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Evaluating The Reality of Educational Trends and Professional Competencies For Teachers of Vocational Education in Jordan

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Abstract. *The difficulties facing those in charge of the learning process, especially in the subject of vocational education in the schools of the Jordanian Ministry of Education, are a major obstacle to the failure to achieve the goal of educational trends to raise the generation. Therefore, those in charge of the teaching process must be familiar with general educational trends and professional competence; The purpose of evaluating educational trends in vocational education is to find out their reality and find solutions to them. The current study aims to assess the reality of educational trends and methods of teaching in Jordan by those in charge of them with the aim of advancing them in accordance with the professional competencies they studied and what the reality produces from modern theories and sciences. Consisting of (200) A teacher and a female teacher of vocational education in Jordan. The study concluded that the teachers' performance is acceptable, which calls for attention to the preparation of specialized cadres in the field of vocational education and the provision of professional concerns to suit the nature of the subject.*

Keywords: Evaluation, Educational Trends, Competencies, Professional Competencies, Vocational Education Teachers,

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A. INTRODUCTION

Among the invisible difficulties and prominent obstacles in the field of vocational education are the educational and professional trends that take upon themselves the consolidation of the relationship between the subject matter in vocational education and how the behavioral sciences responsible for teachers can be made more effective and more feasible, and all of this requires the teacher or school of vocational education to know In the teaching process, the vocational education teacher must go beyond his personal experience because the student does not see or learn in the same way or the same method. Hence the interest in knowing the

professional competencies of teachers who specialize in teaching vocational education.

The educational trends and those interested in preparing vocational education teachers necessitate an investigation and study of their competencies with continuous research in order to identify the most important obstacles and difficulties that impede them to keep pace with teaching in light of the theories and sciences arising from reality in teaching methods, all of which serve to reach those in charge of teaching to what the educator should reach, especially His profession and mastery, as modern education relied on basic principles that keep pace with the times to achieve the goals of the educational process that cannot

be achieved within study plans that may not keep pace with the times and the modern theories it produces in teaching. Outside of it, these trends may not be complementary to the sciences that the teacher presents in the classroom. Therefore, the trends must deepen their understanding, in addition to that they may achieve educational and social goals that are difficult for the teacher to achieve except through practice and practical experience such as social sense and trends. Noble humanity, self-improvement and raising conscience, as well as knowledge of emotions and motives for them, as well as cooperation and the desire to help others in the community, which all help in the formation of trends towards education that the education and learning community needs for its development and development, as well as in the formation of new and positive trends desirable from the members of the community, which are in the The end is in developing these trends, overcoming their obstacles and advancing them by describing them and developing successful solutions to overcome their difficulties by offering trends that fit the spirit of the age to which the teacher of vocational education belongs working in Jordan (Sulaiman, 2017; Al-Amri, 2015; Al-Subaihi, 2018; Rababa & AL-Momani, 2022)

Therefore, the rapid development that we witnessed in the last century, which gave rise to the spirit of scientific development, is nothing but transformation properties that cast a shadow on the field of science and knowledge, especially in the infusion of modern information to the person in charge of the education process, like the rest of the fields of life, as the field of science and knowledge took its own color. Among these scientific developments is the role of the teacher in the development of societies and their direction towards the top, and this characteristic of development is only a set of activities that modern education uses to achieve the desired goals in the learning process and complete its mission, so we need to know the capabilities of these activities to meet them.

To the needs of the individual (the teacher) in terms of forming those concepts,

values and trends that you need in the current and future circumstances by preparing the teacher and studying his professional competence and giving him specifications worthy of him as a teacher familiar with educational and professional trends. And dealing with it as a system in preparing the teacher and developing it professionally, as well as in evaluating it according to the goals that were set in it in keeping pace with scientific development, in order to form trends, values, concepts and practical practices that aim primarily at developing these trends and their impact on the teacher's performance of his profession (Jaber, 2018; Al-Momani, 2022c; Alrabadi & Al-Momani, 2022)

Since the modern school is a center for education and its curricula cannot surround the student with all the experiences that the modern age is rich in, and sciences with the possibility of identifying them from behavioral patterns required of him, so he had to do them to qualify him for a social life. Therefore, educational trends of all kinds are cultural, scientific, artistic and social ...In the end, it should be a programmed process aimed at linking the school with scientific developments and society in order to prepare the student for a positive preparation for social life. An effective contribution to addressing the emotional problems that both students suffer from, as one of the recent trends in vocational education is to make the social environment one of its fields and make it a source of knowledge and a field for application, since vocational education is subject to development (through the discovery of the environment) (Al-Awinani, 2017; Rababa & AL-Momani, 2022b; Maree, 2019)

As vocational education works to change and modify the learner's behavior in the face of intellectual flatness and works for: (AL-Momani, 2022a; Al-Marji, 2016)

1. Developing the values of goodness, truth and justice.
2. Professional education works on giving opportunities for students to discover the environment around them and interact with it and with peers, and this

works on developing inspiration, innovation and mental processes for them. These methods are characterized by learning by doing / self-discovery / learning by discovery / and self-learning).

Accordingly, modern trends in education provide the teacher with opportunities to learn about the professions, crafts and jobs that he practices, so that he learns what suits him and what is consistent with the tendencies, desires and preparations of the learner. And curricula by linking theoretical and practical education to achieve modern educational goals, and in this way, education will gain a generation of those in charge of the education process (Shawq, 2017; AL-Momani, 2022b; AL-Momani & Jawarneh, 2022)

Therefore, the process of building educational trends of all kinds is of great importance that can be used for the purpose of meeting our needs. We constantly use these concepts and when they become old, we use other new concepts that keep pace with the process of development. Thus, a series of modern trends are formed that have the ability to keep pace with life and build us a wealth of Scientific experiences, and (Albert) says in this regard (The trend is a state of nervous or psychological readiness and readiness through which the individual's experience is organized) (Al-Ghafri, 2016; Al-Momani, 2019d)

In order to achieve the purpose of the educational trends and reach them for the desired goals, the methods of collecting them must be varied to include several aspects of the learners' environment on the one hand, and on the other hand to suit the individual differences and the diverse preparations and tendencies of the learners and their different abilities, taking into account the conditions of the local environment for each learner and its capabilities, and that the diversity of programs is according to the chapters The school year, and accordingly, the educational trends varied and included several aspects that could be included and what are the most important factors that help to shape them.

As he sees (Khawaldeh, 2019; AL-Momani & Purnawan, 2022) The most

important media that help to form trends and values are:

1. Home and family.
2. The school.
3. Society and institutions.

While trends and values consist of five stages:

1. The stage of identification and exploration.
2. The stage of selection and detailing.
3. The stage of support and participation.
4. The stage of conversion and practical invitation.
5. The stage of sacrifice and commitment.

And that in each of these five stages, the learner is faced with two cases of work:

1. The state of readiness (feeling and inclination).
2. The state of action (translating feeling and feeling into action).

Therefore, preparing the teacher within the modern trends, he should identify, explore, then choose and separate the information that he has realized, and this symbolizes a permanent communication with the information he has acquired, as it adopts modern trends in education, translating the general framework of the learning process, which in turn seeks to raise the efficiency of the teacher and his professional potential. Advocacy and Participation The trends work on developing and building the teacher's relationship with his environment, and then put forward the guidance and recommendations of his scientific imagination that he devised through the process of acquiring the skill and what it contains of actual and scientific contents that aim to support the trends formed in the learning process and before practicing the profession. and evaluating quality and performance standards, as the more care and attention the teacher receives in preparation, training and empowerment in the light of global directives, the more bet on good educational reform (Al-Momani & Rababa, 2022a).

Undoubtedly, one of the most important problems in the educational system arises

from the lack of qualified teachers in educational institutions, because the skilled teacher is the one who takes upon himself openness in education whenever the educational situation requires him to renew his competencies according to the development of the time that he determines in addition to the validity of the book and curriculum in addition to all the requirements. The teacher has to be familiar with how to use it, since the teacher is the implementer and clarified of what is contained in the two covers of the book, and he is the trustee of conveying it to the students clearly, and he can make up for what is lacking in the curriculum by teaching and practicing his profession, and he says (Fayed, 2018): (Just as educational curricula, no matter how reformed, cannot be successfully applied by educators and teachers who understand its spirit, and have not been prepared to apply it, because true educators are the spirit of every curriculum and nothing in the educational environment except them can dispense with this spirit and what is characterized by the true educator of Creating and cultivating skill and tact on which the success of the educational process depends (Fayed, 2018; Maree & Al-Hila, 2016).

Therefore, we see that many international organizations and institutions pay great attention to teacher preparation. A number of international organizations, including UNESCO, which is interested in global cultural affairs, have taken upon themselves teacher training programs in the countries described as developing countries, adopting the programs and principles that train and teach the teacher in the best way. He directed and prepared him to be a successful teacher in his environment, and one of the studies that the researcher would like to refer to and interested in teacher preparation programs is the study he conducted (Hughes, 2019), which focused most of its attention on how to prepare the proposed teacher preparation programs, in which it focused on what teachers should learn, study and train on through programs that include academic, professional and scientific experiences that the teacher must learn. This study shows that teacher preparation programs should be It

contains three components: general culture, specialized culture, and professional culture.

By relying on the preparation of teachers and considering preparation and adequacy as the pillar that implements the required preparation programs, where (the teacher is the main pillar in implementing the requirements of the behavioral theory in educational situations, so teachers should be appropriately prepared on the basis of developing performance and fulfilling all education responsibilities (Rashid, 2019; Al-Momani & Rababa, 2022b)

Importance and need of research:

- The research may contribute to revealing the modern and desirable trends and how to prepare them according to the requirements of the times, due to the urgent need to develop the professional competencies of teachers.
- The scientific necessity calls for conducting such a study in order to identify the types of trends and evaluate them according to the desired educational goals.
- Scientific conferences emphasize developing the competencies of teachers and professional teachers and trying to develop them, and this is what the current research confirms by diagnosing the causes of weak teaching and trying to address them.

Research aims:

The current research aims to:

1. Revealing the patterns of educational trends for teachers of vocational education.
2. Determining the difficulties and obstacles that prevent the achievement of education in accordance with modern trends and developing solutions to them.

Search limits:

The current search is limited to:

Teachers of vocational education working in schools (elementary and secondary) in the Directorate of Education in the governorates of Ajloun, Jerash and Irbid Qasbah.

Terminology of study:

Educational directions:

Enjoy it (Fayed,2018) as:

(Attitude is an acquired organization that has the character of the relative continuity of the beliefs that the individual believes about a subject or situation and prepares him to respond with a response that is preferred by him). And (J. Albert), a social psychologist, defines it: (A trend is a state of nervous or psychological readiness and readiness through which an individual's experience is organized and a directive or dynamic effect on the individual's response to all topics and situations that provoke this response) (Rashid, 2019).

Educational Direction:

The researcher knows it procedural:

(It is a set of dynamic issues raised by positions prepared by teachers of vocational education, including cognitive, emotional and behavioral trends).

Teacher's professional competencies:

He knows her (Khawaldeh, 2019): (What is meant by professional competence is the teacher's ability to carry out his work as a teacher with skill, speed and mastery, and professional competence is a set of skills that are intertwined together so that they constitute the ability to do a specific professional aspect because it is necessary to integrate the professional competences of teachers, from the competences of assessment and classroom management.).

The researcher defines it procedurally:

(It is the skill and ability that teachers of vocational education in Jordan are familiar with and who are able to employ it while doing their work in an elaborate manner according to what they have learned of educational trends).

Study Approach

In this part, we discuss the study methodology, the procedures followed, and a description of the study population and the sample, the preparation of the tool, the means

of verifying its validity, and the statistical methods, which were as follows:

First: the research method

In his study, the researcher relied on the descriptive approach because it is compatible with the objectives and nature of his research.

Second: the research community:

The study population consists of all teachers of vocational education in the Jordanian Ministry of Education; As for the study sample, it consisted of (200) male and female teacher of vocational education in the education directorates of Ajloun, Jerash and Irbid Qasbah.

Third: The search tool:

Since the objective of the current study is to reveal the patterns of educational trends, which in turn will be evaluated by the researcher and determine the difficulties and obstacles that prevent the achievement of education, and this requires an observation form that is a tool for evaluating the performance of teachers specialized in teaching and teaching professional education and knowing their teaching competencies, the researcher has adopted direct observation, which is one of the most methods The research is relevant to the research, i.e. it is an action carried out by the researcher.

Since the form was not available for this purpose and in a uniform manner, which includes the teaching skills necessary to deliver lessons in the subject of vocational education, the researcher prepared a form with the skills that define these tasks based on the following procedure:

- Examining some studies related to the topic of educational and professional trends, such as (Al-Momani,2022a) and a study (Al-Kinani,2012) and a study (Al-Khawaldeh, 2019) and a study (Al-Momani & Rababa, 2022b).
- An open questionnaire was directed to a group of qualified supervisors and professors specialized in teaching vocational education in colleges,

universities and various directorates of education.

- Seeing the general and specific educational goals.
- Observing a number of teachers and teachers during their professional education lessons and recording some notes.
- Examining the literature and topics related to the subject of evaluating educational and professional trends.
- The exploratory means that help in collecting data and information for the purpose of obtaining paragraphs related to professional competencies.

The researcher designed a questionnaire for educational competencies, represented in several areas, namely:

- Lesson planning area.
- Performance journal for the lesson.
- class management field.
- The field of presentation of the lesson and its use of teaching aids.

Fourth: The validity of the tool:

For the purpose of verifying the validity of the questionnaire, which included professional competencies, and in order to know the validity of its validity and to extract the apparent honesty, since the honest tool is the one that can measure what was developed for the purpose of measuring it.

The researcher presented the paragraphs of the form prepared by the researcher in order to formulate it. It was presented to experts and specialists in teaching methods for vocational education and on a scale (valid, invalid, and needs to be modified). Invalid paragraphs, and thus the researcher obtained a set of valid paragraphs, and the percentage of agreement among the experts reached (80%) and five alternatives were developed

for each paragraph (very good, good, average, acceptable, poor) and they were measured after applying them to the sample with the weighted mean equation to arrange the teaching competencies according to educational and professional trends and according to the teachers' performance and the separation between the achieved and unrealized performance about their answers in the questionnaire received from them.

Fifth: The stability of management:

After completing the list of educational and professional competencies and trends, and after taking the honesty here, the form should be characterized by stability unless it is re-applied and gave the same results and under the same conditions.

Accordingly, in order to know the stability of the study tool, the researcher adopted the observation form, which included the researcher's skills and trends of teaching for professional education and the extent of their adequacy among teachers, as extracting the stability coefficient on the form was in the manner of agreement between the researcher and another observer trained by the researcher and on how to implement the research tool and then visited the researcher and the other observer One of the schools within the sample, as the teacher of vocational education was observed and his performance was observed, as both the researcher and the observer put a mark (✓) for the appropriate level, and this application by the researcher and the observer is done individually, that is, each separately. stability reached (85%), and this stability is a good parameter for the purposes of applying the study.

Sixth: Statistical means:

1- Equation of the weighted mean to arrange the teaching competencies according to the performance of teachers and to separate the achieved and unrealized performance.

$$\frac{(T1 \times 5) + (T2 \times 4) + (T3 \times 3) + (T4 \times 2) + (T5 \times 1)}{mug} \quad \text{weighted}$$

where it represents:

- T₁: Repeating the first variant is very good.
- T₂: Repeating the second alternative is good.
- T₃: The frequency of the third variant is average.
- T₄: Repetition of the fourth alternative is acceptable.
- T₅: Repeating the fifth alternative is weak.

2- Pearson correlation coefficient to calculate the stability value:

$$r = \frac{N \sum X Y - \sum X \times \sum Y}{\sqrt{[N \sum S^2 - (\sum S)^2] [N \sum S^2 - (\sum S)^2]}}$$

It represents:

- R: correlation coefficient
- n: the number of people
- MG: Total
- x, y: the values of the two variables from the observers.

1- **weight percentile**, to arrange the competencies within each field separately and to use it in the interpretation of the results

$$\text{weight percentile} = \frac{\text{weighted mean}}{\text{Max degree}} \times 100$$

The maximum degree, which means the highest degree in the scale, which is (5) .

View and analyze results

This part included a presentation of the results that were reached through the objectives set for the study, as follows:

1. Determining the teachers' performance level in each skill and teaching competency mentioned in the observation form in light of the weighted mean and the weighted percentage.
2. The researcher adopted a scale consisting of five levels, the sum of their weights (5) and the mean of the scale for each skill and professional competence (1), as this medium was considered a criterion for separating between the achieved professional competencies and the unstained educational trends.

After the researcher completed the application of the research tool, collecting the data achieved by the performance of vocational education teachers in the performance of their professional competencies in each skill and according to the quadrennial scale included in the observation form, extracting the weighted mean and percentage weight for each competency as shown in the following table No. (1) Which included the answers of those in charge of the process of teaching vocational education within the first field (the field of professional competence). As it is inferred from Table No. (1) a set of competencies practiced by the person in charge of the learning process in the subject of vocational education is an educational

activity directed and dedicated to supporting the educational process. In order to deliver information to students, as indicated by its repetition of the weighted mean and its percentage in the first field, as its percentage reached (92%).

As for the second area, which is concerned with the competencies of implementing the lesson, as the answers confirmed to the teachers that the percentage of it reached (86%), as it is clear from the information listed that the teachers are following up on the implementation of the lesson in the best way.

While the third area occurred, which is the human relations of teachers, which is one of the general trends of education, as the percentage of its implementation reached (82%), and this field provides practical support because of its direct link in the community if it is transferred to the students and in turn they will transfer it to their homes

and urge their families to the process of maintaining relations between the community.

As for the use of educational aids, the percentage of the use of those in charge of the teaching process reached a percentage of (74%) and this activity is considered as a way to develop the students' tendencies and talents through these skills and practical works because of their attracting attention factor for teachers through this activity that motivates students to practice correct thinking.

While the percentage of evaluation and its use by teachers (71%), as it is clear that those in charge of the process of teaching vocational education have achieved that effectiveness, and from this effectiveness, the educational institutions have played their role, as it represents a solid base in knowing the feedback on lessons, as shown in Table No. (1).

Table 1.
Represents teachers' answers to vocational education and shows areas of professional competence and percentage

T	Domain (professional competence)	Percentage
1	Professional competence for lesson preparation and planning	92%
2	enough to carry out the lesson	86%
3	The field of human relations and classroom management	82%
4	Use of educational aids	74%
5	calendar field	71%

As for the obstacles faced by vocational education teachers, they are as follows:

It is noted from Table No (2) There are difficulties and obstacles, and a percentage has been achieved 70% or more, which is as follows:

The absence of a professional operator has reached the rate of (88%). It is a fairly large percentage.

The percentage of the second paragraph in the aforementioned table, which indicates the lack of machinery, tools and equipment for the nature of vocational education, was

also reached (Necessary supplies and financial capabilities)It has reached (82%). This is a large percentage that indicates the lack of interest of the direct officials in this aforementioned case.

As for the third paragraph, which refers to the lack of sense of responsibility among some teachers, it reached a percentage (76%). It is an indication of the existence of complacency for those directly responsible for the process of teaching vocational education.

And Table No (2) explain it:

Table 2. Explain the obstacles

T	Paragraphs (obstacles)	Percentage
1	No professional operator	88%
2	Lack of machinery and tools for vocational education	82%
3	Lack of sense of responsibility among some teachers	76%

It is inferred from all of the above that obstacles can be classified into three types, namely:

1. Administrative Obstacles.
2. Technical Obstacles - Practical - social obstacles.

Conclusions

In light of the previous results, we can conclude the following:

1. The performance of vocational education teachers in general is acceptable, which calls for more attention to the preparation of specialized cadres in the light of modern trends and professional competencies.
2. The preparation of teachers in the light of university programs in the relevant faculties of education confirms that their students possess many educational competencies during the period of their studies.
3. It is clear from the performance of graduates who hold a bachelor's degree that they perform well in giving lessons.
4. There is a factor of weakness in the use of educational aids and insufficient use of them by some of those in charge of the process of teaching vocational education.
5. Taking proper care of the teaching profession in the basic stage is a basis for building the student in the future in the light of modern curricula.

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