

Factors Affecting Teachers' Excellence from the Perspective of Queen Rania Award -Winning Teachers: (A Jordanian Case)

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Abstract

The study aimed at investigating factors affecting teachers' excellence from the perspective of Queen Rania award -winning teachers as a Jordanian case. Recently, Jordan is committed to educational reform with a comprehensive plan called Education Reform for the Knowledge Economy (ERfKE). The study tries to answer questions about the most influential factors of educational excellence according to teachers' gender, level of education, and years of experience. In order to answer the study questions, a questionnaire was developed by the researchers as a major tool for collecting the data needed, so as to evaluate the teachers' perception of factors of excellence. Data is analyzed using descriptive statistics. ANOVA is used to determine the factors that affect teachers' excellence due to the study variables. The findings indicated that teachers' most important factors are related to Queen Rania Award criteria. The results show that the highest item mean in this domain was "Queen Rania award for educational excellence is considered to be a good motivation for teachers' performance". There were no significant differences between teachers on the domain of Queen Rania Award criteria due to their gender, level of education and years of experience. Results show that gender, level of education and years of experience are not significant. In the lights of the findings, the study recommends more care of QRA criteria, and the need to study more factors which may influence teachers' excellence.

Keywords: Teaching excellence, Jordan, Queen Rania Award

1. Introduction

Excellence in concept is originality and positive uniqueness in performance. It is an advanced step in quality based on efficiency and effectiveness in results, continuous development, and creativity in educational excellence. Excellence in teaching is a critical factor in students' achievement.

One may argue the interpretations of 'Teaching excellence' as a contested concept interpreted as teaching behavior that is interactive rather than didactic; modeling interpersonal skills; developing a collaborative relationship with students; possessing a repertoire of teaching skills; showing enthusiasm and energy; displaying creativity; demonstrating concern for 'weaker' students; and being committed to one's own professional development. These various characteristics may, in turn, be grouped by reference to different meta-understandings of what constitutes 'excellent' teaching. There are taken-for-granted assumptions and dominant understandings as to what constitutes 'teaching'. These often exclude a range of practices that occur outside the formal environment of the lecture theatre or seminar room. (Macfarlane,2007). Literature review showed the influence of many factors on teachers' excellence, and this study contributes to investigate the most influential factors in the Jordanian environment.

2. Literature review

Literature in the field study of educational excellence shows some related factors to teaching excellence. Hence some studies reveal certain factors determining teaching excellence in relation to awarding excellence, where these studies reflect the main factors for excellence teaching, whether personal internal factors related to the teacher, or external factors related to the external surrounding environment of the teacher. Other studies discussed excellence teaching awards criteria.

Whereas Grieve (2010) identified some of the internal factors such as teachers' characteristics connected with excellence, after analyzing the results of a survey conducted among primary schools teachers in one local authority area in Scotland, where teachers responded to a questionnaire which asked them to rate in importance 44 characteristics of excellence. The findings suggested that teachers have a clear view of excellence. They consistently described excellence in terms of personal qualities and interpersonal skills. Teachers gave high

ratings to qualities which demonstrated their expectations of positive relationships with students. Practitioners consistently rated characteristics related to classroom 'relationships in action' as essential characteristics for excellent teachers. These findings suggest a new emphasis on interpersonal skills in continuing professional development for teachers who are increasingly expected to develop students' openness to new thinking; self-respect and a commitment to responsible participation in life.

Excellence teaching awards are also studied in terms of internal personal criteria, such as teachers' personal philosophy. For example, Moore (2007) explores a range of factors associated with excellent teaching from the perspective of past student groups. One hundred and thirty-nine respondents who had been asked to nominate one teacher for an excellence in teaching award provided comments on the reasons for their nomination. Findings show that students are more likely to invoke teachers' attributes more than actions, and recall positively such dynamics as a sense of belonging, the importance of being understood and cared about and the experience of having been welcome and respected within their classroom settings. Moreover, researchers showed that community expectations affect teachers' excellence. Most studies on award-winning teachers identified characteristics, practices, beliefs and qualities of effective teachers (Mckay, 1997).

Another internal factor that has to do with teachers' excellence is training courses that enrich them with excellent teaching techniques. Taylor (1990) focused on the initial practicum component of teacher education, so that educators view the practicum as indispensable to the development of effective instruction and excellence teaching, where a practicum course has the potential to provide a sound beginning to the development of teaching excellence.

On the other hand, Obeidat & Al-Hassan (2009) demonstrated some of the external factors. They examined the school-parents-community partnerships created by teachers who received Queen Rania Award for Excellence (QRA) in Education. The study analyzed the applications of the 28 teachers who received the Award in 2007 and addressed three questions concerning communicating with parents and community. The findings of the study show that teachers connect with parents and the community in five ways: Communicating with parents, involving parents in the learning process, involving the community in the school, pursuing volunteer projects, and involving students in the community. Each of these categories are divided into several themes that represent ways to connect with parents and the community.

Neumann (2007) also studied the effect of some external factors on excellence teaching awards. He described how teacher education programs can reform teachers' knowledge and practice for pedagogical excellence and social just practices. The model provides teachers with ways to identify and resolve conflicts generated by imparting innovative pedagogies to teachers who in turn use them in school environments.

Another external factor that affects teachers' excellence is their incentives. Miller (1976) suggested that teachers need more than the traditional incentives to strive for excellence in teaching, and showing the importance of pay rises and status improvements to job satisfaction, community incentives and related incentives that can create excellence among teachers.

Other studies discuss excellence teaching awards. For example, Mackenzie (2007) studied the status of teaching as a profession and the morale of teachers in Australian schools in the current era providing a framework for the examination of the intent and outcomes of teaching excellence awards. The methodology and the theoretical framework were based on organizational and sociological paradigms. The study data were collected from 44 award recipients and 57 of their colleagues during the years 2000 - 2002. Documentation related to the promotion and process of awards was also examined. The introduction of excellence teaching awards into the school education sector is found to be a good motivation for teachers' excellence.

Balfaqeh (2007) also studied the role of Hamdan Award in the UAE school reform, where he uses two approaches in this investigation. First, the teacher application that is built and analyzed by Hamdan Award. Second, the opinions of teachers in the field about Hamdan Award role in the UAE schools were taken. The sample consisted of 270 teachers from the different levels, elementary, intermediate, and secondary. Results of this study have shown that Hamdan Award has contributed to the UAE school reform. It's the first of its kind in the UAE, which built performance assessment rubrics based on international standards. Most teachers think strongly that Hamdan Award has contributed in community learning, professional development, and skill improvement.

Swartz (2010) studied more factors and focused on safe learning environment or (trust environment) as necessary in learning for teachers as (servant) leaders, who try to bridge learning to real-world experiences through problem-solving. Those teachers of excellence are transformational leaders who inspire students as followers sharing a vision, setting role models. Swartz concluded that teaching is conveyed through teacher-student relationships, safe learning environment, active participation, teachable moments, high expectations,

real-world experiences, and honoring the personality. The main result was that teachers of excellence operate at high levels of transfer of learning for students.

2.1. Jordan Educational Reform

Jordan faces significant challenges to maintain the quality and quantity of its teaching workforce. These challenges include the low appeal towards teaching as a career relative to some other career paths, and payment rates, which do not differentiate sufficiently in favor of experience and performance. In addition to the problem of high withdrawal rates, particularly for early career teachers. This creates an increasing demand for higher quality teacher education and professional development.

These challenges reflect the rapidly changing context of the teaching profession. There are opportunities in other fields where the skills and aptitudes of teachers are more valued. In recent years, strategies and initiatives to enhance the quality of teaching have attracted national and international interests. Internationally, awards and recognition for excellence teaching are increasingly seen as ways to improve teaching quality.

Her Majesty Queen Rania of Jordan launched Teachers' Excellence award (QRA) in 2006. The national education strategy stresses the importance of involving students, teachers, directors, and the local community in the development and sustaining of an effective, safe, supportive, and healthy learning environment. The strategy also stresses the importance of partnerships between schools, parents, families, and local communities (Ministry of Education, 2006).

Excellent teaching is a critical factor in improving students' achievements. A capable workforce is important for continual development of the Jordanian educational system and the government's educational objectives. The ministry of Education (MoE) is exploring how to reform career structures and working arrangements that are appealing and rewarding to current and prospective teachers. This goal is aligned with QRA (QRA) theme, which is to (attract, train, develop, and retain teachers), announcing the award for teachers' excellence. Nowadays, the (MoE) is exploring how to motivate teachers by creating a rewarding system.

The reform agenda recognizes the role of teachers and perceives them as the true engines for change amid reform. The ministry benefited of major contributors supporting Jordan's efforts, such as the World Bank, USAID, the Canadian International Development Agency (CIDA), Microsoft, and Cisco. (World Bank, 2008).

Recently, Jordan is committed to educational reform with a comprehensive plan called Education Reform for the Knowledge Economy (ERfKE). This reform initiative was launched in 2003, with two phases, the first ended in 2008, the second started in 2009. This project is the first of its kind in the region. Four major components were identified:

- (1) Reorienting education policy objectives and strategies and reforming governance and administrative systems.
- (2) Transforming education programs and practices to achieve learning outcomes relevant to the knowledge economy.
- (3) Supporting the provision of quality physical learning environments.
- (4) Promoting learning readiness through expanded early childhood education.

This reform has involved a public-private partnership with many local and international organizations, donors, and partnerships. This is manifested in many initiatives aiming at teachers' professional development, such as creating motivation, promotion and training systems, mainly concerned in information and communication technology. (Obeidat, O. & Al-Hassan, S., 2009).

In Jordan, His Majesty King Abdullah II launched the *Association of QRA for Excellence in Education* in 2005 as a royal initiative with a vision of creating an educational environment that fosters excellence, creativity and knowledge management, with a clear mission to reward and honor distinguished and creative teachers. This was founded as a result of real awareness of the importance of education in Jordan as a small developing open society that believes in productivity and creativity. QRA goals are mainly:

- 1- Increasing public recognition of the teaching career, to influence better acceptance of teaching as a career, trying to positively influence high morale among teachers.
- 2- Developing education, and helping in making better productive thinking and belonging students to their communities.
- 3- Evaluating and rewarding excellent educational environment members, based on real scientific, objective, transparent and understandable criteria.
- 4- Presenting excellent educational members as role models, aiming at helping them in achieving excellence and continuous development.

The Award's objectives are to develop and implement sustainable rewarding systems based on international best practices that respect the teaching profession, select the best teachers and schools based on fair, and transparent criteria. It became a strategy for teachers and schools to follow up as their paths towards excellence, enabling exchange of innovative ideas and best practices in the teaching educational field. This Award is launched in recognition of the critical role that teachers play in promoting excellence values among young generations trying to develop a productive and informed society. Queen Rania Association for Excellence has successfully created a positive impact in three main areas:

- Increasing appreciation for teachers through the annual Royal ceremony, commemorating the World Teacher's Day.
- Motivating distinguished teachers by offering professional and academic development opportunities along with the incentives provided by the Ministry of Education.
- Disseminating the culture of excellence creating an educational environment that promotes excellence, creativity and knowledge; as a vision. Whereas, its mission is promoting excellence and creativity in the educational sector, shedding light on success stories. The Association has successfully created an identity that has gained national recognition as a symbol of quality and excellence that serves the local community through its extensive community outreach and national media campaigns.

The award is divided into two major categories: School directors as managerial leaders in the educational sector, and teachers in their fields. QRA believed in the role of school directors as transformational leaders. The award, not only promoted them, but also supported those working in the educational sector. The award also believes in presenting such expertise as models in educational excellence to be followed. QRA is based on benefitting from international educational criteria for excellence awards and best practices. Competitors for the award undergo written assessment that is so comprehensive to cover different criteria, based on the best practices. There are two phases for evaluating the applications; the first one is done at the Award's offices by well-trained evaluators. During this phase, all the applications are graded according to a rubric set by experts in measurement and evaluation, which leads to the composition of a list of finalists ready for the second phase of evaluation. During the second phase, each of the finalists is visited by a committee of three assessors, to be observed in the classroom for one full day. During this visit, the committee meets with the teachers, directors, parents, and other people from the community. The committee reviews all the documents the teacher mentioned in the application. It is clear that field visits to those teachers give the award its credibility. Then comes the stage of personal interviews, where the nominees are asked to attend an interview to check their personal skills, communication and technical skills, making them explore their personal philosophy of education. According to a winner, "Such an award uplifts the morale of all teachers, because this way they will be motivated to excel to be like their peers who won the Award" (quoted in the *Jordan Times*, 2006). In turn, a member of the Award's team of assessors said, "I firmly believe that working alongside the Association ... has given me a new perspective, not only in terms of how to assess as an educator, but also in objectively assessing different situations across the various areas of my life." The association also allowed assessors "to enrich their expertise and interact through the exchange of professional opinions and views", commented a member of the Award's team of assessors. (Retrieved from *ammonnews.net*, 2012)

This process of selection guarantees justice according to the following excellence award criteria: Personal philosophy & principal values ,teaching efficiency , human & technical resources management , personal comprehensive sustainable career development , parents participation & local community , work relationships ,cooperation & commitment, creativity & innovation, assessment & performance appraisal ,evaluation , and finally results & accomplishments . The winners participate in local, regional, and international conferences. Special programs for professional development and follow up are organized for the winners by the Award's administration in coordination with the Ministry of Education. (Queen Rania Association publications)

3. Importance of the study

This study is considered important for exploring factors of teacher's excellence in Jordan based on a special model of teacher's excellence award (QRA), where teaching excellence leads to improving the quality of teaching practices. It is also considered important due to the fact that the Arab educational and psychological literature is lacking genuine research studies on teaching excellence. So this study tries to cover some of the gaps in this area.

This study sheds the lights on the most influential factors on teachers' excellence.

4. Purpose and study questions

This study tries to answer the following questions:

- 1- What are the most influential factors of educational excellence from the perspective of teachers who won Queen Rania Teacher's Award?
- 2- Do these factors differ according to teachers' gender, level of education, years of experience, and interaction of these factors?

4.1. Variables:

- 1- Gender:
 - a. Male
 - b. Female
- 2- Teachers' years of experience: This variable is in four levels:
 - a. Less than one year
 - b. From one to four years
 - c. From five to eight years
 - d. Eight years and more.
- 3- Teachers level of education: This variable is as follows:
 - a. Two - years diploma
 - b. B.A.
 - c. Graduate studies (Diploma , Ma , PH.D degrees)

The dependent variable of this study is: Jordanian teachers' factors that affect their excellence performance.

5. Limitations of the Study

The study is limited due to data collection that is based on a questionnaire distributed to teachers. The accuracy of the data obtained depends on how accurately and honestly the teachers answered the questions of the questionnaire for the winning teachers until 2011.

6. Methods and Procedures

6.1. Population and sample:

The population of this study consisted of all the winners' as teachers of QRA in year 2012, making total of (117) teachers. The questionnaires were sent to all of them by emails. Those responded were 66 teachers (11 males and 55 females). As shown in table (1) the frequencies and percents of participations on all variables levels.

Table (1): frequencies and percents of the variables in the sample

Variables		Frequency (F)	Percent (%)
Gender	Male	11	16.6 %
	Female	55	83.4 %
Level of education	Two years diploma	3	4.4 %
	Bachelor's degree	23	34.7 %
	High diploma	17	25.7 %
	Master or Doctoral degree	23	34.2 %
Years of experience	Les than a year	1	1.5 %
	1-4 years	4	6 %
	5-8 years	10	15.2 %
	More than 8 years	51	77.3 %

6.2. Instrument

In order to answer the study questions, a questionnaire was developed as a major tool for collecting the data needed. It consisted of two parts: The first part included general information, such as: Teachers' gender, years of experience, and their level of education; whereas the second part included the items that measure teachers' factors that affected their excellence in teaching. The items were distributed into three domains:

- 1- Factors related to QRA criteria represented in 11 items.

- 3- Factors related to environmental support represented in 12 items.
- 4- Factors related to personal traits represented in 7 items.

The questionnaire was constructed based on the following stages:

Stage one: Specifying the behavioral domains: In order to determine the behavioral domains, the researchers reviewed the literature related to excellence of teachers' performance, selected those related to the previous domains, and modified them to make them more meaningful and useful to the context of Jordan. Based on this review, the researchers put a list of 34 items as a primary version for the questionnaire.

Stage two: The primary version of the questionnaire was reviewed by faculty members specialized in the field of education, educational psychology, and QRA administration.

Stage three: Pilot study, in order to have psychometric indicators for the items of the primary version of the questionnaire, it was handed to a sample of (8) teachers that were selected randomly from the study population (not included in the study sample). The results showed that the correlations between the performance on the items and the total scores were ranged between (0.61 -0.83)

To obtain the questionnaire reliability, it was administered twice in a three week period interval to this sample. A correlation coefficient between the two scores obtained by the subjects was computed. The test- retest reliability coefficients were (0.73), (0.77), (0.69) for each domain which were considered acceptable for this study.

Teachers were asked to rate their agreement with the items on a Likert-type scale ranging from 5 (strongly agree) to 1(strongly disagree).

7. Statistical Analysis

Data were analyzed using descriptive statistics (means, standard deviations, and frequencies). Independent T-test and analysis of uni -variance (ANOVA) was used to determine the factors that affect teachers' excellence due to the study variables: Teachers' gender, years of experience, and level of education.

8. Results and Discussion

This study was designed to investigate the factors that affect teachers' excellence from the point view of the winning- teachers of QRA for teacher. In order to answer the first question:

- 1- What are the most influential factors of educational excellence from the perspective of winning - teachers?

Means, standard deviations, and ranks of the winning- teacher's factors of excellence were calculated.

Table 2 shows the findings.

Table (2): Means, standard deviations and ranks of teachers factors of excellence in the three domains

No	Domains	Min.	Max.	Mean	SD	Ranking
1	Factors related to QRA criteria	2.11	4.56	3.87	0.46	1
2	Factors related to environmental support	2.14	3.79	2.78	0.40	3
3	Factors related to personal traits	2.43	4.86	3.63	0.54	2
	Total	2.57	4.47	3.54	0.37	

Table (2) shows that teachers most important factors in their excellence are related to QRA criteria with mean of (3.87) and standard deviation (0.46), Whereas the personal traits ranked as a second domain with a mean of (3.64) and standard deviation (0.54). The domain of the factors related to the environment support with mean (2.78) and standard deviation (0.40).

This result introduces an important evidence about awarding excellence policy and criteria represented at QRA as an example of how clear and specific criteria regarding teachers' performance and teachers' quality that provide direction for teacher policy to draw conclusions about excellence . According to the second ranking domain as shown in the results is: The teachers' personal traits are considered as predictor domain of excellence (Goodman, 2009). As most studies showed that community expectations affect teacher's excellence award, which identified characteristics and beliefs (Mckay, 1997).

The third domain ranked ,as the results shown, are the factors related to environmental support which is considered important ,but ranked after the QRA criteria and the teachers' personal traits, which means that teachers' performance towards excellence depends mostly on the policies of awarding excellence and teacher personal traits. As for factors in the items of each domain the results were as follows:

8.1. Factors related to QRA criteria domain

Table (3): Means, standard deviations and ranking of factors among QRA criteria domain

No.	Items	Mean	S D
1-	QRA for educational excellence is considered to be a good motivation for teachers performance	4.4328	.80197
2-	The award creates a competitive creative atmosphere for teachers	4.3731	.84988
3-	The implementation of the award criteria reflects positively on performance.	4.3284	.82367
4-	The award concept supports the teachers career through their rewarding system	2.0746	1.18467
5-	The award helped in decreasing the degree of refuse within males to join the teaching career , through creating respect	3.3433	1.12212
6-	The awards criteria encompasses all dimensions of creativity and performance appraisal in the educational field	3.9403	.93551
7-	QRA criteria are considered to be comprehensive covering all items to be measured in teacher's excellence.	4.0597	.93551
8-	The teachers individual philosophy represents the most important award criterion , since it reflects its individualistic excellence, and that shows the real recognition of	4.1791	.77705
9-	The educational award is mainly built on the appreciation of the efficiency and affectivity of teaching	4.0606	.89234

The results in table (3) show that the factor of QRA criteria domain is the highest item mean in this domain was the “QRA for educational excellence is considered to be a good motivation for teachers performance”; it ranked first with mean (4.4328) and standard deviation of (0.80197) . This result explains how the award motivates teachers to do their best performance to excellence. Whereas the lowest item mean is “The award concept supports the teachers career through their rewarding system” with mean (2.0746) and standard deviation (1.18467).

This result agrees with Swartz (2010) findings about safe learning environment as a motivation for teachers' excellence.

8.2. Factors related to personal traits

Table 4 shows the means and standard deviations of the factors related to QRA criteria domain.

Table (4): Means, standard deviations and ranking of factors among personal traits domain

No	Items	Mean	S D
1	If the teacher doesn't receive the award, this will affect him /her negatively to apply for the competition in the future.	2.7612	1.38268
2	The higher the degree of certification (diploma , B A , M A) the teacher has , the better chance he/she will have to win the award	2.7164	1.43343
3	Some students age categories create better environment to empower teachers creativity	3.4478	1.23440
4	The teacher winning an award is more caring to self- improvement and continuous development	4.3731	1.04208
5	The more experienced the teacher is , the better chance he/she will have to win the award	3.2090	1.14861
6	The better the teacher is in using information technology , the better chance he /she will have to win the award	3.6418	0.98013
7	The higher degree of openness the teacher acquires in dealing with the community , the better chance he /she will have to win the award	4.4179	0.81926

The item which ranked first was "The higher degree of openness the teacher acquires in dealing with the community , the better chance he /she will have to win the award" , with mean (4.4179) and standard deviation (0.81926).And the lowest item was " The higher the degree of certification (diploma , B A , M A) the teacher has , the better chance he/she will have to win the award" with mean (2.7164) and standard deviation (1.43343).This result agrees with Mckay (1997) that community expectations affect teachers' excellence more than teachers' certificates.

8.3. Factors related to environmental support

Table 5 shows the means and standard deviations of the factors related to environmental support.

Table (5): Means, standard deviations and ranking of factors among environmental support domain

No	Items	Mean	S D
1	School environment is considered to be a motif for excellence through implementing the award criteria	3.9552	1.16037
2	School management shows cooperation in creating a competitive atmosphere to attain the award	3.5821	1.19531
3	Teachers colleagues understand the real meaning of the award	3.1364	1.13526
4	7- The specialization field relates to the degree of creating a competitive creative atmosphere	3.1970	1.30348
5	8- Female teachers –compared to males- receive better support from the environment (whether received from students , parents ,or school managers)	3.1970	1.17957
6	Society doesn't give enough support to female teachers to work on the award criteria after school time hours	2.1818	1.14903
7	The atmosphere surrounding the male teachers doesn't support creating excellence and creativity opportunities	3.1667	1.18430
8	13- Teachers in less opportunity places have less chances to compete	2.5373	1.52085
9	14- School equipment plays a good role in creating excellence and creativity atmospheres	3.7612	1.04576
10	15- Any teacher being awarded in any school presents a motivation for others in the coming years	4.1642	.86334
11	16- School director's belief in competing to the manager's award creates a supporting environment for teachers to compete.	4.0896	.82996
	17- If the school manager doesn't reach the final competitive award, this will affect negatively the teachers desire to compete in the future.	3.1642	1.14940
13	20 – Some students age categories create better environment to empower teachers creativity	3.4478	1.23440
14	21- The lower the age of students is the better chance given to teachers creativity	2.5672	1.19626

The results show that "any teacher being awarded in any school presents a motivation for others in the coming years "with mean (4.1642) and SD (.86334) ranked first. Whereas the item " Society doesn't give enough support to female teachers to work on the award criteria after school time hours" ranked the least, this result may be interpreted in terms of gender issues.

In order to answer the second question: Do these factors differ according to teachers' gender, level of Education, years of experience, and interaction of these factors?

Means and standard deviations were computed for each domain of factors and for the total score according to teachers' gender, level of education and years of experience. One way analysis of variance (ANOVA) was used to determine whether there were significant differences in teachers' factors of excellence according to each variable and the interaction between them.

8. 4. QRA criteria's domain

Means and standard deviations were computed for each domain of teachers' attitudes and for the total score according to gender. Table (6) shows the findings.

Table (6): One-way ANOVA examining the effect of gender, level of education, years of experience, and the interaction on the QRA criteria domain

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	3.077(a)	15	0.205	0.960	0.508
Intercept	241.422	1	241.422	1130.100	0.000
Gender	0.026	1	0.026	0.120	0.730
Level of education	0.277	3	0.092	0.432	0.731
Experience	0.091	3	0.030	0.142	0.934
Gender * level.	0.715	3	0.238	1.116	0.352
gender *experience	0.035	1	0.035	0.164	0.687
Level. * experience	0.644	3	0.215	1.006	0.398
Gender * level. * experience	0.003	1	0.003	0.015	0.904
Error	10.681	50	0.214	-	-
Total	1000.704	66	-	-	-
Corrected Total	13.759	-	-	65	-

The findings indicate there are no significant differences between teachers on the domain of QRA criteria due to their gender, level of education and years of experience and interaction between the variables was taken into consideration, but also results show that there are no significant differences. This result support the validity of QRA criteria as predictor of teachers' excellence performance, based on international best practices that respect the teaching profession, select the best teachers and schools based on fair and transparent criteria. And these criteria exclude gender, level of education, and years of experience.

8.5. Teachers' Personal traits domain

Table (7): One-way ANOVA examining the effect of gender, level of education, years of experience and the interaction on teachers' personal traits domain

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	2.553(a)	15	0.170	0.519	0.918
Intercept.	218.721	1	218.721	667.080	0.000
Gender	0.001	1	0.001	0.002	0.968
Level of education	0.221	3	0.074	0.224	0.879
Experience	1.039	3	0.346	1.056	0.376
Gender *level.	0.549	3	0.183	0.559	0.645
gender * experience	0.395	1	0.395	1.204	0.278
Level. * experience	0.400	3	0.133	0.407	0.749
Gender * level.* experience	0.036	1	0.036	0.109	0.742
Error	16.722	51	0.328	-	-
Total	903.714	67	-	-	-
Corrected Total	19.274	66	-	-	-

As shown in table (7) there are no significant differences between the means of the teachers' personal traits referring to their gender, level of education, years of experience and the interaction between them. This result leads to that gender, level of education and years of experience are not significant variables of teachers' personal traits on their Excellence. This result shows that researchers have to define more personal traits that influence teachers' excellence which agree with results mentioned in Grieve (2010) study, and the results of Moore (2007) about personal and inter- personal factors as important factors of excellence. Many researches show that sense of humor; entertaining; excited or enthusiastic, exhibits a caring attitude toward students (Waters, Kemp, & Pucci,

1988; Weisz, 1989) and these traits are strongly related to effectiveness and excellence teaching.

8.6. Environment support domain

Table (8): One-way ANOVA examining the effect of gender, level of education, years of experience and the interaction on the environmental support domain

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Corrected Model	2.120(a)	15	0.141	0.821	0.650
Intercept	135.513	1	135.513	787.592	0.000
Gender	0.297	1	0.297	1.728	0.195
Level of education	0.139	3	0.046	0.270	0.847
Experience	0.987	3	0.329	1.912	0.140
Gender * level.	0.066	3	0.022	0.128	0.943
Gender * experience	0.028	1	0.028	0.162	0.689
level.* experience	0.129	3	0.043	0.250	0.861
Gender * level. * experience	0.048	1	0.048	0.277	0.601
Error	8.431	49	0.172	-	-
Total	514.168	65	-	-	-
Corrected Total	10.551	64	-	-	-

Table (7) discuss the result of environmental support for teachers' excellence, the findings show that there are no significant differences between the means of environment referring to their gender, level of education, years of experience and the interaction between them. This result leads to the fact that gender, level of education and years of experience are not significant. Some studies defined environmental factors as important factors of teachers' excellence, as in Neumann (2007) discussion about external factors which refer to environmental factors, and he studied the effect of some external factors on excellence teaching. Miller (1976), Mackenzie (2007) and Balfaqeeh (2007) presented many external factors related to teachers and teaching environment. These results agree with the current study about the effect of environmental factors on teachers' excellence.

9. Recommendations

This study tries to investigate the most influential factors of teaches' excellence from the perspective of winning-teachers of QRA, and the relationships between these factors and selected variables such as gender, years of experience, and level of education. The following are some recommendations:

- This study presents a very important proof about QRA criteria validity, which may help researches in developing a better system that includes these criteria as a tool teaching excellence measurement, and profiting it as one of the best practices.
- Researchers need to conduct more in- depth studies for other factors that may affect teachers' excellence.
- The need to revise the teachers' performance assessment system in Jordan to benefit of QRA criteria.

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