all the students	3.37	0.48	4	Moderate
9	Students are encouraged to learn in the VE workshop	3.30	0.59	5	Moderate
	Overall	3.40	0.46		Moderate



Based on table No. (4), the mean is 3.40. It is moderate. Statement No. (8) states the following: (The environment of the VE workshop is in alignment with the students' capabilities). The mean of the latter statement is 3.63. It is moderate and holds the first rank. Statement No. (9) states the following: (Students are encouraged to learn in the VE workshop). The mean of the latter statement is 3.30. It is moderate and holds the last rank. The result in this regard can be attributed to the fact that students are considered an essential element in the teaching-learning process. Hence, principals seek developing the students and providing them with attention. That shall contribute to improving the teaching-learning outcomes in the VE course.

It was found that the degree to which the VE workshops can be used by all students is moderate. That's because the mean of statement (6) is 3.50. This result indicates that changes must be made to the VE workshops in the targeted schools. For instance, such workshops must be provided with excellent maintenance services and new equipment and materials. The latter result may be attributed to the fact that it's difficult for principals to create a VE workshop that can be used by all categories of students. For instance, some students have a certain type of gift in the vocational area and are in need for special machines to develop such a gift

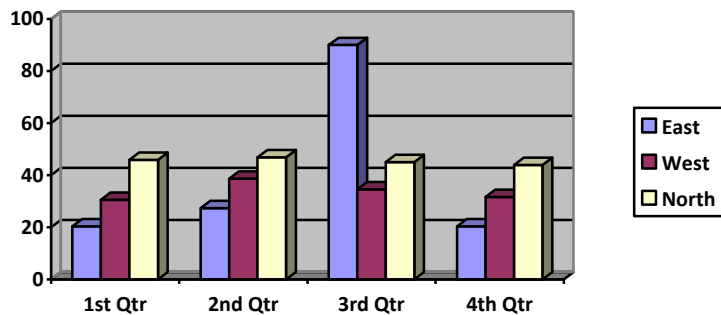
It was found that the extent of appropriateness of the VE workshops is moderate. That's because the mean of statement (7) is 3.43. That may be attributed to the inappropriateness of using the VE workshops by disabled students. It was found that sufficiency of the area of the VE workshops for teaching all the students is moderate. That's because the mean of statement (10) is 3.37. This result may be attributed to dedicating the big rooms to teach classes with large number of students. Hence, there is a need to make architectural changes to the VE workshops to make them bigger. The latter result may be attributed to the fact that it's difficult for principals to assign a VE workshop that has a sufficient area. For instance, some schools don't have wide rooms.

The Third Area: Curricula:

The researchers calculated the means representing the attitudes of the members of the sample towards the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education in the (curricula) area. Those means can be seen in table No. (5) below:

Table (5): The attitudes of the members of the sample in the (curricula) area

No	Statements	M	S.D	Rank	Level
12	The VE curricula fit with the reality of the use of the VE workshops	3.57	0.66	1	Moderate
13	The principals use the VE curricula to encourage teachers to show a better performance	3.53	0.55	2	Moderate
11	The VE teachers carry out extracurricular activities in the VE workshops	3.53	0.60	3	Moderate
15	The VE curricula fit with students of various academic achievement levels	3.44	0.55	4	Moderate
14	The principals oblige the VE teachers to teach students in accordance with the content of the VE curricula	3.41	0.60	5	Moderate
	Overall	3.35	0.48		Moderate



Based on table (5), the mean is 3.35. It is moderate. Statement (12) states the following: (The VE curricula fit with the reality of the use of the VE workshops). The mean of the latter statement is 3.57. It is moderate and holds the first rank. Statement (14) states the following: (The principals oblige the VE teachers to teach students in accordance with the content of the VE curricula). The mean of the latter statement is 3.41. It is moderate and holds the last rank. The latter result can be attributed to the fact that principals seek ensuring that VE teachers teach students in accordance with the content of the VE curricula. It can be attributed to the fact that principals seek ensuring that VE teachers teach students in a manner that fits with the academic achievement of each student.

It was found that the extent of carrying out extracurricular activities in the VE workshops by VE teachers is moderate. That's because the mean of statement (11) is 3.53. This result indicates that there is a need to set plans by the principals for ensuring that the VE teachers carry extracurricular activities in the VE workshops in a regular manner. It indicates that principals must encourage VE teachers to carry extracurricular activities in the VE workshops.

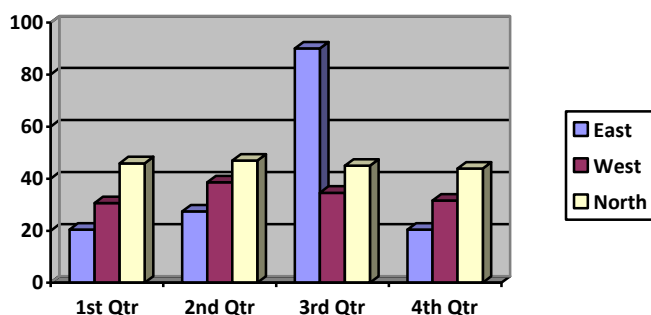
The latter result may be attributed to the fact that it's difficult for principals to provide curricula that fit with the way of using the VE workshops in the teaching-learning process. Providing such curricula requires having coordination between the developers of the VE curricula, the VE teachers using the workshops and the principals.

The Fourth Area: Teachers:

The researchers calculated the means representing the attitudes of the members of the sample towards the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education in the (teachers) area. Those means can be seen in table No. (6) below:

Table (6): The attitudes of the members of the sample in the (teachers) area

No	Statements	M	S.D	Rank	Level
19	The principals believe that teachers play a major role in teaching students in the VE workshops	3.47	0.55	1	Moderate
20	The VE teachers possess adequate professional skills	3.44	0.50	2	Moderate
17	There are adequate VE teachers in schools	3.41	0.49	3	Moderate
18	The VE teachers are in need for receiving more training	3.31	0.53	4	Moderate
16	The principals are keen on encouraging the distinguished teachers to keep showing a distinguished performance	3.25	0.62	5	Moderate
	Overall	3.45	0.47		Moderate



Based on table No. (6), the mean is 3.45. It is moderate. Statement No. (19) states the following: (The principals believe that teachers play a major role in teaching students in the VE workshops). The mean of the latter statement is 3.47. It is

moderate and holds the first rank. Statement No. (16) states the following: (The principals are keen on encouraging the distinguished teachers to keep showing a distinguished performance). The mean of the latter statement is 3.25. It is moderate and holds the last rank. The latter result can be attributed to the fact that the targeted principals don't have much knowledge about the significance of encouraging teachers to show the best performance.

It was found that the adequacy of VE teachers in schools is moderate. That's because the mean of statement 20 is 3.41. This result indicates that there is a need to recruit more VE teachers. It was found that the VE teachers are in need for receiving more training. That's because the mean of statement No. 18 is 3.31. This result may be attributed to having VE teachers who don't have much experience. Thus, those teachers must be provided with training frequently.

The latter result may be attributed to the fact that the targeted principals don't realize the teachers play a major role in activating the use of VE workshops in the teaching process. It may be attributed to the fact that the VE teachers don't have adequate professional skills which are needed to activate the use of the VE workshops.

Results Related to Second question

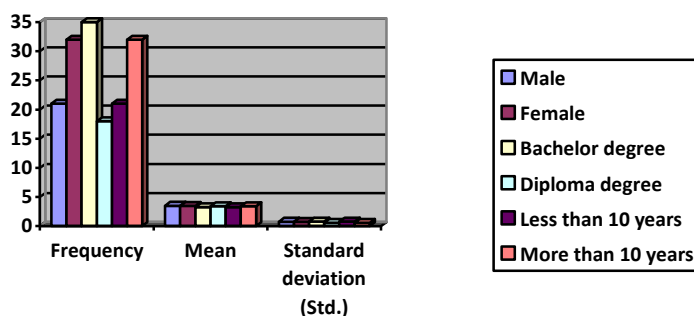
Q.2. Is there any significant difference -at the significance level of ($\alpha = 0.05$)- between the attitudes of the respondents which can be attributed to their (experience, academic qualification or gender)?

To offer an answer to this question, the researchers calculated means and conducted the multivariate analysis of variance.

Table (7) presents those means below:

Table (7): Means for identifying the attitudes of the members of the sample towards role of principals in activating the role of the VE workshops in accordance with experience, gender, and academic qualification

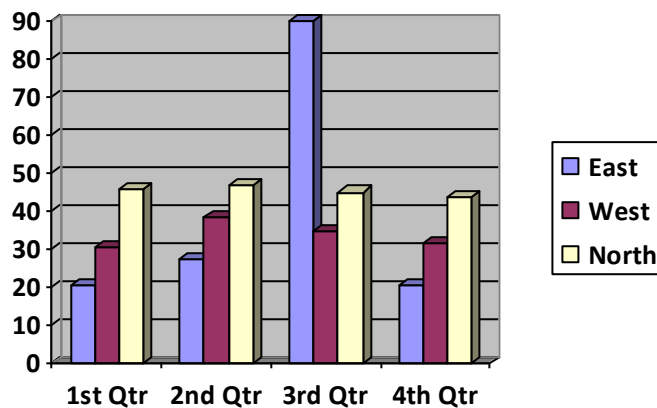
Variable	Category	Frequency	Mean	Standard deviation (Std.)
Gender	Male	21	3.48	0.73
	Female	32	3.44	0.72
Academic qualification	Bachelor degree	35	3.24	0.77
	Diploma degree	18	3.39	0.54
Experience	Less than 10 years	21	3.24	0.77
	More than 10 years	32	3.39	0.54



Based on table (7), it appears that there are differences between the attitudes of the members of the sample which can be attributed to their (experience, gender, and academic qualification). To identify whether those differences are significant difference at the significance level of ($\alpha = 0.05$), the multivariate analysis of variance was conducted. The results of the multivariate analysis of variance are presented in table No. (8) below:

Table (8): The results of the multivariate analysis of variance

Source	Sum of Squares	Df	Mean Square	F	Sig. *
Gender	0.854	1	0.854	0.512	0.102
Academic qualification	0.091	1	0.091	0.113	0.108
Experience	0.098	1	0.098	0.241	0.133
Error	86.122	49	0.600		
Overall	1897.081	53			



Based on the eighth table, it was proved that there isn't any significant difference -at the significance level of ($\alpha = 0.05$)- between the attitudes of the members of the sample which can be attributed to their (experience, gender, and academic qualification). That is because the significance value of gender is 0.102. It is because the significance value of academic qualification is 0.108. It is because the significance value of experience is 0.133. All those significance values (sig.) are not any significant.

The latter result may be attributed to the fact that all the sampled teachers (regardless of their experience, gender, and academic qualification) work in similar workplace environments. Thus, those teachers shall have similar visions, views, and attitudes. It may be attributed to the fact that those teachers work in similar vocational workshops.

The latter result may be attributed to the fact that the principals in the targeted schools are all in need for cooperating with the VE teachers, and the developers of the VE curricula. Such cooperation shall enable them to activate the use of the VE workshops. The latter result may be attributed to the fact that the principals in the targeted schools face similar challenges.

The researchers presented below the results in a table:

Table (9): Summary of the Results

No.	The Study's Question / Area	Mean	Detailed results
Results Related to the first question			
1	Equipment and tools	Moderate	<ul style="list-style-type: none"> -The principals' role in activating the role of the VE workshops IN teaching the students in this area is moderate - The equipment in the VE workshops fits to a moderate degree with the needs of the teachers -The degree to which the tools in the VE workshops are adequate is moderate -The degree to which the school principals provide the things needed in the VE workshops in an ongoing manner is moderate
2	Teacher	Moderate	<ul style="list-style-type: none"> -The principals' role in activating the role of the VE workshops IN teaching the students in this area is moderate -The degree to which the VE teachers possess adequate professional skills is moderate -The degree of having adequate VE teachers in schools is moderate
3	Students	Moderate	<ul style="list-style-type: none"> -The principals' role in activating the role of the VE workshops IN teaching the students in this area is moderate - The degree to which the environment of the VE workshop is in alignment with the students' capabilities is moderate - The degree to which the VE workshops can be used by all the students in the class is moderate - The degree to which the area of the VE workshop is sufficient for teaching all the students is moderate
4	Curricula	Moderate	<ul style="list-style-type: none"> -The principals' role in activating the role of the VE workshops IN teaching the students in this area is moderate - The degree to which the VE teachers carry out extracurricular activities in the VE workshops is moderate

			- The degree to which the principals use the VE curricula to encourage teachers to show a better performance is moderate -The degree to which the VE curricula fit with students of various academic achievement levels is moderate
	Results Related to Second question		It was proved that there isn't any significant difference between the attitudes of the members of the sample which can be attributed to their (experience, academic qualification nor gender).

DISCUSSION

Discussion Related to First question

Q.1. What is the principals' role in activating the role of the VE workshops in the process of teaching the students in the schools which are affiliated with Bani E'baid Directorate of Education from the perspective of the VE teachers?

To present an answer for the above question, the researchers calculated the standard deviation and mean for each area of the targeted areas. The targeted areas: are (equipment and tools, teachers, students and curricula). All the means are moderate. That means that the principals' role in activating the role of the VE workshops in the process of teaching the students in the targeted schools is moderate.

The latter result may be attributed to the fact that the principals in the targeted schools don't receive adequate training courses about the significance activating the role of the VE workshops in the teaching process. It may be attributed to the lack of knowledge of those principals about the consequences of not activating the role of the VE workshops in the teaching process.

The latter result is consistent with the result of Al-Harethi (2015). The latter researcher found that the school administration plays a moderate role in activating the role of the science labs in teaching students in the primary schools in Riyadh, KSA

The First Area: Equipment and tools:

It was found that the principals' role in activating the role of the VE workshops when teaching the students is moderate in the area called (equipment and tools). The latter result indicates that those principals don't show attention to the equipment and tools in the VE workshops. It may be attributed to the poor funding dedicated for the development of such equipment and tools.

The Second Area: Students

It was found that the principals' role in activating the role of the VE workshops when teaching the students is moderate in the area called (students). The latter result may be attributed to the fact that it's difficult for principals to create a VE workshop that can be used by all categories of students. For instance, some students have a certain type of gift in the vocational area and are in need for special machines to develop such a gift. The latter result may be attributed to the fact that it's difficult for principals to assign a VE workshop that has a sufficient area. For instance, many schools don't have wide rooms.

The Third Area: Curricula:

It was found that the principals' role in activating the role of the VE workshops when teaching the students is moderate in the area called (curricula). The latter result may be attributed to the fact that it's difficult for principals to provide curricula that fit with the way of using the VE workshops in the teaching process. That requires having coordination between the developers of the VE curricula and the VE teachers using the workshops.

The Fourth Area: Teachers:

It was found that the principals' role in activating the role of the VE workshops when teaching the students is moderate in the area called (teachers). The latter result may be attributed to the fact that the targeted principals don't realize the teachers play a major role in activating the use of VE workshops in the teaching process. It may be attributed to the fact that the VE teachers don't have adequate professional skills which are needed to activate the use of the VE workshops.

Discussion Related to Second question

Q.2. Is there any significant difference -at the significance level of ($\alpha = 0.05$)- between the attitudes of the respondents which can be attributed to their (experience, academic qualification or gender)?

To identify the answer of this question, the multivariate analysis of variance was conducted. Based on this analysis, it was proved that there isn't any significant difference -at the significance level of ($\alpha = 0.05$)- between the attitudes of the members of the sample which can be attributed to their (experience, gender, and academic qualification). That is because the significance value of gender is 0.102. It is because the significance value of academic qualification is 0.108. It is because the significance value of experience is 0.133. All those significance values (sig.) are not any significant.

The latter result may be attributed to the fact that all the sampled teachers (regardless of their experience, gender, and academic qualification) work in similar workplace environments. Thus, those teachers shall have similar visions, and attitudes. The latter result may be attributed to the fact that the principals in the targeted schools suffer from the same

challenges that hinder them from showing attention to the VE workshops. Such challenges hinder those principals from activating the use of the VE workshops.

The latter result may be attributed to the fact that the principals in the targeted schools are all in need for cooperating with the VE teachers, and the developers of the VE curricula. Such cooperation shall enable them to activate the use of the VE workshops. The latter result may be attributed to the fact that the principals in the targeted schools face similar challenges

CONCLUSION

The researchers found that the attitudes of the sampled teachers are neutral towards the targeted role of the principals. That means that the targeted principals play a moderate role in activating the role of the VE workshops in teaching students from the perspectives of the VE teachers. The results indicate that the principals believe that equipment and tools in the VE workshops play a significant role. They indicate that the principals believe that students, curricula and teachers play a noticeable role.

RECOMMENDATIONS

In the light of such results, the researchers recommend providing the targeted principals with extensive training courses about the way of activating the use of vocational education labs in the teaching process. Such training courses must include applicable procedures and measures. The researchers also recommend developing new policies by policy makers in the aim of activating the role of principals in activating the use of the VE workshops. Such policies must be in alignment with reality. The researchers also recommend developing new vocational education programs that activate the use of the VE workshops and meeting the vocational needs of students.

Implications

The results indicate that plans should be set to activate the role of the targeted principals in activating the role of the vocational education (VE) workshops in teaching students. Thus, the results of this study shall contribute to activating the latter role of principals.

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