

Educational Competencies for Teachers of Vocational Education in Light of Cognitive Economy in Jordan

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Abstract

This research aimed at investigating the educational competencies required for teachers of vocational education in Jordan in accordance with the latest development in vocational education curriculum towards Cognitive economy.

To achieve the purpose of the study, the researchers developed an eighty two statement questionnaire concerning the educational competencies distributed among nine (9) main domains. The validity and reliability of the questionnaire were established. The questionnaire was applied on the research sample which consisted of one hundred and twenty teachers (120) who teach vocational education for the eighth, ninth, and tenth grade levels who constituted 72% of the study population.

The study revealed that the teachers possessed twenty four competencies to a high extent, fifty four to a medium extent and four competencies to a low extent. The study also showed that the personal domain ranked first with a mean of 3.21 and a standard deviation of 0.45, whereas the domain of information technology and communication ranked last with a mean of 2.1 and a standard deviation of 0.61. The study also revealed that there

For the paper in Arabic see pages (445-486)

are significant differences in the level of teachers' possession of the educational competencies attributed to the academic qualification and educational experience. However, significant differences were found in the level of the teachers' possession of the competencies attributed to the variable of sex.

In light of these findings the study came out with a number of recommendations most important of which was the significant importance of including these educational competencies in teacher education programs to correspond to the educational development plan towards knowledge economy.