The Role of School Manager in Encouraging the Teachers to Apply Self-Education Process Among Students in Jordanian Schools

Mustafa M. H. Kanaan*
School Principal in Jordan, Ministry of Education

Abstract
The Jordanian education system is categorized into the pre-primary, primary, secondary or vocational, and tertiary education. In the Jordanian educational system, school managers are bestowed with the primary responsibility of ensuring that the education program is successfully implemented in schools and in enhancing effective teacher-student cooperation. The main objective of this research is based on creating an understanding of the role of school managers in encouraging teachers to apply self-learning process among students in Jordanian school. In this vein, the research adopts a conceptual framework which identifies how an effective teacher interacts with students in classroom setting by elaborating the specific personal and professional characteristics of the teachers that enhance self-learning. Further, the literature review section summaries the findings of other studies relevant to this topic and that supports the conceptual framework adopted in this study. Based on the study objectives, the research question adopted for this research is to establish what roles the school managers play in encouraging teachers to apply self-learning process in Jordanian classes? In line with the findings of the reviewed literature, the study recommends the school managers to provide teachers with training courses to enhance their professional skills and to provide a supportive teaching and learning environment in schools.
Keywords: Educational system, self-learning process, teaching, student-centered learning, teacher-student cooperation.

1.Introduction

Jordan was also known as the Hashemite Kingdom of Jordan is located in the Middle East and has high regard for both formal and informal education. The country's ministry of education is responsible for all levels of education in including the Secondary, primary, and pre-primary education (Sa`di & Mansi, E. (2011). However, the higher education is regulated by the Ministry of Higher education and scientific research. Education in Jordan is compulsory for children between the age of six and sixteen years. Similarly, English and Arabic are used as the main educational languages (Banihani, 2014). The educational program in pre-school education comprises of two years, while the basic education takes ten years. However, the secondary vocational or secondary academic schooling program comprises of two years. Students have liberated to either attend public or private schools, all of which are regulated by the ministry of education. Primary schools in Jordan is usually what other countries refer to as middle education.

The secondary education or secondary vocational schooling takes two years but is often affected by gender and class discriminations. Subjects learned in academic secondary schools include social science, physics, maths, English, earth science, computer science, chemistry, biology, Arabic, and Islamic studies. After successful completion of the academic secondary school program, scholars may proceed to tertiary learning in the university (Qarareh, 2016). On the contrary, students may be practically inclined to vocational education as opposed to secondary academic education. These students attend technical secondary schools where they undertake vocational training for two years (Khataibeh, 2008). This also gives them an opportunity to attend universities or community colleges.

In Jordan, there are several universities both private and public where students from vocational education and secondary education are enrolled to further their studies. Tertiary education in Jordan offers scholars the opportunity to follow doctorate, masters, and bachelor's courses, follow courses through distance learning, and become educated as teachers (Kim, 2005). In light of this Jordanian educational system, school managers are bestowed with the primary responsibility of ensuring that the education program is successfully implemented in schools and in enhancing effective teacher-student cooperation (Badri, 2012). School managers in Jordan create a good learning environment in schools by promoting child-friendly schools and in creating a link between the ministry and the stakeholders at the local level.

School managers also raise stakeholders' awareness towards the creation of a child-friendly school environment and in facilitating the execution of child rights conviction. The managers, therefore, enhance the dispositions, skills, knowledge, and awareness of the stakeholders towards child rights (Baimbola & Daniel, 2010). They ensure that the teaching strategies and lessons are planned to enhance the translation of child rights principles into classroom activities. On the other hand, the school managers in Jordan are bestowed with the

responsibility of developing practices and plans that promote the involvement of local community leaders and parents in the management and defining the school policies.

2. Conceptual Framework

Recently, education plays an important role in any country as it forms the framework through which skills and knowledge are passed on from the professional to future leaders. As such, teaching is not only about imparting knowledge and covering the recommended syllabus but also entails understanding each student, their unique abilities and capabilities, and structuring the learning process to develop the talents of the individual student (Arthur, 1995). In this light, self-learning process is highly appalled for its significant contributions in promoting better academic, personal, and professional outcomes of the students. Self-learning has been adopted in the education systems of different countries as it is believed to promote better teaching-learning process between the teacher and the student since it is more student-centered (Banihani & Abu-Ashour, 2015). However, it must also be appreciated that the teacher plays an essential role in promoting a student-centered teaching approach to enhance self-learning. This is based on the premise that the core objective of the teaching and learning process is the student. As such, the educational system is forced by knowledge revolution and technological development to mainly focus on enhancing creative thinking and learning instead of knowledge education.

Due to technological advancements and communication revolution, teaching methods have become diverse thus creating different skills of communication and knowledge accessibility. This has consequently created the need for better teaching methods that instruct the students' minds with information, skills, and knowledge that befits their needs (Glasersfeld, 2001). Effective teaching methods are thus deliberated by the teacher who uses his educational efforts to increase the students' motivation towards the subject in order to give them different skills. Significantly, this helps to eliminate boredom associated with routine learning and incorporates effective, active learning which is the principle behind self-learning (Hijazi, 2009). This trend is believed to be effective in raising the students' educational outcomes. However, the efforts employed by the teacher are not independent but must be integrated with significant support practices of the school managers.

For an education system to be successful, it requires the close collaboration between the state institutions, supervisors, and teachers. While the state institutions are responsible for formulating school policies, the supervisors act as the school managers and help in the implementation of the policies. However, the teacher being the link to the students requires motivation from the supervisors to effectively implement the policy at the classroom level (Al-Zaidiyeen, Mei & Fook, 2010). The teacher determines the quality of teaching and learning by keeping up with the trends in the educational development to achieve the targeted change through effective teaching. Since education is about passing information and imparting knowledge, it is a communication profession. This implies that effective communication skills are essential for an effective teacher to help him become persuasive and give clear presentations, configure proper learning environments, have persuasion power, and use effective teaching methods (Abdullah, Zainol Abidin, Luan, Majid & Atan, 2006). However, the school manager play vital role in creating facilitating the teachers with the best working environment to motivate their efforts and guide them in planning, teaching, and assessment of students.

3. Literature Review

Self-learning process is a process of learning through which the teacher is guided by the objectives and goals of the students rather than his own goals. In this regard, the essence of teaching and learning becomes embedded in achieving the specific learning goals of the students. In light of this position, self-learning is only achieved when there is active collaboration between the student and the teacher through the learning and teaching process (Cryer, 2009). This requires a friendly learning environment where there is close cooperation and active involvement of the student in the process. This implies that the student takes an active role in defining how to be taught and what skills to be developed in them instead of just being fed with irrelevant information that they do not need (Hulpia & Deevos, 2009). Instead of being on the receiving end, the student becomes an active player in establishing what and how to be taught; this is the primary principle behind student-centered learning and teaching process. However, the teacher plays a critical role in making this process a success. As it is consistent in most of the reviewed resources, effective teaching requires the teacher to have good planning skills, effective assessment skills, and good communication and presentation skills (Abu-samak, 2006). It has been established that the interpersonal skills of the teacher play a fundamental role in activating the students' role and motivating them during the learning process (Zahran, 2012). Also, effective use of teaching methods including contemplative teaching, thinking, dialogue, and cooperative learning, as well as the motivation of learners, class management, formulation of classroom question, and use of teaching aids has been identified to enhance self-learning. Most importantly, the school management is believed to have a participatory role in the success of the learning process in ensuring the achievement of the desired learning and educational objectives (Huang, 2003). This is by undertaking students' assessment and evaluation of teachers.

It is a consistent observation in various resources that teachers use teaching aids to help their learners form

new trends, change behavior, increase positive participation, and acquire experience. However, little has been identified on the role played by the management to make these efforts a success. On the other hand, teachers are believed to use self-learning process of teaching to deepen and consolidate the teaching and learning process, help learners avoid mistakes, and improve the students' understanding of concepts (Isleem, 2003). Self-learning, therefore, stimulates students' participation and cooperation in class which then improves their note-taking, discussion, and problem-solving. The teacher hence plays an active role in the process and reinforces the students to learn more effectively and easily.

In light of improving the education system in Jordan, the system has undergone various changes of development and transformation. The system has also been reviewed severally to reach its current state with inclusivity being the guiding principle behind these various forms of transformations (Summers, 1990). At the center stage of these transformations has been the Jordanian ministry of education which has been motivated by the need to create a comprehensive system including the cooperation of all the educational stakeholders. However, the role of the teachers has for a long time been viewed from a rhetorical perspective instead of the practical perspective (Abuameerh & Al Saudi, 2012). In this regard, decisions affecting the Jordanian educational system have not involved the teachers despite the teachers being the greatest implementers of those decisions. This means that there is ambiguity and inadequacy in the elements of cooperation in the Jordanian education and school management have continued to exclude teachers in decision making.

On the same note, teachers do not receive guidance from the school managers on how to implement and conceptualize quality teaching. The reviewed literature suggests that the role of school managers in supporting teachers to implement the structured and intended educational reforms in Jordan has not been fully understood or implemented (Wahsheh & Alhawamdeh, 2015). As a result, students' self-learning process has remained a milestone that has not been achieved despite efforts due to the lack of clear understanding of the school managers' role in motivating the teachers and including them in decision-making process. Consequently, students have continued to show low levels of critical thinking skills, poor integration of theoretical knowledge into practice, and poor student participation and cooperation in class activities (Khasawneh, Miqdadi & Hijazi, 2014). In light of this general observation, this research aims to understand the role of school managers in motivating and encouraging teachers to apply self-educational process among Jordanian students.

4.Research Questions
The following research questions will guide the researcher in order to achieve the objectives of this research.
1. What are the roles of the school managers in encouraging teachers to apply self-educational process among Jordanian students?
2. How do school managers help Jordanian teachers implement the self-educational process in classrooms?
3. To what extent do Jordanian teachers depend on school managers when implementing the self-educational process to their students?
4. How do Jordanian teachers collaborate with school managers in promoting educational reforms to enhance students' educational achievement?

5.Method and Results
This study will implement a qualitative research approach which will involve the use of semi-structured interviews as data collection method to fully understand the subject under study in great depth and get great insight from the respondents. This approach would be effective in this particular research as it helps to use the study tools to monitor the facts and develop an in-depth analysis and interpretation of the study findings. Similarly, the method will help in exploring the motivations, beliefs, experiences, and views of the respondents on the subject under investigation. The study sample used in this study would comprise (50) teachers from different schools in Jordan, The researcher would use open-ended interview questions as the tools of data collection from the subjects highlighting the role of school managers in encouraging teachers to apply the self-educational process of teaching. The data collected will be analyze to identify the relationship that demonstrate the role of school managers in enhancing self- didactic teaching and learning process.

Describing the characteristics of the study sample:
The study sample consisted of (50) Teachers from Jordanian Schools; Table (1) shows the distribution of the sample depending on the Personal Details.
Firstly: distribution of the sample depending on the Personal Details

Table (1): Distribution of the sample depending on the Personal Details

Variable	Categories	Frequency	Percent
Gender	Male	37	74.0
	Female	13	26.0
	Total	**50**	**100**
Education level	Bachelor	46	92.0
	Bachelor +	4	8.0
	Total	**50**	**100**

Table (1) shows that:

For **Gender** variable, the highest percentage reached (74.0%) for (Male), but the lowest percentage reached (26.0%) for (Female).

For **Education level** variable, the highest percentage reached (92.0%) for (Bachelor), but the lowest percentage reached (8.0%) for (Bachelor +).

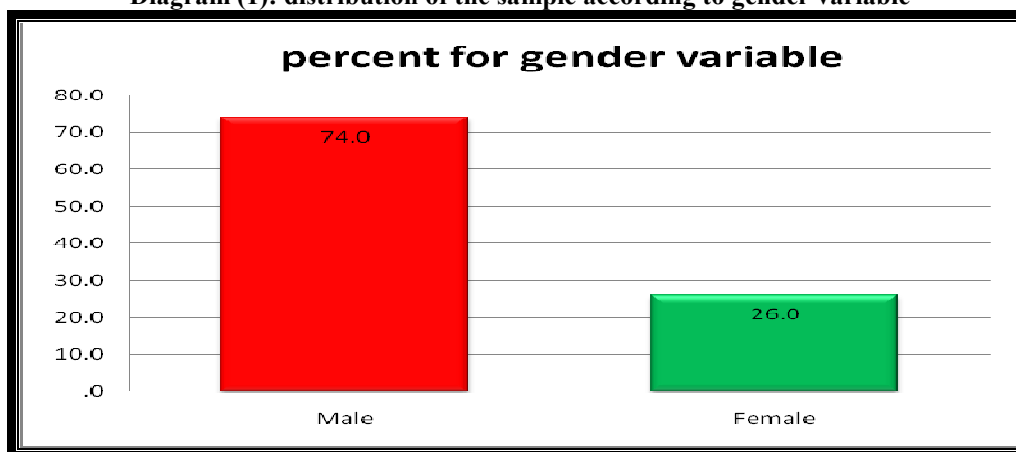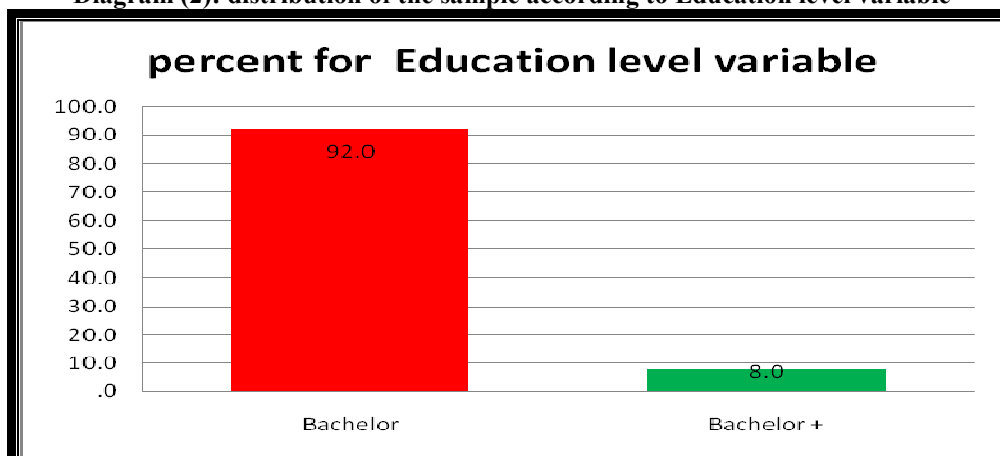**Diagram (1): distribution of the sample according to gender variable**

Diagram (2): distribution of the sample according to Education level variable

Secondly: frequencies and percentage Interview questions

Table (2): frequencies and percentage Interview questions

Questions	answer	Frequency	Percentage
What are the roles of the school managers in encouraging teachers to apply self-educational process among Jordanian students?	Motivate them to apply self-education	19	38.0
	Support the teachers by honoring them	27	54.0
	showing the power of self-teaching method on the student's personality	4	8.0
	Total	**50**	**100**
How do school managers help Jordanian teachers implement the self-educational process in classrooms?	Deal with them positively and encourage them	14	28.0
	Providing advanced learning methods	18	36.0
	Improve student personality	8	16.0
	Reliance on themselves	10	20.0
	Total	**50**	**100**
To what extent do Jordanian teachers depend on school managers when implementing the self-educational process to their students?	Depending on the rules and instructions of education law in Ministry	22	44.0
	Depending on the nature of student's level	28	56.0
	Total	**50**	**100**
How do Jordanian teachers collaborate with school managers in promoting educational reforms to enhance students' educational achievement?	Through apply the education laws	22	44.0
	Motivate them to apply self-education	11	22.0
	Supporting the teachers by motivating them	6	12.0
	Demonstrate the effectiveness of the self-teaching method on the student's personality	11	22.0
	Total	**50**	**100**

Table (2) shows that:

The percentage for question "What are the roles of the school managers in encouraging teachers to apply self-educational process among Jordanian students?" highest reached (54.0%) for " Support the teachers by honoring them ", but the lowest percentage reached (8.0%) " showing the power of self-teaching method on the student's personality ".

The percentage for question "How do school managers help Jordanian teachers implement the self-educational process in classrooms?" highest reached (36.0%) for " Providing advanced learning methods ", but the lowest percentage reached (16.0%) for " Improve student personality ".

The percentage for question "To what extent do Jordanian teachers depend on school managers when implementing the self-educational process to their students?" highest reached (56.0%) for " Depending on the nature of student's level ", but the lowest percentage reached (44.0%) for " depending on the rules and instructions of education law in Ministry ".

The percentage for question "How do Jordanian teachers collaborate with school managers in promoting educational reforms to enhance students' educational achievement ?" highest reached (44.0%) for " Through apply the education laws ", but the lowest percentage reached (12.0%) for " supporting the teachers by motivating them ".

6. Conclusion

The educational system of Jordan has undergone through great transformational stages all enhanced by the need to promote child rights. The educational system of the country consists of the pre-primary education, primary education, secondary or vocational schooling, and the tertiary education. Jordanian educational system uses Arabic as the official language but has also adopted the use of English language. Despite the efforts by the Jordanian ministry of education to spearhead reforms to transform the country's education system, there is an underlying ambiguity created by the lack of a clearly defined system of collaboration between teachers and school managers. However, this ambiguity can be overcome by defining the roles of the managers in creating a supportive teaching and learning environment that can facilitate effective cooperation and interaction between teachers and students to enhance self-learning.

7. Recommendations

As it is consistent with the understanding developed in the literature, there are certain characteristics of the teacher that enhance quality teaching. The teacher quality which are the interpersonal skills and the professional characteristics of the teacher requires a supportive working environment for them to be translated to an effective

teaching and learning process (Khasawneh. 2002). Since self-learning process requires active cooperation and collaboration between the teacher and the students where the teaching process becomes student-centered, there must be good interaction between the student, teacher, and learning environment. In this case, it is the role of the school managers in Jordan to facilitate this cooperation by creating a good learning environment where the interaction between students and teachers is effective and productive.

On the other hand, the reviewed literature suggests that Jordanian educational system does not embrace the participation of the teachers in the decision-making process. This creates a shortcoming in the system since the less involved party in decision-making- the teacher is the one expected to implement the decisions made. There should be clearly defined strategy on how the cooperation between school managers and teachers can be enhanced and implemented to avoid ambiguity in the process.

School managers should also play an active role in ensuring there is a close link between the students' goals and the educational objectives and provide all the necessary materials to support this course and promote the achievement of those objectives (Sakarneh, 2014). This is one element of providing a supportive teaching and learning environment for both the teachers and the students respectively. Providing such an environment would promote good cooperation between teachers and students.

The managers should also organize training courses for teachers to improve their skills and knowledge about self-learning process and how to effectively implement it in the classroom setting. This can help in improving the professional skills of the teacher which can be used in the planning, teaching, and evaluation process.

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