

Employment Of Work-Based Learning In Vocational Secondary Schools From The Point Of View Of Teachers In Hebron Governorate

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Abstract

This study aimed to identify the employment of work-based learning in vocational secondary schools from the point of view of teachers in the Hebron Governorate for the academic year 2022-2021.

The study population consisted of all secondary vocational school teachers in Hebron Governorate schools, and their number was (400) male and female teachers, and a random, stratified sample of (185) male and female teachers was taken.

Use the descriptive approach. The questionnaire and the interview were built as measurement tools for the study, and their validity was confirmed by presenting them to arbitrators with experience and expertise, and the reliability coefficient of Cronbach's alpha was found.

The results of the study found that the employment of work-based learning in vocational secondary schools from the teachers' point of view in Hebron governorate is high, It was agreed with the results of the interview conducted with the teachers, and there were no statistically significant differences at the level of significance () Between the arithmetic means in the employment of work-based learning in vocational schools in Hebron governorate, according to the variable (gender, specialization, years of experience, and professional branch), and there are statistically significant differences at the level of significance depending on the educational qualification variable, and these differences are in favor of a master's degree or higher.

Accordingly, the study recommends holding training courses for professional teachers, providing financial and moral support for development and change in vocational schools, and providing material capabilities of tools, devices and requirements for security and safety, especially insurance against accidents in dangerous workshops, and conducting other studies related to vocational schools with different variables.

Key Word: Employment, Work-Based Learning, Vocational Secondary Schools

Introduction

The teaching-learning process is a complex process that requires a great and painstaking effort from the teacher, because he deals with the learners who have different tendencies, desires, abilities and directions to a large extent different. It is imperative that the teacher be in line with these developments, keep pace with contemporary scientific

progress, and try to find solutions to contemporary problems in various scientific and practical fields., This requires the teacher to employ modern teaching methods and strategies that link the curriculum to the reality of life as a method of work-based learning. Work-based learning is considered one of the important fundamentals that encourages a culture of thinking and creativity in the

learner, as well as encourages interaction between the teacher and the learner and encourages cooperative and self-learning, so that the teacher can link his lessons to the reality of life, which gives the learner excitement and activity in this lesson, as it is important for students to do their projects themselves individually. or collectively to gain experience through work and practice. The project-based learning strategy engages the learner in investigating urgent problems that culminate in actual outcomes. Diversity of projects directed to provide stronger classroom learning opportunities in terms of subject and field. It can be presented to many levels of classrooms. The projects result from challenging questions that cannot be answered by learning based on memory. The projects also put the learner in an active role for problem-solving, decision-maker, investigator, and documenter. Projects serve important and specific educational goals, as they are not just fun or additions. to the actual curriculum. The world is on the verge of a new era that carries new horizons and challenges, as knowledge is not just a means, but an end in itself. In building this future and influencing it instead of being recipients of its events and transformations. (Mustafa, 2014). In 1996, the Palestinian Authority developed a national strategy for technical and vocational education and training, and dealt with various theories for reforming the technical and vocational education and training system in Palestine. The technical serves large and wide sectors, which makes it a path and a path that occupies great importance in technical and vocational training. (Kahil, 2015). Technical and technical education constitutes an important basis for the contemporary educational movement, through which the modern society is able to develop its human resources in accordance with the requirements and needs of the times through intensive manpower planning programs. Technical education has an important role in preparing a capable and qualified workforce to adapt to

modern technology and has the ability to Confronting difficulties and rapidly accelerating changes, which prompted the developed countries to introduce many reforms in this sector through the integration of university technical programs that deal with different disciplines and linking them to higher education, to meet the needs of the labor market, and to ensure a response to scientific, technical, knowledge and cultural changes and social and economic transformations in Palestine Specifically in vocational schools. (Abu Asba, 2005)

This study comes to investigate the employment of the use of work-based learning in vocational secondary schools in the Hebron governorate, and from here the supervisor of vocational education at the Ministry of Education and Higher Education confirmed that vocational education is one of the tributaries of education in Palestine and contributes effectively to providing human outputs with the skills that enable its owner To bring about a positive and distinctive change towards the development of society and bring about economic development and meet the requirements and needs of the labor market of trained and qualified human cadres professionally and scientifically, whether internally or externally. He pointed out the importance of the role that vocational education plays in preparing Palestinian human cadres capable of Keeping pace with scientific and technological development.

Hence its interest in it. He clarified on the development of the vocational education system and its relations with the local and international community, stressing the ministry's endeavor to develop and improve the performance of professional trainers and raise their efficiency through training courses and various workshops. (Ministry of Education and Higher Education 2011).

The Study Problem:

Based on the directions of the Ministry of Higher Education to combine the theoretical and practical aspects of the educational

process, to develop society and economic development events and meet the requirements of human cadres, to develop students' skills to improve their professional performance to raise their professional efficiency, the Palestinian Ministry of Education is currently working to integrate vocational education with academic education in some Palestinian schools, through the Ministry's work on this direction, to graduate qualified and qualified students to meet the labor market and contribute to solving the problem of the increasing number of academic graduates who are heading for educational jobs.

In order to enhance the orientation of vocational education and the measures taken by the Ministry to achieve this, the program of integrating vocational education in the basic classes (from seventh to ninth grades) was implemented to enhance the professional concept of students of both sexes without discrimination in the curriculum, which works to refine their future professional orientations, as The Ministry has created specialized vocational units for the secondary stage for both males and females and increased the number of vocational specializations in addition to the previously existing commercial specialization. Therefore, the study sought to investigate the employment of work-based learning in vocational secondary schools.

Study Questions: The study attempted to answer the following questions:

First Question: What is the employment of work-based learning in vocational secondary schools from the point of view of teachers in the Hebron Governorate?

Second Question: Does the employment of work-based learning in vocational secondary schools differ from the teachers' point of view in Hebron Governorate according to (gender, educational qualification, specialization, years of experience, and professional branch)?

Hypotheses of the Study: The second question was converted to the following null

hypotheses at the level of statistical significance ($\alpha \leq 0.05$)

First Null Hypothesis, which states that "there are no statistically significant differences between the arithmetic means in the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the gender variable".

Second Null Hypothesis states, "There are no statistically significant differences between the arithmetic means in the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the educational qualification variable."

Third Null Hypothesis, which states that "there are no statistically significant differences between the arithmetic means for the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the specialization variable"

Fourth Null Hypothesis, which states "there are no statistically significant differences between the arithmetic means for the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the variable years of experience"

Fifth Null Hypothesis, which states that "there are no statistically significant differences between the arithmetic means of the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the variable of the 1 branch"

Study Objectives This study aimed to:

- Identifying the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron Governorate.

- Identifying the effect of the variables (gender, academic qualification, specialization, years of experience, professional branch) on teachers' response towards employing work-based learning in

vocational secondary schools in Hebron Governorate.

Importance of the Study: Vocational and technical education is a type of formal education, which includes educational preparation, and the acquisition of skills and professional knowledge, which is carried out by regular educational institutions in order to prepare skilled workers in various industrial, agricultural, commercial and health disciplines to have the ability to implement and produce, in this century the application of Knowledge and its good use acquires an importance equal to or greater than the availability of material production elements of capital, materials, and highly qualified workforce, capable of competition in a society where knowledge and modern and advanced technology are increasing. The importance of the study is that it sheds light on the employment of work-based learning and the difficulties it faces in secondary schools. Professionalism from the point of view of teachers in Hebron Governorate, And he drew the attention of officials in charge of the educational process to the importance of using the work-based learning method in vocational secondary schools to develop and improve the educational process and highlighting the importance of work-based learning as an alternative to memorization and memorization in educational institutions. You encounter it in secondary vocational schools in Hebron Governorate.

Boundaries of the study The study included the following limits

Human limits: secondary vocational school teachers in Hebron Governorate.

Spatial boundaries: secondary vocational schools in the Hebron Governorate.

Time limits: the first semester of the academic year 2021/2022.

Study Terms The study included the following terms

Employing work-based learning: Muhammad (2020) defined it as a dynamic approach to teaching in which the learner discovers the

real problems and difficulties they face, in order to acquire skills and abilities to work in collaborative groups in which knowledge and work are combined, and it focuses on the learner and relies on modern learning theories and their applications.

It is defined procedurally: a modern teaching method in which the teacher assigns the student to projects related to the interests, tendencies and needs of the learner. The student begins to search and read about the topic or problem from different and multiple sources to achieve specific goals to reach the required information and record it in a written or oral form, and it is measured by the mark obtained by the respondent on the tool that have been built.

Action-based learning strategy: Defined by Wardinger et al., (2007) is a teaching method that requires teachers to identify projects that challenge students to work individually or in groups to develop plans, solve problems, test their ideas, and present their projects during the project design and implementation process.

Palestinian Vocational Secondary Schools: They are regular institutions and schools affiliated to the Palestinian Ministry of Education and Higher Education that prepare students educationally and gain them professional skills and abilities. The tenth grade successfully passed, after which he moved to vocational schools to complete his education. The study period is two years, and after graduation, the student is ready to work in his field of specialization (Abu Asbeh, 2005).

Theoretical Framework and Previous Studies The idea of the project method of learning dates back to the eighteenth and nineteenth centuries, such as Herbart, Vrubel and Rousseau, where they called for the freedom of the child, replacing him with the appropriate place in the education process and making him the center of effectiveness around which the efforts of educators and teachers revolve. It was mentioned by the American educator William Kilpatrick at the beginning

of the twentieth century, and he explains the project as a series of activities carried out by the individual individually or collectively with the intention of obtaining some goals, and by doing the activity the individual acquires a lot of skills, facts and trends in all fields by interacting with The position is direct and complete (Hazzouzi, 2016).

And many researchers suggest the current state of the project-based learning strategy to what John Dewey presented that scientific and technological knowledge comes from the need to confront the problems encountered in life." John Dewey emphasized that the educational project must match the real reality (Lasauskien, Raududuvaite, 2015).

And that the individual builds his information internally, influenced by the surrounding environment, and that each learner has a way and privacy in understanding the information, and it does not have to be as the teacher wants, as they are like the teacher in sending information to the learner, confirming and repeating it).

Action Based Learning Objectives:

Nabhan (2008) believes that the most important objectives of project learning are: Increasing motivation. Increasing cognitive independence by assuming students responsibility for learning outcomes, and increasing achievement. And activating the integrative approach by linking the study materials with each other, and diversifying the assessment: so that the projects give students the ability to practice their skills. The anxiety is dissipated: so that the student finds enough to learn through the design of his project. The learner is a teacher to others, so that each student explains his project, clarifies what has been accomplished, and teaches the students that.

Ambusaidi and Al Balushi (2011) mentioned a set of project-based learning objectives, which work to increase motivation and achievement and increase students' cognitive independence, by presenting many educational situations and opportunities, employing academic facts, and activating the

integrative approach, which helps the student to link between different study subjects and real life. And diversifying the assessment and taking into account learning styles, which is a continuous process of making decisions. It also works to dispel anxiety and help the learner to link personal needs and interests with the subject matter.

The learner also becomes responsible for his learning, and it also helps in obtaining knowledge in an easier way, and contributes to the development of a number of intelligences and integration among them. It also works on developing social skills, discovering buried abilities and talents, and developing the use of technology such as the use of computers, the Internet, electronic encyclopedias and various display devices.

The importance of work-based learning:

The importance of work-based learning is clear that the student lives and learns from real life, and from the student's point of view there is no alternative to the real life that gives him the project method. and their works and projects and work to publish them in seminars or scientific conferences. (Krauss & Boss 2007).

Conditions for selecting projects:

Zayud (2016) identified a set of characteristics of project learning that meets the needs, tendencies and desires of students, that projects support the feature of integration between subjects, that allows the formation of social relationships between students, and that students achieve mental development and skills about students.

The stages that work-based learning goes through When choosing a work-based learning strategy, it must go through several steps:

The first step: Choosing the project: Choosing the project is one of the most important steps. A good choice helps the success of the project. This step begins with the cooperation between the teacher and the learner by defining: their purposes, desires, and tools used to achieve the work (projects), and ends with choosing

the appropriate project for the learner. (Abdul Azim, 2015)

Awad (2017) showed that one of the most important things when considering the selection of the project is to motivate the learner to work collectively and individually, to achieve the development of practical and mental skills of the learner, to encourage the learner to complete the project until its end, and the learner's ability to integrate the experiences he learned in life situations, and to be a project The work is feasible, taking into account the conditions of the learner in the school or community.

The second step is to develop the plan: In this stage, the student or students develop a plan to implement the project under the supervision and participation of the teacher, and accordingly, several things must be taken into account at the project planning stage, defining the project's goals by choosing the means and activities that achieve these goals, implementing the project and determining the work requirements in each Once the project is going through, determining the role of individuals and groups and defining ways to work on implementing the project, achieving the necessary goals and the type of activity, whether individual or collective (Saada and Ibrahim, 2011).

The third step is the implementation of the project: It is the stage in which the project plan and proposals are transferred from the world of thinking and imagination to work and application. Educational guidance for students, following up on the time specified for completing the project, observing them during implementation and encouraging them to work, meeting with them if necessary to discuss some difficulties, and making any adjustments if necessary, and the teacher must ensure that all students perform their roles, and ensure adherence to the plan that was previously agreed It is necessary, taking into account the element of flexibility in the implementation process (Awad, 2017).

The fourth step: evaluation and follow-up of the project: After the students have spent

enough time in selecting the project, developing a detailed plan for it, and implementing it, the last step is to evaluate and judge the project. and how to avoid them in the coming times. All of this is considered feedback to the student, which is considered the most important benefit of evaluating the project or judging it. The teacher may involve his student in evaluating the project; If the project is an individual one, the teacher asks each student to present the results of his project to the rest of the students, and the students discuss the project. But if the project is a collective one; It can be discussed with another group of students (Maree and Al-Heila, 2015).

Previous studies:

The study of Bani Fawaz (2019), which aimed to know the effect of using the project-based education strategy on the academic achievement of students of agricultural education (the agricultural department) in an agricultural industries subject at King Abdullah II Ibn Al-Hussein Comprehensive Secondary School for Boys, so the researcher relied on the quasi-experimental curriculum consisting From an intentional sample (64) students of the second year of agricultural secondary school, consisting of two groups: experimental (32) and control (32).

And the pre-achievement test was applied to the two groups, and then the experimental group was divided into four groups, so that each group included (8) students. Statistically significant differences between the mean performance of the experimental and control groups on the achievement test in the subject of agricultural industries according to the different teaching method (project-based education strategy, the traditional method) in favor of the experimental group.

In the Al-Turki study (2019), which aimed to investigate the role of project-based learning as a realistic evaluation strategy, the researcher used the descriptive analytical approach, so she built the study tools represented in: a questionnaire, a note card,

and interview questions, and she chose an intentional sample consisting of (16) parameters for observation and was completed. Conducting an interview with them in order to apply project-based learning as a realistic evaluation strategy. The results showed the development of the students' behavioral, performance, cognitive and thinking skills.

Zyoud study 2016)), which aimed to identify the reality of project-based learning in government schools from the point of view of science teachers in Jenin Governorate. The interview consisted of open questions that talked about the teachers' point of view about the project-based learning method. The study community consisted of all science teachers for the upper basic stage in the Jenin Governmental Governorate, who numbered 159, male and female teachers.

The study found a decrease in the use of the project-based learning strategy in public schools in Jenin, and the absence of statistically significant differences about the reality of using project-based learning in public schools from the science teachers' point of view in the total degree of the fields and according to the variable (qualification, years Experience, mean number of class students, school location), and the presence of statistically significant differences according to the gender variable in favor of males.

Hazouzi study (2016) The study aimed to investigate the effect of the project-based learning strategy on mathematical thinking and motivation. The study on the Mathematical Thinking Test and Motivation Scale in favor of the experimental group is attributed to the project-based learning strategy, and the results showed a direct relationship between mathematical thinking and motivation.

Abu Asba study (2005) This study aimed to identify the problems of vocational education in Palestinian vocational secondary schools from the point of view of professional teachers and students, in addition to determining the impact of the variables: (type, specialization,

academic qualification, years of experience, and governorate) for professional teachers, and the impact of The variables (gender, grade, l branch and governorate) for students to determine the degree of vocational education problems in Palestinian vocational secondary schools. 479) male and female students

The study reached the following results that the total degree of the problems facing vocational education in vocational schools from the professional teachers' point of view was large, and the field of vocational education sector was in the first place for the available problems, while the field of professional growth for teachers was in the last place and that the total degree of the problems facing education Vocational education in vocational schools from the students' point of view was mean, and the field of capabilities and equipment ranked first for the available problems, while the field of professional growth for teachers was in the last rank.

Susanti & Han Tantri, 2019 study aimed to determine the effectiveness of project-based learning in achieving cognitive, emotional and psychomotor learning outcomes compared to traditional models in innovative learning paths in Indonesia, in addition to knowing the learning activities of students in the project-based learning model in comparison with Traditional learning models, and the research sample was 43 students in the fifth level of the Accounting Department for the year 2015, and the research method used was the quasi-experimental approach, and there was an equal experimental and control group, the data were collected and analyzed by a descriptive analysis

The following results showed: that the project-based learning model was more effective than traditional learning models in achieving cognitive, emotional and psychomotor learning outcomes in innovative education topics, and that students' activities in project-based learning are more effective than traditional learning models.

Kakiroglu's study (2014) aimed to investigate the impact of the enrichment-based learning environment with handicrafts in comparison with the traditional work-based learning environment, and the comparison focused on academic achievement in quadratic equations and after applying the project-based learning strategy. The researcher used the quasi-experimental approach, so the sample consisted of (60) male and female students and was distributed into two groups, one of them was an experimental group consisting of (14) male students and (16) female students, and the second was a control group consisting of (15) male and female students, so the researcher used a pre-achievement test And then to the members of the two groups. The results indicated that the students of the experimental group outperformed the control group with regard to the academic test, while the results did not show statistically significant differences in the means of students' attitudes towards mathematics courses. Students' understanding of mathematics topics and improvement of their academic achievements.

Zimmerman, 2010 aimed to explore how a project-based learning program in a San Francisco area high school was used in a social studies course to prepare students for life after high school, by asking them to research, write, and create social documentaries, and through observations and interviews. With teachers, study how project-based learning teaches life skills in college, career, and life after school. The study found the following results: that students learn better by doing something and achieving something tangible, which leads to more learning, understanding and enjoyment. Project-based learning not only creates a better environment, but also allows learning the actual life skills that the student needs. It helps in adapting and changing education according to the needs of the student.

Study Methodology: The descriptive method was used, due to its suitability to the nature of this study.

Study Population: The study population consisted of secondary vocational school teachers in government schools affiliated with the directorates of education in Hebron Governorate, North Hebron Directorate, Central Hebron Directorate and South Hebron Directorate, for the year 2021/2022, and their number is (400) teachers according to the statistics of the planning department in the directorates of Hebron governorates. ,

Study sample The study sample was selected using the stratified random sampling method, where the sample percentage was (46%), and the number of the sample members was (185) male and female teachers.

Study Tools

The study relied on the questionnaire and interview as tools for data collection. The tools were built after reviewing previous studies and theoretical literature for studies related to work-based learning (projects) and vocational schools, Zayud (2016), Abu Asba (2005)

First (the questionnaire: the tool consisted of two fields with (22) items

Tool Validity

To verify the validity of the paragraphs of the tool, they were presented to a group of experienced and specialized specialists

Tool Reliability: coefficient was found using Cronbach Alpha, with value (0.95).

Secondly, the interview:

Interviews were conducted with (10) teachers and they were chosen randomly.

Study Variables

First, the independent variables

Gender: male, female.

Academic qualification: Bachelor, Master and above.

Specialization: academic and professional

Years of experience: less than 5 years, 5-10, more than 10 years

branch: professional, commercial, agricultural.

Second, the dependent variables

Employment of work-based learning in vocational secondary schools in Hebron Governorate.

Statistical Processing

The reliability coefficient was found using Cronbach's alpha for study tools and extracting the arithmetic means and standard deviations, and (t-test) was used for independent samples and one way ANOVA, using the SPSS statistical software package.

Conclusions

Results related to the first question:

What is the employment of work-based learning in vocational secondary schools from the point of view of teachers in Palestine?

The estimates of the study sample members on the study tool items, their fields and the total score. Table (1) shows the arithmetic means, standard deviations, and the total score.

Table (1): Arithmetic Means and Standard Deviations of the employment of work-based learning for secondary vocational school teachers

No.	Item	Mean	St. Dev.	Degree
1	Familiarity with the concept of work-based learning	4.11	0.88	High
19	It raises the level of student achievement	4.05	0.79	High
15	Increases students' self-confidence	4.05	0.93	High
21	Helping students take responsibility	4.03	0.80	High
12	Encourages students to be curious	4.03	0.84	High
3	Familiarity with the stages of work-based learning	4.00	0.91	High
11	Stimulate students' interest in work	3.98	0.85	High
4	Familiarize yourself with the teacher to manage the entire work.	3.98	0.89	High
22	The development of thinking and skills of students	3.97	0.82	High
20	Students gain multiple experiences through activities	3.96	0.86	High
2	Knowledge of the objectives underlying work-based learning	3.96	0.91	High
9	Take into account the organization and arrangement during the preparation of the project	3.95	0.89	High
13	Take into account individual differences among students	3.94	0.87	High
8	Vocational school teacher acquainted with managing student groups	3.92	0.87	High
7	Employing modern teaching methods while teaching courses	3.92	0.91	High

18	. Develop the spirit of teamwork among students	3.92	0.95	High
17	Develop a spirit of cooperation among students	3.91	0.93	High
16	The student's effectiveness in the work method increases more than the traditional method	3.91	0.93	High
5	The teacher's knowledge of co-teaching with other teachers	3.85	0.87	High
14	Students acquire the skill of writing scientific reports	3.83	0.96	High
6	Vocational education system follow-up by vocational schools	3.77	0.89	High
10	Participation in preparing the curriculum for vocational schools	3.24	1.22	Medium
	Total	3.92	0.51	High

It is clear from Table (1) that the arithmetic mean of the total degree of employment of work-based learning among teachers of vocational schools was (3.92) and with a standard deviation of (0.51)) with a high degree, the highest paragraph in the two domains was the first paragraph of the first domain, which states the nature of work-based learning, which states On "familiarity with the concept of work-based learning" with a mean (4.11) and standard deviation (0.88) with a high degree, and this shows that professional teachers have a great background on the strategy of work-based learning

And it was found that paragraph (19) comes in the second place of the second field of the positives of work-based learning in vocational schools with a mean (4.05) and a standard deviation (0.79) to a large degree, which states that "it increases the level of students' achievement", and this indicates that Students interact with the method of learning by doing and raise the level of achievement, whether for strong, mean or weak students.

The lowest paragraph was No. (10) with an arithmetic mean (3.24) and a standard deviation (1.22) with an mean degree, which states "Participation in preparing the

curriculum for vocational schools," and this is evident that the number of teachers who participate in writing the curriculum for vocational education is few compared to other curricula.

Employing a work-based learning strategy in vocational schools is very important and that the vast majority of teachers use and apply the strategy in their teaching. There was great knowledge among teachers about the concept of strategy, and the stages that the strategy goes through from choosing the project, planning, implementing, evaluating and following up the project, this method has Positives for a student, as it increases his academic achievement, increases his self-confidence, his ability to take responsibility, curiosity, and develop the spirit of teamwork among students.

Results related to the Second Question:

Does the employment of work-based learning and the difficulties it encounters in vocational secondary schools differ from the teachers' point of view in Hebron Governorate according to (gender, educational qualification, specialization, years of experience, and professional branch)?

It was Converted to Null Hypotheses at level ($\alpha \leq 0.05$)

First Null Hypothesis which states:

"There are no statistically significant differences between the arithmetic means for the employment of work-based learning in

secondary vocational schools from the point of view of teachers in Hebron governorate due to the gender variable".

To test the first hypothesis, the researcher used a t-test for independent samples, as shown in Table (2).

Table (2): Independent t-test results for the employment of work-based learning among vocational teachers according to the gender variable

	Gender	Number	Means	ST. Dev.	D _f	t-value	Sig.
Field-1	Male	100	3.89	0.62	183	0.48	0.62
	Female	85	3.84	0.64			
Field-2	Male	100	3.99	0.57	183	0.61	0.53
	Female	85	3.94	0.62			
Total	Male	100	3.95	0.50	183	0.65	0.51
	Female	85	3.89	0.54			

Table (2) shows that the calculated significance level and its value (0.51) are greater than the significance level ($\alpha \leq 0.05$), so the first null hypothesis is accepted.

Second Null Hypothesis which states:

There are no statistically significant differences between the arithmetic means for the employment of work-based learning in vocational secondary schools from the point

of view of teachers in Hebron governorate due to the educational qualification variable.

Independent t-test was used for independent samples, as shown in Table (3).

Table (3): Independent t-test results for the employment of work-based learning according to the educational qualification variable

	Qualif.	Number	Means	ST. Dev.	D _f	t-value	Sig.
Field-1	B.Sc.	82	3.78	0.67	183	1.66	0.098
	MA, above	103	3.94	0.59			
Field-2	B.Sc.	82	3.88	0.67	183	1.78	0.075
	MA, above	103	4.04	0.52			
Total	B.Sc.	82	3.83	0.57	183	2.04	0.042
	MA, above	103	3.99	0.46			

It is evident from Table (3) that the calculated significance level and its value (0.042), which is less than the significance level ($\alpha \leq 0.05$). The differences are in favor of a master's degree or higher, so the hypothesis was rejected and the alternative hypothesis accepted.

There are no statistically significant differences between the arithmetic means for the employment of work-based learning in vocational secondary schools from the point of view of teachers in Hebron governorate due to the variable of specialization

To test the hypothesis, Independent t-test was used, as shown in Table (4).

Third Null Hypothesis which states:

Table (4): Independent t-test results for the employment of work-based learning according to the specialization variable

	Spec.	Number	Means	ST. Dev.	D _f	t-value	Sig.
Field-1	Acam. Teacher	70	3.84	0.69	183	0.45	0.65
	Prof. Teacher	115	3.89	0.59			
Field-2	Acam. Teacher	70	3.92	0.66	183	0.76	0.44
	Prof. Teacher	115	3.99	0.55			
Total	Acam. Teacher	70	3.89	0.59	183	0.73	0.46
	Prof. Teacher	115	3.94	0.47			

It is clear from Table (4) that the calculated significance level and its value (0.46) as it is greater than the significance level ($0.05 \geq \alpha$), so the third null hypothesis is accepted.

The fourth null hypothesis, which states:

There are no statistically significant differences between the arithmetic means for the employment of work-based learning in

vocational secondary schools from the point of view of teachers in Hebron governorate due to the variable years of experience

To test the hypothesis, the arithmetic means and standard deviations of the employment-based learning means for vocational teachers were extracted according to years of experience, as shown in Table (5).

Table (5): Arithmetic Means, standard deviations due to the variable years of experience

	Experience	Number	Means	St. Dev.
Field-1	< 5 years	44	3.69	0.67
	5 – 10 years	62	3.93	0.56
	> 10 years	79	3.92	0.64
Field-2	< 5 years	185	3.87	0.63
	5 – 10 years	44	3.98	0.66
	> 10 years	62	3.88	0.60
Field-3	< 5 years	79	4.02	0.55
	5 – 10 years	185	3.97	0.59
	> 10 years	44	3.85	0.59
Total	< 5 years	62	3.90	0.44
	5 – 10 years	79	3.98	0.53
	> 10 years	185	3.92	0.51

It is noted from Table (5) that there are apparent differences between the means of the employment level of work-based learning in vocational schools according to the variable

years of experience, and to test the hypothesis, the One Way ANOVA test was used, as shown in Table (6)

Table (6): One Way ANOVA test for the employment of work-based learning among vocational school teachers according to the variable years of experience

Field	Source of variance	Sum of Squares	Df	Mean Squire	F-Value	Sig.
Field-1	Between Grroup	1.89	2	0.94	2.39	0.09
	Withen Group	71.84	182	0.39		

	Total	73.73	184			
Field-2	Between Group	0.64	2	0.32	0.90	0.40
	Within Group	65.18	182	0.35		
	Total	65.83	184			
Total	Between Group	0.47	2	0.23	0.88	0.41
	Within Group	49.24	182	0.27		
	Total	49.71	184			

Table (6) shows that the calculated significance level and its value (0.41) as it is greater than the significance level ($\alpha \leq 0.05$), so the fourth null hypothesis is accepted.

The fifth null hypothesis, which states:

There are no statistically significant differences between the arithmetic means for the employment of work-based learning in

secondary vocational schools from the point of view of teachers in Hebron governorate due to the variable of the vocational branch

To test the fifth null hypothesis, the arithmetic means and standard deviations of the employment-based learning means for vocational teachers were extracted by 1 branch, as shown in Table (7).

Table (7): Arithmetic Means, standard deviations due to the variable of the professional branch

Field	Branch	Number	Means	St. Deviation
Field-1	Technical	112	3.91	0.63
	Trade	47	3.82	0.59
	Agriculture	26	3.76	0.71
	Total	185	3.87	0.63
Field-2	Technical	112	4.00	0.60
	Trade	47	3.96	0.63
	Agriculture	26	3.81	0.49
	Total	185	3.97	0.59
Total	Technical	112	3.96	0.51
	Trade	47	3.90	0.52
	Agriculture	26	3.79	0.54
	Total	185	3.92	0.51

It is noted from Table (7) that there are apparent differences between the means of the employment level of work-based learning in vocational schools according to the variable of

the professional branch, and to test the hypothesis, the One Way ANOVA test was used, as shown in Table (8).

Table (8): One Way ANOVA test to employ work-based learning among vocational school teachers according to the vocational branch variable

Field	Source of variance	Sum of Squares	Df	Mean Squire	F-Value	Sig.
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Field-1	Between Group	0.62	2	0.31	0.77	0.46
	Within Group	73.11	182	0.40		
	Total	73.73	184			
Field-2	Between Group	0.79	2	0.39	1.11	0.33
	Within Group	65.03	182	0.35		
	Total	65.83	184			
Total	Between Group	0.67	2	0.33	1.24	0.29
	Within Group	49.04	182	0.26		
	Total	49.71	184			

Table (8) shows that the calculated significance level and its value (0.29) are greater than the significance level ($0.05 \geq \alpha$), so the fifth null hypothesis is accepted.

Results related to the interview:

An interview was conducted with the vocational and academic teachers of the secondary stage in the Hebron governorate, their number (10), they were randomly selected from the total study population, and their opinions were recorded and discussed with them in relation to the questions that were presented to them. The duration of the interview with each teacher ranged between (30-40).) Accurate :

The first question: What do you think about employing a work-based learning strategy in vocational schools?

The results indicated that (8) teachers said that this strategy is widely used, and two teachers considered it underused.

Teacher (1) explained: "This strategy affects the students and develops their self and cooperative education." Teacher (3) pointed out: "This strategy connects the theoretical and practical side." As for Teacher (5): "We rely on this strategy because it develops the skills of students from strong, mean and weak students." And Teacher (6): "It encourages students to search And exploration and innovation in project work." As for Teacher

(2), he said: "A strategy that simplifies the information for the student, and he can comprehend the study materials and develop the spirit of cooperation among students."

And Teacher (9): "It comes instead of memorization and memorization." As for Teacher (10): "A very important strategy for students that motivates them to work with their hands and gives them many skills."

Two teachers also indicated that the work-based learning method is not used much, and their answer was as follows: Teacher (7): "I do not do it much, but if it is employed, it will facilitate the educational process for students and teachers, but if all the material capabilities of the project are available." Teacher (4): "It's a good strategy to work with, but as a business teacher I don't use it much."

Table (9) shows the teachers' answers about their opinion of employing the work-based learning strategy in vocational schools, with the frequency distributed as follows:

The second question: What are the benefits and positives that have been achieved during the implementation of the work-based learning strategy for the teacher and the student?

Table (10): shows teachers' answers about the benefits and positives that have been achieved during the application of the work-based

learning strategy for the teacher and the student with repetition as follows:

The teachers emphasized that there are many positives and benefits for the teacher and the student, and they were as follows:

Teacher (1): "Teamwork, building a relationship of love and affection between students, developing skills, acquiring multiple experiences," and Teacher (2): "For the teacher, he benefited from saving time and employed the largest number of students to work for education and was able to gain new experience. As for For the student to obtain information easily and easily through work and research, especially for students of low or weak level, to acquire new experiences and use them in practical life", Teacher (3): "Cooperation between students, taking into account individual differences, gaining students thinking skills",

Teacher (5): "As for the teacher, the process of explaining to the students is easy for him. Most of our students understand the practical material more than the theoretical. For the student, it increases self-confidence, developing mental skills." Teacher (6): "The ability to innovate, raise students' achievement, especially weak students." Teacher (8): "With regard to the teacher, he is a facilitator of the work process and he is the supervisor of the student, and helps them to organize their goals so that they can focus on the work of the required project. As for the student, he develops the ability to ask questions and inquiries about the problems he faces." As for the teacher (10): "For the teacher, providing feedback to his students, as for the student, preparing a student capable of working outside the school, working together, raising students' achievement."

The third question: If this demand was not from the Ministry, would you work with it and why in your opinion?

The results indicated that (8) teachers apply the strategy even if it is not a requirement of the ministry, and two teachers do not apply it. Moallem (1) added: "Yes, because vocational education is focused on projects and practical

more than theoretical, so I prefer working on this strategy." Teacher (3) and (5): "I always do this work because vocational education is based on the practical side more than Theoretical," Moallem (8), (9) and (10) added: "It is always applied because most of their time is in professional concerns."

From the answers of two teachers, two teachers (7) and (4) said directly: "We do not work with this strategy."

Fourth question: What are the difficulties you face during the implementation of the strategy? And how can it be overcome?

Teachers (10) emphasized that there are some difficulties and problems that teachers face when they use the work-based learning strategy in vocational schools, and find appropriate solutions for each problem, and table (19.4) shows their response.

Table (11): shows the teachers' answers about the most prominent difficulties you face during the implementation of the work-based learning strategy and how to overcome them with repetition:

The fifth question: Do you think that this strategy is appropriate for evaluating students, and is it better, or measuring academic achievement? And why?

The results indicate that seven teachers reported using two methods together and that they complement each other, two teachers indicated that measuring achievement is better than the method of learning by doing, and one teacher added that the work method is better than academic achievement, and the following figure shows the teachers' answers.

The teachers' answers were as follows: Two teachers added that academic achievement is better for measuring assessment, Teacher (7), saying: "Measurement of achievement, because projects need a school curriculum that supports the implementation of work projects," and a teacher added (4): "Academic achievement, because The project method, in my opinion, does not take into account the individual differences between students, because some students depend on their co-workers.

And one teacher added that the work-based learning method is better, teacher (5): "Learning by doing, as for assessment, there is difficulty in it, but most of the student's assessment depends on the student himself according to the work in which he is doing, so the student is observed from the beginning of his entry to the workshop until the end of the work and so on. I evaluate it on several criteria at work."

Seven teachers indicated using the two methods together because they complement each other and cannot be dispensed with. One teacher added (1): "Both together, the assessment process is important for the student, learning by projects came to what the student learned in the classroom, so I prefer to combine the two." Teacher (2) pointed out "The two methods together are a suitable method, especially for two specific levels, the creators and the students of the low level, and there is no kind of comparison between the two methods. And teacher (9): "the two are both, because they are complements to each other," while teacher (6) added: "both together, evaluating projects came from what the students learned in the classroom."

Teacher (8): "He relied on the two types, each of which he used in an evaluation process for his request in relation to projects or achievement in the classroom," and Teacher (10): "We deal with the two together in the workshop. We depend on the project, but in the classroom on academic achievement."

Recommendations:

1- Work by the Ministry of Higher Education to deepen the concept of work-based learning strategy in vocational schools, by providing training courses for vocational teachers, and providing financial and moral support for development and change in vocational schools.

2- Providing the necessary tools and supplies to be provided in vocational schools, especially workshops, to facilitate the implementation of the work-based learning strategy.

3- Providing opportunities for professional teachers to prepare vocational education curricula because of their experience and skills that benefit the professional student.

4- Providing security and safety requirements in vocational schools, especially insurance against accidents in dangerous workshops.

5- Developing buildings in vocational schools and allocating the required spaces for workshops and classes so that the school can use the work-based learning strategy.

6- Reducing the academic subjects of the vocational education system and ensuring the practical system more than the theoretical one.

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