THE REALITY OF VOCATIONAL EDUCATION (VE) IN THE BASIC GRADES IN PUBLIC SCHOOLS IN THE LIGHT OF DELIVERING DISTANCE EDUCATION FROM THE PERSPECTIVE OF VE TEACHERS IN JORDAN

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ABSTRACT:

This research investigated the reality of vocational education (VE) in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan. 200 VE teachers were sampled from public schools in Amman. The researcher of the present study developed a two-part questionnaire. Through the first part, he obtained data about (gender and experience). The second part collects data about the study's areas (i.e. teacher, students, VE curricula and technologies). It was found that the respondents have negative attitudes towards the reality of (VE) in the basic grades in public schools in the light of delivering distance education in Jordan. No significant differences exists between the respondents' attitudes which can be attributed to gender and experience. The researcher of the present study provided various recommendations. For instance, he recommend using e-learning platforms that involve more interaction than the ones used currently in Jordan. That is needed due to the nature of VE topics.

Keywords:

Vocational education (VE), basic grades, distance education

INTRODUCTION

The development of (ICTs) played a major role in making transformations to education. For instance, ICTs are used today during the Coronavirus crisis to deliver distance education. For instance, officials in many countries decided to close schools in a temporarily manner during the Coronavirus crisis to fight against the spread of this virus.

The COVID 19 crisis led to shifting from face-to-face education to distance education. That led to imposing negative impacts on 1.6 million students in more than 190 countries in all continents. In fact, closing schools during this crisis negatively affected about 94% of students worldwide. The counterpart percentage in low-income and middle-income countries is 99% (UN, 2020).

The Coronavirus crisis is a threat to all the developments that have been made in the field of education worldwide due to two reasons. The first reason is represented in the temporarily closure of schools in most countries. The second reason is represented in economic recession that emerged due to the measures taken for fighting against this crisis. If measures aren't taken for addressing the implication

of the Coronavirus crisis, the rate of inequality and school dropout. The temporarily closure of schools and the economic recession can be handled effectively through taking measures to avoid any damage to the educational sector. Such measures include: the delivery of distance education (WB, 2020).

Due to the Coronavirus crisis, schools today deliver distance education instead of delivering face-to-face education and attending lessons at schools. They deliver distance education through using technologies, social media and e-learning platforms. Due to the poor infrastructure in Arab countries, schools in those countries deliver distance education through using various means (e.g. TV and radio) and social media (UNESCO, 2020).

The term (distance education) has become very popular, especially during the late 1960s. During the latter period, UNESCO started showing more attention to the new types and forms of education. There are various terms that can be used for delivering distance education. Such terms include: Distance learning, and distance teaching (Shery, 2001).

Due to the major development that have been witnessed by societies, the goals of education today include: developing one in all areas. Administration aims at providing all the needed means, potentials and conditions that contribute to meeting the intended goals. The use of the web and technologies for delivery of education turned the learning environment into an interactive distinguished environment. It contributed to the development of students' critical thinking and problem solving skills (Abed Al-Bari, 2017).

Al-Yousif (2010) adds that the rapid development of ICTs contributed to the emergence of new types of education, such as: e-learning and distance education. Those types have been playing a major role in the delivery of education in modern societies.

Due the last decade, the extent of relying on e-learning increased due to the prevalence of beliefs that e-learning has numerous benefits. For instance, it is believed that e-learning enhances the quality level of education. It enables educators to solve the problems that exist in conventional education. It is believed that e-learning allows delivering the academic material to students at any time through the web. E-learning contributes to taking the individuals differences between students into consideration and reducing the costs of delivering education. It enables schools to accept a great number of students. It allows the student living in remote areas to receive education of high quality (Al-Yahyawi, 2011).

Vocational education plays an essential role in developing the workforce. It aims at enabling the workforce to use modern technologies and handle the rapid changes. It aims at providing a workforce that meet the demands of the labour market. Due to the importance of VE, governments –including the governments of developed countries- provide much attention to vocational education (Abu Osbeh, 2005).

Al-Khateeb (2005) adds that VE refers to the education that aims at enabling people to practice a craft. It differs tom academic education. Vocational and academic education have similar significance. Contrary to vocational education, academic education doesn't enable people to become technicians or practice a craft.

The governments of most Arab countries aim at providing students with vocational education starting from an early age (i.e. during the basic school stage). They aim at doing that in order to promote interests within students with vocational education and discover their interests and talents. They aim at doing that in order to promote positive attitudes among students towards practicing a craft. That shall enable students to decide efficiently the craft or profession they shall practice in the future. Providing students with vocational education shall contribute to encouraging students to join the vocational stream in secondary schools. It shall contribute to developing curricula (Abu Osbah, 2005).

Covid-19 crisis has major negative impacts. For instance, it led to having a lockdown in many countries. Due to the lockdown, educational institutions in many countries were closed to handle this crisis. Due to such closure, educators today deliver online education, including online VE. VE aims at enabling students to master certain skills for practicing crafts (Syauqi, Munadi, &Triyono, 2020).

It should be noted that it is significant to ensure that distance education fits with the academic materials – including the materials of the VE course- at basic schools.

STATEMENT OF THE PROBLEM

Distance education has been playing a significant role in providing primary and secondary school students with education during the Coronavirus crisis. During this crisis, all courses are taught through using an e-learning platform. Such platforms include: Darsak Platform which was developed by the Jordanian Ministry of Education. It is used for teaching all courses, including the VE course. Vocational and technical education are considered an essential part of the educational system during the contemporary age. They contribute to developing the human resources in a manner that fits with their demands and needs. Thus, this research investigated the reality of (VE) in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan.

OBJECTIVE AND QUESTIONS

This research investigated the reality of vocational education (VE) in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan. It answers those questions

Q.1. What is the reality of (VE) in the basic grades in public schools in the light of delivering distance education from the view of vocational education teachers in Jordan?

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

THE STUDY'S SIGNIFICANCE

Information about such significance manifest in the points below

-This research offers knowledge about the reality of VE in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan. It targets those areas: (i.e. teacher, students, VE curricula and technologies).

-The present study provides decision makers with information on e-learning. Such information shall assist the relevant decision makers in detecting gaps and weaknesses. It shall assist them in addressing the obstacles that hinder the delivery of distance education in the VE course.

-The present study offer several recommendations and suggestions

OPERATIONAL DEFINITIONS:

Vocational education (VE): It refers to the delivery of vocational knowledge to students during the basic school stage and developing the technical skills of those students.

(VE) teachers: All the teachers who teach the vocational education course at basic schools.

Students: This term refers to the students in (4th grade – 10th grade).

Vocational education (VE) curricula: They refer to the curricula that are used for teaching vocational education at basic schools in Jordan

Technologies: They refer to the means used for delivering distance education, such as: TV, computers, tablets, and smart phones

LIMITS:

This research targets the public schools which exists in Amman, Jordan and the VE teachers working in those schools. It was carried out during the academic year 2020 / 2021 /First semester

PREVIOUS STUDIES

The researcher of the present study reviewed several studies. Such studies are shown below:

UNESCO (2020) aimed to assess the experience of Arab countries in delivering distance education during the COVID 19 crisis. It aimed to explore the most significant challenges that have been facing the delivering of distance education during this crisis. It aimed to offer solutions for improving the quality of distance education and its outcomes. It used a survey and carried out the study in universities, institutes, and schools during the period 2, June, 2020 – 12, June, 2020). It surveyed 13483 individuals who were selected from Jordan, UAE, Bahrain, Tunisia, Algeria, Saudi Arabia, Oman, Saudi Arabia, Syria, Somalia, Iraq, Palestine, Qatar, Kuwait, Lebanon, Libya, Egypt, Morocco, and Yemen. Based on the results of the survey, there are differences between the respondents in those countries in terms of attitudes towards distance education. Some respondents support the delivery of distance education with criticizing certain aspects. Some respondents provide several recommendations for improving the outcomes of distance education. Some respondents suggest that educational institution should provide students with the option of receiving distance education instead of face-to-face education after this crisis ends.

The ILO (2020) investigated the impact of COVID-19 crisis on the delivery of technical and vocational education and training (TVET). It shed a light on instruction, professional development of instructors and assessment in eleven Caribbean Community (CARICOM) Member States. A survey was designed. 53% of the respondents do not use any form of ICTs for the delivery of distance education. 47 % of the respondents suggest that the degree to which they use ICTs for such delivery is moderate. The obstacles which hinder such delivery involve: lack of knowledge about the way of using the learning management system and providing inadequate training to educators in this regard

Syauqi et al. (2020) explored the perceptions of students towards the delivery of online VE during the pandemic. 56 students were surveyed. The researchers found that the delivered online VE doesn't meet the expectations of students. Students suggested that the online VE didn't raise their level or productivity nor provided them with a better experience. They suggested that such education raised their level of motivation to learn and facilitated the learning process. They suggested that can easily access the resources they needMulyanti et al. (2020) investigated the availability level of the facilities needed for the delivery of distance education in vocational high schools. They created a survey and used quantitative descriptive analysis methods. They found that online VE is provided in many vocational high schools in West Java. They found that the online VE in public vocational high schools is better than the private counterpart schools.

Abed Al-Bari (2017) explored the role of secondary school principals in the delivery of e-learning from the perspective of teachers in Amman. He aimed to explore whether there are statistically significant differences between the respondents' attitudes which can be attributed to gender, academic qualification, major, supervisory body or experience. A descriptive approach was used. The survey consists from 36 items. It sheds a light on the following areas: (supporting and promoting an e-learning culture, practicing strategic planning, readiness of the infrastructure, and meeting the training needs of

teachers and developing them). The validity and reliability of the survey. 586 teachers were sampled. Those teachers show moderate attitudes towards the role of secondary school principals in the delivery of e-learning. The mean of the (readiness of the infrastructure) is ranked first, followed by the mean of (supporting and promoting an e-learning culture). The latter mean is followed by the mean of (practicing strategic planning). The mean of (meeting the training needs of teachers and developing them) is ranked last. Significant differences between the respondents' attitudes exist which are attributed to the supervising body, gender and experience. Such differences are for the favour of the female teachers working in private schools.

Alstrup&Rootzen (2016) aimed to provide recommendations for fostering the shift to the delivery of digital education in primary and secondary schools in Denmark. They needed one year to finish their investigation. The study of the latter researchers is supported by the Danish Academy for Vocational and Technical Sciences. It involves carrying out interviews with researchers and employees working at a ministry. It involves carrying out interviews with students, teachers and employees at companies responsible for delivering e-learning services. It involves using a short questionnaire. The questionnaire forms were sent to 54 companies that are responsible for delivering e-learning services. The results are positive. It was found that the government of Denmark aims at meeting certain political goals through delivering e-learning and providing each school in Denmark with the required technologies and infrastructure. It was found that a great amount of money is allocated for the schools that purchase e-learning materials. It was found that there are many local companies that deliver e-learning services effectively and successfully. It was found that the internet service is available in 45% schools. It was found that there are many factors that positively affect the development of e-learning services.

Chytry et al. (2016) aimed at fostering creativity and innovation in educational institutions through using modern ICTs and training teachers about the way of using modern ICTs. That is considered one of the priorities of the European Union (EU) in the field of education. The latter researchers shed a light on the concept e-learning and the e-learning types preferred by students in primary grades. They identified the factors that affect institution's choice in terms of e-learning type. They addressed the issues connected to individual differences between students in terms of IQ level. A questionnaire was used. 56 respondents filled in the questionnaire forms. The questionnaire forms were sent through the web. It was found that the

students prefer receiving education through an e-learning platform rather than receiving face-to-face education.

Abu Osbeh (2005) investigate the problems associated with the delivery of VE in vocational secondary schools in Palestine from the view of VE teachers and students. He investigated whether (gender, major, academic qualification, experience and province) on vocational education teachers' attitudes towards the severity of the problems associated with the delivery of vocational education in the vocational secondary schools in Palestine. He aimed to explore the impact of (gender, grade, and vocational education stream and province) on students' attitudes towards the severity of the problems associated with the delivery of vocational education in the vocational secondary schools in Palestine. He selected a random stratified sample that consists from 132 female and male teachers. Several findings were provided. For instance, the severity level of the problems associated with the delivery of vocational education in the vocational secondary schools in Palestine is high from the view of VE teachers. The mean of the (funding problems) holds rank. The mean of the (professional development of teachers) is ranked last. The severity level of the problems associated with the delivery of VE in the vocational secondary schools in Palestine is moderate from the perspective of students. The mean of the supplies and equipment is ranked first among the means of such problems from the students' view. The mean of the (professional development of teachers) is ranked last among the means of such problems from the students' perspective.

Comments on the aforementioned studies
The studies mentioned in the part above shed a light on the significance of VE and its curricula and teaching methods. Many studies investigated teh reality of the delivery of VE and the relationship between such reality and some variables (e.g.Chytry et al., 2016; Abu Osbeh, 2005).

Some of the aforementioned studies were conducted in Arab countries, such as: the ones conducted by UNESCO (2020), Abed Al-Bari (2017), and Abu Osbeh (2005). Some of the aforementioned studies were conducted in foreign countries, such as: the ones conducted by Syauqi et al. (2020) and some studies conducted by the International Labor Organization (ILO).

Most of the aforementioned researchers adopted a descriptive analytical approach. Most of the aforementioned researchers used a questionnaire. Some studies carried out interviews to collect data.

The aforementioned studies address the significance of distance education and the obstacles associated with the delivery of distance vocational education (e.g.Mulyanti et al., 2020; Syauqi et al., 2020, ILO, 2020).

Contrary to the studies mentioned in the part above, this research investigated the reality of (VE) in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan during the Coronavirus crisis. The latter crisis significantly affected the reality of education in all countries. For instance, many countries decided to deliver distance education. Contrary to the studies mentioned in the part above, this research targets those areas: (teacher, students, VE curricula and technologies).

METHODOLOGY:

A descriptive analytical approach was used, because it is the approach that fits the most with the goals of this study. It's usually adopted to describe things, items, and phenomena. It is adopted to offer a sensory description and examine variables (Lawless and Heymann, 1999, 7).

Population:

It involves all the (VE) teachers working at the public schools located in the Hashemite Kingdom of Jordan.

The study's sample

A random sample involving 200 male and female (VE) teachers was chosen from the public schools that are located in Amman, Jordan. The questionnaire forms were distributed by hand to all the sampled teachers. All the forms are valid for analysis. Regarding the respondents' characteristics, they are mentioned below

Table (1): Data about the respondents' characteristics

Variable	Category	Frequency	Percent
Gender	Male	92	46.0
	Female	108	54.0
	Total	200	100.0
Experience	Less than 5 years	48	24.0
	5 – 10 year	87	43.5
	More than 10 year	65	32.5
	Total	200	100.0

Instrument

The researcher created a two-part survey in order to explore the reality of (VE) in the basic grades in public schools in the light of delivering distance education from the view of VE teachers in Jordan.. Through the first part of the survey, data about (gender and experience) was obtained. Through the second part, data about the following area teacher, students, VE curricula and technologies) was obtained. The five point Likert scale was adopted. It consists from the following rating

To a very great extent

To a great extent

To a moderate extent

To a little extent

To a very little extent

Validity of the Instrument

The initial version of the survey was send to 3 experts. Those expert were asked to submit an assessment for the instrument based on three standards (i.e. clarity, relevancy and language). They work at Jordanian public universities. They are specialized in the educational sciences and vocational education. They added that the questionnaire is clear.

They also added that the language of the questionnaire is free from language-related errors. They added that the items of the questionnaire are relevant to the goals. The recommendations provided by the experts are taken into consideration.

The reliability of the instrument:

The overall Cronbach alpha coefficient value is 0.812. That reflects that such a reliability is very high.

Statistical analysis methods:

To reach results, SPSS program was used. The relevant statistical methods were used. They include:
-Frequencies, and percentages: Through calculating those values, data about the characteristics of the VE teachers was provided
-Means and standard deviations: Through calculating those values, data about the attitudes of the VE teachers was provided
-The Cronbach alpha coefficient value: It's calculated to identify how reliable the survey is.
-The multivariate analysis of variance
The criteria mentioned in the lines below were adopted for having the means of areas and items classified:
Low: 1.00 – 2.33

Moderate: 2.34 – 3.67

High: 3.68 – 5.00

RESULTS

Results related to the first question
Q.1. What is the reality of (VE) in the basic grades in public schools in the light of delivering distance education from the view of vocational education teachers in Jordan?

To reach an answer for the question above, means and standard deviations are provided for all the areas (i.e. teacher, students, VE curricula and technologies).. They are listed in table 2

Table (2): Means and standard deviations of the study's areas:

No	Variables	M	S.D	Rank	Degree
1	Teacher	2.47	0.89	1	Moderate
4	Technologies	2.32	0.76	2	Low
2	Students	2.30	0.78	3	Low
3	VE curricula	2.28	1.05	4	Low
	Total	2.31	0.93		Low

The researcher found that the respondents hold negative attitudes towards the reality of (VE) in the basic grades in public schools in the light of delivering distance education in Jordan, because the overall mean is 2.31.. The respondents' attitudes towards the latter reality are negative in the following areas: (Technologies, students, and VE curricula). The respondents' attitudes towards the latter reality are moderate in the teacher area. The mean of the teacher area is 2.47. It is moderate and ranked 1st. The mean of the technologies area is 2.33 which is low and ranked 2nd. The mean of the area of (students) is 2.30 which is low and ranked 3rd. The mean of the VE curricula area is 2.28 which is low and ranked last.

The latter result may be attributed to the fact that the educational sector is highly affected by the Coronavirus Crisis. Due to the latter crisis, most governments –including the Jordanian government- decided to shift to distance education. However, the delivery of vocational education requires having direct student-teacher interaction. That is because teaching the subjects in the vocational education curricula requires carrying out experiments by teachers in front of students.

Results about each area are shown in details below:

The first area: Teacher:

Data about the attitudes of teacher in the (teacher) is shown in table (3) below:

Table (3): Data about the attitudes of teacher in the (teacher) area:

No	Statements	M	S.D	Rank	Level
3	Teachers can carry out the required tasks through the e-learning platform	2.46	1.12	1	Moderate
1	Teachers rely heavily on the materials displayed on the e-learning platforms	2.41	0.98	2	Moderate
2	The duration dedicated for giving VE lessons is adequate	2.40	0.91	3	Moderate
5	Distance education is better than face-to-face education for teachers	2.39	0.87	4	Moderate
4	Teachers can communicate with all students through using e-learning platform	2.38	0.95	5	Moderate
	Total	2.47	0.89		Moderate

Regarding the overall mean, it is 2.47. It's deemed moderate. Regarding the mean of the 3rd statement, it is 2.46 which deemed moderate. It holds rank 1. This statement states as follows: (Teachers can carry out the required tasks through the e-learning platform). Regarding the mean of the 4th statement, it is 2.38 which is deemed moderate. It holds rank 5. This statement states as follows: (Teachers can communicate with all students through using e-learning platform).

This result could be attributed to having teachers who are more capable than students to handle distance educational issues. Teachers are considered qualified to carry out distance educational tasks. Teachers believe that they aren't the only obstacle hindering the delivery of distance education –including distance vocational education for basic grades- effectively. Thus, VE teachers believe that they carry out the required distance educational tasks through the e-learning platform in accordance with the plans developed by the Ministry of education.

The second area: Students

Data about the attitudes of teacher in the (students) is shown in table (4) below:

Table (4): Means and standard deviations to explore the respondents' attitudes in the (students) area

No	Statements	M	S.D	Rank	Level
8	Students keep checking the e-learning platform used for delivering distance education	2.32	0.88	1	Low
6	Students are very cooperative while receiving lessons through the e-learning platform	2.31	1.98	2	Low
7	Students are in harmony with each other in the VE course delivered online	2.30	0.67	3	Low
10	Students are capable to achieve alignment between the time for VE course and the time dedicated for other courses	2.24	1.44	4	Low
9	Students are capable to comprehend the vocational education material through using the e-learning platform	2.22	1.08	5	Low
	Total	2.30	0.78		Low

Based on table (4), the overall mean is 2.30 which is low. Regarding the mean of the eighth statement, it is 2.31. It's deemed low. It holds rank 1. This statement states as follows: (Students keep checking the e-learning platform used for delivering distance education). Regarding the mean of the ninth statement, it is 2.30 which is low and ranked first. This statement states as follows: (Students are capable to comprehend the vocational education material through using the e-learning platform).

The result in this regard may be attributed to having many obstacles hindering students from receiving their lessons online through the e-learning platform. It could be attributed to having many parents providing much attention to the main courses (e.g. Arabic language, English language, and math courses) rather than the vocational education (VE) course. That is because parents believe that the vocational education (VE) course is less important than the main courses. The result in this regard may be attributed to having a great burden enforced on parents of students in the field of education during this crisis. Parents must keep following up their children in terms of doing assignments and submitting them online through the e-learning platform.

The third area: The vocational education (VE) curricula

Data about the attitudes of teacher in the (VE curricula) is shown in table (5) below:

Table (5): Data about the attitudes of teacher in the (VE curricula)

No	Statements	M	S.D	Rank	Degree
12	The vocational education (VE) curricula fit with the demands of the students receiving distance education	2.32	1.09	1	Low
13	Most of the vocational education (VE) curricula include theoretical information rather than experimental information	2.29	1.11	2	Low
11	Alignment can be achieved between the theoretical and practical content of the vocational education (VE) curricula	2.25	0.97	3	Low
15	The vocational education (VE) curricula are suitable for teaching students in primary grades	2.22	0.95	4	Low
14	The e-learning platforms meet all the requirements required for teaching the vocational education (VE) curricula	2.21	0.88	5	Low
	Total	2.28	1.05		Low

Based on table (5), the overall mean is 2.28 which is low. The mean of statement No. 12 is 2.32 which is low and ranked first. This statement states as follows: (The vocational education (VE) curricula fit with the demands of the students receiving distance education). The mean of statement No. 14 is 2.21 which is low and ranked last. T This statement states as follows: (The e-learning platforms meet all the

requirements required for teaching the vocational education (VE) curricula).

The latter result may be attributed to the fact that teaching the VE curricula requires having interaction between the students and their teacher. It may be attributed to the fact that teaching most of the subjects in the VE curricula requires thinking and using special teaching strategies that can't be used on the e-learning platform (e.g. game-based teaching strategy).

The fourth area: Technologies

Data about the attitudes of teacher in the (technologies) area is shown in table (6) below:

Table (6): Data about the attitudes of teacher in the (technologies) area

No	Statements	M	S.D	Rank	Degree
19	Most students have the technologies need for receiving distance education	2.32	0.83	1	Low
20	Students have internet in order to receive distance education	2.31	0.99	2	Low
17	The degree to which students watch their lessons online through technological devices varies from one student to another	2.30	1.08	3	Low
18	Students have adequate number of technologies at home for them and their siblings	2.29	1.13	4	Low
16	The school provide teachers with the technologies needed for delivering distance education	2.26	1.32	5	Low
	Total	2.32	0.76		Low

Based on table (6), the overall mean is 2.32. It's deemed low. Regarding the mean of the 19th statement, it's 2.32. It's deemed low and holds rank 1. This statement states as follows: (Most students have the technologies need for receiving distance education). Regarding the mean of the 16th statement, it's 2.26. It's deemed low and holds the last rank. This statement states as follows: (The school provide teachers with the technologies needed for delivering distance education).

The result in this regard could have attributed the significance of technologies in all fields –especially in the educational field- during the Coronavirus crisis. However, the most significant obstacles hindering the delivery of distance education during this crisis include having students who lack computers and tablets. They include: the limited internet packages.

Results related to the second question

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

For identifying the respondents' attitudes in accordance with their gender and experience, the relevant values are calculated. They are shown in table (7) below:

Table (7): Means and standard deviations for identifying attitudes in accordance with experience and gender

Variable	Category	No	M	S.D
Gender	Male	92	2.33	0.871
	Female	108	2.32	0.914
Experience	Less than 5 years	48	2.28	0.591
	5 – 10 year	87	2.29	1.011
	More than 10 year	65	2.26	0.813

Through reviewing the table above, it appears that differences exist between the attitudes of teacher towards the aforementioned reality. To explore whether those differences are statistically significant differences or not at the significance level of (a=0.05), the researcher of the present study carried out the multivariate analysis of variance. The data obtained through this analysis is shown in the 8th table

Table 8. The data obtained through the multivariate analysis of variance

Source	Sum of Squares	Df	Mean Square	F	Sig. *
Gender	0.645	1	0.645	0. 332	0.082
Experience	0.098	1	0.098	0.117	0.131
Error	75.116	197	0.600		
Total	1978.065	200			

Based on table (8), the researcher of the present study found that no significant difference exists- at the statistical significance level of (a=0.05)- between the attitudes of teacher that could be attributed to (gender or experience). That's attributed to having a significance value of 0.082 for the gender variable and significance value of 0.131 for the experience variable. Those two values are not significant.

This result could be attributed to carrying out standard procedures the delivery of distance education. Having standard procedures in this regard shall contribute to having similar learning outcomes.

CONCLUSION

It was found that the respondents have negative attitudes towards the reality of vocational education (VE) in the basic grades in public schools in the light of delivering distance education in Jordan. That means that VE teachers of basic grades in Jordan aren't satisfied with the reality of the delivery of distance vocational education

RECOMMENDATIONS:

In the light of the aforementioned results, the researcher of the present study recommends:
- Using e-learning platforms that involve more interaction than the ones used currently in Jordan. That is needed due to the nature of VE topics
-Providing students with CDs that include the lessons delivered via the e-learning platform. That shall contribute to addressing the problem of having students who lack internet and technological devices (e.g. computers, mobile phones and tablets)

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