

The Reality Of The Technical And Professional Capabilities Of Teachers At The Jordanian Public Schools Implementing The BTEC System

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Abstract–This study aimed to explore the extent of possessing technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system. The descriptive analytical approach was adopted. The study's goals were met through developing a questionnaire. The questionnaire was used to collect data from (120) male and female vocational education (VE) teachers. Those teachers were chosen from several Jordanian public schools. Those schools were chosen from three cities located at the Central Province in Jordan (Amman, Zarqa and Madaba). It was found that the extent of possessing technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system is moderate. The study's areas were ranked respectively as follows based on their means: (the learning and innovation skills, the skills in the fields of media, information & technology and the life and professional skills). It was found that there isn't any significant difference between the respondents' attitudes in this regard which can be attributed to gender, or age. However, there are significant differences between the respondents' attitudes in this regard which can be attributed to academic qualification for the favour of the ones holding a diploma degree. The researcher recommends exerting effort for developing the technical and professional capabilities of the vocational education (VE) teachers through developing a proper training plan in accordance with the BTEC system.

Keywords–Technical & professional capabilities, BETC system, public schools.

I. INTRODUCTION

There have been rapid technological and scientific developments in all areas. Such developments made teachers face several challenges. Such challenges include facing a difficulty in acquiring the skills needed at the modern workplace. They also include facing a difficulty in practicing such skills in the teaching-learning process (Almomani, 2019). Based on several educational theories, vocational education (VE) plays a major role in shaping people's attitudes towards VE. It also plays a major role in promoting awareness among students about their role in professional areas in life in the future. In addition, it plays a major role in enabling students to become productive people in society in the future. The ones who set the goals of the vocational education courses or programs take into their consideration the age category of the targeted students. They also take into their consideration the nature of the job that shall be assigned to the targeted students in the future (Al-Jabali, 2021).

According to At-Waisi (2023), the extent of mastering the use of the twenty first-century skills by teachers is affected by the degree to which they master the use of the ICTs. It is also affected by the amount of knowledge they possess in the field of technology. It is also affected by their creativity and innovation levels and the degree to which they possess life skills. The latter skills involve: interpersonal and communication skills, sense of responsibility and self-guidance. According to Athnaibat (2023), vocational education (VE) teachers must have distinguished competencies to be capable of promoting a sense of responsibility among their students. They must have distinguished competencies to be capable of promoting respect for work among their students. They must have excellent critical thinking and search skills. They must have excellent skills in using modern technologies. In addition, they must be

capable of dealing with students of various thinking patterns, ages, and behaviours. They must be capable of using teaching methods that attract students' attention and encourage students to engage in the teaching-learning process.

According to Rosina et al. (2021), the VE course serves as main pillar for exploring the vocational capabilities and interests of students during the primary school stage. It aims at enabling students to choose their future jobs in accordance with the pre-set goals. The latter goals are derived from the general goals of education. In this regard, it should be noted that the vocational education (VE) course plays a vital role in raising up a generation that shows respect for crafts. It plays a vital role in promoting a sense of responsibility among students towards their society.

Vocational education (VE) can be defined as the education that aims at qualifying students and providing them with information about various vocational fields. Such fields include: the fields of trade, electrical works, and crafts. Vocational education (VE) enables students to practice a craft within the convenient workplace (Shdaifat and Abu Sa', 2019). It refers to the education that aims at developing personal and social areas of students' personalities. To be specific, it aims to develop the students' attitudes and behaviours in a manner that enables them to achieve professional growth at workplace in the future. It aims to develop the students' attitudes and behaviours in a manner that enables them to deal positively with people and events at the workplace. Such positive dealing is represented in cooperating with others at workplace to achieve the pre-set goals of the institution. In addition, the VE aims at developing the students' communication and social skills. It also aims at developing students' thinking skills (e.g. critical thinking skills). It also aims at promoting a self-development-based culture among students. In addition, it aims at providing students with the competencies needed at workplaces (Zulaikha et al., 2021).

Vocational education (VE) teachers play a vital role in society. To perform this role effectively by them, they must be provided with the technologies and skills needed for meeting the requirements of the digital age. That shall enable them to teach students effectively and show much creativity and innovation in teaching and covering the whole curriculum. It shall enable them to use the modern teaching methods. It shall enable them to teach students the way of using technologies effectively. It shall enable them to achieve success in the teaching-learning process. It shall enable them to use modern digital technologies in the teaching-learning process (Athnaibat, 2023).

Tampang & Wonggo (2018) add that teachers' professional capabilities must be improved. That shall enable teachers to do their tasks effectively at workplace. They add that teachers must be capable of facilitating the learning process for students. They add that teachers must pay attention to the development of students in various areas. For instance, teachers must develop the students' learning, social and workplace skills. They must promote autonomy among students and seek raising students' intelligence levels.

The professional development of teachers is considered one of the most important strategies adopted for meeting the intended educational goals. Thus, it must be provided with attention in the light of the scientific and technical developments (Aboudahr, 2018). It contributes to developing teachers and identifying the approaches that must be adopted to improve their performance. It contributes to empowering teachers and enabling them to adapt themselves with the changes that occur to the workplace environment. It contributes to identifying and improving the strengths of teachers (Abdullah, 2019).

In Jordan, since 1950s, the educational system has been showing much attention to vocational education (VE). In fact, at that time, the decision makers provided students with a course entitled (the vocational activity course). They decided to dedicate two periods per week for this course for the seventh, eighth, and ninth grades. In the latter course, the male students were responsible for deciding to learn about the industrial, agricultural or commercial activities. In the latter course, the female students learnt about (home economics). During the period (1979 – 1987), the decision makers in Jordan changed the name of the course to become (the vocational education course). The latter

course was taught for the primary school students. There were two periods per week dedicate for teaching this course. The curricula of the latter course were developed in a regular manner. Since 2003, the Jordanian Ministry of Education have been exerting efforts to develop the curricula of the vocational education course. Such efforts have been exerted based on the latest strategies in the teaching and assessment fields. Thus, the vocational education (VE) curricula today focus on the skills that must be acquired by students to improve their living conditions in the future. They also focus on identifying the students' interests and capabilities (Abu Aboud and Ibrahim, 2015).

In Jordan, the system of (the Business and Technology Education Council) has been receiving increasing attention. That is attributed to the fact that the Jordanian government has been exerting much effort to raising the quality of education including the quality of vocational education. The BTEC system serves as a good alternative for the students who prefer vocational education over academic education. The system of the BETC includes a variety of vocational programs and qualifications. It includes a variety of specializations. Such specializations include: trade, information technology, arts, health sciences and etc..The curricula of the BETC system shed a light on practical education. They shed a light on the development of the vocational skills needed to work in the industry chosen by the student.

In this system, the students are assessed based on their achievement in practical projects and tasks. Such projects and tasks are related to vocational fields. The BTEC system is a British system that is used in vocational programs. It aims to to provide students with practical skills and knowledge that are needed to be capable of practicing certain crafts. It aims to focus on the following things: crafts, practical education, tasks related to workplace, ongoing assessment and transferable skills (The National Centre for Curricula Development, 2023)

The professional competencies in the BTEC system are represented in competencies needed at workplace in various sectors. The BTEC system aims to provide students with knowledge and skills that are needed to join the labour market after graduation. Such knowledge and skills are needed for making a good career in the future. The BTEC system is adopted in full time and part-time educational programs at colleges, schools and training centers (Pearson, 2023). Based on the aforementioned information, there is a need to shed a light on the reality of vocational education in Jordanian schools in general and the Jordanian schools implementing the BTEC system in particular

II. STATEMENT OF THE PROBLEM

In Jordan, increasing attention has been dedicated for vocational education (VE). The Jordanian Ministry of Education has created recently international partnerships in order to start using the curricula of the BTEC system in Jordanian schools. It took this step to improve the skills of students and qualify them to become capable of joining the labour market. The problem of the present study is represented in exploring the extent of possessing technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system.

III. THE STUDY'S QUESTIONS

Q.1.What is the extent of possessing the technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system? Q.2.Is there any statistically significant difference - at the significance level ($\alpha \leq 0.05$)- between the respondents' attitudes towards the extent of possessing technical and professional capabilities by the targeted teachers which can be attributed to gender, age or academic qualification?

IV. THE STUDY'S OBJECTIVES:

This study aimed to identify the extent of possessing the technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system. It aimed to identify whether there is there any statistically significant difference - at the significance level ($\alpha \leq 0.05$)- between the respondents' attitudes towards the extent of possessing technical and professional capabilities by the targeted teachers which can be attributed to gender, age or academic qualification.

V. THE SIGNIFICANCE OF THE STUDY

This study is significant due to the scarcity of the studies that shed a light on the implementation of the BTEC system in public schools. It's significant because the curricula of the BTEC system have been used recently in Jordanian schools. Thus, there is a crucial need for examining the extent of possessing technical and professional skills and capabilities by the VE teachers in the schools implementing this system.

VI. OPERATIONAL DEFINITIONS OF TERMS

BTEC system: It's an abbreviation for the system of the (Business and Technology Education Council). It's a system in the field of vocational education. It provides students with certificates and diploma degrees in various vocational specializations. It offers students knowledge in vocational fields. It offers students practical application opportunities. It enables students to join the labour market after graduating. It enables students to enrol in higher educational institutions after graduation.

Vocational education: It's a course taught to students in primary schools. In fact, it's taught starting from 4th grade till 9th grade. It sheds a light on a set of ideas and skills that are related to the way of practicing crafts in reality. It promotes awareness among students about professional areas of life. It enables students to become productive people in the future. It provides students with a set of skills that enable them to adapt themselves with the labour market and meet its changing demands.

VII. REVIEW OF LITERATURE

Athnaibat (2023) explored the extent of using the digital skills by the VE teachers from the perspective of the principals in Al-Eqwaismeh district, Jordan. She adopted a descriptive approach. She surveyed (81) principals. She found that the extent of using the digital skills by the VE teachers is considered moderate from the perspective of the principals in Al-Eqwaismeh district, Jordan. It was found that there isn't any significant difference between the respondents' attitudes towards the extent of using the digital skills by the vocational education (VE) teachers which can be attributed to academic qualification. However, there are significant difference between the respondents' attitudes towards which can be attributed to gender and experience.

Atwaisi (2023) aimed to explore the extent of using the twenty first century skills by the vocational education (VE) teachers from the perspective of the academic supervisors and principals in Jordan. The sample consists of thirty three (33) female and male supervisors and fifty five (55) male and female principals. The researcher developed a questionnaire in order to collect data from the sample. A questionnaire was used. It consists of fifty five (55) items. It targets five areas. It was found that the extent of using the twenty first century skills by vocational education (VE) teachers is moderate. The targeted areas were ranked respectively based on their means as follows: (Communication & collaboration, life skills & work, learning management, thinking & problem solving and ICTs). It was found that there isn't any significant difference between the respondents' attitudes which can be attributed to gender or type of job.

Alhassan & Musta'amal (2020) investigated the training needs of vocational education (VE) teachers in the technical colleges located in Niger State. A descriptive analytical approach was adopted and a survey was used to acquire the required data from the sample. The population is represented in all the vocational education (VE) teachers in the technical colleges located in Niger State. The study's sample is represented in sixty (60) technical teachers who were chosen from the study's population. The test-retest method was used. Means and standard deviations were calculated. Based on the reached findings, the targeted teachers must be provided with workshops, conferences, seminars and other means for providing them with basic technical knowledge, and skills and promoting certain positive attitudes among them. It was found that a great percentage of the teachers in the targeted colleges are not competent.

Almomani (2019) explored the extent of need for acquiring teaching competencies by the vocational education (VE) teachers working at the basic schools that are affiliated with the Directorate of

Education of Ajloun in Jordan. The targeted competencies are related to: (application and teaching methods). The researcher adopted the descriptive approach. He also used a survey to collect data. The survey consists of twenty six (26) items. The population consists of (115) female and male teachers. The data was collected from fifty (50) male and female teachers. The required statistical analysis was conducted. It was found that the extent of need for acquiring teaching competencies by the vocational education (VE) teachers is high in both areas.

Abu Aboud and Ibrahim (2015) aimed to identify the extent of possessing educational competences by the vocational education (VE) teachers in the light of developing the vocational education (VE) curricula. Such developments were made in accordance with the educational development plan that aims to make a shift towards knowledge economy. To meet the study's goals, the researchers developed an eighty-two item survey. This survey targeted nine (9) areas. It was used to collect data from the sample. The sample consists of (120) male and female teachers. Those teachers are vocational education (VE) teachers who teach 8th, 9th and 10th grade students in Zarqa. It was found that the vocational education (VE) teachers in Zarqa possess twenty four (24) competences to a high extent. It was found that the vocational education (VE) teachers in Zarqa possess fifty (50) competences to a moderate extent. It was found that the vocational education (VE) teachers in Zarqa possess four (4) competences to a low extent. Based on the results, the mean of the (personal area) is ranked first. The mean of the (ICTs) is ranked last. It was found that there are statistically significant differences between the vocational education (VE) teachers' extent of possessing educational competencies which can be attributed to academic qualification and experience. However, it was found there isn't any significant difference between the vocational education (VE) teachers' extent of possessing educational competencies which can be attributed to gender.

Atwaisi (2014) aimed to explore the extent of using the knowledge economy-related competencies by the vocational education (VE) teachers from the perspective of the academic supervisors in Jordan. The study's sample consists of sixty two (62) male and female academic supervisors. The researcher used a sixty-four item questionnaire. This questionnaire targets nine (9) areas. It was found that the extent of using the knowledge economy-related competencies by the vocational education (VE) teachers is moderate from the perspective of the academic supervisors in Jordan. The study's areas were ranked respectively as follows based on their means: (communicating & interacting with students, leadership & management, personal area, career counselling & guidance, academic area, evaluation & testing, creativity & innovation, self-development / professional development, and information and communication technology (ICT). It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to the academic qualification. . It was found that there are statistically significant differences between the respondents' attitudes which can be attributed to experience. The latter differences are for the favour of the ones who possess little experience.

Jamel (2006) developed a program for developing the VE teachers holding BA degree and working at basic schools. He adopted a descriptive analytical approach. He found that vocational education (VE) serves as one of the pillars of the contemporary educational process. Through delivering vocational education (VE) through in-depth programs, the contemporary society can develop its human resources in accordance with its needs and demands. It was found that the rapid cultural transformations in the big industries led to having a greater need for a new type of labour force. Such a labour force must be provided with comprehensive education and effective training on the way of using various technologies. They must be taught through using well-developed curricula. They must attend training sessions that enable them to join the labour market and acquire new knowledge and skills. Such knowledge and skills must benefit them in their workplace in the future.

The aforementioned studies shed a light on the significance of vocational education (VE), curricula and teacher development. They also shed a light on the significance of providing teachers with educational competencies in the vocational field. They shed a light on the role of vocational education (VE) in

developing students in academic and vocational areas. They shed a light on the role of vocational education (VE) in enabling students to join the labour market.

VIII. METHODOLOGY

8.1. Approach

To have the intended goals met, the descriptive analytical approach was adopted.

8.2. Population & Sample:

The population is represented in all the vocational education (VE) teachers in Jordan. The study's sample consists of (120) male and female vocational education (VE) teachers. Those teachers were chosen from several Jordanian public schools. Those schools were chosen from three cities located at the Central Province in Jordan (Amman, Zarqa and Madaba). Table (1) presents the distribution of the members of the sample in accordance with their gender, academic qualification and age.

TABLE 1 THE DISTRIBUTION OF THE RESPONDENTS IN ACCORDANCE WITH THEIR CHARACTERISTICS

Variable	Category	Frequency	Percent
Gender	Male	62	51.7
	Female	58	48.3
	Total	120	100.0
Age	25 years - 30 years	22	18.3
	31 years - 40 years	66	55.0
	More than 40 years	32	26.7
	Total	120	100.0
Academic qualification	Diploma degree	12	10.0
	Bachelor degree	94	78.3
	Postgraduate degree	14	11.7
	Total	120	100.0

8.3. The Study's Instrument:

The questionnaire was administered during the academic year (2024-2025). It consists of eighteen (18) items. It targets three dimensions. Those dimensions are ((1)- Learning and innovation skills: There are six (6) statement related to this dimension, (2)- Skills in the fields of media, information & technology: There are six (6) statement related to this dimension. (3)- Life and professionals skills: There are six (6) statement related to this dimension). The researcher used the five point Likert scale. The latter scale consists of five main categories that represent the attitude of each respondent. Those categories are: (strongly disagree, disagree, neutral, agree and strongly agree). They stand for the following scores respectively: (one score, two scores, three scores, four scores and five scores). The statistical criteria shown below were used in order to classify the means into levels: (The means between (2.33 - 1.00): Low Level), (The means between (2.34- 3.67): Moderate Level), and (the means ranging between (3.68 - 5.00): High level).

8.4. Validity and Reliability of the Instrument:

To check the validity of the instrument, the instrument was passed to several experts in the field of vocational education and several experts in the field of educational technologies. Those experts were asked to assess the instrument and offer suggestions. They added that the instrument is well written and free from mistakes. They added that the instrument can be used to meet the intended research goals. The reliability of the instrument was checked through calculating the values of the Cronbach's alpha coefficient. This coefficient serves as the reliability coefficient. Table (2) below shows the Cronbach's alpha coefficient value for each area

TABLE 2 THE VALUES OF THE CRONBACH'S ALPHA COEFFICIENT

Variable	Number of items	The value of the Cronbach's alpha coefficient
Learning and innovation skills	6	0.87
Skills in the fields of media, information & technology	6	0.83
Life and professional skills	6	.091
Overall	18	.089

IX. RESULTS

9.1. Results Related to the First Question:

In order to identify the extent of possessing the technical and professional capabilities by the teachers in the targeted schools, the researcher calculated the means for the study's areas. Such values are shown through the third table below:

TABLE 3 MEANS AND STANDARD DEVIATIONS OF ALL THE AREAS TARGETED IN THIS STUDY

No	Area	Rank	Mean	Std.	Level
3	Life and professional skills	1	3.22	0.60	Moderate
2	Skills in the fields of media, information & technology	2	3.19	0.67	Moderate
1	Learning and innovation skills	3	3.17	0.66	Moderate
	Overall		3.19	0.64	Moderate

It was found that the extent of possessing the technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system is considered moderate in all the dimensions jointly and separately. The mean of the (life and professional skills) is 3.22. It's ranked first and considered moderate. The mean of the (skills in the fields of media, information & technology) is 3.19. It is considered moderate and ranked second. The mean of the (learning and innovation skills) is 3.17. It is ranked third and considered moderate. Those results indicate that the degree to which the VE teachers possess the required teaching skills in the school implementing the BTEC system is deemed good. That may be attributed to the fact that the Jordanian Ministry of Education has entered a contract with an international institution that possesses much experience in this regard.

The mean of the extent of possessing (life and professional skills) by the vocational education (VE) teacher is ranked first. That means that the life and professional skills are considered vital skills for teachers. Such skills enable teachers to deal effectively with students and other parties related to the teaching-learning process. They enable teachers to deal effectively with people at school and the ones involved in the curricula development. The mean of the (skills in the fields of media, information & technology) is ranked second. The mean of the (life and professional skills) is ranked last. The researcher presented below the results in details for each dimension

First: The results related to the learning and innovation skills

TABLE 4 THE MEANS RELATED TO THE LEARNING AND INNOVATION SKILLS

No	Statements	Rank	M	Std.	Degree
5	I take appropriate training courses in vocational education.	1	3.24	0.71	Moderate
3	I browse social media to benefit from	2	3.22	0.77	Moderate

	professional models.				
1	I keep up with all the latest developments in vocational education curricula.	3	3.22	0.77	Moderate
4	I have the skills required for innovation.	4	3.16	0.66	Moderate
2	I try to change the way the curriculum is presented every time.	5	3.12	0.57	Moderate
6	Educational tools and methods are available to suit the curricula.	6	3.09	0.50	Moderate
	Overall		3.17	0.66	Moderate

Based on table (4), the extent of possessing (learning and innovation skills) by the teachers in the targeted schools is considered moderate. That is because the overall mean is (3.17). The mean of the fifth item is moderate and holds the first rank. It is 3.24. The latter statement states the following: "I take appropriate training courses in vocational education". The mean of the sixth item is moderate and holds the first rank. It is 3.09. The latter statement states the following: "Educational tools and methods are available to suit the curricula". Those results emphasize the significance of providing the vocational education (VE) teachers with training courses regularly on the way of implementing the BTEC system effectively. Such courses must be given in accordance with the latest global developments in the vocational education (VE) field. That shall contribute to developing the vocational education (VE) teachers effectively and the teaching-learning process. The sampled teachers empathized the significance of providing the vocational education (VE) teachers with all the required teaching aids and means. They empathized the significance of providing the VE teachers with anything that may be needed in the process of teaching in the VE course.

Second: The results related to the skills in the fields of media, information & technology

TABLE 5 THE MEANS RELATED TO THE SKILLS IN THE FIELDS OF MEDIA, INFORMATION & TECHNOLOGY

No	Statements -	Rank	M	Std.	Degree
11	I have sufficient skills to handle the technology needed for teaching.	1	3.27	0.68	Moderate
10	Media skills are essential for a vocational education teacher	2	3.24	0.71	Moderate
9	Vocational education curricula require constantly updated tools.	3	3.22	0.77	Moderate
7	I keep up with technological developments.	4	3.22	0.77	Moderate
12	Technical and technical information is important for a vocational education teacher.	5	3.13	0.59	Moderate
8	I follow all curriculum-related information on a continuous basis.	6	3.13	0.59	Moderate
	Overall		3.19	0.67	Moderate

Based on table (5), the extent of possessing (skills in the fields of media, information & technology) by the male and female teachers in the Jordanian public schools that implement the BTEC system is considered moderate. That is because the overall mean is 3.19. The mean of the eleventh statement is moderate. It holds the first rank. It is 3.27. The latter statement states the following: "I have sufficient skills to handle the technology needed for teaching". The mean of the eighth statement is moderate. It holds the first rank. It 3.13. The latter statement states the following: "I follow all curriculum-related information on a continuous basis". Those results indicate that it is significant to show much attention

to the provision of the vocational education (VE) teachers with the required skills in the fields of media, information & technology. That shall enable those teachers to implement the BTEC system effectively. It shall contribute to improving the outcomes of the teaching-learning process in vocational education (VE) courses. It shall contribute to providing the labour market with qualified labour force in the vocational fields. The sampled teachers emphasized the significance of keeping up with the latest global developments related to technology in general and the technologies needed for practicing crafts in particular.

Third: The results related to the life and professional skills

TABLE 6 THE MEANS RELATED TO THE LIFE AND PROFESSIONAL SKILLS

No	Statements	Rank	M	Std.	Degree
14	The technical skills teachers possess are aligned with the BTEC system.	1	3.29	0.69	Moderate
15	Teachers' life skills are continuously developed.	2	3.24	0.71	Moderate
18	Teachers undergo ongoing training to develop their technical skills.	3	3.22	0.77	Moderate
16	Life skills are essential for vocational education teachers to interact with all stakeholders.	4	3.22	0.77	Moderate
13	Technical skills must be integrated with life skills.	5	3.18	0.59	Moderate
17	Technical and life skills require further development.	6	3.14	0.49	Moderate
	Overall		3.22	0.60	Moderate

The extent of possessing (life and professional skills) by the teachers in the targeted schools is considered moderate. That's because the overall mean is 3.27. The mean of the fourteenth (14th) statement (3.29) is moderate. It holds the first rank.. The latter statement states the following: "The technical skills teachers possess are aligned with the BTEC system". The mean of the seventeenth statement is moderate. It holds the first rank. It is 3.14. The latter statement states the following: "Technical and life skills require further development". The results indicate that possessing technical and life skills is essential for teaching students effectively in accordance with the requirements of the BTEC system. In fact, it's essential for students and teachers to possess technical and life skills. Possessing those skills by teachers shall enable them to qualify students in vocational areas. It shall contribute to increasing the demand on technical and vocational education in post-secondary educational institutions.

9.2. Results Related to the Second Question:

To identify whether there are significant differences between the respondents' attitudes in this regard, the researcher calculated the relevant means and standard deviations. Those values are displayed below

TABLE 7 THE MEANS REPRESENTING THE ATTITUDES OF THE SAMPLED TEACHERS

Variable	Category	Frequency	Mean	Std.
Gender	Male	62	3.31	0.80
	Female	58	3.07	0.35
Age	25 years - 30 years	22	3.59	0.88
	31 years - 40 years	66	3.15	0.65
	More than 40 years	32	3.00	0.00
Academic	Diploma degree	12	4.07	0.96

qualification	Bachelor Degree	94	3.11	0.54
	Postgraduate degree	14	3.00	0.00

Based on table (7), it appears that there are differences between the means representing the respondents' attitudes towards the extent of possessing the technical and professional capabilities by the teachers at the Jordanian public schools implementing the BTEC system. To identify whether such differences are significant or not at the significance level of ($\alpha = 0.05$), the analysis of variance was conducted.

TABLE 8 THE RESULTS OF THE ANALYSIS OF VARIANCE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	0.001	1	0.001	0.003	0.957
Age	0.112	2	0.056	0.173	0.841
Education	3.533	2	1.766	5.457	0.005
Error	36.252	112	0.324		
Total	1,269.734	120			

a. R Squared = .247 (Adjusted R Squared = .200)

Based on the results in table (8), there isn't any significant difference - at the significance level of ($\alpha = 0.05$) - between the respondents' attitudes which can be attributed to gender or age. That's because the significance value of gender is (0.857). It's because the significance value of age is 0.841. The latter values are insignificant. This result may be attributed to the fact that the female and male vocational education (VE) teachers of all age categories receive the same training on the same skills and curricula. Based on the results in table (8), it was found that there is a significant difference - at the significance level of ($\alpha = 0.05$) - between the respondents' attitudes which can be attributed to academic qualification. That is because the significance value of the academic qualification is 0.005. The latter value is considered statistically significant. To identify the ones whose this difference is for their favour, Scheffe test was conducted. The results of the latter test are shown in table (9) below:

TABLE 9 RESULTS OF SCHEFFE TEST

Education	N	Subset	
		1	Std. Error
Postgraduate Studies	14	3.0000	
Bachelor's	94	3.1064	0
Diploma	12		0.2238
Sig.		0.854	0.174

Based on table (9), the statistically significant differences between the respondents' attitudes which can be attributed to academic qualification are for the favour of the ones who hold a diploma degree. The result in this regard may be attributed to the fact that the ones holding a diploma degree received more technical education than the ones holding a bachelor degree and the ones holding a postgraduate degree. The latter two categories received education that focus much on scientific theories.

X. CONCLUSION AND RECOMMENDATIONS:

It was found that the extent of possessing technical and professional capabilities by the male and female teachers in the Jordanian public schools that implement the BTEC system is moderate. The researcher recommends exerting effort for developing the technical and professional capabilities of the VE teachers through developing a proper training plan in accordance with the BTEC system.

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