

Research Article

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The Impact of Vocational Education Classes on the Students' Attitudes towards Vocational and Technical Learning Paths in Jordanian Public Schools

Dr. Sameer Aowad Kassab Shdaifat 

Abstract

Background/purpose. The vocational education course in the basic school stage is an important course. Thus, this study aimed to identify the impact of vocational education (VE) classes on students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools.

Materials/methods. The descriptive, analytical, and quantitative approaches were adopted. The researcher visited several basic schools in Irbid, Ajloun, and Jerash. He passed the questionnaire forms to 150 vocational education teachers by hand. Thus, the sampling method is the purposive sampling method. Those teachers include male and female teachers. All the forms were retrieved and deemed valid for analysis.

Results. It was found that there is a moderate impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in these schools. In addition, it was found that there is no statistically significant difference between the respondents' attitudes, which can be attributed to gender. However, there is a statistically significant difference between the respondents' attitudes, which can be attributed to experience. The latter difference is in favor of the teachers who have less than five years of experience.

Conclusion. It was found that there is a moderate impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in these schools.

1. Introduction

The vocational education course is taught in schools and colleges (Bouw et al., 2021). The vocational education course can also be taught in basic schools. It can be defined as the course that aims to provide students with experiences, skills, and knowledge that are needed to practice a craft in the future. Through this course, the vocational interests and preferences are identified. In addition, this course aims to enable students to choose the craft they want to practice in the future based on their vocational interests and preferences (Hazaymeh & Ismail, 2014). It can be defined as education that enables one to practice a craft in the industrial, trade, economic, or agricultural sector (Alkhraishi, 2020). It can be defined as the education that enables one to practice a craft in the fields of occupational safety, health care, and home economics (Shdaifat, 2020).

Teaching the vocational education course encourages students to enroll in vocational streams in secondary schools later on. It also promotes interests among students in receiving technical and vocational training. It contributes to enabling students to join the labour market in the future through providing them with several skills and much knowledge (Alkhateeb, 1996).

The significance of this course is equivalent to the significance of the other academic courses. That is because both of those courses provide students with knowledge and skills. For instance, the vocational education course provides students with skills and knowledge that employers need in the labour market (Alkhateeb, 1996). The main goal of the vocational and technical educational (VTE) programs is to meet the demand of societies for a skilled labor force. In fact, the private and public organizations operating in the industrial, agricultural, trade, and services sectors are highly in need of a skilled labour force. However, the problem lies in how quickly the managers in the VTE programs can meet this need (Abu Osbah, 2005).

Teaching the vocational education (VE) course in basic schools is important because it plays a crucial role in developing students' personalities and promoting positive attitudes among students towards life. In addition, through this course, students' horizons are broadened, and students get the opportunity to learn a craft that fits with their interests and capabilities. To add more, the VE course plays a major role in developing students' ability to cooperate with others (Lecours & Therriault, 2017).

Through this course, students shall have better searching and discovery skills, because this course teaches students how to search for new pieces of information by trying new things in reality. Through this course, they shall acquire more knowledge about vocational concepts. Furthermore, this course encourages students to carry out positive behaviors. Such positive behaviors include injury-prevention behaviors at the workplace. Such injury-prevention behaviors contribute to protecting the well-being of workers. They may include: compliance with safety rules and procedures and maintenance of the physical environment; and analyzing the situation at the workplace (Lecours & Therriault, 2017).

The vocational education (VE) course plays a vital role in promoting positive mental images among students about crafts and practicing them. It promotes such images through providing students with detailed information about various crafts and the mechanisms used for practicing them. Through this course, a sense of responsibility is promoted within students. To add more, this course aims to enable students to rely on themselves. It aims to make students ready to join the labour market (Smadi & Alhashemi, 2020).

Due to the significance of crafts, all the relevant stakeholders must encourage students to enroll in the vocational educational streams in secondary schools or colleges. However, several factors affect students' decisions to enroll in the vocational education streams in secondary schools. Such

factors include social, personal, economic, professional, educational, and media-related factors (At-Tarawneh, 2000).

According to Ali et al. (2024), such factors include: factors related to teachers, parents, and peers. According to Hazaymeh and Ismail (2014), the factors related to

1. The vocational education teachers
2. The vocational education teaching aids.
3. The goals of the vocational education course
4. The curricula of the vocational education course (Hazaymeh & Ismail, 2014)

As for Saudi et al. (2024), they add that practical activities affect the students' decisions to enroll in the vocational education streams in secondary schools. Regarding the VE curricula, they should promote positive attitudes among students towards work in general and crafts in particular. They should encourage students to cooperate and engage in teamwork. They should connect theoretical information with practical activities to raise the students' self-confidence levels. Furthermore, positive professional values must be promoted through the VE curricula (Hazaymeh & Ismail, 2014). As for Shdaifat (2020), he adds that the VE curricula must develop students' daily life skills.

To encourage students to enroll in the VE streams, the VE curricula must include the goals of the vocational education course. Such goals include: promoting values (e.g., citizenship and social values) and a sense of belonging to the homeland. Such values include showing respect for crafts and craftsmen. Such goals include: engaging families in school activities, encouraging students to engage in voluntary work, and promoting innovation. In addition, curricula must include activities that require the use of modern learning methods. They must promote an ongoing learning approach among students. That shall contribute to encouraging students to enroll in the VE streams (Aal Karaan & Bin Ghufra, 2023)

The vocational education (VE) curricula should encourage students to focus on training activities. They should enable students to practice a craft in the field they choose instead of wasting time studying unrelated subjects. They are used in vocational schools and programs that aim to provide society with skilled craftsmen in the future. Thus, the schools that deliver vocational education should attract the attention of students interested in becoming craftsmen. They should also provide students with goal-oriented training in order to meet the demands of the available jobs (Hodge et al., 2016).

Based on the article by As-Sa'aydeh (2011), the developers of the VE curricula must consider that the vocational interests of boys differ from the vocational interests of females. For instance, females prefer home economics, health care, and trade fields, respectively. As for males, they prefer healthcare, industrial, and agricultural fields, respectively. Considering gender differences in the development of VE curricula shall encourage students to enroll in the VE streams later on.

As for the vocational education activities, they include both curricular and extracurricular activities. They should aim to improve achievement, maintain the learning effect, and develop attitudes towards the vocational education course among industrial secondary education students. To encourage students to enroll in the VE streams, they must provide students with knowledge about the social and economic significance of crafts. They must promote knowledge among students about the significance of craftsmen in society. In fact, engaging students in effective vocational educational activities shall contribute to promoting positive attitudes towards vocational education (VE). It shall contribute to improving the achievement of students and ensuring that the learning effect remains for a long time within students' minds (Khalifah, 2016). It shall provide students with practical

knowledge and expertise. Through engaging students in vocational activities, students shall use their imagination to broaden their ideas and discover new things (Az-Za'atreh, 2022).

As for the vocational education classes, they should provide students with specialized skills, competencies, and knowledge about the vocational fields. They must provide students with manual and practical skills that enable them to use their hands for doing manual tasks in their daily lives (Ali et al., 2024).

In light of the aforementioned information, much attention must be given to the vocational education classes, curricula, and activities. The researcher believes that showing such attention to these things will encourage students to enroll in vocational education streams. Thus, the problem of the present study is represented in exploring the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools. Through this research, the researcher aimed to answer the following questions:

Q.1. What is the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools?

Q.2. Is there any statistically significant difference between the respondents' attitudes that can be attributed to (gender, or experience)?

This study is significant because it fills a gap in the relevant literature. That is because this study is the first study that aimed to identify the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools. Due to the lack of studies in this regard, the researcher found that it's necessary to conduct this study. He found that it's necessary to conduct this study in order to provide decision makers with knowledge on the factors that affect the students' attitudes towards vocational and technical learning paths in Jordanian public schools.

The significance of this research arises from the need to assess the adequacy of the number of school hours allocated to the vocational education course. The findings shall provide decision makers with an in-depth understanding of the things that encourage students to enroll in vocational colleges or schools. Thus, this study contributes to increasing the number of graduates of vocational schools and colleges. The researcher believes that such an increase shall contribute to fighting against unemployment and poverty

2. Literature Review

The researcher in the present article reviewed several studies that address topics related to the study's problem and questions. Those studies are mentioned below:

Ali et al (2024) identified the factors affecting students' attitudes towards technical and vocational education and training (TVET) in Western Fiji. They targeted the parental influence, teachers' influence, and peer influence. They also targeted career prospects, social status, and job potential. 200 participants were sampled (i.e., 111 male participants and 89 female participants). Those participants are aged between 60 and 20 years. Data were acquired through a survey. Based on the results, parents, teachers, and peers play a major role in shaping students' attitudes towards vocational education (VE).

Shaari et al (2024) explored the attitudes of secondary school students towards TVET in Malaysia. They aimed to identify the reasons behind having students who don't value TVET. Based on the findings, the attitudes of secondary school students towards TVET in Malaysia are negative. It was

found that awareness about the role of TVET can help combat the negative perceptions of TVET. Such awareness shall make students interested in receiving TVET and become a skilled workforce.

Kilasa et al (2023) explored students' attitudes towards vocational education (VE) in Ilemela Municipality in Mwanza region. The sample consists of 355 students who were randomly selected. Those students were chosen from 11 secondary schools in the Ilemela municipality. Based on the results, most of the respondents have positive attitudes towards vocational education (VE). That means that most of the respondents value vocational education (VE). Despite that, those respondents aren't willing to receive vocational training.

Az-Za'atreh (2022) aimed to explore the reality of covering the vocational education (VE) curriculum from the perspective of the teachers in the schools located in Madaba. He adopted the descriptive survey-based approach. He used a survey, which served as the study's instrument. The sample consists of 376 teachers chosen from Madaba, Jordan. Those teachers were chosen through the use of the simple random sampling method. Based on the results, the severity of the challenges hindering teachers from covering the vocational education (VE) curriculum is moderate from the perspective of the teachers in the schools located in Madaba. The instrument targeted two areas. The first area is represented in the challenges related to humans. The second area is represented in the challenges related to tangible things. The severity of each type of challenge is moderate. The extent of covering the vocational education (VE) curriculum from the perspective of the teachers in the schools located in Madaba is high in all the targeted areas. The targeted areas are represented in: planning, teaching, assessment, and the teachers' attitudes.

Haegg (2020) examines the impact of vocational secondary education on students' academic outcomes in developing countries. He found that enrolling students in vocational high schools increases the probability of graduating on time. He found that enrolling students in vocational high schools increases the likelihood of students applying to colleges. He found that enrolling students in vocational high schools increases the probability of an increase in the students' college admission test scores. He identified five main organizational and operational factors that affect the students in vocational high schools. Those factors are: curriculum and classroom design, managerial autonomy, school climate, student body composition, hiring practices, and teacher quality.

Ababneh (2020) aimed to identify the popular teaching methods amongst the vocational education (VE) teachers in Jordan. He adopted the descriptive approach. He used a survey, which served as the study's instrument. The sample consists of 180 female and male vocational education (VE) teachers in Mafraq, Jordan. Several results were reached. For instance, it was found that vocational education (VE) teachers use a variety of teaching methods for teaching the vocational education (VE) course. Such methods include modern and conventional teaching methods. The most popular teaching methods include: the presentation method, the project-based method, the problem-solving method, and the dialogue and discussion method. Based on the results, it was found that there is no statistically significant difference between the teachers' attitudes, which can be attributed to gender or academic qualification. However, it was found that there is a statistically significant difference between the teachers' attitudes, which can be attributed to experience. The latter difference is for the favour of the ones whose experience ranges from (5 years of experience) to (10 years of experience)

Al-Momani (2019) aimed to explore the role of vocational education (VE) teachers in the basic schools located in Ajloun, Jordan, in teaching the vocational education (VE) course. He targeted the following areas: planning, teaching, assessment, and teaching methods. The study was conducted in Jordan. The latter researcher adopted the descriptive analytical approach. He used a survey, which served as the data collection instrument. The sample consists of 50 teachers. Several results were reached after analyzing the collected data statistically. For instance, it was found that the extent of

possessing the teaching methods-related competencies by the vocational education (VE) teachers is high. It was found that the extent of possessing the planning-related competencies by those teachers is high. The same result applies to the teaching-related competencies. However, the extent of possessing the planning-related competencies by those teachers is greater than the extent of possessing the teaching-related competencies.

Khalifah (2016) aimed to explore the effectiveness of a program based on extracurricular vocational activities in improving achievement, maintaining the learning effect, and developing attitudes towards vocational education among industrial secondary education students. He adopted a quasi-experimental approach. He surveyed 76 eleventh-grade students from Egypt. Those students were enrolled in the industrial stream. The researcher allocated the students to two groups (i.e., the control and experimental groups). They used a pre-test and a post-test. They found that the vocational education. It was found that the program is effective in promoting positive attitudes towards vocational education (VE). This program contributes to improving the achievement of students and ensuring that the learning effect remains.

Jawarneh (2015) identified the challenges hindering the process of teaching the vocational education (VE) course during the basic intermediate school stage in Jordan from the perspective of the VE teachers. He adopted the descriptive analytical approach. He used a survey, which served as the data collection instrument. The sample consists of 302 vocational education (VE) teachers. After processing data, it was found that such challenges include the following: negative attitudes towards the vocational education (VE) course and negative views about it. They also include: the lack of facilities and the materials needed for training students. They also include: the poor competency of some vocational education (VE) teachers. It was found that there are statistically significant differences between the teachers' attitudes towards the economic challenges, which can be attributed to gender.

Hazaymeh and Ismail (2014) explored the impact of teaching vocational education in basic schools on the development of the students' attitudes towards vocational education from the perspective of the vocational education teachers in Jordan. They adopted the descriptive analytical approach. They used a forty-nine-item questionnaire that targets four areas: (the goals, curricula, teaching aids, and teachers of the VE course). The data were acquired from 91 female and male teachers. It was found that teaching vocational education in basic schools has a moderate impact on the development of the students' attitudes towards vocational education from the perspective of the vocational education teachers in Jordan. It was found that the curricula, teaching aids, and teachers of the VE course have a moderate impact on students' attitudes in this regard. However, the goals of the VE course have a positive impact on students' attitudes in this regard. It was found that there is no significant difference between the teachers' attitudes, which can be attributed to gender and academic factors. However, there is a difference in this regard, which can be attributed to experience for those with less than 5 years of experience.

Albado (2013) aimed to assess the vocational education (VE) curricula used in the higher basic school stage from the perspective of the vocational education (VE) teachers in Jordan. He adopted a descriptive analytical approach. He used a survey to collect the required data. The survey targets five areas. Those areas are: the goals of the vocational education (VE) curricula, the content of the vocational education (VE) curricula, the associated activities, assessment, and teaching aids. The study's sample consists of 12 female and male vocational education (VE) teachers. Based on the results, there is no statistically significant difference between the respondents' attitudes, which can be attributed to experience or gender. However, there is a statistically significant difference between the respondents' attitudes, which can be attributed to the major. The latter difference is in favor of the ones whose major is vocational education (VE)

At-Tarawneh (2000) aimed to identify the factors affecting tenth-grade students' decisions to enroll in the vocational education stream in the public schools that are affiliated with the Karak Directorate of Education. She adopted the descriptive analytical approach. She used a survey. She surveyed 649 students chosen from several public schools that are affiliated with the Karak Directorate of Education in Jordan. It was found that there are several personal, social, educational, economic, professional, and media-related factors affecting students' decisions in this regard.

3. Methodology

3.1. Approach

The researcher adopted the descriptive analytical approach to collect data during the year 2025. He also adopted the quantitative approach to process the numerical data. Those approaches were adopted to identify the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools.

According to Alderbashi (2024) and Doyle et al. (2020), the descriptive analytical approach is usually adopted by researchers and experts in order to examine and describe the experiences and opinions of a certain group of people. Such an examination is carried out in order to meet a research goal or several research goals.

According to Barroga et al. (2023), the quantitative approach is adopted with the aim of offering a description of a specific phenomenon or views based on quantitative, numerical, and statistical aspects. In other words, the descriptive, analytical, and quantitative approaches were adopted in this study to offer a description of the respondents' views through numerical and statistical aspects.

3.2. Population

The population of the present research is represented by all the vocational education teachers in Jordanian public schools. According to Almomani (2019), 2436 vocational education teachers were working in Jordanian public schools during the year (2019).

3.3. Sample

The researcher visited several basic schools in Irbid, Ajloun, and Jerash. He passed the questionnaire forms to 150 vocational education teachers by hand. Thus, the sampling method is the purposive sampling method. The researcher provided those teachers with knowledge about the goals of the research and the way to protect the confidentiality and privacy of their data. He retrieved all the forms from those VE teachers. Thus, the response rate is 100%. Then, the researcher analyzed all the forms because they were all valid for analysis.

The researcher decided to pass questionnaire forms to this number of individuals based on the sample size table that is shown in the reference of Serdar et al. (2021). He decided that based on the size of the population. According to Serdar et al. (2021), choosing 97 individuals out of 1 million individuals should yield a reliable result. Serdar et al. (2021) add that choosing 97 individuals out of 1 million individuals shall offer a low margin of error. Thus, the sample size in this study is considered sufficient for making generalizations, representing the population, and offering reliable results. The researcher of the present study presented the distribution of the respondents in accordance with the two demographic characteristics below. Those two characteristics are: (gender and experience)

Table 1. Frequencies and Percentages Representing the Distribution of the Respondents in Accordance with the Demographic Variables

Variable	Category	Frequency	Percent (%)
Gender	Male	64	42.7
	Female	86	57.3
	Total	150	100.0
Years of experience	Less than five (5) years	42	28.0
	5 years-10 years	70	46.7
	More than ten (10) years	38	25.3
	Total	150	100.0

3.4. Instrument

The researcher used a questionnaire to obtain the needed data from the sample members. This questionnaire is based on the five-point Likert scale to identify the answer of each respondent to each item. The categories in this scale are represented in five categories. They are listed below.

Strongly agree (5 scores), agree (4 scores), neutral (3 scores), disagree (2 scores), and strongly disagree (1 score).

To classify the means, the researchers set several criteria based on the equation mentioned in the reference of AbduRazak et al. (2019).

This equation is displayed below:

Interval = (The maximum value in the scale – the minimum value in the scale) / The number of required criteria

To apply this equation to the values in the five-point Likert scale: $(5-1)/3 = 1.33$. Thus, the interval value is 1.33

Thus, the criteria used for classifying the means in light of the five-point Likert scale are shown below:

-1-2.33: Low

-2.34 -3.67: Moderate

-3.68 or greater: High

3.5. Validity of the Instrument

Four experts assessed the questionnaire. Those experts work as faculty members in Jordan. They hold a PhD degree in teaching methods and possess extensive knowledge. They were asked to assess the questionnaire based on relevancy, language, and ability to meet the study's goals. They added that the questionnaire is free from language-related mistakes. They added that the questionnaire is capable of meeting the intended goals. Thus, the questionnaire enjoys a high level of validity.

3.6. Reliability of the Instrument

The reliability of the instrument was measured by calculating the Cronbach's alpha coefficient

values. Those values are shown in Table No. (2) below

Table 2. The Cronbach's Alpha Coefficient Values

Variable	Number of sentences	Cronbach's alpha coefficient
Total number of weekly classes	5	.079
Total number of weekly hours	5	.080
Total number of practical activities	5	.081
Total number of units in the curricula	5	.085
Total	20	.083

All the values in Table 2 are greater than 0.70. Thus, they are considered high and reflect that the instrument enjoys a high level of reliability. That is because Salehi & Farhang (2019) add that the Cronbach's alpha coefficient values must be greater than 0.70 to consider the instrument reliable.

3.7. Statistical Analysis

The researcher of the present study calculated frequencies, percentages, means, and standard deviations. He conducted a multivariate analysis of variance. He also conducted a Scheffe test. It should be noted that the calculated frequencies, percentages, means, and standard deviation are considered descriptive statistical tools. As for the multivariate analysis of variance and Scheffe test, they are considered inferential statistical tools.

4. Results

4.1. Results Related to the First Question

Q.1. What is the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools?

The means and standard deviations were calculated in order to offer an answer to this research question. They are shown below in tables (3).

Table 3. The Means of the Targeted Areas

No.	Area	Rank	M	Std.	Level
1	Total number of weekly classes	1	3.64	0.85	Moderate
2	Total number of weekly hours	2	3.63	0.93	Moderate
3	Total number of practical activities	3	3.60	0.89	Moderate
4	Total number of units in the curricula	4	3.43	0.81	Moderate
Overall			3.49	0.80	Moderate

Based on Table 3, the attitudes of the sampled vocational education (VE) teachers towards the targeted areas jointly and separately are neutral. That is because the overall mean is (3.49). That means that vocational education classes have a moderate impact on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools. The mean of each targeted area is moderate. Those areas represent the factors affecting the students' attitudes towards the vocational and technical learning paths in Jordanian public schools.

The mean of the total number of weekly hours is 3.64. It's ranked first and considered moderate. The standard deviation of the latter area is 0.85. The mean of the total number of weekly classes is 3.63 and ranked second. It is moderate. The standard deviation of the latter area is 0.93. The mean of the total number of weekly activities is 3.60 and ranked third. It is moderate. The standard deviation of the latter area is 0.81. The mean of the total number of units in the curricula is 3.43. It's ranked fourth and considered moderate.

It was found that (the total number of weekly classes, the total number of weekly hours, the total number of practical activities, and the total number of units in the curricula) have a moderate impact on the students' attitudes towards vocational and technical learning paths in Jordanian public schools. That was concluded based on the views of the VE teachers in those schools.

4.2. Results and Discussion Related to the Second Question

Q.2. Is there any statistically significant difference between the respondents' attitudes that can be attributed to (gender, or experience)?

To identify whether there is any statistically significant difference between the attitudes of the sampled teachers, the researcher identified the attitudes of the respondents in accordance with their gender and experience. That was done through calculating means and standard deviations. Those values are shown in Table 4 below:

Table 4. The Attitudes of the Respondents in Accordance with Their (Gender, and Experience)

Variable	Category	No	M	Std.
Gender	Male	64	3.50	0.79
	Female	86	3.48	0.80
Experience	Less than 5 years	42	3.19	0.59
	5 -10 years	70	3.58	0.84
	More than 10 years	38	3.65	0.84

Based on table (4), it appears that there are differences between the respondents' attitudes which can be attributed to (gender, or experience). Therefore, the multiple analysis of variance was conducted to determine whether such differences are statistically significant. The results of the latter analysis are shown in Table No. (5).

Table 5. The Results of the Multivariate Analysis of Variance

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	7.217a	5	1.443	2.354	0.43
Intercept	1643.245	1	4643.245	2680.520	.000
Gender	6.52E-005	1	6.52E-005	.000	.992
Experience	6.400	2	3.200	5.220	.006
Gender* experience	1.738	2	.869	1.417	.246
Error	88.277	144	.613		
Total	1926.000	150			
Corrected total	95.493	149			

a. R squared = 0.76 (Adjusted R squared = 0.043)

Based on the results in Table 5, the researcher found that there is no statistically significant difference, at the statistical significance level of ($\alpha = 0.05$), between the sampled teachers' attitudes,

which can be attributed to gender. That was concluded because the significance value of gender is 0.992.

However, the researcher found that there is a statistically significant difference, at the statistical significance level of ($\alpha = 0.05$), between the sampled teachers' attitudes, which can be attributed to experience. That was concluded because the significance value of the experience is .006. To identify the ones where the difference in this regard is in their favour, a Scheffe test was conducted. The results of this test are displayed in Table 6 below.

Table 6. The Results of the Scheffe Test

I (experience)	(J) Experience	Mean difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	-.3952*	.15282	0.038	-.7732	-.0173
	3.00	-.4674*	.17530	0.031	-.9010	-.0338
2	1.00	.3952*	.15282	.038	.0173	.7732
	3.00	-.0722	.1577	.901	-.4624	.3180
3.00	1.00	.4674*	.17530	.031	.0338	0.9010
	2.00	0.722	.15777	0.901	-.3180	.4624

*The mean difference is significant at the significance level of 0.05

Table 6 presents the results of the Scheffe test. The results of this test enable the researcher to identify the ones whose difference in this regard is to their advantage. Based on the results of this test, the significant differences favor those with less than five years of experience. That means that there is a statistically significant difference – at the statistical significance level of ($\alpha = 0.05$)- between the sampled teachers' attitudes, which can be attributed to (experience for the favour of the ones who have less than five years of experience).

5. Discussion

5.1. Discussion Related to the First Question

Q.1. What is the impact of vocational education classes on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools?

Based on Table 3, it was found that the total number of weekly classes, the total number of weekly hours, the total number of practical activities, and the total number of units in the curricula have a moderate impact on the students' attitudes towards vocational and technical learning paths in Jordanian public schools. That was concluded based on the views of the VE teachers in those schools. It was found that the attitudes of the sampled vocational education (VE) teachers towards the targeted areas, jointly and separately, are neutral. That means that vocational education classes have a moderate impact on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools. The latter results are consistent with the results reached by Hazaymeh and Ismail (2014). The latter researchers found that teaching vocational education in basic schools has a moderate impact on the development of the students' attitudes towards vocational education from the perspective of the vocational education teachers in Jordan

The latter results indicate that the number of weekly classes and the number of weekly hours of the vocational education course play a moderate role in encouraging students to enroll in vocational and technical learning paths. That may be attributed to the fact that the content presented during the vocational education period is much more important than the duration dedicated to teaching this course. For instance, presenting content about the significance of crafts and craftsmen will motivate students to enroll in such paths. It may be attributed to the fact that the teaching methods used during the vocational education class are much more important than the number of weekly classes and the number of weekly hours.

The latter results indicate that the number of practical activities in this course plays a moderate role in encouraging students to enroll in vocational and technical learning paths. That may be attributed to the fact that the targeted skills during such practical activities are more important than the number of such activities. For instance, acquiring many skills when doing such practical activities shall make students feel motivated to enroll in such paths.

The latter results indicate that the number of units in the curricula isn't as important as the content in the units. For instance, adding information about the significance of crafts and craftsmen to such units shall help students develop a positive attitude towards such paths. It shall make students realize the significance of the role of craftsmen in developing society in industrial, agricultural, and artistic areas.

5.2. Discussion Related to the Second Question

Q.2. Is there any statistically significant difference between the respondents' attitudes that can be attributed to (gender, or experience)?

Based on the results in Table 5, the researcher found that there is no statistically significant difference, at the statistical significance level of ($\alpha = 0.05$), between the sampled teachers' attitudes, which can be attributed to gender. The latter result indicates that both male and female VE teachers believe that the total number of weekly classes and weekly hours of the vocational education course are adequate. Having the same beliefs by males and females in this regard may be attributed to receiving the same training courses and programs. The latter result is consistent with the result reached by Hazaymeh and Ismail (2014). The latter researchers found that the VE teachers' gender and academic qualification don't affect the attitudes of those teachers towards the role of the VE course in developing the students' attitudes towards the VE course..

It was found that there is a statistically significant difference, at the statistical significance level of ($\alpha = 0.05$), between the sampled teachers' attitudes, which can be attributed to experience in favour of the ones who have less than five years of experience. The latter result is consistent with the result reached by Hazaymeh and Ismail (2014). The latter researchers found that the VE teachers' experience affects the attitudes of those teachers towards the role of the VE course in developing the students' attitudes towards the VE course.

The latter result may be attributed to the fact that vocational education teachers with less experience worry about the consequences of having a low number of periods dedicated to vocational education (VE) in public schools. As for the vocational education (VE) teachers who have more experience, they have a better ability to manage time and cover the whole curriculum within the dedicated duration during the academic year.

The latter result may be attributed to the fact that vocational education teachers with less experience believe that the number of practical activities is more important than the nature and quality of practical activities. The latter result may be attributed to the fact that the VE teachers with less experience believe that the greater the number of units in the curricula, the more positive attitudes the students shall have towards enrolling in such paths.

6. Conclusion

It was found that the vocational education classes have a moderate impact on the students' attitudes towards vocational and technical learning paths in Jordanian public schools from the perspective of the VE teachers in those schools. It was found that (the total number of weekly classes, the total number of weekly hours, the total number of practical activities, and the total number of units in the curricula) have a moderate impact on the students' attitudes towards such paths. The result indicates that more attention must be shown to the content presented during the vocational education period and the teaching methods used by the vocational education teachers. That should be done instead of focusing on increasing the number of weekly classes and hours.

In addition, it was found that there is no statistically significant difference between the respondents' attitudes, which can be attributed to gender. However, there is a statistically significant difference between the respondents' attitudes, which can be attributed to experience. The latter difference is in favor of the teachers who have less than five years of experience. This result is attributed to the fact that the teachers with less experience don't realize that the teaching methods, the targeted skills, and the type of content in the curricula are much more important than the number of weekly hours and weekly classes

7. Suggestion

The researcher of the present study recommends conducting studies about the impact of the teaching methods used by the VE curricula on the students' attitudes towards vocational education. He recommends conducting studies about the impact of practical activities in the VE courses on the students' attitudes towards vocational education.

Declarations

Author Contributions. The researcher of the present study wrote all the parts of the research. After completing the research, he read the entire manuscript and decided to publish the final version of this research.

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Ethical Approval. The researcher obtained the approval of the respondents to participate in the process of conducting this research. He also informed the respondents that they don't have to write down their names on the questionnaire.

Data Availability Statement. The collected data are available upon request

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