

The Degree of Features of Reform Representation in the Pre-Vocational Education Textbooks for the First Three Primary Grades in the Jordanian Schools from Teachers' perspectives

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Abstract

This research aimed at identifying the degree of features of reform representation in the pre-vocational education textbooks for the first three primary grades in the Jordanian schools from teachers' perspectives. The data were collected via a questionnaire which consisted of (68) items divided into five domains. These were: objectives, content, content presentation, questions, and technical editing. The population of the study consisted of all class teachers equaling (547) in Irbid-first educational directorate. A randomly selected sample of (187) teachers was selected.

The results indicated that teachers' ratings of features of reform in pre-vocational education textbooks for all domains of the study fell in the "great" category. There were no statistically significant differences attributed to "years of teaching experience". The results also showed that there were statistically significant differences attributed to both "gender" and "academic qualifications" in favor of male teachers and teachers who hold bachelor's degree and Diploma respectively.

For the paper in Arabic see pages (299-334).