

***The Relation Between The (class teacher) Students' Attitudes towards
Teaching Profession and the Level of Teaching Competency With
Reference To Various Variables***

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Amman-Jordan

2009-2010

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Abstract

The purpose of this study is to determine (class teacher) students teaching competency related to their attitudes towards the teaching profession

The study was conducted by taking a sample of trainee students at the Al Zaytoonah University Amman Jordan. 50% of the students were chosen over two semesters and the study was carried out in both public and private schools in the year 2009 and 2010.

The study was carried out on 122 out of 244 students both male and female, ages between 20- 33, and have been chosen at random during morning and afternoon courses.

To manipulate the students' response on the pre-organized questionnaire concerning their attitudes towards teaching, the researcher used Chronbach's Alpha to measure the reliability of the questionnaire. To measure the validity of the questionnaire he used Parsons Correlation.

The researcher used the Al- Zaytonah category scale to examining students' skills and competency in teaching. The results showed positive attitudes towards teaching profession with regards to the total and not vary in terms of the variables , gender and age, due to the fact that the 'statistics significance' (SS) were higher than 0.05. The study revealed also, that the impact of (class teacher) students' attitudes towards teaching competency was positive and vary regarding to the variables.

In terms of teaching competency also the results show that the mean score of female teachers are higher in the planning section. And the mean score of all teachers ages 33+ is higher than the other age groups. Regarding the class administration section, the main score of the females is higher than the mean score of the male teachers. At the same time the mean score of the older teachers ages 33+ and over is higher than the other teachers younger than this age.

Regarding the procedures sections, it is seen that the main scores are equal for both male and female teachers. But the mean score of the more mature teachers 33 + are higher than the other younger teachers.

In terms of the evaluation section, it is seen that the mean score are quite high in general.

The T test proved that there is a significant difference in favor of female teachers and older teachers in all sections:

: Key Words; (Class Teacher) Student, Attitudes, Teaching Competency, Teaching Profession, Efficient Teaching. Planning, Class Administration, Procedures, Evaluation

Introduction

The program to be taught to the students in order to prepare them for teaching profession in the future has been conducted by many professional scholars and experts in this field throughout Jordanian universities, and in thoroughly reinforced in the educational program throughout the duration of the student's courses.

Programs usually changed according to the progressive theories of learning and teaching in order to improve the quality of performance, especially teaching for primary stage pupils. Generally speaking using educational technology is a very important element in the program provided for the candidates. (Williams, pap rock and Carrington, 1999, p.15)

Al Zaytonah University program for teaching profession

Students candidates for the Teaching profession should have graduated from secondary school, and should have at least achieved the minimum passing of the G.C.S.E program and subjects, with certain scores and grades laid down by the university year by year.

There are two different practice courses that should be handled at the university. These are namely theories, learning a certain subjects and practical training for those students who are enrolled on normal courses. These courses are for the young students in morning time and for the employed (working students) who are enrolled on the afternoon program.

Training practice is usually carried out in primary schools, boys and girls, public and private schools alike.

Basic features of the educational program at the Al- Zaytoonah University.

The specialized topics for the educational program for (class teacher) students are 81 University approved hours that are divided into 66 mandatory hours,

- 12 optional requirements
- 3 supportive hours added to those 27 universities approved hours. These are from different subjects.
- 12 mandatory hours
- 15 optional requirements (Al -Zaytoonah prospectus 2009)

Statement of the problem and definitions

Teachers who are working in Primary schools are expected to obtain a certain amount of knowledge, skills and maintain a positive attitude towards the teaching profession. Knowledge and skills are the normal conducts that teachers should perform while carrying out their duties.

In other words knowledge and skills are the most effective indication in the behavioral standards of teachers. (Goatskin . M. 2006, P.184)

Competency is a necessary feature of a profession to successfully carry out teaching. (Sis man, 1999, P.9) The concept taken from the word competence which means having the ability or skill that is needed (oxford word power, 1999, P.147).

Efficient teaching knowledge means, the interaction between teacher and students inside and outside the classroom. This includes planning, organizing and managing the classroom alike. (Lawton 1986 , P.63).

In this respect we can assert that if professional attitudes are not taken into consideration, the efficiency and accuracy of the same profession is in doubt. (Mains and Reynolds 2007, P120)

Accordingly, the attitudes to a certain job role, means the tendencies push the person who is in charge to perform a particular conduct against the same job (Lewis and Norwich 2005, P.82).

Putting it in another way, the vague perception of the teaching profession and teaching conducts may reflect a negative result, especially with the explosion knowledge that the words witnessing (Stones and Morris, 1987, P.15).

There are so many different definitions for teacher's attitudes towards teaching.

One of those definitions is the total response towards profession positively or negativity. Such definition have been extrapolated from many definitions such as: the way that a person thinks, feels or behaves (oxford word power, 1999. P. 49).

Others identify attitudes as psychological trends towards certain subjects with a certain degree, positively or negatively. (Eagle and Chicken , 1963 P.1).

In this respect, we can say that the attitudes towards teaching are a hypothetical deductive concept which can be measured as a result of a certain conduct. (Burns, 1990, P.20).

Generally speaking, attitudes towards teaching based on two parallels, first of which Gee's theory which is based on deep beliefs in the importance of the provision which has been identified as socio-cognitive perspective (Gee 2004, P.P116-132).

The second theory is based on social constructive behavior; such a concept would be connected with social beliefs, customs and traditions (Zygotes, 1998, P.P 114-116)

In relation to this theory, Richardson believes that the attitudes towards things means accumulated experiences. She stated that individual attitudes are constructed through years of practicing, reading, writing, listening, organizing, handling and solving problems and working in different fields etc. (Richardson, 1994, P.P 90-108).

According to what has been mentioned, the attitudes of the teacher towards teaching can be considered as the determinate of his/her behavior in the profession (Glutei. M. 2006,P. 187). On the other hand, the quality of the attitudes reflects teacher's occupational understanding of being a teacher (Can, 1987. P.160). Therefore studying the link between the terms of effectiveness and functional performance in teaching and learning is very important.

Class Teacher, is a department and part of Art College at Al-Zaytoonah University. The student at this department should be prepared to teach the pupils of the essential classes, class 1, 2 and 3 in the primary school ladder

Previous Studies

The researcher conducted a research about (class teacher) students' attitudes towards the teaching profession and their relation to some variables at AL Zaytoonah private University of Jordan.

The results show a positive attitude towards the teaching profession with regards to the total scores and self acceptance. (Abu- Dabat, Z and Qutaishat N.2009.)

Subsequently, Sanna Abu-Daqa (2005, P.P 1141-1123) conducted a study about the relation between the attitudes towards the educational rehabilitation and between the two variables.

Sharaa and Baker (2000, P.P155- 183) conducted a study on the relations between teachers attitudes in Qatar and their skill in teaching. They found that the male teachers encouraged the student less than the female teachers.

In Turkey, Gultekin, Z (2006) from Anadolu University had conducted a research about the relation between trainee teachers' attitudes and their perception levels of teaching competences.

As a result, the relations between the two variables were positive and their perception levels of their teaching competence were quite high.

Purposes of the study

With reference to the title, the following questions will be studied and examined.

- 1) What are the attitudes of (class teacher) students towards the teaching profession?
- 2) Do the attitudes of (class teacher) students vary in terms of their gender and age?
- 3) How do the attitudes of (class teacher) students affect their perception levels regarding their teaching competency?
- 4) Do the perception levels of (class teacher) students for teaching regarding their competency vary in terms of their gender and age?

The population and the sample of the study.

The number of (class teacher) students enrolled at AL Zaytoonah University in the year 2009 – 2010 in educational practice in both schools public and private was 244.

The researcher has chosen half of this number by using the organized system taking one student from the list and ignoring the others. Accordingly the sample consists of 122 (class teacher) students. The clarification been constructed according to the variables , gender and age , which is presented in figure (1).

Variables	Frequency	Percentage %
Gender		
Male	77	63.15
Female	45	36.885
Total	122	100%
Age		
21+	82	67.215
23 -27	12	9.835
28-32	10	12,295
33 +	13	10,655
Total	122	100%

Data Collection Instruments

A questionnaire was given to the (class teacher) students in order to collect relevant data. The Questionnaire consisted of questions devised to measure their attitudes towards teaching.

The reliability and validity of the questionnaire was examined by using Chronbach's alpha and Pearson's correlation.

The results of the questionnaire were found to be co efficiently reliability and stability (0,82) and (0,814). (Abu- Dabaat, Z. and Qutashat. N. 2009).

The second category scale was used to measure the (class teacher) students' competency in teaching. The scale was formed and accepted by educational experts in the department of education and the University of Al- Zaytoonah. The scale was composed and analyzed to meet the important elements in performing teaching procedures. This determined how the (class teacher) students perceived their teaching competencies.

(Barness,2007, P.55)

The scale itself had been divided into four sections, planning, class administration, procedures and evaluation.

To examine the results of the study, the researcher used arithmetic average and standard deviation. The use of one sample T test and independent sample T test were used to find any correlation between the various variables being gender and age.

The results

The findings obtained within the scope of the study are presented in the order stated in the aims.

In this part, the general attitudes of the (class teacher) students towards the teaching profession, and then weather their attitudes vary in terms of gender and age are examined and presented in figure 2.

Figure 2

Variables	F	X	SD	T	SS	P
Gender						
Male	77	2,66	1,02		0,85	
Female	45	3,44	1,53	1,36	0,68	>0,05
Total	122					
Age						
21+	82	2,73	1,8		0,55	
23-27	12	3,01	2,4		0,57	
28- 32	10	2,81	2,1		0,66	
33+	13	3,15	2,5	2,03	0,62	>0,05
Total	122					

The general attitudes of (class teacher) students towards the teaching profession. In terms of the variables.

The results were evaluated based on the following bands:

- 4-5 (very good)
- 3-4 (good)
- 2-3 (moderate)
- 1-2 (poor)

Male		77	2.64	1.15		58	0.068	
Female		45	3.37	0.81	3.55	58	0.069	>0.05
Age								
21+		82	2.54	0.55		58	0.055	
28 - 27		12	2.74	0.81		58	0.061	
28 - 32		10	2.82	0.43		58	0.061	
33 +		13	3.54	1.05	3.88	58	0.073	
Procedures	72							
Gender								
Male		77	2.17	1.05		58	0.073	
Female		45	2.22	1.67	3.55	58	0.073	>0.05
Age								
21 +		82	2.84	0.62		58	0.062	
23 -27		12	2.72	1.02		58	0.062	
28 - 32		10	2.17	1.43		58	0.068	
33 +		13	3.25	1.02	3.70	58	0.072	>0.05
Evaluation	8							
Gender								
Male		77	2.27	1.05		58	0.072	
Female		45	2.35	1.69	3.27	58	0.064	> 0.05
Age								
21 +		82	3.42	1.15		58	0.064	
23 - 27		12	3.17	0.09		58	0.062	
28 - 32		10	3.32	1.63		58	0.072	
33 +		13	3.56	1.33	2.63	58	0.074	>0.05
TOTAL	100%	122						

Figure 4 shows the perception levels of (class teacher) students' teaching competency in terms of the previous variables.

The results of figure 4 showed that the mean score (3.70) of female teachers are higher in the planning section, than the mean score (2.93) of male teachers. And the mean score (3.40) of all teachers ages 33+ is higher than the other age groups.

Regarding the class administration section, the main score of the females (3.37) is higher than the mean score of the male teachers.

At the same time the mean score (3.54) of the older teachers ages 33+ and over is higher than the other teachers younger than this age.

Regarding the procedures section, which means teaching and using different methods in teaching, it is seen that the main scores are equal for both male and female teachers. But the mean score (3.25) of the more mature teachers 33 + are higher than the other younger teachers.

In terms of the evaluation section, it is seen that the mean score (3, 56), (3.42) and (3.32) are quite high in general.

The T. Test conducted in order to determine whether there was a statistically significant difference in the mean score of the various variables.

In regards to the teaching competency section, the T test proved that there is a significant difference in favor of female teachers and older teachers in all areas.

The results of the T. Test in all sections are as follows:

- Planning, (2.41) and (2.62) respectively
- Class administration (3.55) and (3.88) respectively
- Procedures, (3.55) and (3.70) respectively
- Evaluation (3.27) and (2.63) respectively

The Statistic Significances of all sections are as follows:

- Planning, (0.073) and (0.062) The significant level was accepted > 0.05
- Class administration (0.069) and (0.073) The significant level was accepted >0.05
- Procedures (0.073) and (0.072) The significant level was accepted was >0.05
- Evaluation (0.064) and (0.072) The significant level was accepted >0.05

The Recommendations

In light of the previous results, the following suggestions can be proposed:

- The tutors of the (class teacher) students to encourage them to improve their skills and abilities in teaching in order to reinforce their attitudes towards the teaching profession.
- The tutors should encourages the (class teacher) students' competency in the various aspects of teaching i.e., planning, class administration, procedures and evaluation.
- University programs can thoroughly be evaluated according to the students opinions and relevant parties such as school administrators, the actual school teachers, the supervisors of local directorates of education etc
- The attitudes of (class teacher) students toward the teaching profession can comparatively be studied and followed up with other universities, and the co-operation with the educational institutions.

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