

The Degree of Teachers' Commitment to the National Teacher Professional Standards in the Provinces in Jarash and Ajloun, from the Perspective of Schools Principals

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Abstract

The study aimed at identifying the degree of teachers' of Islamic Education and Sciences commitment to the National Teacher Professional Standards, from the perspective of male and female schools' principals in the provinces of Jarash and Ajloun for the academic year 2013/ 2014. The study sample consisted of (253) male and female principles, using the Descriptive Analytical Approach. The paragraph containing:" shows, through his/her behavior, the ethics of teaching inside and outside the school" achieved the highest average of (4.89) for the favor of female teachers, as female principals think. There were no differences in the level of significance at ($\alpha \leq 0.05$) for every field of the tool that could happen due to gender or specialization or the tool as a whole. There was also no effect of the interaction between the variable of gender and the difference in field.

Introduction

The teacher is the crucial foundation for the development of teaching-learning process and the leader who guides the educational process to achieve its objectives. The teacher faces many challenges on the stage of knowledge because of the abundance and breadth of this knowledge. For this we need an intelligent, innovative, and creative teacher who has the ability to adapt the environment in accordance with the values and the objectives set and also helps students to adapt, solve problems and invest learning resources and techniques to get knowledge in the minimal effort and time and at the lowest cost.

Training during service can help identifying the quality of education being taught to students at schools, providing an opportunity for the teacher to practically implement what he/she has learned and getting a feedback from colleagues, supervisors, and administration. This can build his/her own philosophy in education in conformity with the philosophy of Ministry of Education. Moreover, training can help building strategies and approaches of teaching through setting standards in advance in order to access them during his/her performances and thus helps determining the needs and training programs necessary to reach those standards. Laws, regulations and financial and timely budgets can then be put to conform to the implementation of those programs and needs. This requires continuous sessions, workshops and training programs and following up the implementation and the practical performance in the classroom. Self-development is a must by research and comparisons between teachers, through typical ideal lessons and successful experiences of colleagues or through the Internet to access the experiences of others

The Study's Background & Importance:

Educational development is one of the most important concerns of countries, national and local institutions, and the governmental and civic organizations; as it is considered an indicator of the nations' development and growth. With no doubt, the teacher is the leader toward the development of human and thus it depends on the level of his/her academic and professional development. The academic and professional development that the teacher gains is reflected in the growth and development of the educational institution. The teacher is the base of development in his/her knowledge, information, skills, and performance that can help to change and to develop different aspects of life.

It became very necessary and important to educationally develop teachers in order to create the needed educational environment for them, such as equipping the teacher with the new emerging technology in the various domains of Education, developing creative evaluation strategies and understanding every new aspect of educational development. This could improve the performance and productivity of teachers through the development of their educational competence, in both sides: cognitive and behavioral (performative), to adapt any new educational conduct. This in turn requires administrative educative leaders, able to evaluate the performance of teachers, work to change the behavior of teachers in classroom , able to develop it professionally, and choose the appropriate method required by the educational setting (Momani, 2007).

The importance of this study emerges from its concern regarding improving the whole educational status for the schools in Jarash and Ajloun, and especially the teachers of Islamic Education and Sciences, through determining the degree of their commitment to the National Teacher Professional Standards from the perspective of schools' principals.

Aims of the Study:

The current study aims at promoting the ability of schools' principals to evaluate the performance of Islamic Education and Sciences teachers in accordance with the National Teacher Professional Standards, to monitor the

degree of their commitment to the National Teacher Professional Standards.

Study's Problem & Questions:

This study came as a try to answer the following question: what is the degree of teachers' commitment to the national teacher professional standards in the provinces in Jarash and Ajloun, from the perspective of schools principals? In order to answer this question, we need to answer the following sub-questions:

Are there any statistically significant differences at the level of significance at ($\alpha \leq 0.05$) among averages on each paragraph of the questionnaire of the national teacher professional standards from the perspective of schools principals in Jordan, due to differences in gender?

Are there any statistically significant differences at the level of significance at ($\alpha \leq 0.05$) among averages on each paragraph of the questionnaire of the national teacher professional standards from the perspective of schools principals in Jordan, due to differences in both gender and the tool?

Are there any statistically significant differences at the level of significance at ($\alpha \leq 0.05$) among averages on each paragraph of the questionnaire of the national teacher professional standards from the perspective of schools principals in Jordan, due to differences in both specialization and the tool?

Are there any statistically significant differences at the level of significance at ($\alpha \leq 0.05$) for the interaction between the gender variable and the difference of field?

Some educational studies focused on evaluating the performance of teachers. As far as researchers know, some of those studies are: the study of Al Ajez and Al Bana (2003) which aimed to visualize a proposal that meets the functional requirements to prepare the Palestinian teacher during his/her service in the light of the concept of performance through the preparation of a questionnaire. The study sample consisted of (275) male and female teachers. The study found that the percentage of the dimension of the trainer and the trainee was high in the evaluation of current training programs, the study also showed the response of teachers to the proposed program. Eid's study (2005), which aimed at identifying the differences between the self-evaluation and the evaluation of each of the Head of the Scientific Department and the student to their teacher's performance. The results showed a statistically significant difference in the average evaluation of students and the evaluation of each of the Head of the Scientific Department and the self-evaluation of the teacher's performance, in favor of Head of the Department. The study Al Jerjaoi and Nashwan (2006) , which aimed to evaluate the professional performance of teachers working at International UNRWA Schools in Gaza in light of the comprehensive quality indicators. The study followed a descriptive analytical approach through the application of a study tool (questionnaire). The study sample consisted of (25) male and female teachers. Among the most important findings of the study: the blurred vision and mission of the school in the terms of strategic planning for teachers. The study of Abu Dagha and Abu Arafa (2007), which aimed at examining the reality of teaching in Palestine. The study showed that this reality needs to be repaired to improve the quality of education, and showed the importance of assessing the learning outcomes at the level of the different programs. The study of Imran (2008) which is entitled "Evaluating the Performance of Social Studies Teachers in High School in the Light of the Overall Quality Standards". The study followed a descriptive analytical method, and came out with a result of the availability of some overall quality standards in the performance of Social Studies teachers which are related to the ethics that must be met in the general behavior of the teacher.

In the study of Stoll and Thant (2002) about the desire of the American citizen in the teaching profession, the study concluded that American schools need to two million teachers, but because of the lack of wages paid to them and the lack of respect from the community to this profession, the American citizen does not want this profession and therefore does not follow the national standards as required.

In the study of (Richard and Duc 1988) on the evaluation of Art teachers in the United States in terms of commitment to the laws, regulations and instructions of the national standards and the application of curriculum and instructional and evaluative strategies, studies found that the assessment is brief , selective, for a short time and in the classroom.

In the study of (Herbert Weir and Anastasia 2007) applied to (26257) schools' teachers and principals in (6711) schools in the academic year 1999/2000. The main questionnaires were used for the survey and employment in the U.S. Department of Education. The study found that there is a weakness in the commitment of teachers to the professional standards of education. The researchers explained the reason behind that due to lack of stability and the continuation of the teacher in the teaching profession for a long time and might be due to the lack of the wages earned by the teacher, and the low level of social recognition.

A study about what makes professional development effective is for (Michal S. Garet 2012). The study uses a national probability sample of (1027) Math and Science teachers, the study indicated three main features of professional development activities that have significant and positive effects on teachers in terms of their knowledge skills and changes in classroom practice.

The current study agreed with the previous studies, such as Al Ajez and Al Bana (2003) study of the need to train teachers to improve their performance, the study of Eid (2005) in the evaluation of the Head of Scientific

Department (Director) of the teacher's performance, with the study Jerjaoi and Nashwan (2006) in evaluating the professional performance of teachers in the light of the overall quality indicators, and with the study of Imran (2008) in the high availability of some overall quality standards in the performance of teachers.

The current study is different from the other previous studies in that it focuses on the degree of teachers' commitment to the national teacher professional standards in the provinces in Jarash and Ajloun, from the perspective of schools principals.

The study Terminology

- **National Standards:** Mean the professional regulations issued by the Educational Conference held in Amman from 16-18 May 2006, under the supervision of the Ministry of Education of Jordan, including competencies and skills necessary for professional development of Jordanian teachers in the following areas: (Education in Jordan, Special Academic Knowledge, Planning to Teach, Implementation of Teaching, Assessment of Student Learning, Self-development, Ethics of Teaching Profession).
- **Schools of Jarash and Ajloun:** the government schools under the Ministry of Education in Jordan, which are located in the northern part of the Jordan and their number is (286) Schools.

Society and Sample:

The original society of the current study consists of all male and female principals of schools of basic education in the departments of education and teaching the provinces of Jerash and Ajloun for the academic year 2013/2014 AD, totaling (286) male and female principals. The study sample consisted of 253 male and female principals who have been selected randomly.

Study Tool:

The study tool consisted of a questionnaire containing 60 paragraphs distributed on the (7) key areas or fields which have been verified by viewing it on a group of arbitrators. In order to determine the reliability of coefficient tool in areas and paragraphs, the two researchers used the method of (Test- Retest Reliability). The value of the Pearson correlation coefficient between the two applications was (0.90). The researchers also identified coefficient tool of the seven areas of the tool, using the Reliability Coefficient of Cronbach's alpha, to find the internal consistency in the paragraphs of each area, which was of (0.91) average .

Methodology of the Study

The study followed the descriptive analytical approach.

Results of the study

The results are shown in Table (1) to identify the level of significance of the difference between the responses of the sample on each paragraph of the questionnaire regarding the philosophy of education in Jordan due to the difference of gender

It is clear from Table (1) that the highest difference among averages for the responses of the sample was at the level of significance ($\alpha \leq 0.05$), for the paragraph: "Shows an understanding of the trends of educational development in Jordan included in the Projects of Educational Development" with an average of (4.31) for males. This can be explained due to the extensive training courses that are held all around the year and which discuss programs of educational development such as: ERFKE, SJS. Another reason is their effective contribution to implement those programs in the extra-curricular activities at school, and creating conditions for male teachers more than their female colleagues, because of their household responsibilities. This result agrees to some extent with the result of the study of Al Jerjaoi and Nashwan (2006) in the blurred vision and mission of the school in the field of strategic planning for teachers

Results in Table (2) came to identify the difference between the responses on the sample of each paragraph in the questionnaire for the field of Academic and Pedagogical Knowledge related to the course due to the difference in Gender

Table (1)
 The averages, standard deviations and the standard error for the degrees of the study sample regarding the
Philosophy of Education in Jordan due to the difference of Gender

First: Philosophy of Education in Jordan Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Shows understanding of the foundations upon which the educational system in Jordan relies, its main characteristics and its development trends.	.184	.645	3.08	.316	.631	3.30	1.74	251	.431
2. Shows knowledge to the foundations of Education in Jordan and illustrates their impact on teaching and learning.	.375	.731	3.85	.052	.956	3.96	1.84	251	.295
3. Shows an understanding of the goals of education in Jordan and of the educational outcomes that indicate them	.173	.074	4.04	.081	.829	4.01	1.79	251	.042*
4. Shows knowledge of legislation relating to the educational work	.115	1.47	3.53	.182	.853	3.43	.874	251	.352
5. Shows knowledge of modalities surrounding the educational process.	.073	1.38	4.03	.083	1.18	3.89	1.372	251	.241
6. Shows an understanding of the standards for the national school curriculum	.064	1.45	3.13	.137	1.08	3.11	.4611	251	.361
7. Shows an understanding of the educational outcomes related to the course he/she is teaching and which are compatible with the standards of the school curriculum.	0.152	.613	4.12	.163	1.42	4.17	1.742	251	.037*
8. Shows an understanding of the trends of educational development in Jordan included in the Projects of Educational Development	.084	.816	4.31	.106	1.14	4.12	1.241	251	.046*
The tool as a whole	0.152	1.02	3.76	.140	1.13	3.74	1.382	251	0.225

Table (2)

The averages, standard deviations and the standard error for the degrees of the study sample for the field of academic and pedagogical knowledge related to the course due to the difference in Gender

Second: Academic & Pedagogical Knowledge Related to the Course Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Shows an understanding of the subject and knows how to convert its contents to an easy educational content for learning	.628	.021	4.16	.152	.478	3.81	.469	251	.841
2. Shows an understanding of the main ideas of the subject	.421	.528	4.31	.135	.481	4.42	.034*	251	.406
3. Shows an understanding of the patterns / approaches of teaching his/her own subject	.429	.163	4.34	.385	.286	4.14	.563	251	.947
4. Shows knowledge of the relations between the subjects taught in the section that forms and different formats and makes it easier for students to learn.	.938	.801	3.62	.249	.157	3.52	.269	251	.692
5. Appears to know the sources of basic knowledge of the course he/ she is teaching	.061	1.45	4.60	.019	1.27	4.48	.037*	251	.629
The tool as a whole	.495	.992	4.20	.188	.734	4.07	.274	251	.703

Table (2) shows the highest differences between averages for the paragraph of: "Appears to know the sources of basic knowledge of the course he/ she is teaching", with an average of (4.60) for males. This can be due to the use of male and female teachers of school books and the Teacher Guide for all subjects, in addition to having ICDL, which is specifically for male teachers due their continues contact with the developed source of knowledge.

Results came to identify the difference between the responses on the sample of each paragraph in the questionnaire for **Planning to Teach the Course** due to the difference in Gender, as in Table (3)

Table (3)

The averages, standard deviations and the standard error for the degrees of the study sample for the field of for planning to teach the course due to the difference in Gender

Third: Planning to Teach the Course Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Plans for an effective teaching process	.038	.583	4.33	.429	.578	4.46	.374	251	.041*
2. Develops relevant educational plans in the light of educational outcomes and according to the main ideas the subject he/ she is teaching	.482	.375	3.73	.194	.482	3.78	.470	251	.163
3. Shows an understanding of the principles of students' learning and uses them in developing his/ her educational plans	.047	.518	4.27	.128	.547	4.18	.840	251	.472
4. Shows knowledge of the educational courses available at school and society including IT sources and uses them in developing the plans	.173	.583	4.65	.182	.531	4.47	.375	251	*.031
5. Shows knowledge of teaching and shows the appropriate strategies based on the needs and the various educational methods	.385	.636	3.62	.629	.572	3.48	.572	251	.473
6. Designs educational cooperative activities that encourage the students to learn	.361	.418	3.87	.361	.741	3.92	.720	251	.520
7. Designs interactive learning environments which are safe and cooperative	.192	.623	3.89	.501	.169	3.67	.629	251	.062
The tool as a whole	.239	.533	4.05	.346	.659	3.99	.568	251	.251

Table (3) shows the highest differences between averages for the paragraph of: "Shows knowledge of the educational courses available at school and society including IT sources and uses them in developing the plans ", with an average of (4.65) for males. This can be due to the availability of various educational sources such as school library, public libraries, computer labs in school and the Learning Resource Center at the Education Directorates.

To identify the difference between the responses on the sample of each paragraph in the questionnaire in the field of **Implementation of Teaching the Course**, the results came as in Table (4)

Table (4)
 The averages, standard deviations and the standard error for the degrees of the study sample in the field of implementation of teaching the course due to the difference in Gender

Four: Implementation of Teaching the Course Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Effectively implements lesson plans	.406	.692	4.23	.258	.231	4.35	.601	251	.047*
2. Adjusts plans according to the new teaching / learning developments and the needs of students	.519	.472	3.84	.257	.762	3.42	.372	251	.063
3. Uses several appropriate sources of learning, including tools and sources of information and communication technology in light of the intended learning outcomes , the diversity of the students and their educational needs	.459	.480	4.04	.048	.401	4.10	.793	251	.371
4. Creates a descriptive , safe, supportive and interactive classroom environment	.058	.693	3.97	.139	.618	3.63	.482	251	.304
5. Deals with the behavioral problems of students in a clear positivity	.486	.904	3.58	.253	.396	3.73	.372	251	.560
6. Effectively uses appropriate and various teaching strategies	.583	.357	4.68	.269	.621	4.72	.584	251	.037*
7. Shows, through his teaching, a clear interest in developing the skills of critical and creative thinking among students	.382	.427	3.02	.195	.396	3.15	.730	251	.470
8. Communicates effectively with his/her students to facilitate their learning and development	.048	.473	3.48	.174	.391	3.62	.570	251	.361
9. Shows care and respect for all students	.147	.378	3.74	.261	.257	3.14	.740	251	.420
The tool as a whole	.343	.541	3.84	.206	.785	3,76	.582	251	.292

Table (4) shows the highest differences between averages were for the paragraph of: "Effectively uses appropriate and various teaching strategies ", with an average of (4.72) for females. This may be due to the careful training of male and female teachers on modern teaching strategies during the service. This result is consistent result with the study of Eid (2005) in the importance of explaining and teaching competencies, and questions and discussion in the classroom, and with the study of Imran (2008), which emphasized the tuning the performance of teachers in light of standards relating to the planning of the teaching and the standards of implementing teaching strategies.

Results came to identify the difference between the responses on the sample of each paragraph in the questionnaire in the field of **Evaluating Students' Learning** as in Table (5)

Table (5)
 The averages, standard deviations and the standard error for the degrees of the study sample in the field of
 Evaluating Students' Learning due to the difference in Gender

Five: Evaluating Students' Learning Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Shows an understanding of the strategies and methods for assessing students and uses them effectively	.152	.845	4.51	.528	.514	4.64	.473	251	.041*
2. Shows an understanding of the relationships between educational outcomes , the teaching and assessment of student learning	.708	1.24	3.22	.631	.318	3.41	.531	251	.274
3. Chooses / designs appropriate various tools to assess students' learning and progress according to the intended educational outcomes , including tools and means of information and communication technology and uses them effectively	.174	.847	3.64	.375	.391	4.01	.963	251	.584
4. Records accurate documents of the students' matters and their academic progress according to the intended educational outcomes by using tools and information and communication technology.	.085	.841	4.40	.362	.630	4.42	.604	251	.035
5. Communicates with the parents of students about their children's learning and progress	.281	.739	3.35	.843	1.63	3.81	.693	251	.395
6. Engages students in their learning and assess their progress	.094	.572	3.48	.730	.685	3.63	.476	251	.471
7. Analyzes the performance of students and provides them with feedback about their learning and progress	.274	.481	3.52	.821	.231	3.59	.840	251	.332
8. Designs appropriate learning activities promote the learning of students based on the results of their learning evaluation and progress	.185	.462	4.07	.472	.409	4.11	.963	251	.583
The tool as a whole	.244	1.00	3.77	.595	.850	3.95	.692	251	.339

Table (5) shows the highest differences between averages were for the paragraph of: "Shows an understanding of the strategies and methods for assessing students and uses them effectively ", with an average of (4. 64) for

females. This may be due to the use of realistic evaluation strategies such as evaluation based on performance, observation, and self-evaluation with its five tools, like Check List and rating scales and rubrics, and the commitment of female teachers to implement the instructions of educational supervision. This result is consistent to some extent with the study (Eid, 2005) in understanding the importance of using methods of student assessment, and with Imran study (2008) which focused on the implementation of the criteria of the evaluation methods to measure teachers' performance.

Results came to identify the difference between the responses on the sample of each paragraph in the questionnaire in the field of **Self Development** as in Table (6)

Table (6)

The averages, standard deviations and the standard error for the degrees of the study sample in the field of Self Development due to the difference in Gender

Six: Self Development Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Uses the available sources, tools and methods to professionally develop him/herself	.375	.693	4.48	.284	.571	4.39	.620	251	.217
2. Uses appropriate tools and means to evaluate his/her own teaching	.842	.638	3.75	.482	.729	3.59	.739	251	.402
3. Analyzes his/her own teaching and thinks of it in the light of the results of the evaluation of his/her student's learning and progress	.285	.752	3.15	.585	.562	3.52	.706	251	.061
4. Uses sources and tools of information technology and communication in the development of his/ her knowledge and ability to teach by his/ her own	.163	.641	4.62	.574	.352	4.54	.750	251	.573
5. Uses research strategies (such as Action Research) to develop his/her abilities in teaching	.372	.851	3.53	.963	1.26	3.68	.541	251	.469
6. Participates in related conferences , forums and educational sessions	.124	.411	3.74	.483	.591	3.85	.427	251	.361
7. Reads relevant educational periodicals and journals	.473	.632	3.95	.460	.965	3.64	.685	251	.510
8. Involves in projects and developmental activities in school and in the Directorate of Education	.432	.531	4.24	.710	.631	4.42	.849	251	.386
9. Collaborates with colleagues in the same school in the development of him/herself professionally	.142	.653	4.01	.594	.592	3.94	.973	251	.376
10. Communicates with fellow teachers from outside the school to develop him/herself professionally	.427	.591	3.89	.692	.491	3.62	.629	251	.285
11. Shows interest in raising his/her academic and educational level	.083	.583	4.71	.486	.638	3.74	.504	251	.037*
The tool as a whole	0.338	.906	4.00	.573	0.943	3.90	.674	251	.334

Table (6) shows the highest differences between averages were for the paragraph of: "Shows interest in raising his/her academic and educational level ", with an average of (4.71) for males. This may be due to keenness of male teachers to develop their academic level by continuing their higher education, which may result in gaining more allowances, to contribute to the improvement of their financial conditions and administrative and social positions, as the social and financial responsibility is connected to male teachers other rather than female teachers

Results came to identify the difference between the responses on the sample of each paragraph in the questionnaire in the **Ethics of Teaching Profession** as in Table (7)

Table (7)

The averages, standard deviations and the standard error for the degrees of the study sample in the field of the Ethics of Teaching Profession due to the difference in Gender

Seven: Ethics of Teaching Profession Paragraphs	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard deviations	Average	Standard error	Standard deviations	Average			
1. Shows, through his/ her behavior, the ethics of teaching inside and outside the school	.820	.472	4.66	.369	.951	4.81	.519	251	.046*
2. Shows a commitment to professional duties and responsibilities and faithfully , honestly and humility performs them	.593	1.47	3.85	.471	.483	4.57	.693	251	
3. Accepts students and treats them with respect ,fairness , equality and justice and maintains their secrets	.481	.531	4.38	.463	.628	4.58	.730	251	.361
4. Communicates affectionately and sympathetically with students	.952	.752	4.09	.694	.491	4.32	.497	251	.447
5. Maintains good values in dealing with colleagues, administration , parents, and other parties	.649	.481	3.85	.593	.790	3.64	.631	251	.583
6. Collaborates with parents and the community in order to develop their children's learning and positive behavior	.651	.483	3.87	.631	.553	3.72	.729	251	.486
7. Uses sources of information with a correct scientific methodology	.481	.381	4.45	.639	.613	4.41	.472	251	.327
8. Directs students to the safe sources of information	.374	.311	4.33	.611	.377	4.20	.587	251	.623
9. Shows a commitment to the mission of the institution in which he/she works and protects it	.241	.374	4.39	.572	.831	4.49	.581	251	.428
10. Maintains a general appearance befitting his/her profession	.185	.694	4.61	.496	.859	4.64	.472	251	.510
11. Collaborates with colleagues and shows interest in their professional development	.723	.351	4.18	.592	.621	4.24	.485	251	.037*
12. Behaves in different situations wisely and calmly	.274	.291	4.46	.716	.831	4.35	.572	251	.392
The tool as a whole	.701	1.04	4.26	.570	1.00	4.71	.641	251	.471

Table (7) shows the highest differences between averages were for the paragraph of: "Shows, through his/ her behavior, the ethics of teaching inside and outside the school ", with an average of (4.81) for females. This may

be due to the Islamic principles and ethics gained from their academic studies in Islamic sciences, which are compatible with human nature, and which is embodied in the behavior of them during teaching. Moreover, those principles are gained during preparing students to be mothers for the future. This result is consistent with the study of Imran (2008) in the availability of some overall quality standards in the performance of social studies teachers regarding the ethics that should be available in teachers, and which are related to the general conduct of the teacher.

Results of differences between averages of each filed of the fields of national teacher professional standards from the perspective of schools' principals in Jordan are due to the difference in **Gender and the tool**, as in Table (8)

Table (8)

The results of **T-Tests** for the differences in the averages of the male and female sample on each filed of the fields of measuring the degree of the commitment of Islamic Education and Sciences teachers in Jarash and Ajloun to the National Teacher Professional Standards

Field	Male Principals			Female Principals			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard d	Average	Standard error	Standard d	Average			
1. Philosophy of Education in Jordan	.152	1.02	3.76	.140	1.13	3.74	1.38	251	.225
2. Academic and Pedagogical Knowledge	.495	.992	4.20	.188	.734	4.07	.703	251	.274
3. Planning to Teach the Course	.239	.533	4.05	.346	.659	3.99	.568	251	.251
4. Implementation of Teaching the Course	.343	.541	3.84	.206	.785	3.76	.582	251	.292
5. Evaluating Students' Learning	.244	1.00	3.77	.595	.850	3.95	.692	251	.339
6. Self-Development	0.338	.906	4.00	.573	.943	3.90	.674	251	.334
7. Ethics of Teaching Profession	.701	1.04	4.26	.57	1.00	4.71	.641	251	.392
The tool as a whole	.358	.861	3.982	.374	.871	4.02	.748	251	.301

Table (8) shows that the average of the questionnaire as a whole reached (4.001). This indicates that the response of the sample for the tool as whole was appropriate and within the educationally accepted level, which is (0.8). This may be due to the development of academic knowledge, ethical values, and educational practical practices in regard to the Jordanian national teacher professional standards.

Through Table (8), it is clear that there is no significant difference at the level of significance ($\alpha \leq 0.05$) among averages on each filed of the tool's fields, from the perspective of schools' principals in Jordan. This may be due to the similarities between the educational environment requirements for both male and female teachers. This result is consistent with the study (Eid 2005; Jerjaoi and Nashwan 2006) in the absence of statistically significant differences between the evaluations of vocational performance of teachers for each gender

Results of differences between averages of each filed of the fields of national teacher professional standards from the perspective of schools' principals In Jordan are due to the difference in **specialization and the tool**, as in Table (9)

Table (9)

The results of **T-Tests** for the differences in the averages of the male and female sample on each filed of the fields of measuring the degree of the commitment of Islamic Education and Sciences teachers in Jarash and Ajloun to the National Teacher Professional Standards

Field	Sciences Teachers			Islamic Education Teachers			T-Value	Degree of Freedom	Level of Significance
	Standard error	Standard d	Average	Standard error	Standard d	Average			
1. Philosophy of Education in Jordan	.15	1.0	3.8	.14	1.1	3.75	1.4	251	.225
2. Academic and Pedagogical Knowledge	0.5	.990	4,25	.19	.73	4.1	.70	251	.274
3. Planning to Teach the Course	.24	.53	4.05	.35	.66	4	.57	251	.251
4. Implementation of Teaching the Course	.34	.54	3.85	.21	.79	3.8	.58	251	.292
5. Evaluating Students' Learning	.24	1.00	3.8	0.6	.85	3.7	.69	251	.339
6. Self-Development	0.34	.91	4.00	.57	.94	3.90	.67	251	.334
7. Ethics of Teaching Profession	.70	1.0	4.25	.57	1.00	4.7	.65	251	.392
The tool as a whole	.15	1.0	4	.37	.87	3.85	.75	251	.301

It is clear through Table (9) that the average of the questionnaire as a whole reached (3.93) which show that the sample's responses on the tool as a whole were appropriate and within the educationally accepted level, which is approximately (80 %). This may be due to their good academic knowledge, the high moral values, and the practical practices of educational approaches in regard to the National Teacher Professional Standards.

Through Table (9) it is clear that there is no significant difference at the level of significance ($\alpha \leq 0.05$) among averages on each filed of the tool's fields, for Islamic Education and Sciences teachers, from the perspective of schools' principals in Jordan. This may be due to the similarities between the educational environment requirements for both majors.

The results of **interaction between the gender variable and the difference of field**, as in Table (10)

Table (10)

A summary of the results of Analysis of Variance – ANOVA on the effect of gender on the evaluation of male and female schools' principals of the degree of the commitment of Islamic Education and Sciences teachers in Jarash and Ajloun to the National Teacher Professional Standards

Source	Sum of Squares	Degrees of Freedom	Square Average	F-value	Level of Significance
Gender	56.538	1	56.538	61.841	.011
Field	71.642	22	6.614	7.256	.011
Gender * Field	22.588	22	2.155	2.276	.417
Error	3235.179	3483	.916		
Total	48387.289	3417			

We can notice from Table (10) that the evaluations of female principals were higher at the level of significance ($\alpha \leq 0.05$) than the evaluations of male principals. We also notice that there was no interaction between gender variable and the difference of field

Recommendations:

- Organizing courses and training programs to develop the performance of male and female teachers of the Schools of the Directorate of Education for the provinces of Jerash and Ajloun in the regard to the Jordanian National Teacher Professional Standards
- Providing incentives and moral and material rewards for excellent teachers to develop their professional performance in education.

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