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*Teaching strategies and their relation with some
counselling variables during teaching training in
primary schools in Jordan.*

Abstract:

This study aimed at examining the influence of educational counselling on teaching performance of trainee students inside the classrooms. In particular, the trainee students would conduct the lessons in the classroom, which will be assessed based on pedagogical strategies. The lesson plans were created by the trainee students whilst being monitored. This specific research method is referred to as part of the teaching 'system'. This method requires constant supervision of the trainee students, who personally establish set plans for the lessons, in order to provide guidance for set outcomes. The researcher conducted to study the effects of their teaching techniques, before and after the supervision by using independent sample t-test After analysing the results, they clarified that there are statistical differences between the performance of trainee students pre- counseling and post-counselling results, in favour of post-counselling in three out of four categories of strategic teaching .The study proves that there is significance differences between the counselor's results and school administration results. There are significant differences between the counselor's results and the resident teachers. For that, the researcher recommends to concentrate at the continuous training students' supervision in what we can call "microteaching classroom",

Key Words: Counselling, Teaching Strategies, learning, Results, Practical education, educational guidance

Introduction

Teaching requires intricate skills that are gained by specific training methods. The training that must take place is of great significance to the trainee teacher; therefore it has been made obligatory for the trainees to

undergo practical and academic assessments. The practical training entails not only the performance of the trainee in the class room, but also an assessment of the knowledge gained throughout their academic careers. They are required to prepare lessons, complete set tasks and cooperate with certain given circumstances of both the students and staff (Maniel&Reynolds2007 P77) .

Some variables related to teaching practice

Educational Counsellor

It has therefore been established that guidance and a period of monitoring is an essential method of the training process. The role of the educational counsellor is to firstly produce several teaching techniques to accommodate various levels of competence. They also provide continuous efforts in visiting schools and assessing the teaching strategies that take place. It can therefore be argued that the educational counsellor plays a significant role above the trainee teachers, as their role entails a significant amount of duties. There are three aspects which can be examined for the school counsellor, firstly the role of the counsellor on duty and secondly the role of the counsellor in the school administration. The teachers personal potentials vary, therefore the role of the school administration must accommodate to the variations of skills available by the teachers. The school manager in particular is an individual who identifies the potentials of the teachers. The manager can also encourage the students to excel in their creative skills, and provide them with a unique learning experience. According to “the character theory” expressed by (Williamson and Peterson 1965), it is explained that “personality” has a significant role in forming an educational career. According to this notion it is suggested that the guidance provided to these students shapes and forms their personalities and attitudes. It is further suggested that the common element between the development of the personality and counselling is the ‘integrative and connective human relationship’ (Williamson and Patterson 1965).

Educational Administration

Education counselling is a humanitarian process, which aims to exhibit the human character in order for the counsellor to grasp the true nature of the individual. This is a certain strategy that improves the educational process in terms of the ‘general codes of education’ (Oqaili,S. & others .2001) . As for DV Tesone he produced a correlation between supervision and administration, as it is claimed that both fields require a set of

motivated goals within each stage of production (Tesone 2005 p.7), Tesone's main concern was concerned with supervision and manufacturing administration.

(Thomas Sergiovanni and Robert Starrat 2002, p4) differentiated between the counsellor role and his function, it was assumed that his role in education (before visiting the classroom) was to cooperate with educational administration and set a comprehensive strategy for the guiding process which would guarantee these goals. But as for his strategies it includes visiting classrooms, in order to improve the teacher's proficiency. This is specifically done by taking notes and observing the strategies within the classroom. The two researchers express that the counsellor has to follow the evaluating instructions given by the ministry, state or certain educational decision makers (Sergiovanni & Starrat 2002)

Resident teacher

: Counselling and educational guidance are seen to contain several misconceptions, one of which suggests that the counsellor should meet with the resident teacher to evaluate trainee students performance. The second misconception includes the 'group guidance' where the counsellor should meet the group of trainee teachers and guide their performance. H. Tuba and her colleague R. Hill (1973) refers to the importance of focusing on teaching strategies that guarantee the terms of the curriculum. These terms should be considered during setting, training and guiding teachers (Stones & Morris 1979 p.179). Some education specialists examined the idea of comparing between guiding and supervision. They concluded that each function had its own role Supervision for instance; according to those specialists is the final step of the process which originated with the process of inspection, then later to guidance and then ending in supervision. On the other hand, guidance and supervision are two terms that are considered different in meaning but coordinate functionally. Their goal is to improve the educational system within all aspects (Khatib, I. & Amal, I. 2003. p39)

Group act counselling

There are certain perceptions and advanced administrative as well as education ideas that consider teamwork. In other words, guidance and supervision must be considered within a group. The practical work involves all that is concerned within the educational process. Certo is a specialist in administration science believes that success is accomplished if others are offered with advice (Certo, S. 2003). This opinion focuses on

the importance of involving those concerned with the educational process to improve their teaching and learning. D.V Tesone connected between supervision and administration. Both of them are concerned with what others should achieve throughout every stage of production (Tesone D.V., 2005, p7) .

Definitions of the study:

Practical education:

This definition comprises the sum of facts, notions, application of knowledge and certain aspects a student must achieve within his academic study (Lewis & Norwish, 2005 p133).

Educational counseling:

The effort paid by the educational counsellor to organise and direct the development of the trainee teachers, individually counselling as well as within groups, in order to grasp a better understanding of teaching and more efficiently. This is so they are able to monitor the progression of each student, building a democracy (fairness) within the community at school. (Al-Ibrahim, 2002, p13-14)/

A certain notion by Tafish ,M. suggests that educational counselling is an ‘art’, a cooperative process by which and educational specialist aims to improve both the teaching and learning within an institution. This is achieved in an ethnographical way, the counsellor would observe the processes within the classroom, and analyse. This is also done by them providing guidance in order to improve their performance in the classroom. The improvement on their abilities to participate and socialise by providing them with necessary knowledge, values and habits (Tafesh, M.p70)

Certain educational specialists believe that counselling is a process, by which the individual receives guidance that would enable them to establish a role within their community/society. It is also a process where the teacher can develop new skills, and build up their character within the work force. (Abu Ghazala ,H. p3).

Briggs in particular indicates that counselling has a significant impact on the roles students may have in society. It is also argued that it is an ongoing effort to encourage and direct the self growth of teachers to become more productive in achieving educational goals (Al-Ibrahim,A. 2002 p14)

Teaching strategies:

Teaching strategies are plans a teacher constructs before they begin lessons, they include all elements of the curriculum such as: inputs, procedures, outputs, feedback, and certain techniques in order to achieve classroom goals. Moon, 2007 p97)

Performance of the students is an aspect that is produced as a result of teaching strategies. It is prevailed by the progress presented by the pupils in the classroom, as well as outside the classroom mainly concerning their extra curricular activities and personal flair. (Stones and Morris 1997, P96)

Problems of the study

Despite the significance of counselling and supervision within the educational process, and specifically within the desire to achieve set goals; it can be argued that performances in this field are considered to not measure up to standards. This is due to the fact that, as an educational teaching strategy-it has not encompassed long term planning for the development of the pupils and the teacher. Therefore a selective amount of educational specialists based in Jordan and surrounding Arab countries, have concluded that old traditional forms of counselling presently occur, scarcely benefiting the teachers (Tafish,M. p16). An observation made by a British visiting teacher to the Middle East suggested that the teachers on training did not make full use of the fruitful criticisms made, the teacher would then proceed with lessons without counselling, and the school administrator follows up the teacher's preparation (Al- Saje,M. 1999).

Counsellors mainly form suggestions and ways to improve teaching, however it is also considered that counsellors may provide negative feedback towards the teachers; this can hinder their performance and decrease their confidence.

Previous Studies

The researcher has conducted a research about students' standards in practical teaching in Saudi Arabia. The study asserted the influence of theoretical studies on students practical performance in side the classroom (Abu- Dabat, Z, 1982) . Zuhdi,M.(1993) studied the expectations of essential primary school teachers from educational supervisors . The researcher found out that the expectations were higher than the supervisor's performance.

Shawkat ,M.(1978) followed up the development of supervision sector in educational field in Jordan, but Adnan ,M. &Yosof,M.(1971) managed to

examine the influence of educational supervision on secondary schools teachers in Jordan , the results were positive .

As for the research conducted, many scholars have produced regional and national conferences, one in particular was carried out by Abed Al Rahim Quasmih in the 'Educational counselling' conference held in Irbid 1986.

The main concern was the reality of counselling in Jordan, covering both negative and positive aspects. Mohammad Dwaik had also contributed to the conference with opinions on counselling. However Khaled Al Omari conducted a conference held by the 'ministry of education in Amman, 1979, concerning the connection between counsellors and teachers. This specific talk was closely related to the issues discussed between teacher and counsellor relationships. On the other hand, a study produced by Abdullah Baha Al-Deen and Sihab Sayed from the University of Baghdad, emphasise the positive statistical relationship between the educational and the choice of students in a certain area of subjects.

In the United States for instance, there is considered to be no connection between counselling and productivity (of both students and teachers). Specialists stress on the direct relationship between the variables, as each one affects each other in periodical and comprehensive ways. Counselling is based on suggestions made by (Tomas Sergiovanni and Robert Starrat, 2002. P266-267). These scholars carried out practical studies on a group of students; they established strong relationship with statistical indications between practical and scientific applications in terms of the data collected for counselling, cooperation with counsellors and tendency to teaching. Both specialists ensured the two counsellors from the study sample formed a connection with the teachers, the two specialists then concluded that the outcome of the study was positive and, in terms of the progress made by the students and the information provided to teachers. This study demonstrates a positive outcome towards the productivity and success of counselling.

Aims of the study:

The research aims to evaluate the extent of the progress of trainee students, both before and after the counselling process. The student performance list has been approved by the Al-Zaytoonah private university in Jordan, to assess the performance of its students during the counselling.

The procedures:

The surveyor documented the evaluations made at practical education, the students were assed in four groups as follows:-

1. Inputs classified in 16 degrees
2. procedures classified in 72 degrees
3. outputs classified in 8 degrees
4. feedback classified in 4 degrees

Total=100 degrees as shone in Table 1 below

Table 1

Scores	Group
16	Input
72	Procedures
8	Evaluation
4	Feedback
100	Total

Questions acknowledged within the research:

1. Has the progress of the students' changed in the field mentioned before or after degrees?
2. Is there any progress in the students' performance in the four fields collectively?
3. Is there any progress in the students' performance according to the counsellor and resident teacher?
4. Is there any progress in the students' practical performance according to the evaluation of the counsellor and the school master?

Assumptions:

According to pre-asked questions, the researchers assumed:

1. There are no statistical differences in the students' results before and after counselling according to the previous four fields.
2. There are no statistical differences between the trainee students before and after the counsellor directs a counselling variable.
3. There are no differences between counsellor degrees

4. There are no statistical differences between the degrees of the counsellor and the school master as a counselling variable:

Sample of the study

The trainee students were divided equally by the teaching staff, during the first and second academic semesters. The survey lasted for an entire academic year, ensuring that enough time to carry out the investigation. Each researcher evaluated 30 students (9 male and 21 female), that the total number of female students in the classroom.

In the department of human sciences, this is part of the faculty of arts. The students were distributed randomly at these schools.

1. Um Al Basatin elementary school (government)
2. Al Zahra comprehensive secondary school (private)
3. Pioneer Private school
4. Al Zahra comprehensive secondary school (government)
5. The holy land school
6. Al Ibrahimy secondary school (Private)
7. Al Royal Private School

The survey samples are considered as a proportionally stratified sample and represent 30% of the total number of the students from practical education. This percentage is considered sufficient to carry out the procedure.

Results of the Study:

The answers to these questions clarify the importance of educational counselling to improve the students' progress, as well as the teaching progress. It also exemplifies the importance of the resident teachers counselling the trainee students. The master of the school is also included in the following table, which indicates the results.

First Assumption;

The first assumption suggests that ,there are no statistical differences between the students performance before and after counselling” as a first variable (according to the four fields, inputs, procedures, evaluations and feedback). The independent sample test was then conducted.

field	degrees	Accounted	T.	table	free	Statistical
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		T.value	value	Degrees	significance
input	16	1.75	1.67	58	0,086
procedures	72	2.41	1.67	58	0,019
evaluation	8	2.56	1.67	58	0,013
Feed back	4	4.64	1.67	58	0,001

Table 2 shows the statistical results according to the four fields before and after counselling. Table 2 also shows a difference in the field of inputs before and after counselling. The average for this field is (3.8) and after counselling is (9.43), the statistical indication value to this test was (0,086) which are higher than the approved value (0, 05) in these studies. But the results showed that there are statistical differences in the field of procedures (marks out of 72), the field of evaluation (marks out of 8) and in the field of feedback (marks out of 4) before and after counselling. This was due to the test results of these fields which were less than (0, 05). The differences were in favour of marks after counselling. The average of these marks after counselling were (9.54, 5.6, 3.3) and they were higher than marks before counselling which were (3.48, 4.93 and 2.73)

The researcher assumes that there are no differences in the field of inputs because the students of practical education completed the terms regarding forming behaviouristic goals and readiness for teaching. The two forms are taught to students in different topics, whereas certain teaching procedures in the classroom have differences in three distinctive fields, this is due to certain procedures of counselling that students enjoy, also due to their experience in practical teaching (as a result of counselling), the students were able to cope with newer situations in the classroom (teaching, evaluation and feedbacks).

The second assumption:

To test the second assumption which states “There are no statistical differences between the students performance before and after counselling, as the first variable”. The independent ‘T’ test was then conducted.

Total :

Accounted value	T	T table Value	Free degree	statistical significance
3.07		1.67	58	0.003

Table number 3 shows the results according to the four fields before and after counselling. It indicates that there are no differences between the student's performance before and after counselling, this is evident due to the statistical indication which is valued at 0.003 which is less than 0.005. That difference was indicted after the counselling degrees 3.73, which had increased after the counselling degrees of 1.64,

The researcher believes that the difference between the students' performance before and after counselling is considered more productive after the counselling process. This was due to the cooperation of the headmaster, counsellor and trainee students, this further reinforces the positive aspect to counselling and the follow-ups produced for each teacher's performance in the classroom. The results therefore proved that the counsellor has an active role in enabling the teacher to perform more effectively in the classroom.

The third assumption:

It is suggested that “There are no statistical differences between the degrees of trainee students, in accordance to the counsellor's views as a first variable and the resident teacher as a second variable”, the independent sample T test was conducted and the results were as follows:

Total:

Accounted value	T	T table value	Free degree	Statistical significance
5.75		1.67	58	0.001

Table number 4 clarifies the statistical results of the counsellor and the resident teacher at the end of the practical training period, which implied no statistical difference between the degrees of the counsellor, and the resident teacher. This is due to the fact that the value of the test had resulted in 0.001 less than 0.05; these differences were in favour of the resident teacher as the average of the resident teacher degrees was 88.23; higher than the average counsellor degrees that valued at 73.57.

The researcher believes that the differences between counsellor degrees and the resident teacher (school teacher supervising the trainee student) were mainly due to the school teachers' supervision on the trainee student and the results of the trainee student in terms of progress. Therefore it can be suggested that constant counselling improves the teaching process in the classroom, and improves the issues mentioned previously.

The fourth assumption:

The fourth implies that “there are no statistical differences between the counsellor degrees as the first variable and the school master as a second variable” an independent sample T test was conducted.

The results were as follows:

Total

Accounted value	T	T table Value	Free Degree	Statistical significance
4.38		1.67	58	0.001

Table number 5 indicates that there are differences between the counsellor's degrees and the school master degrees, due to the value of statistical indication, which is valued at 0.001, and is therefore less than 0.05. These differences are in favour of the school master, the average of degrees was 58.43 which are valued higher than the counsellor's degrees at 73.57.

The researcher believes that the differences in counsellor degrees and the headmasters degrees was due to the high progress made by the students, as a result of constant cooperation between the counsellor and the school administration. These observations were made as the researcher made contact with the school administration and trainee students. The discussion mainly consisted of the trainee students' performance, and how it can be developed according to the four fields which form together the teaching process within the classroom. The school administration was positive and continuous guiding and cooperative.

Recommendations:

The researcher recommends the counselling as an educational value and not only a job, has it required:

1. Educational theories and experiences should be transferred to teachers, as well as keeping them well informed of the educational process.
2. The exchange of experience between counsellors and teachers, especially the experienced professionals in that field.

3. Measuring the process made by the teachers after every educational visit.
4. Counselling should start at the beginning of the practical education programme, in order to put the education theories under application.
5. Discussing the entire education process (with no expectations) with teachers and educational administrators.

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