



The Role of Jordanian Universities in Developing Vocational and Technical Education from the Point of View of Faculty Members

El papel de las universidades jordanas en el desarrollo de la educación técnica y profesional desde el punto de vista de los docentes

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Objectives

The study aimed to identify the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, as well as its relationship to variables such as gender, academic degree, and practical experience.

Methodology

To achieve the study's objectives, a descriptive approach was used, along with a questionnaire of 24 items. This tool was administered to a sample of 100 faculty members at Al-Balqa Applied University in the first semester of the academic year 2023–2024.

Results

The study showed that the role of universities in developing vocational education was moderate on the study instrument as a whole. In addition, there are statistically significant differences in the role of Al-Balqa Applied University in developing vocational education, as perceived by faculty members. These differences are attributed to the gender variable favoring males and the years of experience variable in the field of vocational education. In favor of those with more than 10 years of experience, the study also found no statistically significant differences in the role of Al-Balqa Applied University in developing vocational education, as perceived by faculty members, due to the variable of their academic degrees.

Keywords: universities, Jordanian universities, Al-Balqa Applied University, development, vocational education, technical education

Resumen

El estudio mostró que el papel de las universidades en el desarrollo de la formación profesional fue moderado en el instrumento de estudio en su conjunto. Además, existen diferencias estadísticamente significativas en la percepción del profesorado sobre el papel de la Universidad Aplicada Al-Balqa en el desarrollo de la formación profesional. Estas diferencias se atribuyen a la variable de género, que favorece a los hombres, y a la variable de años de experiencia en el ámbito de la formación profesional. A favor de aquellos con más de 10 años de experiencia, el estudio tampoco encontró diferencias estadísticamente significativas en la percepción del profesorado sobre el papel de la Universidad Aplicada Al-Balqa en el desarrollo de la formación profesional, debido a la variable de sus titulaciones académicas.

Palabras clave: universidades, universidades jordanas, Universidad Aplicada Al-Balqa, desarrollo, formación profesional, educación técnica.

Introduction

No one disagrees that education, in general, and university education, in particular, have great importance in the life of nations and their future. Therefore, in the modern era, universities have become one of the main elements of the modern state, and establishing such institutions in all countries, regardless of size or level of development, has become one of its most important priorities.

The university represents intellectual and scientific leadership in society (with its highly qualified cadres). It is the house of expertise, the stronghold of thought in its various forms and types, the pioneer of development and creativity, and the owner of the responsibility in developing the most important human wealth that society possesses, which is the human wealth (Al-Khazaleh & Al-Damour, 2019; Al-Momani & Alrabadi, 2022; Didehvar *et al.*, 2024).

Societies depend on education because of its importance in preparing individuals to face challenges, stay abreast of developments, realize their economic and social potential, and develop their human resources according to their requirements and needs, in order to ensure the growth and continuity of these societies (Al-Makhariz *et al.*, 2023; Al-Momani & Rababa, 2022; Hamdan, 2022).

4 | Many universities worldwide have focused on vocational education, providing the community with skilled workers trained to operate the latest machines using modern technology. This approach aims to promote the overall growth of individuals, making these workers supportive of various local industries. As a result, it contributes to increasing national income, improving individual well-being, and sustaining human and financial resources (Al-Momani, 2021; Ibrahim, 2020; Mohamed & El Marsawy, 2024; Ye *et al.*, 2024).

At the beginning of the current century, the educational sector faced several issues, including a low societal view of this type of education and the mismatch between vocational education outputs and the labor market, which did not meet all its needs. In addition, intermediate university colleges served as either university colleges or gateways to universities through bridging, making bridging the primary goal of many programs and colleges. This has increased the distortion of the employment pyramid and raised the unemployment rate (Al-Momani & Rababa, 2022; Chen *et al.*, 2025; Okolie *et al.*, 2020; Uslu, 2024).

To face this reality, greater and growing attention must be paid to the education sector, especially the vocational education system, to effectively contribute to addressing these challenges and shaping society's future. The future, in all its aspects and challenges, depends on preparing productive and creative citizens, and efficiently and effectively equipping them enables their engagement. This is

especially important given the rapid scientific and technical progress that directly impacts economic and social realities (Al-Momani, 2022; Cai & Kosaka, 2024; Sevilla & Snodgrass Rangel, 2022).

Vocational education represents an essential source for providing skilled and technical manpower trained for various sectors to meet society's goals, such as increasing production and keeping up with technological, political, social, cultural, scientific, and economic changes. This requires significant efforts to reform and develop education (Al-Momani, 2022; Matsumoto, 2018; Peñate *et al.*, 2024; Sangita, 2021).

Abu Shurayh (2011), Al-Momani (2022), Kabir and Ahmed (2024), Liu and Chen (2025), Naziz (2019), and Ochieng and Ngware (2022) indicate that vocational education is based on meeting all the needs of the labor market, through the acquisition of many skills and knowledge by students that *meet all* their needs in various sectors. Universities and vocational colleges aim to contribute to the economic and social development of society by attracting a large number of human resources. Their goal is to secure the local market with trained manpower in various professions, which in turn helps revive the economy and reduce unemployment.

In this regard, Farrag (2017) and Maurer (2021) stated that vocational education and training in the twenty-first century has become a necessity of social and civilized life. However, in most developing countries, the general outlook remains limited due to insufficient efforts to improve this type of education in both theory and practice. Therefore, this issue must be reconsidered on the political and economic levels, especially in light of the continuation of the policies of dependence on others (Al-Momani, 2022; Attia, 2019; Kriesi & Sander, 2024).

As Hamdan (2013) and Khan and Markauskaite (2018) believe, to keep up with rapid updates and changes and effectively handle them, countries need to focus on vocational education by preparing human resources and training them in various professions and skills in a way that matches the nature and needs of the labor market. This ensures responsiveness to scientific, cultural, social, and economic changes. Regarding Al-Momani (2022), she emphasized the importance of developing vocational education programs in light of global developments in vocational training, by focusing on students and equipping them with the skills and knowledge needed across sectors. This is crucial for providing qualified and trained professionals to *meet all* labor market demands.

Study Problem and Questions

Jordan has faced a number of structural imbalances in all aspects of life, which are represented in three basic dimensions: the education system in its relationship with labor market institutions, the scientific and technical research and development apparatus, and societal and cultural values and behaviors. Among these three dimensions are relationships of influence and vulnerability and mutual interaction (Al-Sharif, 2021).

In order to develop the technical education system in Jordan, the relevant ministries and institutions took several measures in this regard, starting with the educational conference for the development of education that was held in 1987 AD and ending with the national strategy for human resources development for 2016–2025 AD. This strategy included among its objectives reforming technical education and improving its outputs (Al-Momani & Purnawan, 2022).

In light of the above, the current study sheds light on the role of Jordanian universities in developing vocational education by trying to answer the following questions:

- 1- What is the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members?
- 2- Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the gender variable (male, female)?
- 3- Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the academic degree variable (Master's, PhD)?
- 4- Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the years of experience variable (less than 10 years, more than 10 years)?

The Importance of the Study

The importance of the study lies in its shedding light on vocational education, because it studies all economic and social aspects. In addition, it provides all sectors, whether industrial, agricultural, medical, or engineering, with qualified human cadres. The development of society is through qualified individuals and trainees. The upgrading and development of the economy depends on the avail-

ability of technical expertise that enriches the fields of trade, industry, and agriculture.

Also, the most important requirements for vocational education programs are proper design and coordination, early preparation, identification of allocated resources, and provision of highly qualified teachers.

The importance of vocational education is also highlighted by directing community members to professional work represented in industry, science, and technology, and all related ideas and concepts, making vocational education an essential part of society's culture, and exporting manpower and trained workers to the local market with various skills and professions to develop society.

Objectives of the Study

The study aims to identify the role of Al-Balqa Applied University in the development of vocational education from the perspective of its faculty members. It also seeks to determine whether there are statistically significant differences in how faculty members view the university's role in developing vocational and technical education based on variables such as gender (male, female), academic degree (PhD, MA), and years of practical experience (less than 10 years, more than 10 years).

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The Procedural Definitions of the Study

The concept of vocational education emerged, and its definitions varied based on the nature of its implementation. Steven and Mathew (2005) defined it as a program designed in colleges and universities to provide students with basic skills related to the profession.

According to Al-Momani (2021), it is defined as a theoretical and practical education that empowers students and enhances their competence in the profession they desire or practice, whether the education and training occur inside or outside a formal educational institution.

Ochieng and Ngware (2022) defined vocational education as “the education that is based on the development of basic skills of the individual to prepare for work in his working life.”

Previous Studies

Many studies have been conducted in this field, including one by Al-Khazaleh and Al-Damour (2019), which aimed to identify the role of community colleges in promoting vocational education from the perspective of faculty members. To achieve the objectives of the study, the researchers used a descriptive approach. A questionnaire was developed to collect data after verifying its validity and reliability. The study sample consisted of 100 faculty members of various academic ranks in community colleges, who were chosen by a simple random method. The study concluded that the role of community colleges in promoting the importance of vocational education, as viewed by faculty members, was moderate.

Farrag (2017) conducted a study aimed to identify the requirements of applying Professional learning communities (PLCS) in the Azhar institutes from the point of view of the teachers. The study used the descriptive method and applied a questionnaire on a sample of the teachers of the Azhar Primary School (702), of whom 411 were from the regular institutes, 196 teachers belonging to the model institutes (28 %) and 95 teachers belonging to the private institutes (13.5 %). The study found that the application requirements fall under the following six axes: Vision formation, supportive leadership, intentional group learning, supportive circumstances, mutual personal practices, focus on learning.

Furthermore, Awad (2014) conducted a study to ascertain the role of vocational and technical education in enhancing employment opportunities for graduates of these institutions in Hebron Governorate. The study employed a descriptive-analytical approach and a comprehensive survey methodology, utilizing a population of six institutions in Hebron Governorate. A total of 142 questionnaires were distributed to trainers working in vocational and technical education institutions to determine the role of vocational and technical education in enhancing graduate employment prospects. The findings of the study suggested that vocational and technical education plays a modest role in expanding graduates' employment opportunities. Furthermore, the study established that the correlation between vocational and technical education institutions and the labour market, in terms of enhancing graduate employment opportunities, was moderate and temporary. Furthermore, it was determined that vocational and technical education providers and employers do not fully utilize the available potential within each institution.

As for the study by Taher (2013), it aimed to understand the professional role of the Algerian university in three dimensions—teaching, scientific research, and management—and the representations of professors practicing these roles through their portrayals of the university's professional role. The study sample consisted of

90 professors from the University of Tlemcen. A questionnaire was used to collect data. The results showed that the teaching staff is aware of the importance of teaching as a basic function of the university, and that there are differences among faculty members in their professional roles within the university, as defined by the administrative management axis.

Commenting on Previous Studies

By reviewing previous Arab and foreign studies, the researcher noted that these studies have dealt with some aspects of the current study, but none have addressed the role of Al-Balqa Applied University in developing vocational education. Previous studies were commented on in terms of:

Study sample: The study sample differed from that of other studies, such as Farrag's (2017) study involving teachers. It agreed with most studies, such as those by Al-Khazaleh and Al-Damour (2019) and Taher (2013), which involved faculty members.

Study methodology: The current study followed the descriptive approach, as in the study by Al-Khazaleh and Al-Damour (2019).

Field Method and Procedures

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Study Approach

The analytical descriptive approach was adopted. It is the approach that relies on describing and analyzing the phenomena related to the study's variables and is considered the most appropriate for this type of quantitative study.

Study Population

The study population consisted of all faculty members at Al-Balqa Applied University.

Study Sample

The study sample consisted of 100 faculty members from Al-Balqa Applied University's various schools, selected by simple random sampling from the study population. Table 1 presents the distribution of the study population across the study variables.

Table 1. Distribution of Sample Members According to Demographic Variables

Variable	Class	Repetition	Ratio %
Sex	Male	57	57
	Female	43	43
Total		100	100
Degree	PhD	69	69
	Master's	31	31
Total		100	100
Years of experience	Less than 10 years	43	43
	More than 10 years	57	57
Total		100	100

Study Tool

10 | In order to achieve the study objectives, the study instrument was developed in the form of a questionnaire, which was built to identify the role of Al-Balqa Applied University in developing vocational and technical education by referring to previous relevant studies (Al-Momani, 2021; Al-Sharif, 2021; Attia, 2019; Kai and Kosaka, 2024; Chen *et al.*, 2025; Dedevar *et al.*, 2024; Faraj, 2017; Hamdan, 2013, 2022; Ibrahim, 2020). The initial version of the questionnaire comprised 30 items, which were distributed across three domains: administrative (10 items), theoretical (10 items), and practical (10 items). The aim of the study was to evaluate the role of Jordanian universities in developing vocational and technical education.

Validity of the Study Tool

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

1. Authenticity of the content: It was verified by submitting the tool to a group of 12 arbitrators with experience and specialization in the curricula and methods of teaching of vocational education, educational psychology, and educational administration at Al-Balqa Applied University, the University of Jordan, and Yarmouk University. The aim was for arbitrators

to express their opinions about the accuracy and validity of the content of the tool in terms of: the clarity of paragraphs, the linguistic formulation, its suitability to measure what it was developed for, its affiliation with the field to which it belongs, and the addition, modification, or deletion of what they see fit in the paragraphs. The proposed amendments agreed to by 80 % of the arbitrators were adopted, as some paragraphs were merged, added, or deleted, resulting in a final scale of 24 paragraphs distributed equally across the aforementioned fields of study, with eight paragraphs per field.

- 2. The validity of the construction: The study tool was administered to an exploratory sample of 20 individuals, both within and outside the study community. The intercorrelation coefficients were calculated for the scale's dimensions using Pearson's correlation coefficient, as shown in Table 2, where the correlation between the dimensions was .89.

Table 2. Values of the Correlation Coefficients of Paragraphs with their Domain and the Tool as a Whole for the Vocational and Technical Education Scale

Paragraphs of the first field	Link with the domain	Link with the tool	Paragraphs of the second field	Link with the domain	Link with the tool	Paragraphs of the third field	Link with the domain	Link with the tool
1	.70	.32	9	.25	.35	17	.33	.67
2	.67	.37	10	.36	.23	18	.36	.58
3	.58	.45	11	.56	.48	19	.56	.40
4	.40	.43	12	.83	.59	20	.48	.67
5	.70	.26	13	.28	.45	21	.59	.33
6	.67	.32	14	.83	.43	22	.45	.59
7	.58	.51	15	.55	.34	23	.36	.60
8	.57	.59	16	.86	.32	24	.56	.71

It is noted from the results presented in Table 2 that the values of the correlation coefficients of the scale paragraphs with the domains to which they belong were high, ranging between .33 and .86, and the values of the correlation coefficients of the paragraphs with the tool as a whole were also high, ranging between .32 and .83. The paragraphs were accepted based on the availability of the following criteria: The correlation coefficient between the paragraph, each of the fields, and the tool as a whole should not be less than .30. Based on the previous criterion, all paragraphs of the scale were accepted, and the values of the inter-correlation

coefficients of the domains were calculated, and the correlation of the domains with the tool as a whole. Table 3 illustrates this.

Table 3. Values of the Inter-Correlation Coefficients of the Domains and the Correlation of the Tool as a Whole for a Vocational and Technical Education Scale

Domain	Administrative	Theoretical	Practical	Total
Administrative	.78			
Theoretical	.69	.78		
Practical	.83	.75	.78	
Tool as a whole	.76	.76	.87	.79

It is clear from the data presented in Table 3 that the inter-domain correlation coefficients were high, ranging from .75 to .83. The domain correlation coefficients with the tool as a whole are also high, ranging from .76 to .87.

Tool Stability

12 | To verify the stability of the study tool, a test of internal consistency was conducted on the study tool’s paragraphs by calculating Cronbach’s alpha. The Cronbach’s alpha method depends on the consistency of an individual’s performance across paragraphs and indicates the strength of the correlation and cohesion among the items of the scale. In addition, the alpha coefficient provides a good estimate of stability. Table 4 illustrates this.

Table 4. Internal Consistency Coefficients (Cronbach’s Alpha) for the Dimensions of the Study Tool and the Tool as a Whole

Dimension	Stability of the internal consistency	Number of paragraphs
Administrative	.88	8
Theoretical	.85	8
Practical	.82	8
Scale as a whole	.85	24

Table 4 shows the internal consistency coefficients for the scale as a whole for the survey sample. The value of the Cronbach’s alpha coefficient for the scale as a

whole was .85, and the Cronbach's alpha internal consistency coefficients for the sub-domains and the overall scale ranged between .82 and .88.

Statistical Treatment

The five-point Likert scale was used to evaluate the study tool by assigning each paragraph a score from its five options (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree), which are numbered (5, 4, 3, 2, 1) respectively. For analyzing results, the following rating will be adopted:

- 1-1.8 is very low
- 1.81-2.6 is low
- 2.61-3.4 is average
- 3.41-4.2 is high
- 4.21-5 is very high

The scale will be calculated using Equation 1:

$$\frac{\text{Scale upper limit (5)} - \text{Scale lower limit (1)}}{\text{Number of categories required (5)} - 1} = .80 \tag{1}$$

And then the answer (.80) is added at the end of each category.

Presentation and Discussion of Results

Regarding the results for the first question, which asks: **What is the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members?**, the arithmetic means and standard deviations were calculated for the scale items on the role of Al-Balqa Applied University in the development of vocational education, as shown in Table 5.

Table 5. The arithmetic means and standard deviations of the scale items regarding the role of Al-Balqa Applied University in developing vocational education, ranked in descending order according to their arithmetic means.

Number	Field	SMA	Standard deviation	Class
1	Theoretical	3.77	.67	High
2	Administrative	3.09	.66	Medium
3	Practical	3.07	.64	Medium
	Tool as a whole	3.31	.65	High

The results of the study showed that the arithmetic means ranged between 3.07 and 3.77, and the standard deviation ranged between .64 and .67, with a high degree of consistency in the tool as a whole. The theoretical side came first, with an arithmetic mean of 3.77, a standard deviation of .67, and a high degree. The administrative side came in second place with an arithmetic mean of 3.09, a standard deviation of .66, and a medium degree. The practical side occupied the third and last place with an arithmetic mean of 3.07, a standard deviation of .64, and a medium degree.

This result can be attributed to the study sample’s focus on the necessity of developing the infrastructure of vocational training institutions and their various educational facilities, as this infrastructure is the cornerstone of any educational institution in ensuring public safety within professional facilities.

Furthermore, the study emphasizes the importance of continuously updating and developing the university’s infrastructure requirements, given its positive impact on the continuity and excellence of the teaching and learning process.

The results of this study agree with those of Al-Khazaleh and Al-Damour (2019), who showed that the role of community colleges in promoting the importance of vocational education from the perspective of faculty members was moderate.

These results lend support to the notion that the infrastructure of vocational workshops plays a pivotal role in the success of vocational training programs within educational institutions. The implementation of a safe work environment, equipped with contemporary tools and equipment, has been demonstrated to enhance the efficiency of practical training and to increase students’ motivation to learn. Moreover, an emphasis on the theoretical dimension is a foundational step in fostering cognitive understanding, which in turn is a precursor to practical

application. Consequently, this approach enables students to establish a more robust connection between theoretical concepts and their real-world applications.

The sample’s emphasis on theoretical and administrative aspects rather than practical ones can be attributed to the discrepancy between academic plans and the financial capabilities available within the workshops. This necessitates a reevaluation of academic institutions’ existing policies to ensure adequate resources are allocated to the development of applied education. The results also indicate growing awareness of the importance of effectively managing vocational workshops and their role in ensuring the continuity of the educational process in an organized and safe manner. This outcome is indicative of a favorable trend toward enhancing the quality of vocational education by integrating theoretical knowledge with practical application. This aligns with contemporary trends in the development of vocational and technical education in Jordan and globally.

To provide a more detailed picture of Al-Balqa Applied University’s role in the development of vocational education, the arithmetic means and standard deviations of the study sample’s estimates were extracted for each field of study. The following are the results:

The theoretical side. Arithmetic means and standard deviations were extracted for the “theoretical side” paragraphs, as shown in Table 6.

Table 6. The arithmetic means and standard deviations for the items in the theoretical section are arranged in descending order of their arithmetic means.

Number	Paragraph	SMA	Standard deviation	Class
1	Applied University courses contribute to the development of students’ cognitive abilities	4.84	.78	High
2	Professional courses meet the requirements of the labor market	4.64	.62	High
3	Professional courses keep pace with globalization, modernity, and current developments in vocational training	4.09	.73	High
4	The method used in offering professional courses is based on attracting and motivating students to learn	3.92	.69	High
5	Professional courses link theoretical study with practical study	3.51	.59	High

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6	Professional courses contribute to improving a teacher's efficiency	3.28	.61	Medium
7	Professional courses are consistent with the goals, vision, and mission of the university	3.11	.58	Medium
8	Theoretical professional courses have proven effective in distance teaching	2.79	.79	Medium
	Field as a whole	3.77	.67	Medium

Table 6 shows the arithmetic means and standard deviations for the theoretical section items. The arithmetic means ranged from 2.79 to 4.84, with five items scoring high and three scoring moderately. The item “Applied university courses contribute to developing students’ cognitive abilities” ranked first, with a mean of 4.84 and a standard deviation of 0.78, indicating a high score. The item stating “Theoretical professional courses have proven effective in distance teaching” ranked last, with a mean of 2.79, a standard deviation of 0.79, and a moderate score. The arithmetic mean for the entire section was 3.77, with a standard deviation of 0.67, and a moderate score. This result demonstrates Al-Balqa Applied University’s commitment to continuously updating its vocational training curricula and integrating theoretical and applied studies to ensure satisfactory outcomes. This result is also attributed to the university’s efforts to enhance its online presence to ensure effective communication between faculty and students in theoretical vocational courses during distance learning.

This phenomenon can be attributed, in part, to the inherent characteristics of vocational education, which relies significantly on sensory interaction, observation, and experimentation. These elements are challenging to replicate in an electronic setting. The findings further substantiate academic institutions’ efforts to incorporate technological elements into vocational education and to enhance their online resources to address disparities between face-to-face and distance learning modalities. These results also reflect an institutional orientation toward a balance between theory and practice, a trend that aligns with global standards for developing vocational and technical education. These findings support the view that enhancing theoretical knowledge and effectively utilizing technology are essential pillars for improving the quality of vocational education programs at Jordanian universities.

The administrative side. Arithmetic means, standard deviations, and ranks were extracted for the “administrative side” paragraphs, as shown in Table 7.

Table 7. Arithmetic means, standard deviations, and ranks for the administrative section items, ranked in descending order of their arithmetic means.

Rank	Paragraph	SMA	Standard deviation	Class
1	The university is working on developing plans and goals to advance courses	4.62	.67	High
2	The university seeks to meet the requirements of the labor market	4.02	.71	High
3	The university attracts students from various governorates of the Kingdom	3.21	.59	Medium
4	The university provides a framework for graduates to pursue entrepreneurial endeavors.	3.05	.62	Medium
5	The university is based on providing general safety measures within the occupational concerns	2.77	.79	Medium
6	The university provides modern and advanced professional tools and programs to apply in practice	2.72	.55	Medium
7	The university graduates highly qualified professionals for the labor market	2.28	.69	Low
8	The university's strategic objective is to develop professional training programmes that meet international standards.	2.12	.70	Low
	Administrative side as a whole	3.09	.66	Medium

Table 7 shows the arithmetic means and standard deviations for the paragraphs of the administrative side, where the arithmetic means ranged between 2.12 and 4.62, where two paragraphs got a high degree, four paragraphs a medium degree, and two paragraphs a low degree. The paragraph stating “The university is working on developing plans and goals to advance courses” ranked first, with an

arithmetic mean of 4.62 and a standard deviation of .67, and a high degree. The item stating “The university’s strategic objective is to develop professional training programmes that meet international standards” ranked last, with a mean of 2.12 and a standard deviation of .70, with a low degree, while the arithmetic mean for the field as a whole was 3.09 with a standard deviation of .66 and a medium degree.

This finding suggests a discrepancy between strategic planning and its practical applications in the context of the administrative aspects of vocational education at universities. The elevated arithmetic mean for the item on the formulation of plans and objectives (4.62) indicates university administrations’ inclination to establish clear visions for the advancement and development of vocational courses in line with labor market requirements. This phenomenon can be interpreted as an indication of the institutional recognition of the pivotal role that effective management plays in supporting vocational programs. Conversely, the low arithmetic means for the item on developing vocational workshops according to international standards (2.12) indicates a discrepancy between established plans and implementation realities, perhaps due to limited financial resources or weak partnerships with specialized training institutions.

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The findings further indicate that the administrative dimension exhibits an average level of effectiveness, as indicated by an overall mean of 3.09. This suggests that universities are undergoing a transitional phase in their efforts to integrate management and field application in the context of vocational education. This discrepancy can be attributed to substantial organizational efforts in planning and structuring, which are counterbalanced by a relative paucity in the practical implementation of development projects. This outcome underscores the imperative to enhance coordination between academic and technical departments, allocate sufficient budgets to modernize infrastructure, and ensure that programs meet international quality standards. The findings underscore the importance of forging strategic collaborations with the industrial and vocational sectors to ensure the sustainability of administrative development in vocational education and to achieve competitive labor-market outcomes.

This result may be attributed to the fact that Al-Balqa Applied University, in general, is keen to provide modern and advanced professional tools and programs, as well as appropriate places and times for students. It may also be attributed to the fact that Al-Balqa Applied University is cooperating with labor market institutions to employ graduate students, with the aim of highlighting the skills of its graduates among vocational students. It may also be attributed to faculty members’ keenness to ensure students’ safety in laboratories and to professional concerns, thereby

achieving general safety for students and society. The results of the current study agree with those of the study by Hamdan (2013).

The practical side. Arithmetic means and standard deviations were extracted for the paragraphs of the field of the practical side, as shown in Table 8.

Table 8. The arithmetic means and standard deviations for the items in the practical skills domain, ranked in descending order of their arithmetic means.

Number	Paragraph	SMA	Standard deviation	Class
1	The teacher follows modern methods by evaluating students' professional work	4.18	.77	High
2	Professional courses foster interaction among students in practical subjects	3.83	.63	High
3	Plans for vocational courses are reviewed periodically to match the labor market	3.61	.65	High
4	Workshops have tools and equipment that are compatible with vocational education courses	3.28	.58	Medium
5	Professional courses involve students in field training according to their abilities	2.71	.71	Medium
6	Professional courses provide a variety of levels of field activities and exercises	2.49	.56	Low
7	Employers point out the high potential of vocational students during the internship course	2.27	.69	Low
8	There is a link between theory and practice across the various courses in the plan	2.19	.53	Low
	Field as a whole	3.07	.64	Medium

Table 8 shows the arithmetic means and standard deviations for the paragraphs of the practical side, where the arithmetic means ranged between 2.19 and 4.18, with three paragraphs getting a high score, two paragraphs getting a medium score, and three paragraphs getting a low score. The paragraph stating “The teacher follows modern methods of evaluating students’ professional work” ranked first, with an arithmetic mean of 4.18 and a standard deviation of .77, indicating a high degree of agreement. The paragraph stating “There is a link between theory and practice across the various courses in the plan” received an arithmetic mean of 2.19, a standard deviation of .53, and a low degree, while the arithmetic mean for the field as a whole was 3.07, with a standard deviation of .64 and a medium degree.

This outcome indicates that the practical component of vocational education in higher education institutions is moderately effective, suggesting that there have been discernible endeavors to enhance the field training applications. Nevertheless, further integration with theoretical aspects remains necessary. The mean for the item on the utilization of contemporary methods in the evaluation of students’ professional endeavors (4.18) indicates a discernible shift in faculty members’ adoption of assessment approaches that prioritize competencies and practical aptitudes. This development marks a gradual transition towards a performance-based educational paradigm, in contrast to the conventional approach that emphasizes memorization and theoretical knowledge. Conversely, the low mean for the item addressing the link between theory and practice (2.19) demonstrates a clear discrepancy between the knowledge students acquire in classrooms and the practical applications they encounter in workshops and laboratories. This phenomenon can be attributed to a number of factors, including poor coordination between curriculum planners and field trainers, or a lack of equipment needed to implement practical activities in workshops and laboratories that align with the theoretical content.

The results also reflect a growing awareness among instructors of the importance of improving teaching and practical assessment methods. However, this awareness is not always accompanied by adequate financial or administrative support. The absence of a cohesive link between these two aspects can be attributed, at least in part, to the pedagogical approach employed in certain theoretical courses, which are often taught in silos, devoid of a practical application component. This pedagogical style invariably curtails students’ opportunities to cultivate integrated professional competencies. This finding, when considered in its entirety, suggests that the development of the practical aspect necessitates a restructuring of the design of professional programs and curricula. This restructuring should be based on project-based learning and real-world

practice. This underscores the importance of employer involvement in developing practical content, ensuring alignment with labor-market requirements, and enhancing graduates' employability in technical and professional fields.

This result may be attributed to Al-Balqa Applied University's commitment to the practical application of students on the ground, preparing them for the theoretical-practical divide and providing them with practical experience.

Regarding the results for the second question, which states: Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the gender variable (male, female)?, the t-test was used, as shown in Table 9.

Table 9. *t*-test Results Indicating Differences in the Role of Al-Balqa Applied University in Developing Vocational Education from the Point of View of Faculty Members, Attributable to Gender

Gender	Number	SMA	Standard deviation	Degrees of freedom	<i>t</i> -value	Statistical significance
Male	57	3.52	.68	46	2,546	.014
Female	43	2.99	.55			

By looking at Table 9, it is clear that there are statistically significant differences in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the gender variable (male, female), where the statistical significance was $<.05$, which is statistically significant. The differences were in favor of males.

This finding suggests that male faculty members hold a more pronounced perception of universities' role in developing vocational education compared to their female counterparts. This phenomenon may be attributed to differences in the nature of tasks and responsibilities, or opportunities for actual participation in professional activities between genders. It is noteworthy that males frequently assume more prominent executive or field-based roles in supervising workshops and practical training, thereby acquiring a more profound understanding of the role of universities in this domain. The observed differences may also be attributed to disparities in professional experience or in the training and qualification opportunities available to each gender within the educational institution. This finding underscores the necessity to promote equitable opportunities for professional engagement and applied training among faculty members of both genders,

thereby ensuring a balanced and comprehensive development of vocational education within Jordanian universities.

And the researcher attributes this to the greater number of males in the study sample, as well as the fact that male faculty members may have greater knowledge and awareness of the importance of vocational and technical education and of the degree of university endeavors to develop and care for it. The results of the study agreed with those of Al-Momani (2021) and Hamdan (2022), while they differed from those of Hamdan (2013) and Al-Sharif (2021).

Concerning the results for the third question, which states: Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the academic degree variable (Master's, PhD)?, a *t*-test was used, as shown in Table 10.

Table 10. *t*-test Results Indicating Differences in the Role of Al-Balqa Applied University in Developing Vocational Education from the Point of View of Faculty Members, Attributable to the Academic Degree

Degree	Number	SMA	Standard deviation	Degrees of freedom	<i>t</i> -value	Statistical significance
Master's	31	3.41	.69	47	1.989	.951
PhD	69	3.44	.61			

By looking at Table 10, it is clear that there were no statistically significant differences in the role of Al-Balqa Applied University in the development of vocational education from the point of view of faculty members attributable to the academic degree (Master's, PhD). This finding suggests that faculty members with master's and PhD degrees hold a consensus on the significance of Jordanian universities in the development of vocational education, indicating a shared understanding and convergent attitudes toward its importance, irrespective of academic credentials. This similarity can be attributed to the congruence of their academic and professional experiences within the university environment, as well as to the uniform impact of universities' institutional policies and procedures on all parties. The absence of substantial disparities can be attributed to the evolution of vocational education into an institutional concern that supersedes individual distinctions in academic credentials. This initiative is regarded as a collective responsibility, predicated on collaborative efforts among faculty members from diverse academic backgrounds.

The researcher attributes this to the fact that faculty members, whether holders of master’s or PhD degrees, are present in the same workplace and notice any progress in the process of interest and development of vocational education at the same level. This result may be logical and natural in this study; the results agreed with those of Farrag (2017) and Ibrahim (2020), while they differed from those of Attia (2019) and Al-Momani (2022).

Finally, for the fourth question, which states: Are there statistically significant differences ($\alpha = .05$) in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, attributable to the years of experience variable (less than 10 years, more than 10 years)?, a *t*-test was used, as shown in Table 11.

Table 11. *t*-test Results Indicating Differences in the Role of Al-Balqa Applied University in Developing Vocational Education from the Point of View of Faculty Members, Attributable to Years of Experience

Years of experience	Number	SMA	Standard deviation	Degrees of freedom	t-value	Statistical significance
Less than 10 years	43	3.11	.62	44	2.221	.049
More than 10 years	57	3.59	.56			

By looking at Table 11, it becomes clear that there are statistically significant differences in the role of Al-Balqa Applied University in developing vocational education from the point of view of faculty members, which are attributed to the variable of years of experience and in favor of faculty members whose experience exceeds 10 years.

This finding suggests that faculty members with over a decade of experience exhibit a heightened awareness of universities’ role in cultivating vocational education when compared to their less experienced counterparts. This phenomenon can be attributed to participants’ cumulative experience, which has deepened their understanding of the intricacies of academic and professional pursuits within university institutions. Those with greater experience often have greater exposure to the planning, implementation, and evaluation processes of vocational programs, giving them a more accurate perception of the efforts made to develop this type of education. The observed discrepancies can be attributed, at least in part, to the fact that accumulated experience affords faculty members increased opportunities to engage in development initiatives and projects.

Consequently, these faculty members tend to possess a higher degree of institutional awareness. This finding underscores the importance of leveraging the expertise of seasoned academic personnel to bolster universities' efforts to cultivate vocational education and enhance their role in preparing competent individuals for the labor market.

This may be because faculty members with more years of experience have kept up with successive developments universities have implemented over many years, and therefore they may have noticed and experienced these developments more than newly appointed faculty members or those with shorter experience. The results of the study agreed with those of Al-Momani (2022) and Awad (2014), while they differed from those of Al-Momani and Rababa (2022) and Taher (2013).

Conclusions

Based on the preceding results, the study concluded that the role of Al-Balqa Applied University in developing vocational education, from the perspective of faculty members, was rated as moderate on the overall study instrument.

24 | Furthermore, statistically significant differences were found in the perceived role of Al-Balqa Applied University in developing vocational education, from the faculty members' perspective, attributable to the variables of gender (favoring males) and years of experience (favoring those with more than 10 years of experience).

The study also found no statistically significant differences in the perceived role of Al-Balqa Applied University in developing vocational education, from the faculty members' perspective, attributable to the variable of academic rank.

Recommendations and Suggestions

Based on the findings of this study, the following recommendations are made:

1. It is incumbent upon universities to ensure that professional equipment is updated in accordance with prevailing concerns.
2. Awareness must be spread to change society's view of vocational education.
3. More studies and research are needed on vocational education and its importance in the current era.
4. Further studies and research should examine the topic of the current study, taking samples from other educational institutions.

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