



A Study of Mediating Role of Industry Curriculum on Vocational Education and Apprenticeship Method of Learning

Anas Ratib Alsoud¹, Omar Abdeljaber², Mohd Shukri Ab Yajid³, Johar MGM^{4*}, Sultan Al-masaeed⁵, Shakeerah Mohd Shukri⁶.

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ABSTRACT

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Vocational education and apprenticeships are designed to bridge industry needs and graduate capabilities. It is the possibility of students finding work. Training and apprenticeship are also important factors. This study has shown a beneficial association between vocational education and training and employment. These initiatives and plans attempt to increase enrollment rates, increase female labour force participation, increase economic growth, and decrease poverty and unemployment. However, even though the pandemic has slowed the implementation of the Jordanian government's strategies and plans by at least two years, there is enough hope in the latent potential of literal youth to put Jordan's economy back on track. Employability of graduates can be greatly boosted via vocational

education and training and apprenticeship models of learning. As a result, Jordan will see less poverty and unemployment. The data were collected using a questionnaire and analyzed using SPSS and Smart PLS. As for apprenticeships, they are linked to employability but not to the industrial curriculum.

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¹ AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research, Email: a.alsoud@ammanu.edu.jo

² AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research, Email: o.abdeljaber@ammanu.edu.jo

³ Management and Science University, Email: shukri@msu.edu.my, ORCID: 0000-0001-5688-4392

^{4*} Management and Science University, Email: mdgapar@msu.edu.my, ORCID: 0000-0001-7986-3834

⁵ AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research, Email: s.masaeed@ammanu.edu.jo

⁶ Management and Science University, Email: shakeerah@msu.edu.my, ORCID: 0000-0002-1075-635X

Industry Curriculum refers to the abilities necessary to succeed in any segment of an industry (Korber & Oesch, 2019). According to Shahroom and Hussin (2018), the world is currently experiencing the fourth industrial revolution, termed Industrial Revolution 4.0. This data-driven transformation necessitates a new set of abilities, and the apprenticeship model of education is evolving as the digital world necessitates quicker, more energy-efficient equipment (Shahroom & Hussin, 2018). However, even if there is enormous potential for growth in this digital age, the number of people with the necessary skills is quite limited. Even Jeff Bezos has stated that there are insufficiently skilled individuals to promote the argument for the digital revolution (Hampf & Woessmann, 2017). This is because traditional schooling has failed to develop individuals with the necessary abilities. This can be overcome through vocational education and apprenticeship models of learning, as this paper will demonstrate in the case of Jordan (Wheelahan & Moodie, 2017).

According to Al-Zyoud (2015), Jordan's Technical Vocational Education and Training (TVET) is organised into five levels: primary (ISCED 1), lower secondary (ISCED 2), upper secondary (ISCED 3), post-secondary (ISCED 4), and tertiary (ISCED 5). (ISCED 5-8). Six years of primary education are required, whereas four years of secondary education are required. Students have three options following lower secondary education: Upper Secondary (Academic) for two years, Upper Secondary (Vocational + Academic) for two years, or Vocational Training for three to two years. To continue their education, pupils must pass the Tawjihi National General Secondary Exams (Alsaâ, 2016). The labour market is primarily composed of individuals who have completed Vocational Training Programs or Technical Diplomas. Technical and diploma-level courses are classified as post-secondary education. Finally, the tertiary level of education consists of bachelor's programmes lasting four to six years, master's programmes lasting two years, and doctoral programmes lasting three to five years. Similarly, vocational and technical training at the expert level is provided for up to two to three years at the tertiary level. With a sketch of Jordan's educational system in hand, we can conduct a qualitative analysis of the government's efforts to combat the shadow of unemployment (Barcucci et al., 2017).

Jordan's primary oversight entity for vocational education was formed in 1976 under Temporary Law No. 35 as the Vocational Training Corporation (VTC). The mission of this school is to ensure that individuals continue to develop and flourish throughout their occupational and academic lives. In other words, it is in charge of education, course design, administrative and behavioural components of the labour market (Alsaâ, 2016).

Jordan's government published the National Employment Strategy 2011-2020 in 2010, with its primary objectives grouped into three categories: short-term, medium-term, and long-term. The short-term focus was on absorbing unemployment until 2014. The medium-term focus was on skill-based learning and the expansion of Small to Medium-Sized Enterprises (SMEs). The long-term focus was on reforming the economy and increasing productivity (Caputo et al., 2016). Additionally, it sought to raise women's low labour force participation and address inadequacies in forming a healthy institutional environment and labour intuition follow-through. Regrettably, the Jordanian government was unable to achieve its aims, and the situation was exacerbated in 2020 by COVID (Al-Balas et al., 2020).

Jordan's National Employment – Technical and Vocational Education and Training (E-TVET) Strategy was adopted in 2014. It ran from 2014 to 2020. It listed five critical components for furthering the cause of vocational education. They included governance, performance monitoring, appropriate education and training to promote employability and inclusion, and a sustainable and effective finance structure (Barrera-Osorio et al., 2020). Finally, the government implemented the Ministry of Education – Strategy Plan in 2018. (2018-2022). The four-year plan focused on three critical areas: improving management skills, expanding access, and improving quality. This plan is designed with gender equality and the closing of the gender gap in the labour force (Barrera-Osorio et al., 2020).

A few questions must be addressed to adequately understand the mediating role of vocational education and the apprenticeship model of learning in Jordan's industry curriculum. Is there a mismatch between graduates of higher education and market requirements? Is employment the ultimate purpose of education? Is employability a critical factor for post-secondary institutions? And are the worries above shared by families and graduates? Regrettably, the majority of the questions have negative answers. The primary impediments to skill-oriented education are that graduates are underprepared and unmotivated, that there are few public-private partnerships, and a lack of a holistic approach to resolving this issue (Barrera-Osorio et al., 2020).

To accomplish the goal of vocational education, the Jordanian government must focus more on apprenticeships (Billett, 2016). For instance, teacher training is vital to ensure well-trained and devoted employees. They possess the necessary talents that enable them to transmit knowledge in the most practical manner possible.

Another critical component is private public partnerships; it has been discovered that when private public partnerships exist, workers are more skilled and vocational training is more skilled. If this occurs in Jordan, employment rates could fall considerably due to graduates' increased employability (Bieler et al., 2019). Finally, the government's lack of a holistic approach complicates matters for unemployed kids. A well-directed, well-planned, and multidimensional effort is required in Jordan to boost graduates' employability. Recent efforts have resulted in the establishment of TVSDC and a network of sector skills councils (SSCs), both of which have the potential to be useful in this regard (Billett, 2016). Apprenticeship education focuses on career management services, which implies that as workers enter their professions, they must grow with them, as most fields of employment do. And they must educate themselves in accordance with the times. For instance, workers who possess basic Microsoft Word abilities improve their employability in the digital age.

According to Fernández (2015), a high-quality apprenticeship model of education consists of seven critical components: shared responsibility between government, employers, and labour unions, high-quality vocational schools, effective entry, effective strategies and policies, legal protections, and entrepreneurship. Barrera-Osorio et al. (2020) assert that shared responsibility between governments, employers, and labour unions

encourages active participation by all stakeholders, thereby increasing the effectiveness of apprenticeship and, as a result, making industry curriculum a reality and increasing workers' employability, thereby reducing unemployment. Vocational training institutions must be up to date. They must have cutting-edge technology, teachers skilled in cutting-edge approaches, opportunities for research, and an environment that fosters growth and development (Cahuc & Hervein, 2020). As Cahuc and Hervein (2020) concluded, such an environment effectively bridges the divide between industry and education. As a result, it is a very effective method of increasing employability and lowering unemployment.

Indeed, all vocational education and training schools should ensure that admissions are open to all. They should admit not only graduates and labourers, but also individuals who have been misplaced. Because it is the dislocated adults who are most vulnerable to the unemployment axe (Alrabba, 2017). As a result, both employability and unemployment have a significant impact in this regard. Jordan, in particular, is a victim. Its youth are largely misdirected in their careers. As previously stated, out of Jordan's eleven economic sectors, the Information and Computer Technology industry is the second least utilised.

Given that this sector requires advanced skill sets and Jordan's education system has failed to produce educated graduates, it's unsurprising that unemployment among the age group 20-24 is as high as 61%. (Assaad & Krafft, 2016). What is required is that the government invest in training Jordanian youth in information technology. Only then would it be possible to bring down the nation's unparalleled unemployment rate. Additionally, manufacturing is the third largest sector of the Jordanian economy, but it will not remain so long as machines continue to supplant human labour at record rates. As a result, individuals must acquire ICT skills. Another issue that could help boost the institution's apprenticeship in Jordan is legislative protection. If it is consistent with national legislation and contractualizes apprenticeship, learners will complete their training. Additionally, it will improve employability.

To boost employability, Vocational Training and Apprenticeship models of learning must act as a bridge between school and industry, strengthening Jordan's labour force. Jordan's young population possesses enormous latent potential and can jump-start the Jordanian economy. To do this, all stakeholders must join together and collaborate to map an inclusive, futuristic, and opportunity-filled future. Issues such as insufficient female labour force participation, inadequately prepared trainers and teachers, and out-of-date subject matter and methodologies must be addressed.

This paper will outline how medication is made available and how the ideal of a progressive Jordan becomes a reality. Apprenticeship and vocational education are, without a doubt, inextricably related to industrial curriculum. They also have a direct effect on graduates' employability. Jordan's population is youthful compared to its Middle Eastern neighbours, and hence has the unique ability to grow and outperform them. This can only occur if youth potential is fully realised through academic and vocational training. Jordan's service industry accounts for less than 1% of GDP and has enormous growth potential, particularly in the current digital age, when working from home has become the

new standard. This can also help increase women's participation in the service industry, typically closed to them due to cultural barriers.

Literature Review

Vocational Education and Industry Curriculum

There has been little research undertaken on industry curricula and vocational education. Those who attempted to analyse their relationship more closely discovered that both have a relatively favourable relationship, with the former complementing the latter. According to Hodge (2016), because industrial requirements are primarily concerned with understanding practical skills and their application, vocational education is deemed more aligned with industrial requirements. Because vocational learning models entail a direct study of various instruments and their use in industrial life, they are generally close to industry and thus to the industry curriculum (Ellahi et al., 2019).

On the other hand, Foley (2004a) claimed that industrial education required a blend of characteristics associated with higher education graduates and the skills associated with vocational education graduates. They claimed that because the industry requires more than practical abilities, it also needs innovative individuals and has a presentable personality; so, an individual should possess both sets of characteristics. Jones (2018), on the other hand, stated that the labour force is primarily composed of skilled workers. Those who are more efficient in running the industry's foundations. In comparison to higher education, vocational education is more tightly related to industrial curriculum. As a result, the following theory is advanced (Lipińska, 2021):

H1: Vocational education has a significant positive relationship with industry curriculum

Apprenticeship model of learning and industry curriculum

In several European countries, the apprenticeship model is in place, and apprentices receive formal certifications and diplomas upon completion of the necessary period; however, this is not the case in developing countries. This is why most apprenticeship literature is typically based on western patterns and so lacks the depth necessary to be applicable in other nations. However, it is reasonable to presume its reliability and applicability based on the facts. Additionally, it can be applied to emerging countries such as Jordan to determine its viability (Kuehn, 2017). Jacoby and Lerman (2019) noted that, while the extent of its application in underdeveloped nations is unknown, it is strongly advised to try a proven approach in countries suffering to locate qualified labour (KURNIAWAN et al., 2021; MAGALLANES et al., 2021).

Apprenticeships can provide many disadvantaged persons with the opportunity to work in a formal work environment. They may find it easier to pick up any necessary skills while under supervision, which will benefit them in the long term. Additionally, due to their presence under the direct supervision of a formal working environment, they are more knowledgeable about the business and thus find it easier to obtain a job and then settle in the environment (Kuehn, 2017). The following hypothesis is drawn from this (Ilyas & Afzal, 2021; Kim, 2021).

H2: Apprenticeship method of learning has a significant positive relationship with industry curriculum

Industry Curriculum and Employability

With the advent of new difficulties in the twenty-first century, it has become critical for educators to develop a curriculum and reach a consensus on its application. Ito and Kawazoe (2015) discussed the growing demand for universities to revise their curricula to make them more relevant to growing industrial needs. This phenomena has gained increasing prominence as the number of graduates exceeds the number of available jobs, resulting in an employability crisis. Chua et al. (2017) did a study throughout Europe to determine whether the current academic curriculum meets students' employability and labour market needs. It was found that there is a striking discrepancy between labour market needs and requirements and curriculum requirements. Teng et al. (2019) argued for introducing a curriculum that is more relevant to industrial demands and has a direct connection to industry (Melhem, 2021; Nguyen et al., 2021).

Another study conducted by Sa-Nguanmanasak and Khampirat (2019) discovered that industrial curricula are more effective at meeting market needs, which increases students' employability. The changing work environment in the modern world necessitates a workforce that does not require formal training before official charge, but rather one that is trained before hands and capable of operating successfully in the market. There is a need to integrate such interventions into higher education to familiarise students with industrial demands and teach them the necessary skills for industry. These programmes can motivate students to become more engaged in the practical aspects of their work and become more efficient in their skill development. Collet et al. (2015) discovered that conducting such interventions and implementing such programmes decreases the rate of dropout from universities and colleges. They develop a greater sense of urgency and commitment to the severity of their work and study, and therefore the divide between academia and industry narrows (Heuser, 2021).

According to a Malaysian study, to develop human capital, a major emphasis on the holistic development of students is necessary. Comparing vocational and higher education, it was argued that while vocational education places a premium on practical knowledge, higher education places a premium on theoretical work and personality development. To produce a skilled workforce, it is necessary to have a curriculum that combines both types of curricula and focuses on both practical and theoretical knowledge and personality development. Such a curriculum will catalyze recruiters and job seekers (Sa-Nguanmanasak & Khampirat, 2019).

Ishengoma and Vaaland (2016) concur with the initial study, suggesting that the curriculum should be completely revised to address industry demands in a broader sense. It was emphasized that while having high abilities alone does not meet labour market criteria, the job applicant should possess a combination of the aforementioned qualities, which are directly related to curriculum and other characteristics. As a result, it is reasonable to suggest that

H3: Industry curriculum has a significant positive relationship with employability

Vocational Education and Employability

Vocational education is a type of education in which individuals are taught instructional courses emphasizing job-related skills. Vocational education is unidirectional and focuses exclusively on the one skill that the student will utilize throughout his professional career. When getting work in existing labour models, skills are paramount. Without these, the bulk of people will remain unemployed. Vocational education has become critical due to its skills-based concept in this context. Mahmut and SUNA (2020) claim that job seekers who have the essential abilities expressed confidence in themselves and expressed happiness with their work. Additionally, companies are pleased with the personnel and their job.

According to Lice and Sloka (2019), vocational education is critical for skill development and increases employability prospects. Students' practical skills during their certification programme motivate them to pursue employment. In contrast to theoretical education, students receive direct instruction in the one skill they believe will aid them in obtaining work. By drawing this analogy, Lice and Sloka (2019) argued that it is simpler for students who lack research opportunities and develop new research models to acquire the skills necessary for future success.

Komariah (2015) states that students in vocational centers spend hours in practical workshops gaining the skills necessary to obtain good jobs. Additionally, this study discovered that individuals with vocational training, as opposed to those with a higher degree, settle more easily because it is easier for them to find their dream job placements. In addition to theoretical information, students learn how to operate advanced equipment essential for a particular trade or work. As a result, once they find suitable employment, they will have the necessary experience to begin immediately. In contrast to others, they do not require a follow-up period to become familiar with the mechanisms at work (Komariah, 2015).

Sulaiman and Ambotang (2017) reported that employers favoured people with skills in all labour markets. Prior learning experience is critical to production managers, and they reward those who possess it before starting work. This translates into effective business success at the individual and corporate levels. Higgs et al. (2019) conducted a similar study and discovered that even those with a rudimentary understanding of commercial instruments and grass-roots activities were highly employable. Additionally, it is noticed that persons with vocational education face less barriers to work than others. While students enrolled in higher education programmes may have to wait months, if not years, to find a career that fits their interests, students in vocational institutions typically have an easier time finding work. They have relevant experience to include on their resumes because they have first-hand knowledge of industrial tools. This ultimately differentiates them from the competition.

Munishi and Emmanuel (2016) discovered that the hands-on experience students get throughout their education in the form of practical learning and internships aids students in acquiring the necessary experience that recruiters seek in a candidate. This eventually results in their recruitment. Additionally, it was noted that students with practical

education had stronger ties to industry professionals and were more aware of emerging models. This intimate relationship kept them informed and, as a result, informed them (Sulaiman & Ambotang, 2017). Another significant finding was the link between teachers and students. Students at vocational schools developed a more personal relationship with their teachers, who assisted them in locating suitable jobs (Munishi & Emmanuel, 2016).

The **initial** step for those interested in enhancing their employability abilities should be to pursue vocational education alternatives. These abilities can assist students in developing the tactics and strategies necessary for success in this field of work. Employers may be confident that applicants recruited from a reputable school already possess the necessary expertise and training to begin working immediately. As a result, it is possible to claim that

H4: Vocational Education has a significant positive relationship with employability

Apprenticeship model of learning and employability

Apprenticeship as a system is a method of learning under the supervision of a qualified expert who introduces the apprentice to practical work through hands-on experience. Occasionally, if the supervisor feels it appropriate, he may introduce the apprentice to courses unrelated to the practical work but ultimately complement it. Apprenticeships were rather widespread during the enlightenment period and have produced some of the best-educated minds over the centuries. Throughout the apprenticeship, the apprentice delivers labour to the supervisor for an agreed-upon period, which results in a diploma or certificate upon completion of the services.

According to analysts, graduate positions are falling globally in the age of E-Commerce, creating an incentive for people interested in pursuing an apprenticeship. In terms of employability, it is evident that those with degrees have a greater chance of finding work, but they lack experience, which offers those with apprenticeships an advantage. According to Mindham and Schultz (2019), while graduates are more respected in today's academic system for their breadth of research and development, apprentices are better equipped with knowledge and more likely to obtain jobs that require technical experience, making them more likely to be recruited than graduates.

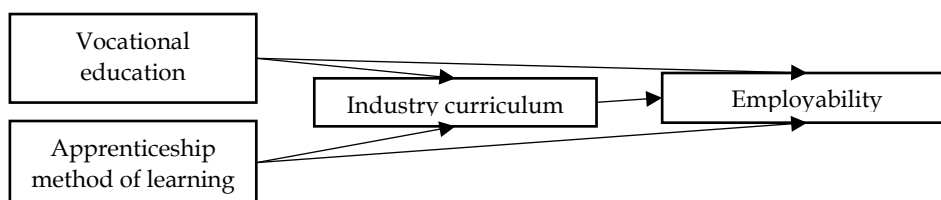
Various job profiles need professional skill with a particular instrument or tool; in these cases, it is extremely beneficial for apprentices to obtain employment eventually due to their comparably superior comprehension. Daly (2017) discusses how employers are more receptive to an apprentice. First, because apprentices are more exposed to the working environment and the mechanisms that govern how a business operates, they easily adjust to any work situation. Second, apprentices receive both on-the-job and off-the-job training, which helps decide their capacity to multitask, critical in a professional environment. Thirdly, they are not restricted to a specific job role as an employee because of their multitasking abilities. Keeping the preceding discussion in mind, the following ideas can be presented.

H5: Apprenticeship method of learning has a significant positive relationship with employability

H6: Industry curriculum significantly mediates between vocational education and employability

H7: Industry curriculum significantly mediates between apprenticeship method of learning and employability

Research Framework



Research Methodology

The study was done in Jordan, to determine the relationship between vocational education (VE), apprenticeship models of learning (AML), industrial curricula (IC), and employability (E). This study used VE and AML as independent factors, while their effect on E was used as the dependent variable. In this case, IC served as a liaison between VE and E and AML and E. The data collection technique used was the questionnaire. 500 respondents were contacted and sent questionnaires as part of the study. 470 people returned questionnaires out of 500. For the record of secrecy, the respondent was assured that their information would remain private and would not be made public. The responders included vocational education, higher education, and human resources professionals.

The questionnaire contained 37 questions and was divided into two sections. The first section featured socio-demographic data, whereas the second section contained 32 items, eight for each variable, which was derived from (Foley, 2004b), (Guilbert et al., 2016), (Fernández, 2015) and (Ellahi et al., 2019). The questionnaire employed a five-point Likert scale, with questions ranging from strongly disagree to strongly agree, or from 1 to 5. The data were analysed using the PLS-SEM approach.

Results

A convergent validity test was used to ascertain the link. The connection between the specified variables was determined to be positive for this study. For the analysis, variables were classified according to their alpha and composite reliability. The alpha and composite reliability coefficients for the selected variables were both greater than 0.7, which corroborated our findings. Additionally, AVE values greater than 0.5 provided evidence for this association. The table below summarises the convergent validity test results.

Table 1

Convergent Validity

	Items	Loadings	Cronbach's Alpha	rho_A	Composite Reliability	AVE					
Apprenticeship Method of Learning	AML1	0.822	0.912	0.915	0.929	0.620					
	AML2	0.778									
	AML3	0.826									
	AML4	0.730									
	AML5	0.789									
	AML6	0.716									
	AML7	0.843									
	AML8	0.788									
Employability	E1	0.741	0.909	0.921	0.928	0.648					
	E2	0.854									
	E3	0.847									
	E4	0.844									
	E5	0.714									
	E7	0.887									
	E8	0.729									
	Industry Curriculum	IC1					0.841	0.911	0.920	0.929	0.688
IC2		0.887									
IC4		0.814									
IC5		0.831									
IC7		0.710									
IC8		0.880									
Vocational Education		VE1	0.926	0.963	0.965	0.970	0.843				
		VE2	0.913								
	VE4	0.930									
	VE5	0.923									
	VE7	0.866									
	VE8	0.949									

For discriminant validity, both Fornell & Larcker Criterion and HTMT, i.e. Heterotrait-Monotrait, were used. The results are shown below in table 2:

Table 2

Fornell-Larcker Criterion

	AML	E	IC	VE
AML	0.788			
E	0.521	0.805		
IC	-0.255	-0.311	0.829	
VE	0.671	0.446	-0.392	0.918

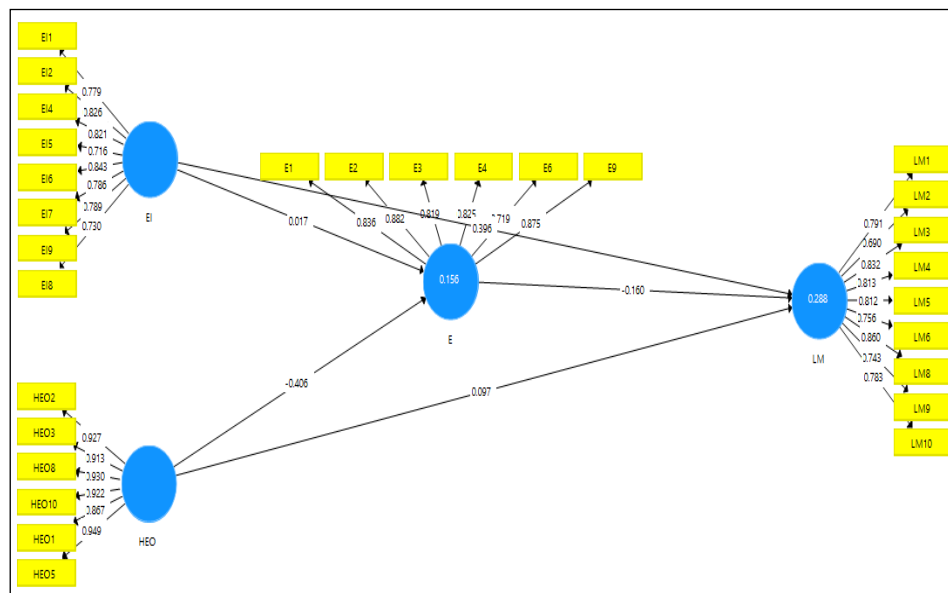


Figure 1: Measurement Model Assessment

Moreover, HTMT, i.e. Heterotrait-Monotrait, was also used to determine the presence of discriminant validity. For discriminant value to be present in variable the HTMT value mustn't exceed 0.9. The table 3 below shows the results in the details

Table 3

HTMT					
	AML	E	IC	VE	
AML					
E	0.554				
IC	0.267	0.317			
VE	0.712	0.466	0.395		

The results shown in table 4, show a significant relationship between the VE and IC which is an incentive for better employability. The same is true for IC and E and AML and E, as both apprenticeship and industry curriculum positively relate to employability. On the other hand, AML and IC do not show any significant relation as well as those of VE and E. by virtue of the following results, three hypotheses are supported, whereas two are not supported. In all three supporting hypotheses, i.e., H1, H3 and H5 the value of "p" is less than 0.05, while the values of "t" is higher than 1.64 without any zero in between them, which is supporting our studies. On the contrary, in the other two hypotheses, i.e. H2 and H4, the values of "t" and "p" 0.173 and 1.373 and 0.085, respectively. By this, it is evident that no relation exists between AML, IC, and VE and E.

Table 4

Main Effects

		Std. Beta	Sample Mean	Std. Error	T Statistics	P Values	Results
H1	VE -> IC	-0.402	-0.403	0.067	6.017	0.000	Supported
H2	AML -> IC	0.015	0.012	0.087	0.173	0.431	Not Supported
H3	IC -> E	-0.164	-0.165	0.061	2.701	0.003	Supported
H4	VE -> E	0.110	0.112	0.080	1.373	0.085	Not Supported
H5	AML -> E	0.406	0.407	0.089	4.561	0.000	Supported

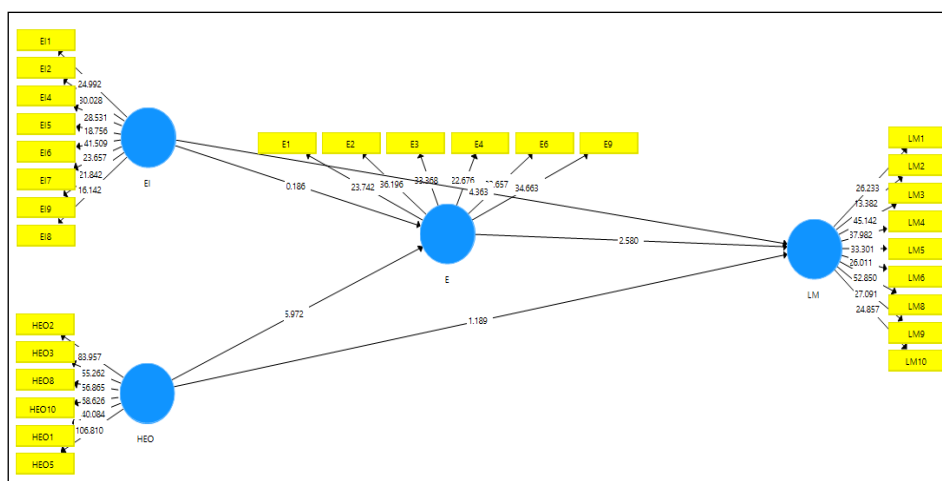


Figure 2: Structural Model Assessment

The role of mediator was played by industrial curriculum (IC) between VE and E, and AML and E. To find a significant relationship between the variables mentioned above, bootstrapping analysis was run, which are given in the table below. The mediation between IC, AML and E does not support the hypothesis. On the contrary, a strong relationship between VE, E and IC. By this, it is asserted that the results supported H6 whereas H7 was not supported. The T value in H6 is 2.603 respectively, while in H7, it is 0.161.

Table 5

Indirect Effects

		Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Results
H 6	VE -> IC -> E	0.066	0.066	0.025	2.603	0.005	Supported
H 7	AML -> IC -> E	-0.002	-0.002	0.015	0.161	0.436	Not Supported

Conclusion

This study aimed to establish a link between vocational education, apprenticeship, industrial curriculum, and employability (Mahmut & SUNA, 2020). Seven distinct hypotheses were made in this regard, including the following: Vocational Training has a significant positive relationship with industry curriculum; apprenticeship method of learning has a significant positive relationship with industry curriculum; industry Curriculum has a significant positive relationship with employability; vocational education has a significant positive relationship with employability; and apprenticeship model of learning has a significant positive relationship with employability. Data confirmed all of the hypotheses mentioned above.

According to Eichhorst et al. (2015), Jordan's education system had the greatest enrollment rate at the elementary level (98 percent), 64.9 percent at the secondary level, and 31.7 percent at the tertiary level. In 2017, female enrollment at the primary level was 49 percent, 50.3 percent at the secondary level, and 52.9 percent at the tertiary level. Additionally, both males and females enrolled in Tertiary level Vocational Training at a rate of 4.1 percent, with women accounting for 48.6 percent of enrolment. It's remarkable to note that, despite these high statistics, Jordan's female workforce ranks fourth-lowest in the world at just 15%. According to Forster et al. (2016), research indicates that the problem is with the employability of female workers. Vocational training and apprenticeship models of education are ineffective at integrating women into the Jordanian labour sector.

Jordan 2025, a report published by the Jordanian government in 2015 (Grytnes et al., 2018). Its objective was to integrate the socioeconomic structure of society. It is an attempt to tap into the 85 percent untapped female labour. It contained about 400 policies or programmes, the primary aims of which were to promote the rule of law and equal opportunity, achieve fiscal sustainability, and establish strong institutions. This study contains two scenarios: one is targeted, and the other is baseline, or a minimum target that the government wishes to reach by 2026. By 2026, the GDP target is set at 7.5 percent, up from the baseline of 4.8 percent. Similarly, poverty and unemployment targets for 2026 are set at 8% and 9.7%, respectively, while baseline targets are set at 10% and 11.7 per cent. These figures have been significantly reduced due to COVID, as Jordan's economy is currently growing at a rate of roughly 2%. However, unemployment and poverty are at record highs of 15% and 15.7 percent, respectively (Choi et al., 2019).

Jordan's government implemented the National Strategy for Human Resource Development 2016-2025 in 2016. The fundamental objective of this policy was to ensure that both sexes had equal access to basic education. Additionally, a more egalitarian and high-quality primary education is guaranteed. There has been some development in this area since the Jordanian government has guaranteed that enrollment rates and fair access are maintained (Forster et al., 2016).

To summarise, the Jordanian education system can be improved, and skilled personnel may be provided to revitalize the Jordanian economy. What is essential is that high-quality vocational education is delivered through apprenticeships, as this mode of learning keeps up with industry curriculum, thereby increasing employability. The data gathered fully supports this inference, demonstrating a statistically significant positive association

between vocational education and industrial curriculum. Additionally, industry curriculum has a considerable favourable effect on employability. Jordanian adolescents aged 15-24 had the highest literacy rate globally, at 99 percent for both males and females. This demonstrates that all is required to channel the Jordanian youth's latent potential. If vocational education and training (VET) is effective from a pedagogical, labour market, and academic standpoint, the employability rate will be high. Similarly, the difference between vocational and academic education and between industry curriculum and academic curriculum would be minimal.

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