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THE REALITY OF THE VOCATIONAL EDUCATION TRACK (BETC) IN THE SCHOOLS OF SHOBAK DISTRICT IN JORDAN

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ABSTACT: The study aimed to identify the reality of the vocational education track (BETC) in the schools of Shobak District in Jordan. The researchers used the descriptive analytical approach (document analysis and interviews). The study sample consisted of (13) male and female teachers and (19) male and female students. The results of the study showed that the schools that teach the (BETC) system were limited to four schools, teaching only three specializations (hair and beauty, information technology, and agriculture). The most prominent obstacles facing teachers teaching the BETC system in all specializations include the schools' lack of readiness for the BETC program, students' low level of writing and computer skills, students' lack of training from the beginning of the program on out-of-the-box thinking skills and report preparation, and students' failure to take a placement test before entering the specialization. The study results also revealed that the most important suggestions for addressing the obstacles facing teachers teaching the BETC system in the IT specialization include: equipping the school with the necessary laboratories and computers before starting teaching; allocating a dedicated computer lab for the specialization equipped with several computers and accessories, in addition to a smart board; conducting a placement test for students before they enroll in the specialization; changing the student admission policy and raising the admission rate in the agriculture specialization to reduce the failure rate; actively involving specialization teachers in guiding and directing students before classification; and incorporating the career paths program as content within the vocational education curriculum for the seventh and eighth grades. The study results also showed that student satisfaction with the specialization was high.

Keywords: Vocational Education Track (BETC), Shobak District Schools

INTRODUCTION

Societies rely on the continuous development and advancement of their human resources. Therefore, vocational education focuses on preparing, qualifying, and training skilled workers, professional technicians, and specialists at various professional levels in all professional fields. Vocational education occupies a prominent position within formal and informal educational systems, due to society's need for a qualified and trained workforce in all professional fields, to supply the labor market in all economic and commercial sectors. Despite the great importance of vocational education, some individuals and institutions still view vocational education with contempt (Al-Hayari, 2000).

Vocational education in Arab countries is relatively new compared to developed countries, which initially focused on academic education at the expense of vocational education. Vocational education is considered the last resort for students due to specific decisions taken by educational institutions in some countries, which include directing students with high grades toward academic education and those with low grades toward vocational education. This has helped shape the contemptuous view of vocational education. This has hurt educational outcomes for the labor market, as its vocational programs have become inappropriate and inconsistent with technological and cognitive progress (Mustafa, 2001).

Al-Samadi (2021) defines vocational education as the process of qualifying individuals for a particular profession, providing them with the practical skills that enable them to join the labor market and keep pace with scientific and technological developments.

Abu Shaira (2008) believes that "vocational education is learning that takes place through secondary school, aiming to prepare professional individuals and provide them with the skills, abilities, and attitudes to work in the agricultural, industrial, commercial, and domestic sectors, in line with the needs of the labor market."

Vocational education was defined at the Vocational Education in the Arab World Conference (2021) as "a type of education that includes educational preparation and the acquisition of professional skills and knowledge, with the aim of preparing skilled workers in various industrial, agricultural, health, and commercial specialties."

Vocational education is a key component of any development strategy and the key to shaping the world of work. Vocational education has begun to attract global attention and has become a central focus of learning conferences held around the world, where all recommendations for developing and improving vocational education come from (UNESCO 2011). When talking about the importance of vocational education at the level of Jordanian society, we find that it is in dire need of trained and qualified professional workers as it needs other jobs, due to the role that vocational education plays in reducing the unemployment rates prevalent among the youth, providing job opportunities for many young people, and also increasing the national income. Therefore, it is necessary to focus on the quality of vocational education and its direct connection to the needs of the labor market and the use of the latest technological developments in qualifying and training the professional workforce (Al-Kharouf, Al-Dahmash, 2013).

The development of vocational education in Jordan over the past decades has been marked by an increase in the number of vocational schools and the establishment of numerous vocational training centers and community colleges that teach various vocational specializations. Vocational education specializations have also diversified to complement the economic and productive sectors. Vocational education institutions have also attracted donor countries and numerous international companies, which have contributed to enhancing the technical and administrative capabilities of their employees by training them within targeted and effective programs in the field of practical training in various vocational specializations. This has contributed to the development and improvement of their performance. Despite this, many factors remain that constitute constraints and limitations, most notably the perceived inferiority of vocational education, in addition to financial and human constraints. Vocational education is a type of formal education supervised by the Ministry of Education and vocational education and training institutions at the secondary school level. The goal is to prepare trained professionals, equipping them with skills in various career paths and enabling them to work and produce, enabling them to enter the Jordanian labor market. The duration of study is two years, and recently, the duration of study has been increased to three years (tenth grade, first secondary grade, and second secondary grade). Vocational education graduates form the link between technicians and unskilled workers (Mahasneh, 2010).

The beginnings of vocational education in Jordan date back to 1924, when the Craftsman and Arts School was established to teach blacksmithing, carpentry, tailoring, and shoemaking. It was the first industrial and vocational school for elementary school graduates in Amman (Al-Omari, 2019). The duration of the study was four years, and the ages of students enrolled ranged between 12 and 15 years. A modern building was constructed, with 82 students and seven teachers. Primary school graduates were enrolled to perform carpentry, blacksmithing, and wickerwork (Al-Khaza'leh, 2003).

The first educational legislation defining formal vocational education in Jordan was issued in 1939 under the Education System, the General Education Law No. 20 of 1955. Article 6 stipulated the establishment of vocational schools and the enhancement of the general education program with a national culture. Article 20 stipulated the addition of commercial, agricultural, finishing, or homeschool classes to secondary schools, and this law remained in effect until 1964 (Jaradat, 2021). In 1964, the Ministry of Education adopted a strategy for expanding vocational education. According to this strategy, vocational education now encompasses a professional activity in one of the agricultural, industrial, commercial, or home economics fields in the upper compulsory grades (grades 7-9). Meanwhile, secondary education included multiple vocational tracks, culminating in the General Secondary Education Examination.

In the 1990s, vocational education in Jordan developed into a branch of education, with an entire branch devoted to commercial education. In 1976, the Vocational Training Corporation was established, with several training centers affiliated with it in various governorates of Jordan.

Community colleges were subsequently established to provide vocational education primarily. The Ministry of Education, in collaboration with the Vocational Training Corporation, developed a technical skills framework to clarify the vocational path, with the aim of contributing to changing attitudes toward vocational education and classifying jobs appropriate for vocational education categories.

After the 1987 Development Conference, vocational education expanded in both quality and quantity, including new specializations. The educational programs offered by the Vocational Training Corporation also expanded to include 205 training programs (Dhiabat, 2005).

The track provides secondary vocational education until the academic year 2022/2023, through grades eleven and twelfth, in 255 locations, including (664) workshops for both males and females. A total of (29,400) students received training in four branches: industrial, agricultural, hotel and tourism, and home economics. After completing the requirements of these branches, students take the General Secondary Certificate Examination (Ministry of Education). In early 2023, the Ministry of Education adopted the British Education and Training Vocational Training (BETC) program, a vocational program that qualifies students for university entrance. BETC utilizes a unique approach to training and assessment, combining theoretical knowledge with practical life experience. Through BETC, certificates accredited by the Ministry of Education and Pearson are awarded to all students who meet the success requirements for Pearson International Certificates, in addition to studying cross-cultural subjects accredited by universities worldwide, including the United Kingdom, the United States, Australia, Canada, and the Middle East and North Africa region. (BEL, 2023).

As part of the professional development plan launched by the Ministry of Education to meet the country's needs and keep pace with developments, a set of decisions were updated and implemented in 2024/2025. The first is that the years of vocational education have become three years instead of two. The number of vocational branches will increase in the two academic years to 10, with six branches for the current academic year and four additional branches in the following academic year. Practical training hours will increase to 480 hours for the academic year, with 20 practical training sessions. According to the new plan, there are 14 theoretical hours that the student will attend, in addition to 20 specialized practical sessions (Ministry of Education). Upon completion of the twelfth grade, the student receives two certificates: the first confirms completion of the national secondary school stage, and the second is a Pearson-accredited certificate at the third level according to the European Qualifications System (EQS) (Ministry of Education, 2024).

After reviewing previous studies and theoretical literature, the researchers identified studies related to the subject of the study. Al-Khashem (2021) conducted a study that aimed to understand the reality of vocational education and training in South Korea, The researcher used a descriptive analytical approach, exploring the Korean education system, vocational education and training policies, and vocational education paths in South Korea. The researcher followed a descriptive approach and relied on a qualitative approach in all data collection and analysis using content analysis. The number of documents reached 14. The study results showed that human capital in Korea is the reason for its economic development and progress, and its transformation into a donor country. Vocational education there serves as a bridge to employment.

Al-Dahawi (2022) conducted a study on the features of international experiences in developing the vocational education system as the main driver of preparing a productive workforce (Germany and Austria as examples). These two countries have turned to vocational education as the sole engine of a sustainable economy. The study adopted a comparative approach to data analysis.

Juliana, Kerstin, and Brat (2022) sought to uncover the procedures for vocational education and training in the transition from school to work for less qualified youth in Germany and the transformations that occur. The experiences of young people in school in Germany. Aiming to gain a richer understanding of the complexity of labor market entry paths for intermediate-skilled vocational school students, this study analyzed the individual trajectories of a group of school leavers with a secondary school diploma, with at most a secondary school certificate, for the period from 2008 to 2014. The results reveal a complex picture of ten distinct school-to-work transition patterns. Young people who undergo transitional measures tend to experience a less continuous, but still meaningful, transition path. A small number of young people's experiences were identified in at-risk pathways, characterized by a highly discontinuous transition process, indicating a persistent disconnection from training and labor markets.

Bani Fawaz's (2022) study aimed to identify the role of school management approaches in promoting vocational education among primary school students in public schools in Ajloun Governorate, from the perspective of teachers. The researcher used the descriptive approach, and the study sample consisted of (542) female teachers in the primary stage, who were randomly selected. The results indicated that the degree of the role of government school management methods in Ajloun Governorate, from the teachers' point of view, was high. The study recommended several recommendations, the most important of which is holding educational courses for students aimed at increasing their awareness of the importance of vocational education, and preparing awareness plans and programs to educate parents and students and encourage them to enroll in vocational education.

Hamdan's study (2022) aimed to identify the degree of availability of vocational education requirements and their relationship to creating an attractive environment for students from the perspective of vocational school

teachers in the capital, Amman. The survey and correlational approach was used, and the study sample consisted of 310 male and female teachers. The study concluded that the degree of availability of vocational education requirements from the perspective of vocational school teachers in the capital was (medium), and that the availability of an attractive environment for vocational education students from the perspective of vocational school teachers in the capital was (medium). The study recommended building direct communication channels between the private sector and vocational schools to provide financial and training support to vocational schools, teachers, and students. In Al-Essa's study (2022), the attitudes of tenth-grade students towards vocational education in the Northern Badia Education Directorate were identified. To achieve the study objectives, the descriptive analytical approach was adopted, and a questionnaire was constructed and distributed to a sample consisting of 117 tenth-grade students, who were randomly selected. The study tool consisted of 25 paragraphs on five areas. The results of the study showed that the attitudes of tenth-grade students towards vocational education in the Northern Badia Education schools were average, and it was found that there was no statistically significant effect at the significance level (&=0.05), attributed to the study variables of gender, income and educational level. The study by Hussein, Al-Ajmi, Al-Amiri, and others (2022) aimed to increase awareness of vocational and technical education by surveying young people regarding their desire to enroll in vocational and technical education and training. The study used a descriptive approach, and 1,790 male and female students were surveyed. The most prominent results were that a large portion of them did not object to vocational and technical work, and that schools and the Ministry of Education in general have a role in increasing student awareness by holding workshops and courses and distributing publications that highlight the opportunities and benefits of enrolling in vocational and technical education. The study concluded with recommendations, the most important of which is the need to conduct more courses and workshops aimed at introducing students to vocational education. While the study by Shadifat, Ayadat, and Al- Hamran (2023) aimed to identify the problems facing students in the vocational education track in Jordan from the perspective of teachers, a descriptive survey approach was used. The sample consisted of (70) individuals representing male and female teachers in Jerash Governorate. A questionnaire of (24) items was developed to achieve the study's objectives. The result was that the study sample members' assessments of the problems facing students in vocational education branches in public schools were high.

By examining previous studies, it became clear that this study is unique in its investigation of the reality of the vocational education track (BETC) in schools in the Shobak District.

STUDY PROBLEM

Based on the Ministry of Education's plan to develop vocational education for the 2021/2022 academic year, the study aimed to explore the reality of the BETC Vocational Education Track in Shobak District schools, gain teachers' perspectives, assess the reality of the BETC Vocational Education Track, the obstacles it faces, propose solutions to overcome these obstacles, and assess student satisfaction with the programs and specializations.

The study sought to answer the following questions:

Question 1: What is the reality of the Vocational Education Track (BETC) in Shobak District schools?

Question 2: What are the most significant obstacles facing teachers of Vocational Education Track (BETC) specializations in Shobak District schools, from their perspective?

Question 3: What are the most important suggestions that teachers consider appropriate to address the obstacles facing the Vocational Education Track (BETC) in Shobak District schools?

Question 4: What is the extent of student satisfaction with enrolling in BETC specializations?

PROCEDURAL DEFINITIONS

The Vocational Education Track (BETC): This is an advanced technical vocational system that the Ministry of Education began implementing starting with the current academic year (2023/2024) at the pre-university level. The duration of the study is three years, beginning with the tenth grade. This program consists of two levels: the second level, designated for the tenth grade, includes 480 instructional hours, and the third level, designated for the eleventh and twelfth grades, includes 720 instructional hours, in addition to teaching (shared cultures) at both levels, totaling 14 classes. The specializations offered for this program consist of six professional specialized branches, which were offered during the 2023/2024 academic year: engineering, information technology, hospitality, agriculture, hair and beauty, and business. The number of specializations was increased with the start of the current academic year (2024/2025) to four additional branches, bringing the total to ten branches: construction and building, tourism and travel, art and design,

and creative media. Vocational Education Track (BETC) teachers: These are teachers specialized in one of the vocational track system's specialties, who possess the ability and high competence to teach both theoretical and practical aspects.

Vocational Education Track (BETC) students: These are students in the tenth grade, the first grade, and the second grade, who have met the requirements of the BETC Vocational Education Track (BETC) program, which began implementation at the beginning of the 2023/2024 academic year.

Vocational education: This is a type of formal education that students enroll in after completing the tenth grade. It was in effect until the 2022/2023 academic year, when the vocational education system was developed and the vocational education track system was introduced instead.

STUDY LIMITS AND DETERMINANTS

The study was conducted within the following limits:

a) Spatial Limits: The study was limited to schools in the Shobak District that include the BETC Vocational Education Track (BETC) program.

b) Temporal Limits: This study was implemented during the first semester of the 2024/2025 academic year.

c) Human Limits: This study was conducted on a sample of BETC program teachers and students.

Methodology

A descriptive qualitative approach was used, utilizing content analysis tools, interviews, and observation to identify student and teacher perspectives on the reality of the BETC vocational education track in Shobak District schools, as well as the obstacles, student satisfaction, and proposed solutions to these obstacles, based on the opinions of both students and teachers.

Population

The study population consisted of (13) BETC vocational education track teachers in Shobak District, (121) students studying three specializations (hair and beauty, information technology, and agriculture) from the BETC vocational education track program, all BETC students in various specializations, and teachers teaching BETC subjects in Shobak District schools affiliated with the Ma'an Governorate Directorate, which is affiliated with the Jordanian Ministry of Education. The total number of students studying BETC was (121) male and female students, distributed among four schools: First: Shobak Secondary School for Girls, which teaches hair and beauty, with (30) female students, distributed among the tenth grade with (16) female students and the first secondary grade with (14) female students. Second: Shobak Secondary Agricultural School for Boys, which teaches agriculture. The total number of students studying agriculture using the BETC system was (69) students, with (47) male students in the tenth grade and (22) male students in the first grade. Secondary: Third: Umm Amara Elementary School, where information technology is taught, with a total of (9) female students in the tenth grade only. Fourth: Shobak Secondary School for Boys, where information technology is taught, with a total of (13) male students in the tenth grade only. Table 1 shows the schools involved in the vocational education tracks.

Table No. (1) shows the teachers concerned with the professional learning paths in Shobak District, the number of specialized teachers for each specialty, the name of the specialty, and the number of students.

n	school	teachers	major	10 grads	11grads	total
1.	Shobak Secondary School for Girls	4	Hair and Beauty	16	14	30
2.	Shobak Agricultural Secondary School for Boys	7	Agriculture	47	22	69
3.	Umm Amara Mixed Elementary School	2	Information Technology	9		9
4.	Shobak Secondary School for Boys	2	Information Technology	13		13
5.	total	13				121

SAMPLE

The study sample consisted of all 13 BETC vocational education track teachers in Shobak District, and 19 male students studying three specializations (hair and beauty, information technology, and agriculture) from the BETC vocational education track program.

INSTRUMENTS

Content analysis, the Ministry of Education's handbook for developing vocational education, previous studies, laws addressing vocational education, a personal interview, and observation.

Validity and Reliability of the Instruments

1. Content Analysis: The researchers only referred to the Ministry of Education's Vocational Education Development Handbook 2022/2023 and the Ministry of Education's Vocational Education Law 2022/2021, as provided by the relevant authority. This serves as evidence of the validity and reliability of the instrument.
2. Interview and Observation: The instrument was presented to a panel of at least five PhD-holding arbitrators, who unanimously agreed, with a 95% approval rate, on the validity of the instrument. Regarding the reliability of the instrument, the test-repeat coefficient was used.

STUDY PROCEDURES

The researchers followed the following procedures to achieve the study objectives:

1. Obtained approval from the Ministry of Education to implement the study tool in schools in Shobak District.
2. Defined the study problem.
3. Prepared the study tool.
4. Defined the study population and sample.
5. Conducted direct personal interviews with members of the study sample.
6. Entered the data into a computer, performed statistical processing using SPSS, obtained, discussed, and interpreted the results, and presented a set of recommendations in light of the findings.

Statistical Processing

Data was processed using frequencies, percentages, and arithmetic means.

RESULTS AND DISCUSSION

The following presents the study results according to the study questions:

Results related to the first question: What is the reality of the vocational education track (BETC) in Shobak District schools? To answer this question, interviews were conducted with stakeholders and documentation of the programs taught was obtained. The number of schools offering the BETC system was limited to four, offering only three majors: hair and beauty, information technology (in two schools), and agriculture. The reason for the limited availability of these majors in the aforementioned schools is due to the lack of a sufficient number of students wishing to study other majors. The schools also have proximity to other schools offering various majors that students can enroll in. For example, one school in Petra District offers hospitality, while another school in Ma'an offers various majors. One positive aspect we observed was the Shobak District Education Directorate providing free transportation for students in the district to complete their BETC program studies, given the schools' distance from their homes.

Results related to the second question

Question 2: What are the most significant obstacles facing teachers of the BETC (Better Education for Professionals) program in Shobak District schools, from their perspective? To answer this question, an interview was conducted with teachers teaching the BETC program. Tables (2) and (3) show the obstacles facing teachers in general:

Table 2: Obstacles facing teachers of the Better Education for vocational program in Shobak District schools.

n	Obstacles Facing Career Pathway Teachers in Each Specialization
	Information Technology
1.	"Schools' lack of preparedness for the BETC program."
2.	"Low levels of students in writing and computer skills."
3.	"Students were not trained from the beginning of the program on out-of-the-box thinking skills and report preparation."
4.	"Inadequate guidance was provided to students enrolled in the program."
5.	"Lack of a dedicated computer lab for the major, despite the availability of equipment, which has not yet been activated pending approval from the Ministry."
6.	"Students did not take a placement test before entering the major."
7.	"Difficulty in the tasks and reports required of students."
8.	"Parents did not understand the evaluation policy followed in the program."
9.	The program was not clear to students and teachers.

10.	Teachers' enrollment in training courses is a burden on teachers, as they are often absent from teaching their subjects for several days.
	Hair and Beauty
11.	Students' low level of writing and computer skills.
12.	Laboratory facilities lack some of the precise tools necessary for practical application.
13.	Inadequate guidance is provided regarding the requirements for success in this specialization before students enroll.
14.	Parents' lack of understanding of the program's assessment policy.
15.	Parents are not sufficiently aware of the program.
16.	When awareness workshops are held by the school about the specialization and the assessment policy, parents do not attend.
17.	Some students' weaknesses put them at risk of not being able to complete the program requirements.
18.	Lack of time to complete all required assignments.
19.	Weak internet connection during downloading required tasks leads to class time being wasted on completing assignments and reports.
20.	"Students' extreme weakness in the most basic reading and writing skills."
21.	"Not all equipment and tools are available when needed due to loans, which require time to purchase."
22.	"The inferiority complex of the specialization."
	Agriculture
23.	"The theoretical educational content does not cover the practical aspects."
24.	"Inadequate guidance is not provided to students before they enter the major."
25.	"Parents are not made aware of the major's requirements before classification."
26.	"Difficulty preparing reports and completing assignments for most students due to their low level of performance."
27.	"Those in charge of the Student Guidance and Counseling Program are far removed from the reality of real education, its requirements, and its problems."
28.	"The evaluation of the theoretical aspect does not compare to the practical aspect."

Table 3: Obstacles facing teachers of the Vocational Education Track (BETC) program in the mixed schools of Shobak District.

n	Common barriers facing teachers across career paths include:
1.	"Schools' lack of preparedness for the BETC program."
2.	"Students' low level of writing and computer skills."
3.	"Inadequate guidance for students enrolled in the program."
4.	"Parents' lack of understanding of the program's assessment policy."
5.	"Workshops lack some of the precise tools necessary for practical implementation."
6.	"Parents' lack of awareness of the major's requirements prior to classification."
7.	"Difficulty preparing reports and completing assignments for most students due to their low academic achievement."

Table (3) shows the obstacles facing teachers of professional track specializations, the most important of which were: the lack of readiness of schools for the BETC program, the low level of students in writing and computer skills, the lack of sufficient guidance for students who enrolled in the program, the lack of understanding among parents of the evaluation policy followed in the program, the lack of some precise tools in workshops necessary to implement the practical aspect, the lack of awareness among parents of the requirements of the specialization before classification, and the difficulty of preparing reports and completing tasks by most students due to their low level of achievement. The researchers attribute this to the recent introduction of the BETC program (2022/2023), while schools are still in the process of equipping laboratories with the necessary equipment and equipping workshops with the precise tools needed to implement the practical aspects. Students' admission to the BETC program was based on the admission criteria approved by the Ministry of Education, which allows low-achieving students (those with low grades) to be accepted into the BETC program. Parents also struggled to understand the assessment criteria due to their complexity and their connection to external bodies responsible for approving the assessment. Furthermore, students' poor academic achievement led to difficulties in completing the required tasks and

reports, as these require advanced computer skills and a high level of different thinking skills, particularly outside-the-box thinking.

Question 3: What are the most important suggestions that teachers consider appropriate for addressing the obstacles facing the BETC vocational education track in schools in the Shobak District? To answer this question, an interview was conducted with teachers who teach the vocational education track. Table 3 shows the teachers' suggestions for resolving the obstacles they face, according to the specializations they teach:

Table (4) Suggestions by teachers of the vocational education track that they consider appropriate for addressing the obstacles they face.

BTEC Vocational Education Pathway Teacher Suggestions	
n	Information Technology
1.	Preparing the school with the necessary laboratories and computers before the start of teaching.
2.	Customizing a computer lab for the specialization, equipped with several devices, a data projector, a smart board, and other necessary equipment.
3.	Conducting a placement test for students before they enroll in the specialization.
4.	Training students from the beginning of the program on out-of-the-box thinking skills and report preparation.
5.	Providing adequate guidance to students before they enroll in the program.
6.	Holding training workshops and requiring parents to attend them.
7.	Enrolling teachers in training courses before starting teaching.
8.	Providing the computer lab with internet connectivity.
	Hair and Beauty
9.	1. Changing the admission policy for students in the specialization by raising the admission rate above 70%.
10.	2. Allocating a computer lab for the specialization.
11.	3. Providing some of the necessary precision tools for practical application.
12.	4. Holding intensive guidance and educational workshops to explain to students the requirements for success in the specialization before the start of the teaching process.
13.	5. Inviting parents to attend awareness workshops on the program's assessment policy.
14.	6. Amending the program policy to allow students to withdraw from the specialization if they wish or feel unable to complete the program requirements, instead of failing.
15.	7. Increasing class time to complete assignments, or reducing assignments and reports.
	Agriculture
16.	1. "Changing the student admission policy and raising the admission rate for the agriculture major to reduce the failure rate."
17.	2. "Active participation of specialty teachers in guiding and directing students before classification."
18.	3. "Incorporating the career paths program as a light component of the vocational education curriculum for eighth and ninth grades."

Table 5: Suggestions of vocational education track teachers that they see as appropriate to address the obstacles they face in general.

n	BTEC Vocational Education Pathway Teacher Suggestions
1.	Training students from the beginning of the program on out-of-the-box thinking skills and report preparation.
2.	Preparing the school with the necessary laboratories and computers before the start of teaching.
3.	Conducting a placement test for students before enrolling in the program.
4.	Providing adequate guidance to students before enrolling in the program.
5.	Enrolling teachers in training courses before beginning teaching.
6.	Changing the admission policy for students in the program by raising the admission rate above 70%.
7.	Active participation of specialty teachers in guiding and directing students before classification.

Table (5) shows the suggestions that teachers agreed upon, the most important of which are: equipping schools with the necessary laboratories and computers before starting teaching, conducting a placement test for students before they enroll in the specialization, training students from the beginning of the program on out-of-the-box thinking skills and the method of preparing reports, holding training workshops on the evaluation policy followed in the program and asking parents to attend them due to their importance, having

teachers attend training courses before starting the teaching process, changing the policy of accepting students in specializations by raising the acceptance rate above 70%, providing sufficient guidance for students before they enroll in the program, and the active participation of specialization teachers in guiding and directing students. To answer the fourth question: How satisfied are students with enrolling in BETC majors? Interviews were conducted with a number of students as follows:

First: Four female students from the tenth grade and first secondary grades, specializing in Hair and Beauty, were interviewed from Shobak Secondary School for Girls. Their responses were summarized as follows:

The first BETC student, specializing in Hair and Beauty, said she was satisfied with the major by 10%. Her satisfaction was further enhanced by its focus on practical subjects, and the fact that it does not include difficult subjects such as mathematics, physics, and chemistry. Furthermore, she stated that the necessary workshops (hair salons, nail salons, and skin care centers) were equipped with most of the modern materials and equipment necessary for practical application.

When asked why her satisfaction with the major was not excellent, she responded that there were some obstacles, such as:

1. The lack of specialization of the additional teachers in the specific field, and that they were satisfied with a professional certificate.
2. The weakness of the additional teachers in communicating information and applying skills optimally, despite the fact that the additional teachers hold certificates. A university or secondary school student with no interest in the major she is studying, she holds a professional practice certificate.
3. There are four teachers: two specialists and two non-specialists (one of whom is highly qualified due to her extensive experience in the field of work in her specialty).
4. There is insufficient guidance from the teachers about the program and major before enrollment, nor even after enrollment.
5. She did not enter the major out of desire, but was forced to do so due to her GPA.
6. Weak internet connection when uploading assignments and reports.

The second-year secondary school student: Her answer was, "I entered the major out of desire and hobby, as I used to practice some beauty work at home. Upon entering the major, I refined my talent and acquired new skills." She stated that she is satisfied with the major, and her satisfaction was furthered by its focus on practical work, as well as the availability of the necessary workshops (hair, nail, and skin) equipped with most of the modern materials and equipment necessary for practical application. However, she has no vision for her future studies after high school (what majors she is permitted to pursue). When asked about her satisfaction with the major, she replied: "There was good guidance from a team of education professionals and some specialized teachers.

1. The teaching staff has sufficient skill and knowledge to teach both theoretical and practical aspects.
2. All necessary tools and equipment are available, purchased from the best brands."

The third student, a tenth-grade BETC student specializing in hair and beauty, responded that she was satisfied with the major because she entered the major out of interest, as she had a passion for it. There was adequate guidance through workshops conducted by educational specialists. The facilities were excellent, and the studios were spacious and equipped with the latest equipment. The requirements for the major focused on practical aspects, but some teachers were not specialized in the field of beauty and taught at the expense of further education with a professional practice certificate.

The fourth student, a tenth-grade BETC student specializing in hair and beauty, responded that she was satisfied with the major because she entered the major out of interest, as she had a passion for it. There was adequate guidance before enrolling in the major through workshops conducted by educational specialists and some specialized teachers. The facilities were excellent, and the studios were spacious and equipped with the latest equipment. The requirements for the major focused on practical aspects. She had a preconceived notion of the majors she was eligible to study after high school, but some teachers were not specialized in beauty and taught at the expense of further education with a professional practice certificate. Second: Five IT students from two schools were interviewed: Umm Amara Mixed Basic School (females) and Shobak Secondary School for Boys. Their responses regarding their satisfaction with the major were similar, summarized in the following points:

- Their average satisfaction with the major was high. When asked about the reason for this percentage, they responded as follows:

1. The teachers teaching the major are highly qualified and hold university degrees in the field.
2. A computer lab is available to students in the major, but it is shared with other classes.
3. Students enrolled in the major out of interest and personal convictions.
4. Students received guidance and counseling from specialists at the education and ministry levels.
5. All students agreed that they had difficulty completing assignments and preparing reports.

Third: An interview was conducted with ten students from Shobak Agricultural School, distributed equally between the tenth and first secondary grades. They demonstrated a high degree of satisfaction for the following reasons:
1. Their average satisfaction with the major was 85%. When asked about the reason for this percentage, they responded as follows:
2. The presence of qualified teachers specializing in the agricultural field, both animal and plant production, numbering seven engineers.
3. The availability of the necessary tools and equipment for practical application.
4. The availability of cowsheds covering the practical aspect of animal production.
5. The availability of vacant agricultural land for training in agricultural work.
6. There are (2) greenhouses on the school campus.
7. The presence of a greenhouse affiliated with Shobak University College, available for student training.
8. The Ministry of Education has provided a computer lab available for students to prepare assignments and prepare the required reports. The researchers believe that the satisfaction of female students in the hair and beauty specialization is attributed to a number of factors, the most important of which are: the availability of the necessary tools and equipment to implement the practical aspect, the presence of spacious workshops equipped with all the equipment, consisting of a hair workshop, a nail and skin workshop, the tools are of excellent quality, the equipment is modern and of high quality, and the teachers of the specialization are specialized in beauty and of a high level of competence, with the exception of one of them who holds a certificate to practice the profession, as she was appointed by the Ministry of Education at the expense of additional education due to the lack of female graduates in the specialization. Regarding the computer laboratory, a modern laboratory will be equipped specifically for the specialization. Regarding the lack of sufficient guidance, the reason for this is attributed to the fact that the program is new, and the lack of experience among the advisors and teachers of the actual reality of the specialization's requirements and the problems that this specialization will face.
The researchers attribute student satisfaction in the agriculture major to a number of factors, the most important of which are: the school's location within the campus of an agricultural technical university college, which has large areas of land available for training students in agricultural work, as well as the presence of a teaching staff with doctoral degrees in agricultural, animal, and veterinary specialties, ready to provide administrative, educational, advisory, and cultural services to the school's students. In addition, there are cow pens affiliated with the college available for student training, as they contain two pens, each with approximately 25 cows and 10 calves. The pens are also attached to an automatic milking machine and a dairy processing plant. To support the practical application of protected agriculture, two plastic greenhouses were equipped next to the school, where various varieties were planted, and their production was sold to the local community. Despite the availability of all these capabilities, it is difficult to provide large and advanced equipment, due to its high price and the policy of purchasing by advance. According to what we heard from the school's quality officer, it will be provided in the next semester. The researchers attribute student satisfaction with the IT major to the provision of adequate guidance and counseling from educational supervisors, the students' desire for the major, and their strong desire to enroll in it, considering it a modern major that meets the needs of students drawn to technology. Parents also believe that this major has broad potential in the job market.

RECOMMENDATIONS

1. Incorporate the BETC Career Pathways System into the vocational education curriculum for eighth and ninth grades, to introduce students to the program's specializations and the requirements of each.
2. Increase the number of schools offering the BETC Career Pathways System in Shobak District, expanding the range of specializations.
3. Enroll program teachers in training courses before beginning teaching in schools.
4. Form a guidance and counseling team headed by program teachers to familiarize them with the actual requirements of the specializations.
5. Reconsider the criteria for accepting students into the program's specializations.
6. Increase student acceptance rates in the program.

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