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## Teachers Carrying out their Professional Roles as View of Zarqa Town's Teachers

Zuhair Al-Zoubi <sup>a, \*</sup>, Nabil shamroukh <sup>b</sup>, Najati Ahmad banyounis <sup>a</sup>

<sup>a</sup> Hashemite University, Jordan

<sup>b</sup> Yarmouk University, Jordan

### Abstract

The teacher is the dynamic axis in the educational process. An effective teacher is a source of inspiration and has an effective and positive impact on students learning. Students rely on teachers to make decisions about their studies, work, and living in the future. This study aimed to investigate the degree of how much teachers carry out their professional roles and the affecting factors from the point of view of Zarqa Governorate's teachers. To achieve these goals, researchers created a questionnaire that measures the degree of teachers doing their professional roles and another questionnaire that measures teachers' estimations for the most important affecting factors on carrying out the professional role. The study's sample consisted of (1200) teachers from public schools in Zarqa Governorate's education directorates. This study was conducted during academic year 2018–2019. The study results showed that the percentage of teachers doing their professional role in Zarqa Governorate's education directorates were high, there are no statistically significant differences for the degree of teachers doing their professional roles according to sex, educational qualification, level and years of experience. The researchers recommend to focus on highlighting teacher's role during teaching through the curricula and focusing on field exercise for future teachers.

**Keywords:** teacher, professional role, Zarqa Governorate.

### 1. Introduction

The world is witnessing a shift in civilization, since the beginning of the century, which included all the aspects of life whereas in every day of life there is always a new data that appears in the theater of life and needs skills and knowledge so you can interact with successfully. These transformations have overshadowed on the infrastructure of the educational system. Moreover, we need non-traditional education as the one we know. In order to build humans who are able to respond to all these changes and shifts, we need to reconsider the educational systems' definition,

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\* Corresponding author

E-mail addresses: [zohair971@yahoo.com](mailto:zohair971@yahoo.com) (Z. Al-Zoubi)

content and style, and that is by having new foundations based on effective scientific strategies that accommodate the available financial and human resources. Since then, different countries began to race in their development on their educational system comprehensively and partly at other times, and the issue of reform and development related to teachers witnessed a great attention in different states which seeks to improve the educational system and thus improving its outputs (Al-Quraan, 2012). Some of the most prominent results of the modern and future educational challenges are those which are related to the teacher's role in the education process during the rapid changes in economics and politics because the modern world needs new ways of teaching (Harries, Mojies, 2007). An educational research noted that there is a positive relationship between having personal and functional characteristics for the teachers' didactic effectiveness (Al-Azami, 2016). These characteristics can be classified into two major categories: personal and general characteristics and operational capacities in the form of functional duties (Al-Ahmad, 2005). It is important to emphasize that the more teachers could have these qualities, the more they could have effective teaching methods and skillful guidance in the educational process in and out of the classroom and then making a huge difference in the students' personalities (Majdalawi, Abu Samar, 2016). Teachers seeking to have all of these qualifications one by one can be considered as a positive sufficient indicator for their willingness to shape their educational personality and give an effective educational impact (Ibrahem, 2002). The teacher represents a subsystem in class management as a whole system, and they take full responsibility in many roles whether it was in or out of the classroom. Moreover, everyone expects teachers to do all of these roles in order to achieve the goals that the classroom education seeks based on community's philosophy (Al-Naqa, Abu-Ward, 2009). It is no longer acceptable to look at the teacher in a narrow view, as if he is just a tool to link between the textbook and the minds of the pupils. In other words, it is inappropriate to look at the teacher as only a knowledge converter (Al-Ajes, Al-Bana, 2004). And anything else the teacher does for educating students is just a normal action steaming from the heart without any prior preparation, and without any exaggeration, this narrow view to the teachers' role means that everyone who has a good amount of information and connection can do the teachers' role (Cohen, 2008).

The primary roles can be determined by describing it and by relating it to the expectations of the heads, students, and others. These expectations form by the surrounding environmental factors towards the teachers' duty (Mhani, 2010). This mostly leads to a divergence in the teachers' behavior in doing their role, and the different sources for these expectations which imposed from the surroundings and the internal organization for schoolwork are responsible for this divergence in their behavior (Day, 2004).

These roles are acquired and not inherited in which they can be taught and learnt through a training phase or in practice. Many of these roles can be learnt by observing and mimicking or stimulating and practicing it. And then doing these roles becomes automatic (Harlin, 2008).

Unquestionably, teaching profession is a highly respected profession that gets everyone's attention for its great influence on the nation's present and future (Alheleh, 2007) and the importance of this profession manifests in its human face, educational course and humanitarian and societal (Abu-Alnemer, 2008). Moreover, this respected profession that is based on the intentional education and carried out by school members is not from a vacuum, but it is stemmed from the society that the school grew in, agreed on and designed for it textbooks and curriculums (Retshard, 2005).

Teachers are members of the community that they belong to, they participate in its development and improvement with a great responsibility where the community asks for an effective role from them to their members (Wood, 2007). Education is a social industry, and teaching is the art of developing the future. Moreover, there is no goal that can be achieved without having a good relationship between the school and the society; also between the teacher and the students (Kamaal, 2009), and this confirms that the teacher's role has to be integrated with families particularly and the society generally (Akishi, 2014). Teachers are demanded to strengthen their role in the most important part which is the cultural aspect, so they can contain the society and be contained in return (Green, 2008).

Teachers are considered to be the pioneers of the educational process since they are the ones who start the educational process. They also find ways and techniques to improve the educational process. The teacher's job includes being an educator, guide and supervisor. Considering the

message of teachers, they should ascend into nobility to find their prestigious in society and between their students by developing his message properly and to stay away from what will decrease their status. Thus, they should do their guiding role fully taking into consideration their educational students while being armed with determination, so they can be the creative and active role model (Obaid, 2006). Therefore, if these were the teacher's characteristics, their guiding role will be influential as an interesting character that grabs everyone's attention and leads them into success and moral high ground (Al-Astal, Al-Khaldi, 2005).

The nature of the message that is assigned to the teacher has two primary dimensions: educational one (guiding and indicative) and academic one including teaching duties, education and the consequent classes and shares that are assigned to the teacher (Mousa, Al-khawaldeh, 2007), as well as the consequent duties that are assigned from the school administration such as tutoring on educating one of the classes, shifting, participating in training courses and the work of the various school committees and councils (Deslandes, 2009).

From the formal point, teachers should perform the two tasks together (the educational role and the academic role) without separating them due to the fact the teacher works in this exact field. Also, because of the importance of "education," it has been preferred on "the academic education" as a basis for a well environmental structure (Abu-Sardaneh, 2017).

The philosophy of education in Jordan has confirmed the importance of the educational role for teachers, giving them the utmost care. While it has provided for the importance on focusing on the educational role in the educational process by focusing on inculcating values that emerge from Islamic religion, the Arab nation and the principles of the Great Arab Revolution (Ministry Of Education, 2005). And from another perspective, the teacher's professional role in education is being accused with every day that goes by because their lack in doing their job fully especially when there are issues in education such as school violence. Therefore, all of school, society and media getting accused for the omission (Al-Dajani, 2013), in some cases, these accusations are limited to the principal and teachers themselves where everyone starts accusing the other for being negligent (Al-Rashed, 2015).

A number of researchers conducted studies about the teacher's role. The result of Bray (2002) study showed that an intimate respectful relationship between the teacher and the student smoothens of the education process, enhances the attitude of students and improves the educational level of students. According to Mutawaliy and Alhuluw (2002), the importance of the curriculum's content of "School Of The Future" is built on two primary elements: Arab and Islamic culture and openness to global cultures not exceeding from our own culture.

The practice of teachers in their educational role was significantly low in most of the classes. Arabic language teacher, social teacher and religion teacher were the most participating in this role (Nashwan, Salman, 2005). According to Reusser (2007) study, performance of students in some course has improved due to the use of quality principles in the program of educating teachers that was implied in the American Midwest universities. The characteristics that will be looked for in a teacher are to be the open-minded friend and acceptance, listener, understandable for their needs, encouraging them, ensure that they have a comfortable environment, to have the ability to give an interesting education, to have communication skills and diligent in his work (Viaila, Quigley, 2007). The county's study (2009) showed that the most important characteristics for the future teacher to have are: good knowledge in his field, decent knowledge in his students' abilities and psych, highly skilled in teaching methods, high potential in communicating with his students and to keep up with developments in using computers. The ability of a good teacher in communicating with the school environment is limited and below the required level and the inability in prioritization (Russell, 2009). The availability rate of quality standards for the teacher from the perspective of faculty members in faculties of education (Al-Azhar, the Islamic and Al'aqsa) came to a medium level (Alhasiu, 2012). There is an affective role for the Palestinian teacher in helping and developing the community attributed to the gender, years of experience and the differences attributable to the supervising authority of the school (Al-Naaqat, Shaykh-Aleid, 2012). According to Shahan (2014), counseling skills were average for counselors' estimation, and counselors skills were the lowest in dealing with the educational process parties. Moreover, the results showed that there are statistically significant differences in the level to which counselors have counseling skills according to sex variable and females, but the differences weren't significant according to those who have a changeable academic achievement, major and years of experience. Mu'tasim (2014)

study showed that there numerous problems concerning guidance such as the lack of interest paid by the student for educational counseling goals and reducing the role of extension services given by the educational adviser in school by the guardians. Furthermore, the results showed that there is a difference in problems that face the educational advisers in their work in public schools attributed for males, variable experience, major and educational qualification.

According to Nasir (2016), overcrowding schools and classrooms have a negative impact on the educational process, and the lack of interaction between home and school makes the teacher's role twice harder in the educational process. Also, the huge number of vacations and the delay on the official working hours affect the performance level of the teacher for his educational roles. Khalifa's study (2017) found that educational objectives strengthen national affiliation, and it is important for the teacher to have technological skills and focusing on educating principals to have technological skills and improvement.

**Research Problem and Questions:**

The problem is identifying teachers' professional role from the teachers' point of view in Zarqa Governorate. More specifically the study aims to answer following questions:

**Q1:** What is the degree of teachers doing their professional role from Zarqa teachers' point of view?

**Q2:** Does the degree of teachers doing their professional role towards their students change according to the sex, educational qualification, years of experience and the level of schools?

**Importance of the Study:**

The importance of this study stems from shedding the light on and increasing the teachers' responsibilities towards the students, the expected improvement in the educational process in all of its elements and demonstrating the importance schools and the educational institutions in the new millennium. The study is also important because it tries to raise the awareness of educational policymakers, decision makers, administrators of educational qualifying and training programs in universities and in the ministry of education to the topic of studying and its results, and raise teachers' awareness about the importance of their educational roles and guidance.

**2. Methodology**

**Research Sample**

The study's population consisted of 4576 of the public schools' teachers in Zarqa's three directorates of education: Zarqa the first, Zarqa the second and Russeifa. The study's sample consisted of 1200 teachers which were chosen randomly from all Zarqa's Directorates of education [Table 1](#).

**Table 1.** Distribution of the Sample Participants over the Study Variables

Variable	Category	Frequencies	Percentage
Gender	Male	546	46 %
	Female	645	54 %
Educational qualification	Bachelors	812	68 %
	Postgraduate	388	32 %
Years of experience	5 years and less	375	31 %
	6-10 years	432	36 %
	11 years and more	393	33 %
Level	Primary school	316	26 %
	Middle school	432	36 %
	Secondary school	452	38 %
<b>Total</b>		<b>1200</b>	<b>100 %</b>

**Instrument**

The instrument was developed based on the previous studies and research works that the researchers reviewed, such as: Al-Qar'an (2012), Mahani (2010), Nasser (2016), Akishi (2014), Abu Sardana (2017). The instrument consisted 22 items, and all items are measured on a 5-point Likert scale (1) strongly disagree, to (5) strongly agree.

**Instrument’s validity**

**Referees Validity**

Researchers distributed the questionnaire in its first primary image to ten referees, who are university professors and specialists from all educational and psychological majors. This was done to check the validity, linguistic correctness and applicability of the paragraphs. The researchers made the required changes like deleting, editing and adding, which gave the questionnaire a reasonable validity.

**Internal Consistency**

In order to find the internal consistency of the paragraphs, paragraphs’ correlates and the total score of the instrument, in both of its parts, were found. Table 2 illustrates the correlates between each paragraph’s score and the total score.

**Table 2.** Paragraphs’ correlates and the total score of the study’s instrument

Paragraph Number	Correlate	Level of Statistical Significance	Paragraph Number	Correlate	Level of Statistical Significance
1	0.56	0.00	12	0.59	0.00
2	0.68	0.00	13	0.75	0.01
3	0.69	0.00	14	0.86	0.00
4	0.81	0.00	15	0.77	0.00
5	0.76	0.02	16	0.81	0.00
6	0.78	0.00	17	0.56	0.00
7	0.64	0.00	18	0.78	0.00
8	0.82	0.00	19	0.55	0.02
9	0.81	0.00	20	0.62	0.00
10	0.73	0.01	21	0.88	0.00
11	0.86	0.00	22	0.71	0.00
The instrument as a whole				0.75	0.00

It is clear in Table 2 that all the paragraphs attained statistically significant level at the level of  $(0.05 \geq \alpha)$ .

**Instrument Constancy**

In order to check the constancy of the instrument, researchers calculated the instrument’s stability coefficient according to Cronbach Alpha’s equation to calculate stability. The stability coefficient reached (Alpha = 0.94), and this result means that the stability coefficient is high and suitable for the purposes of the current study.

**Data Analysis**

Arithmetical averages and standard deviations were used to answer the first and third questions. One-way ANOVA analysis, L.S.D test and T-test were used to answer the second and forth questions.

**3. Results and discussion**

***First question: What is the degree of teachers doing their professional role from Zarqa teachers’ point of view?***

In order to answer this question, arithmetic averages and standard deviations were calculated. Table 3 illustrates the arithmetic averages and standard deviations for all instrument’s paragraphs.

Table 3 shows that the degree of teachers doing their professional role in Zarqa’s education departments is high. The arithmetic average is (3.87) and the standard deviation is (0.89). Researchers attribute this result to the awareness of the teachers’ sample about the importance of their professional role towards their students. This will hopefully be the suitable degree of the anticipated role. The educational level also reflects the importance of understanding and being aware of this professional role and that’s why most teachers hold at least a bachelor’s degree.



**Table 3.** Arithmetic averages and standard deviations for the degree of teachers doing their professional role towards their students according to the instrument as a whole

Item Number	Item	Rank	Arithmetic Averages	Standard Deviations	Degree
1	I deliver guidance sessions for students through the school broadcasts.	6	3.93	0.88	High
2	I give guidance regarding students' looks especially about their clothes and haircuts.	11	3.89	0.91	High
3	I devote time to sit with students and understand their educational problems that are not related to education.	12	3.88	0.93	High
4	I participate in parent-teacher meetings.	10	3.90	0.92	High
5	I offer guidance and tips for students during classes.	4	3.95	0.86	High
6	I try to improve students' bad behavior outside school.	22	3.69	0.93	High
7	I encourage students to obey the commands of the Islamic religion.	1	4.00	0.85	High
8	I teach students Islamic Arab values in direct and indirect ways.	7	3.92	0.94	High
9	I spread awareness about the moral hazard of modern technologies (satellites, mobile phones and CDs)	<b>13</b>	3.87	0.96	High
10	I reinforce values like respecting time and investing it.	8	3.91	0.94	High
11	I ask students to keep the classrooms and schoolyard clean.	8	3.91	0.94	High
12	I deliver remarks about students' behavior to the school administration.	3	3.98	1.00	High

13	I develop students' love for Islamic figures and nationalism.	2	3.99	0.90	High
14	I encourage students to use the Arabic language because it is the language of Islam.	20	3.72	0.96	High
15	I motivate students to obey the society's customs and traditions and to respect their parents.	14	3.86	0.94	High
16	I resolve conflicts between students even if they happen outside school.	15	3.85	0.71	High
17	I warn students about smoking and explain its harm.	18	3.81	0.99	High
18	I advise my students to not follow unnecessary consumerist tendencies.	17	3.82	0.96	High
19	I encourage students to protect school furniture and property.	16	3.83	0.92	High
20	I contact parents to fill them in on their kids' behavior.	21	3.71	0.93	High
21	I motivate students to study and show the importance of education.	5	3.94	0.90	High
22	I encourage students to freely express themselves during classes, or by participating in the school's broadcast and wall magazines.	19	3.80	0.99	High
Grand Total			3.87	0.89	High

Results also showed that item (7): (I encourage students to obey the commands of the Islamic religion.) came in the first place with an average of (4.00) and a (0.85) standard deviation. It can be noted from the result that teachers' professional role priorities were centered in: encouraging students to freely express themselves, spreading awareness about modern technological threats, encouraging them to use the Arabic language, motivating them to study and strengthening time values and respecting it. These priorities are considered extremely important; especially in a time where students should be aware of the risks of globalization and information along with the risks they include which affect the nations' cultural identity and values and this can be achieved by arming students with knowledge, culture and respect for time. Another thing we can notice in the

result is that even though these items got high degrees, but their averages were in the minimum range degree, they were approaching the central degree and none of them exceeded level 4.

Results showed the item (6): (I try to improve students' bad behavior outside school.) came in last, with an average of (3.69) and a standard deviation of (0.93). Researchers think the reason behind this is that teachers think this is not a part of their professional role, modern regulations prevent doing this outside school, it's the responsibility of the school's administration or the school counselor only, given that these duties the core of their professional roles especially that the teachers' new duties include that teachers should be multi-functional and high level of communication skills inside and outside school.

**Second question: Does the degree of teachers doing their professional role towards their students change according to the sex, educational qualification, years of experience and the level of school?**

In order to answer this question, multiple variance analysis (MANOVA) was used to examine the differences between the total averages of Zarqa Governorate's teachers' responses to whether teachers do their roles differently when the (sex, educational qualification, years of experience and the level the school teaches) are different. Table 4 illustrates the test results.

**Table 4.** Summary of MANOVA results

Variable	The Test	Test Value	Degrees of Freedom	The Value of (F)	Level of Significance*
Sex	Hotling	0.019	1	1.135	0.341
Educational qualification	Walikus	0.966	1	1.046	0.404
Years of experience	Walikus	0.978	2	1.0347	0.235
level	Walikus	0.951	2	1.559	0.099

\*Statistical function at  $(0.05 \geq \alpha)$  significance level.

It is shown from Table 4 that:

- There are no statistically significant differences in the degree of teachers doing their professional role towards their students from the point of view of Zarqa Governorate's teachers caused by the sex of the teacher at  $(0.05 \geq \alpha)$  significance level. The value of (F) reached (1.135) at (0.341) level of significance and that is higher than 0.05.

-There are no statistically significant differences in the degree of teachers doing their professional role towards their students from the point of view of Zarqa Governorate's teachers caused by the variable (educational qualification) of the teacher at  $(0.05 \geq \alpha)$  significance level. The value of (F) reached (1.046) at (0.404) level of significance and that is higher than 0.05.

- There are no statistically significant differences in the degree of teachers doing their professional role towards their students from the point of view of Zarqa Governorate's teachers caused by years of experience's variable at  $(0.05 \geq \alpha)$  significance level. The value of (F) reached (1.0347) at (0.235) level of significance and that is higher than 0.05.

- There are no statistically significant differences in the degree of teachers doing their professional role towards their students from the point of view of Zarqa Governorate's teachers caused by the level which the teacher teaches  $(0.05 \geq \alpha)$  significance level. The value of (F) reached (1.559) at (0.099) which is higher than 0.05.

The researchers attribute this result of not having statistically significant differences in the study's sample, for the degree of teachers doing their professional roles in the point of view of Zarqa Governorate's teachers to all the variables. Teachers do their professional roles whether they are males or females and regardless of their educational qualification because the regulations and instructions impose teachers to do their professional role. Also, the teachers' role doesn't change according to the level he is teaching because this professional role imposes itself regardless of the variables.



#### 4. Conclusion and recommendations

In view of the situation, researchers gave couple of recommendations:

- Double the professional role of teachers, school principals and counselors in Jordanian schools.
- Build cooperation between the teacher, educational and social institutions, family, school, mass media, mosques and clubs to gain values.
- Reconsider educational preparation and rehabilitation programs for teachers in universities and in the Ministry of Education to make teachers more capable of doing their role better.
- Teachers participating with researchers in doing scientific researches and attending scientific conferences to constantly be aware of new developments.
- Encourage social interaction by teachers directly dealing with the society and sharing the happiness and sadness of others.
- Focus on highlighting teacher's role during teaching through the curricula and focusing on field exercise for future teachers.
- Interest in the programs of faculties of education while balancing between the curricula of educational, academic and cultural majors according what is being done in the universal universities.
- Conduct more researches about teachers' educational and valuable role from the students and parents' point of view.
- Conduct researches about the teachers' role in developing the society, school and people working in it.

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