

The Degree of Focus on Practical Skills in Teaching Vocational Education in Schools of Balqa'a Governorate

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Abstract

The study aimed at identifying the degree of focus on practical skills in Teaching vocational education for the fifth, sixth and the seventh grades, and its relationship with variables, such as school gender, teacher's specialization, workshop status, and the number of students in the classrooms).

Seventy lessons were observed with an observation card; and 25 teachers were interviewed with a semistructured interview schedule. Validity of the instruments was ensured through moderatores, Also, the reliability of the observation card was ensured through concurrent observations by different observers.

Through observation, results revealed that the percentage of focus on practical skills was %74.7, while through interviews, it was revealed that 71.1% of teachers allocate less than 75% of the time of the course for practical skills. There were statistically significant differences ($\alpha = 0.05$)

in the level of focus on practical skills related to school gender to the preference of female schools, and there were also significant differences due to teacher's specialization to the preference of teachers specialised in prevocational or vocational education. However, there were no such differences related neither to the number of students in classes nor to the status of the workshop.

It was stated that PVE teachers should pay more attention to practical skills in teaching, and Pre-vocational Education teachers should not be assigned any administrative duties. They should be given courses on how to use devices and equipments in pre-vocational education workshop. It is also important to design a clear follow up plan for the supervision process of pre-vocational education. It was also recommended to review the schooling system in Jordan, so that it will provide more time for teaching practical skills.

Key words: Pre-vocational Education, Practical Skills, Practical Teaching