

---

Recebido: 20-01-2022 | Aprovado: 07-02-2022

## Teaching competencies of vocational education teachers in Jordan

Competências pedagógicas  
dos professores do ensino vocacional na Jordânia

**Mohammad Omar AL-Momani**, Al-Balqa Applied University, Jordan  
(m.o.e.m@bau.edu.jo)

**Abstract:** The study aimed to determine the teaching competencies of vocational education teachers in basic schools affiliated to the Directorate of Education in Ajloun Governorate in the Hashemite Kingdom of Jordan in competencies (implementation, and teaching methods), where the researcher used the descriptive approach in addition to using the questionnaire, which consisted of (26) items as a study tool. The study population consisted of all teachers of vocational education in the schools of Ajloun Governorate, who numbered (115) teachers, and the sample of the study consisted of (50) teachers. This is ahead of the adequacy of implementation, which was at a rate of (71%), and to a large degree for each of them.

**Keywords:** teaching competencies, implementation, teaching methods, professional education teacher

**Resumo:** Apresentamos neste texto, um estudo que pretende determinar as competências de ensino - implementação e métodos de ensino - dos professores do ensino profissional nas escolas de base, filiadas na Direção de Educação da província de Ajloun no Reino Hachemita da Jordânia. Um estudo descritivo, onde se utilizou também um questionário que consistiu em (26) itens como instrumento de estudo. A população do estudo foi constituída por todos os professores do ensino profissional nas escolas da província de Ajloun, que contava com (115) professores, sendo que a amostra do estudo foi constituída por (50) professores. Isto está à frente da adequação da implementação que foi a uma taxa de (71%) e em grande medida para cada um deles.

**Palavras-chave:** competências de ensino, implementação, métodos de ensino, professor de educação profissional

### **Introduction and importance of the study**

Knowledge and scientific growth has multiplied several times in the last few decades of the century, and the scientific revolution was not only associated with theoretical aspects, but also extended to applied and scientific fields. Education was not isolated from these changes that occurred, but rather contributed to them and sought to benefit from them and interact with them in order to bring about the desired change in the behavior of the individual, and work to find modern concepts consistent with scientific progress, and the huge knowledge explosion in enriching the experiences and skills of those in charge of education so that they can positively influencing the behavior of learners.

Modern education has sought to pay attention to the educational structure to become more flexible and responsive to rapid changes, and to train teachers to accept this change. Attention has turned to the use of science and harnessing its vocabulary in all channels, in order to keep pace with the escalating development lines, and to provide the specialized cadres needed for construction and civilized progress, and since the teacher is the basic nucleus in building society, the interest in schools and their marriage at all stages with trained and qualified teachers educationally and scientifically according to the best and most successful modern methods.

The teacher is an essential center in the educational system, as one of its most important pillars, and a major factor in any educational reform or development. A qualified teacher is one of the basic pillars of the educational system. He is the leader who seeks to achieve his desired goals, and he who creates the effective learning environment, and he who designs educational situations that make the student participate in the educational process. The goals of education can only be achieved by a teacher who is skilled in his subject, and who has the skills to teach it (Al-Hashani, 2016).

With this, interest in preparing the teacher and training him to understand the changes of the times and adapt to the new role entrusted to him began. A competent teacher who is able to assume his responsibilities, the teacher's personality, educational competencies, motivation, ability to study the subject matter of his specialization, and his method of organizing the appropriate educational environment depend on the training programs he receives to acquire skills related to teaching methods. The role of the teacher in any educational system depends on a set of overlapping factors that form the frame of reference for the concept of the educational process. Rather, it represents the effective tool in developing the mental, social, and physical abilities of learners, and developing their personalities in general (Abdul Baqi et al., 2011).

The world is experiencing today in an era in which everyone is competing to improve and improve performance in various fields; The vocational education teacher is in dire need of improving his performance, as it requires that his preparation be at a high level of effectiveness, whether before or during service, and identify the skills he should acquire to enable him to perform his work better, whether inside or outside the school.

### **The study Problem**

The teacher is the guide, organizer and conductor of the process of student education, as students are affected by any educational and creative program through the teacher, and the effectiveness of educational institutions depends heavily on the adequacy of teachers in them, so raising the efficiency of the teacher is a goal of the educational institution and teaching competencies are among the requirements essential for teachers, for the success of the educational process.

Teaching competencies are necessary in educational situations, especially as they aim to evaluate planning, skills, knowledge and attitudes necessary to make teachers able to teach in light of the possibilities and climate available in the educational environment.

Through the researcher's contact with the educational community, he noticed a weakness in the performance of vocational education teachers, which prompted him to conduct this study in order to determine the teaching competencies that vocational education teachers must have at this important academic stage, to help the teacher master the teaching of vocational education. Because this stage of study has a great impact on the development of the student's personality, a comprehensive and balanced development in all the different aspects of life.

And because the teaching competencies are considered the first basis that helps the teacher to practice the tasks of his profession, so many studies have indicated the importance of paying attention to the subject of teaching competencies necessary for the teacher, such as the study (Al-Qadas, 2011), the study (Al-Hashani, 2016), the study (Youssef et al., 2018) and the study (Akl et al., 2017) and a study (Volmer, 2007). Fullmer, 1996), a study (Al-Khamshi, 2017), a study (Klein, 1990) and a study (Dumma C. Maplelo, 1998), which indicated the need to reconsider teacher training and preparation programs in colleges of education and teacher preparation colleges, and attention to developing an evaluation. It mainly depends on the teaching competencies and skills so that it is an article that student teachers will benefit from scientifically, provided that the teaching competencies and skills are taken into consideration when evaluating students during teaching.

And the variety of education according to the total quality in addition to modern teaching methods.

Therefore, based on the foregoing, this study seeks to answer the following questions:

- 1- What are the necessary teaching competencies for teachers of vocational education in Ajloun Governorate from their point of view within the field of implementation?
- 2- What are the teaching competencies necessary for teachers of vocational education in Ajloun Governorate from their point of view within the field of teaching methods?

### **Objectives of the study**

The current study aims to:

- 1- Determining the teaching competencies of vocational education teachers.
- 2- Determine the relative importance of implementation competencies and teaching methods.

### **Study limitations**

- 1- Objective limit: The study is determined to identify the degree to which vocational education teachers in basic schools in Ajloun Governorate possess teaching competencies in the areas of implementation and teaching methods.
- 2- Time limit: The study was applied in the first semester of the 2021-2022 school year
- 3- Spatial limit: The study was applied in the basic schools of the Directorate of Education in Ajloun Governorate
- 4- Human Limit: The study was applied to teachers of vocational education in the schools of Ajloun Governorate.

### **Terms and procedural concepts:**

- 1- Teaching Competencies:

Musa (2018) defines it as the abilityIntegrated that enables the individual to perform certain skills and behaviors related to his tasks with a certain level of effectiveness that can be observed and measured.

Ben Moussa and Ben Zamoush (2017) know her as herThe set of behaviors that the teacher should acquire and appear during his performance in all teaching situations, which enable him to perform the educational behavior with a certain level of proficiency.

Al-Hashani (2016) defines it as a set of abilities and skills that a professional education teacher must have, which can be observed and measured, and that makes him able to achieve the educational goals required of him in the best possible way.

And Shislam knows her (Chishelm, 1976) is the extent to which an individual possesses a set of knowledge, skills and abilities necessary to achieve an acceptable level of performance.

Al-Masry (2010) defines it as a set of knowledge, concepts, skills and attitudes that the teacher acquires as a result of preparing him in a specific program during and before service, and it guides teaching behavior and raises the level of his performance.

The researcher defines it procedurally: it is the degree that the researcher obtains from applying the teaching competency scale prepared by him to vocational education teachers in the schools of Ajloun Governorate, which describes the extent to which they possess these competencies.

#### 2- Vocational education teacher:

He is the one who teaches vocational education from the fourth grade to the tenth grade in basic schools according to a specialized scientific qualification.

### **Theoretical framework**

#### **Teaching competencies and professional education**

The educational system needs to be reviewed from time to time in order to develop it by improving its internal competencies by choosing better inputs and better organization with experiences that are more appropriate with reality so that the outputs of this system come at the level of aspirations that society expects with the educational system (Khawaldeh, 1990).

Competencies are a set of abilities and associated skills, which the teacher is supposed to possess to enable him to perform his tasks, roles and responsibilities well, which is reflected on the educational process as a whole, especially in terms of the teacher's success, and his ability to transfer information to his students. The teacher may do this through Planning and preparation for lessons and other daily and practical activities, which is evident in the actual behavior and preparation of the teacher inside and outside the classroom (Al-Muslim, 2005).

The concept of competencies, at its beginning and its spread, was associated with the field of employment, professions, and human resource management in administrations and contracting. We suggest that this concept be expanded to cover all changes that will affect not only workers and professionals (including teachers) but also students while they are in school, so that there is no entrance left. The competencies are limited to preparing professional frameworks, including

education frameworks. Rather, this model should be turned into a tool for organizing curricula and organizing educational practices in the educational system. Because we find that the same justifications that are usually adopted in the call for the organization of competencies in the professional field. It remains valid to justify our call to adopt this approach in the school field and within the framework of pedagogy (Al-Drej, 2003).

Teaching that is based on the entrance of competencies must achieve its objectives, because it does not deal with the student's personality in a partial way. As sufficiency as a complex entity requires attention to all components of the learner's personality, whether on the mental, motor or emotional level. Also, sufficiency facilitates the process of adapting the individual to the various difficulties and problems imposed by his surroundings, which he cannot face

Through one part of his personality, on the contrary, the combination of the components of the personality, i.e. knowledge, work and being, is what gives the individual the ability to face developments and overcome challenges (Al-Drej, 2003).

Al-Drej (2003) adds that there is a set of definitions that link the concept of competencies to some other knowledge and professional fields, but it is necessary to recall from the beginning the following basic fact: that by analyzing the various definitions that were provided for competencies, it was found that they fluctuate in general, between Behavioral comprehension (Behavioriste) and mental comprehension (Cognitiviste).

This is because some works and studies go to the definition of sufficiency as a series of observable actions and activities, i.e. a set of specific qualitative behaviors (external and impersonal) and this interpretation spreads mainly in two areas:

- professional formation.
- And in some writings related to the model of teaching by objectives.

On the other hand, sufficiency is seen as an invisible mental potential or preparedness of a subjective and personal nature. The adequacy according to this understanding and until it is embodied and shown, includes a number of achievements (performances) as indicators that indicate the occurrence of adequacy of the learner.

The officials took the purpose of achieving these different methods, so they prepared teachers in the first place on an academic assumption that the preparation of teachers is based on providing a knowledge model consistent with the study materials, but this model remained deficient in front of the real responsibility of the teacher, so they added to the first assumption a set of courses Theory in educational and psychological issues, but these programs remained ineffective in preparing qualified teachers, so the assumption developed into providing a knowledge model

and theoretical and practical courses, but these programs remained not the best in preparing and rehabilitating teachers, so they realized the importance of knowing the main variables affecting teacher education, and finally alerted Educational officials stressed the importance of following the training method and analyzing the basic skills that make up the profession. Thus, attention should be paid to the existence of new teacher training programs based on the basic competencies necessary for the teaching profession. Aspects for the purpose of determining the competencies necessary to perform effective teaching, which are:

- 1- The approach of the systems analysis method and the use of its techniques in analyzing the educational process system to extract the necessary competencies.
- 2- The trend of observing the behavior of a group of successful teachers in the process of effective teaching to derive the educational competencies for the number of teachers.
- 3- The trend of educational research that would reveal the variables or factors that affect the educational process in a positive way to derive the educational competencies required to prepare a successful teacher.
- 4- The approach to identifying the opinions and viewpoints of educators engaged in preparing and qualifying teachers to determine educational competencies.

Where the teaching competencies represent a set of abilities and skills that the teacher possesses and exercises in the educational situation to enable him to carry out his educational tasks effectively and master the ability to implement the educational activity, which is based on a set of facts, concepts, generalizations and principles that are evident through the educational behavior that reaches the degree of skill.

#### **Teaching competencies and teacher preparation:**

Interest in teacher preparation programs based on competencies has increased, so that they are widely used in most of the programs used in developed countries. “Knowledge of competencies makes it possible to outline the philosophy of teacher education before serving in colleges of education and teacher preparation.”

The concept of teaching competencies is based on a major premise that the teaching process can be analyzed into a set of behaviours. The competency-based teacher preparation movement has been affected by the behavioral school, in addition to its organic link with the program based on procedural behavioral goals.

Marei (2003) explains that the factors that led to the emergence of the teacher education movement based on competencies can be summarized in the following:

- Adopting competence instead of knowledge.
- The emergence of the responsibility movement.
- Competency-based certification movement.
- Field-based education movement.
- Education individualization movement.
- Work-oriented training.
- Evolution of teacher evaluation methods.

The idea of teacher preparation based on competencies is based on several principles, including (Zaytoun 2005):

- Any teacher can master the various tasks of training at a high level, if he is given enough time to learn and good quality training.
- Individual differences in a teacher's mastery of teaching tasks should be traced back to errors in the training system, not to teacher characteristics.
- Providing the right capabilities makes teachers very similar in the rate of instruction acquisition.
- The focus should be on differences in learning more than on differences between teachers.
- The most important component of the teaching process is the quality of the learning experiences that are available to the teacher.
- The teacher's preparation ends when he proves his ability to perform the teaching work, regardless of the duration of the training.
- The success criterion depends on the performance of the requirements of the actual work, where the teacher actually practices teaching activities, evaluation is linked to performance and ability to work.
- Design the preparation program on the basis of providing training in realistic conditions exactly similar to the conditions in which teachers will work after they graduate from the university.
- The teacher receives continuous feedback that gives an accurate picture of daily progress.
- Competencies are presented in the form of advanced materials such as educational bags, and micro-teaching for a group of activities related to a specific competency that leads to mastering this competency.

Al-Khawaldeh mentioned in Karam (2002) that the literature and research conducted within the framework of competencies took four aspects; For the purpose of determining the teaching competencies necessary to perform effective teacher teaching, which are as follows:

- The approach of the systems analysis method, and the use of its techniques in analyzing the educational process system to extract the necessary competencies.



- The trend of observing the behavior of a group of attentive and successful teachers in the effective teaching process to derive the necessary competencies for teacher preparation.

- The direction of educational research that would reveal the variables or factors that affect the educational process in positive ways; To derive the educational competencies required to prepare a successful teacher.

- The approach to identifying the opinions and viewpoints of educators who are engaged in preparing and qualifying teachers to determine educational competencies.

The knowledge of competencies can play an important role in bridging the gap of inconsistency or the great discrepancy between the plans of teacher preparation institutions and what the specialized educational preparation required in those programs in accordance with the teaching skills required in the teacher of the specific spatial and temporal environment. The competencies can constitute the standards that the body responsible for hiring the teacher believes that the institutions of preparing him should implement programs whose outputs are consistent with what is stipulated in the competencies derived from their frames of reference.

### **Competencies and teacher performance evaluation:**

The concept of competencies is one of the terms most closely related to the evaluation of the teacher's performance, although its inception was originally linked to its preparation, as previously mentioned, "The competencies are not only for preparation, but extend to teacher evaluation so that the necessary competencies for teacher preparation can be employed in the development of a codified mechanism that can be used in teacher evaluation ". (Al-Hudhaifi, 2003).

He confirms this (Sukar and Al-Khaznadar, 2005) that sufficiency can be measured by the individual's achievements, which are considered an indication of sufficiency and achieving it and at the same time become a criterion for judging him.

The justifications that can support the use of competencies in evaluating the teacher's performance are the following:

- Supporting classroom observations made by educational supervision to evaluate teacher performance with objective criteria based on standardized teacher competency tests.

- Linking the training programs for teachers provided by the ministry and education directorates with a scientific identification of their training needs.

- They are standards for good teaching practice, to which the teacher can self-evaluate his performance, by revealing the availability of good performance

conditions and working to develop his skills, thus enhancing the positive aspects and modifying the negative aspects.

The educational literature identifies many characteristics that must be characterized by the competency-based assessment, which Zaitoun (2005) mentions in the following:

- Defining the competencies, and then measuring them, as they should be in the form of behavioral groups because the teaching behaviors within the classroom do not appear as disjointed behavioral vocabulary, but rather as a set of sequential behaviors that are interconnected with a relationship.

- The competencies on which the teacher is based must be derived from the various roles of the teacher.

- The teacher must be aware of the competencies on which he will be evaluated and the procedural method for using them in his assessment.

Educational specialists point to the need to continuously monitor and evaluate all workers in the educational field in order to confirm their abilities and cognitive skills, strengthen strengths, address and achieve the process of teacher evaluation with multiple goals, which Al-Mufleh (1990) mentions as follows:

- 1- Raising the teaching competencies of the teacher and his sense of self-confidence and ensuring his scientific growth in his field of specialization.

- 2- Evaluating teachers' work: guiding them in comparison with other teachers in other schools, and those working in different training courses and devices.

- 3- Setting standards that help the teacher to raise the level of his teaching compared to the changes that occur in society, and the need for the teacher to keep pace with the needs of students, the society and the era in which they live.

- 4- The ability to judge to qualify the teacher for higher educational centers for promotion in the educational field, and the criteria for evaluating the adequacy of the teacher were varied.

- 5- Evaluation is conducted as a diagnostic process. If the teacher's evaluation is low, the results indicate what hinders the teacher's performance, or his failure in his work.

- 6- The evaluation activities are organized in a precise chronological manner, and appropriate for evaluating the teacher's performance, and educators differ in determining the competencies and then the way in which the teaching process is analyzed, but this does not mean its ineffectiveness, to show the level of the teacher's performance and his teaching capabilities, and then the strengths and weaknesses in the methods of the teacher who Qualifications are applied. The competency domains reflect the main axes of the educational process, despite the difference in naming these domains.

### **Vocational education**

The vocational education topic is one of the main topics that constitute an important basic basis for discovering and developing students' professional tendencies and abilities in the basic education stage in a way that qualifies them to be able to choose the future profession in a way that matches the goals of vocational education that originally stemmed from the general goals of education, and accordingly the vocational education topic has a role Important and effective in creating a generation that respects professional work and respect and appreciation for workers, and thus develops the student's sense of responsibility towards the local environment and society (The Surgeon, 2012).

One of the most prominent requirements of vocational education is the presence of more than one teacher because one vocational education teacher in the workshop is not sufficient to implement activities in all fields in addition to educational supervisors, as there are some governorates in which there is no one or only one specialized supervisor for the subject of vocational education, which is a difficulty of great importance ; The presence of a competent educational supervisor helps the vocational education teacher to evaluate his performance, and to identify his shortcomings, whether in planning the vocational education lesson, or during its implementation, not to mention the great shortage of materials and tools in the workshop, and this difficulty is attributed to the fact that the material is of an applied nature that requires Availability of a workshop equipped with materials and tools necessary to carry out the activities. One of the objectives of vocational education is to make use of the materials available in the local environment, and to train students in the process of producing educational aids in proportion to the activities that are applied in vocational education classes. Also, the number of students is large for (Ghanim, 2017)

### **Characteristics of vocational education**

Vocational education is characterized by a number of characteristics, including teaching information about applied experiences in professional fields. It contributes to training students to apply a range of practical experiences, such as: the experience of growing many types of agricultural crops. It helps students develop their personal skills in line with their academic stage.

### **Vocational education goals**

Vocational education aims to achieve the following objectives: Providing societies with the appropriate workforce for the application of many types of professions. It supports economic and social growth in countries as one of the

factors that contribute to the development of the societal structure. Enhancing a positive outlook towards professions, the necessity of applying vocational education, informing individuals of its benefits, and its role in promoting, growing, and developing society (Khidir, 2016).

Hence, it becomes clear to us the necessity of vocational education in basic education curricula in Jordan, because it works through its activities of a practical nature to introduce learners to the world of work and prepare them for it, and thus it focuses on investing in human capital because it achieves a return that may sometimes be greater than investment in capital, and provides society with qualified human forces capable of actively participating in practical life and contributing to production.

### **Steps and proceduresfield**

Study Approach:

The researcher used the descriptive approach in order to suit the nature of the problem under study.

### **The study population and its sample**

Study community:

The study population consisted of (115) teachers of vocational education in the primary schools of Ajloun Governorate.

The study sample:

The study sample consisted of (50) teachers of vocational education, who were chosen randomly from the original population of the study, which numbered (115) teachers of vocational education in basic schools in Ajloun Governorate.

Study tool:

The researcher used the questionnaire as a tool to complete the requirements of the study. The researcher built the study tool by distributing the open questionnaire to a number of experts who are in the disciplines of educational and psychological sciences, building and designing curricula and teaching methods at Ajloun University College in the Department of Educational Sciences. The researcher also used literature and previous studies. And similar that studied teaching competencies.

In its initial form, the questionnaire included (30) items divided into two areas:

- 1- Implementation competencies.
- 2- Teaching Methods Competencies.

After the researcher presented the questionnaire in its initial form to (5) arbitrators holding a doctorate degree who are specialized in educational and psychological sciences, building curricula and teaching methods, the amendments approved by the arbitrators were made and the statements that they did not agree on were removed, and the questionnaire was placed in its final form, which contained (26) paragraphs distributed equally over the previous two fields, so that each field follows (13) paragraphs, which were applied to the study sample individuals.

Based on a review of previous studies, the following percentages were adopted in interpreting the results:

- 1- 80% and above (a very high degree of adequacy).
- 2- 70-79% is a significant degree of adequacy.
- 3- 60-69% medium adequacy.
- 4- 50 - 59% is a low degree of adequacy.

Less than 50% degree of sufficiency is very low.

Performance honesty:

The validity of the study tool was verified by following the following two methods:

1- Arbitrators' veracity:

Honesty was achieved by presenting the questionnaire after its construction to a group of arbitrators specialized in various educational sciences in the Department of Educational Sciences at Ajloun University College of Al-Balqa Applied University, numbering (10) arbitrators, to judge the tool and its validity for application through the link of each phrase to its main axis. Some observations were made by the arbitrators, and then some modifications were made in light of them, so that it was ready to be tested for its validity.

2- Self honesty:

It is a type of honesty that refers to the square root of the reliability coefficient, and this type of honesty is based on experimental scores after getting rid of measurement errors, that is, the subjective or real honesty expresses what the test actually contains from the property that it measures, free from any errors or impurities, meaning the amount of Saturation of the scale with what it actually measures (Abd al-Rahman, 1998).

It was calculated by finding the square root of the values of the stability coefficients of "Cronbach's alpha" for the current list in its dimensions and the total degree, and the following table No. (1) shows the data of that type of validity.

**Table 1:**

Self-authenticity of the dimensions of the list of teaching competencies for the teacher of professional education and the total score.

Total marks	Teaching methods	Execution	field of competencies
0.831	0.894	0.831	Cronbach's alpha coefficient
0.911	0.945	0.911	self honesty

From the table it is clear that the current list enjoys a large degree of self-honesty Tool stability:

The stability of the questionnaire was found by retesting, as the form was applied to a random sample from outside the original research sample, and after a week passed, the test was retested on the same sample using the Pearson correlation coefficient, and then extracted the reliability coefficient, which is (82%), which is a high stability rate.

### Results and discussed:

Presentation and interpretation of the results in light of the results reached by the researcher, which are as follows:

**Table 2:**

Shows the arithmetic means and percentages for the two fields of study.

Appreciation	percentage	Arithmetic mean	number of paragraphs	Teaching competency areas	the number
big	71%	3.43	13	Implementation field	1
big	73%	3.35	13	The field of teaching methods	2
big	72.5%	3.36	26	Total competency degree	

It is clear from Table (2) that the necessary teaching competencies for teachers of vocational education, which should be used as a standard for an efficient teacher in the basic stage of study, were limited to two main areas (the field of implementation and the field of teaching methods) as it is clear from Table (2) that the educational competencies of teacher's Professional education is as follows:

1- First place: implementation competencies, with a percentage of (71%), and with a sufficient degree of (significant).

2- The second rank: Teaching Methods Competencies, with a percentage of (73%), and with a sufficiency degree (significant).

As for the total degree of competencies, it came to a large degree, with a percentage of (72.5%). Through the results achieved for the first objective of the study, the researcher reached a list of the basic teaching competencies for teachers of vocational education, which should be used as a criterion for an efficient teacher.

The researcher believes that these results show a picture of the reality of vocational education in the curriculum and the current reality of the teaching competencies of vocational education teachers in primary schools in Ajloun Governorate.

To answer the first study question, which states:

**What are the necessary teaching competencies for teachers of vocational education in Ajloun Governorate from their point of view within the field of implementation?**

**Table 3:**

It shows the arithmetic averages and percentages of teaching competencies for teachers of vocational education in the field of implementation.

Degree	percentage	Arithmetic mean	Implementation field competencies	T
big	78%	3.67	Uses appropriate teaching methods for students	1
big	75%	3.62	Ability On the verbal interaction with the learners during the explanation of the lesson	2
big	70%	3.49	to encourage Learners to express their opinions about information they do not understand	3
big	70%	3.33	Ability To link the current lesson with the previous lesson through Utilization Initializing the review	4
medium	69%	3.21	Presents the course material clearly and in a logical sequence	5
medium	67%	3.04	Provides a practical model for students during teaching	6
medium	66%	2.98	It takes into account the individual capabilities of the students	7
medium	64%	2.89	Asks appropriate, thought-provoking and creative questions	8
medium	62%	2.81	Uses appropriate audio-visual teaching aids	9
medium	61%	2.77	Provides educational activities in light of the possibilities available in the school	10
medium	60%	2.75	It considers and enhances good performance and corrects faulty performance	11
medium	60%	2.71	Connects previous professional skills with new professional skills	12
few	59%	2.65	Linking vocational education with other academic subjects	13
medium	66%	3.66	Total marks	

It is clear from Table (3) the arithmetic averages and percentages of the responses of vocational education teachers to each paragraph of the implementation field if the percentage of vocational education teachers for this field is large on the first four paragraphs if the percentage of response ranged between (70% - 78%) And it was average on the rest of the paragraphs, except for the last paragraph, where the percentage of responses ranged between (61% - 69%), while the total degree of the field was medium, and the percentage of response reached (66%).

Table (3) shows that the study sample (vocational education teachers) were concerned with the competencies related to the field of implementation and stressed

that the success of the vocational education lesson depends entirely on the good implementation of the lesson by the teacher. During the follow-up to the levels of students and assistive devices and how to use them and what the physical education lesson is and how closely it is related, and what the Ministry of Education is doing in holding training courses for teachers on an ongoing basis may be one of the reasons that help the teacher to develop himself professionally in addition to the nature of the applied vocational education curriculum, which It requires the availability of the necessary workshops and tools, which may not be available in all schools of the Jordanian Ministry of Education in general, which may be the reason for most of the paragraphs of the field obtaining an average score.

To answer the second study question, which states:

**What are the teaching competencies necessary for teachers of vocational education in Ajloun Governorate from their point of view within the field of teaching methods?**

**Table 4:**

It shows the arithmetic averages and percentages of teaching competencies for teachers of vocational education. Within the field of teaching methods.

Degree	percentage	Arithmetic mean	Teaching Methods Competencies	T
Very large	82%	3.46	Diversity of teaching methods according to educational and educational goals	01
Very large	80%	3.42	Methods based on the principle of gradation from easy to difficult	02
big	77%	3.40	Use methods that take into account the safety and security of students	03
big	75%	3.37	The use of modern methods in teaching vocational skills	04
big	74%	3.31	Using methods that allow students to express their opinions freely	05
big	73%	2.87	Use methods that give the largest possible direct and indirect results	06
big	71%	2.77	Use methods that direct students' activities and actually engage them in the lesson	07
medium	68%	2.61	The use of methods that help to motivate students	08
medium	66%	2.41	The use of methods takes into account the principle of individual differences among students	09
medium	62%	2.21	Using methods that gain students desirable habits for the benefit of the individual and society	10
medium	61%	2.20	DetermineAppropriate tribal calendar methods	11
medium	60%	2.18	DetermineAppropriate structural calendar methods	12
few	58%	2.15	DetermineEducational values and concepts that learners should acquire	13
big	70%	3.31	Total marks	



It is clear from Table (4) the arithmetic averages and percentages of the responses of vocational education teachers to each paragraph of the field of teaching methods, as the percentage of teachers for this field was very large on the first and second paragraphs if the percentage of response ranged between (80% - 82%) It was significant on items from (3-7), where the percentage of response ranged between (71% - 77%), and it was moderate on items from (8-12), as the percentage of response reached (62% - 68%) respectively. Few on the last paragraph, which was a percentage (58%), while the total score for the field as a whole was large, and the percentage of response was (70%).

It is clear to us through the analysis of Table (4) the interest of vocational education teachers in the educational competencies in the field of teaching methods, their diversity and suitability to the levels of students. Most of the competencies obtained a large degree due to the various courses held by the Jordanian Ministry of Education to develop the teaching capabilities of teachers, in addition to the incentive system provided by the Ministry to teachers, which may have helped raise awareness among teachers to develop themselves professionally.

### **Recommendations**

- 1- Intensification of training courses by educational supervisors for the topic of vocational education as applied models for the development of the professional teacher.
- 2- Holding supervision and follow-up committees between teachers and supervisors, using modern means and educational technology, and holding exchange visits between teachers
- 3- Urging the educational supervisors of the vocational education subject to self-develop academic and professional due to its importance and its connection to the professional growth of the professional education teacher.
- 4- Urging educational researchers to conduct field studies related to planning and evaluation competencies for teachers of vocational education.
- 5- The necessity of providing vocational education teachers with a guide that contains a list of the different teaching competencies.
- 6- necessity Holding training courses for teachers of vocational education in Ajloun Governorate, the objectives of which include training on how to possess different teaching competencies.

## References

- Abdel Rahman, S. (1998). *Psychometrics*. (3rd Edition), Cairo: Arab Thought House.
- Abdul-Baqi, M., Farid, S. M., Abdul-Ridha, H., and Laikh, K. A., & Muhammad, S. S. (2011). Educational competencies for male and female teachers of physical education in the provinces of the Middle Euphrates. *Journal of Physical Education Sciences*, 4(3), 36-53.
- Al-Dreij, M. (2003). *Competencies in education for a scientific foundation of the integrated curriculum*. Dar Ramses Publishing and Distribution, Casablanca, Kingdom of Morocco.
- Al-Hashani, A. M. (2016). Competencies Teaching and the degree of availability of kindergarten teachers in the city of Misurata. *The Scientific Journal of the College of Education, Misurata University, Libya*, 2(6), 194-220.
- Al-Hudhaifi, K. F. (2003). A proposed conception of the competencies needed to prepare a science teacher. Unpublished PhD thesis, Faculty of Education, Ain Shams University, Cairo.
- Al-Jarrah, M. M. (2012). *Professional Education*. first edition, Dar Amwaj for printing, publishing and distribution, Amman, Jordan.
- Al-Khamshi, A. A. S. (2017). Degree Availability of the necessary teaching competencies for teachers of forensic sciences in the primary stage in light of quality standards. *Journal of Scientific Research in Education*, 18(2), 203-241.
- Al-Masry, W. (2010). Self-evaluation of student teachers for their teaching competencies in physical education at Al-Aqsa University, An-Najah University *Journal for Research*, 24 (10).
- Al-Mufleh, R. J. (1990). Preparing art education teachers in the light of competencies and its impact on the achievement of tenth grade students. Unpublished Master's Thesis, Yarmouk University, Irbid, Jordan.
- Ben Moussa, Y., & Ben Zamoush, N. (2017). Competencies Teaching for special education teachers - a field study of a sample of special education teachers. *Journal of Human and Social Sciences*, (31), 629-640.
- Chisholm; M. (1976). *Media Personal in Education a Competency Approach*, Prentic-Hill, Inc., Englewood.
- Dumma C. Maplelo. (1998). Do Pre-service primary teachers – who exceed – mathematics become good mathematics teacher? – Department of primary education –University of Botswana.
- Fullmer.K (1996). The good teacher. A study of first year graduate - in structure of English - Utah state university - disso, ahs Int, 35, no, 03.
- Ghanem, R. Y. (2017). Vocational education is a dream flying in the horizons of schools. Al-Wahda newspaper, the topic was reviewed and viewed on (5/9/2018). <http://wehda.alwehda.gov.sy/node/413579>

- Jameh, H., & Al-Shaheen, H. (1982). Teaching competencies required for primary school teachers in the State of Kuwait. *Educational magazine*.
- Judges, B. M.H. (2011). Determine The degree of knowledge of the teaching competencies necessary for teachers of history at the secondary level, and the extent to which they practice them. *Dirasat (Educational Sciences)*, University of Jordan, 38 (1), 247-257.
- Kamal, A. A., & Al-Hurr, A. (2003 AD), the priorities of teaching competencies and the training needs of middle school teachers and general education in the State of Qatar from the point of view of teachers and mentors. *Journal of the College of Education*, (20).
- Karam, I. M.(2002). The extent to which the social studies teacher in general education schools in the State of Kuwait mastered the teaching competencies - an exploratory study of the opinions of mentors and early teachers. *Journal of Educational and Psychological Sciences (College of Education, University of Bahrain)*,4 (3), 123-163.
- Khader, M. (2016). Professional Education. Subject matter of education website, the topic was viewed and referenced on (5/9/2018). (Professional Education: <https://mawdoo3.com/>)
- Khawaldeh, M. (1990). Perceptions of those engaged in preparing teachers for the educational competencies necessary for teachers of the compulsory stage in Jordan. *Educational magazine*, Kuwait University.
- Klein.M (1990). Preserves teacher use of learning and instructional design principles Edu. Touchingly research and developing.
- Marei, T. (2003). Explanation of educational competencies. Amman, Jordan, Dar Al-Furqan for publication and distribution.
- Musa, B. I. (2018). The necessary competencies for student teachers during their preparation for the teaching profession at the Red Sea University. *Journal of Psychological and Educational Sciences*, 7(2), 266-280.
- Muslim, B. (2005). Competencies of primary school teachers in Kuwait (a comparative study) *Journal of Education and Development*, second year, special issue.
- Saadeh, J., & Abdullah, I. (2001). Curriculum Organizations, Planning and Development, Dar Al Sharq for Publishing and Distribution, Amman, Jordan.
- Sugar, N. R., & Khaznadar, N. (2005). Evaluating the performance of student teachers in the faculties of education at Al-Aqsa University in the light of competencies necessary for the future teacher. *Journal of Scientific Education, Egyptian Association for Scientific Education*, 8(4), Faculty of Education, Ain Shams University.
- Youssef, A. K., Bin Ghaith, O. A., & Al-Doukhi, F. A. (2018). Teaching competencies of physical education teachers in special education schools in the State of Kuwait. *Assiut Journal of Physical Education Sciences and Arts*, 46(1), 138-162.
- Zeitoun, K. A. (2005). Teaching models and skills. Cairo, the world of books.