

The Reality of the Teacher's Status and the Educational Requirements for Improving this Status from the Principals' Perspective

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Abstract

The present study aimed to explore the teachers' status and identify the educational requirements to be met for improving the teachers' status in the Jordanian society in the light of the contemporary orientations from the principals' perspective. It aimed to identify whether there is any difference between the respondents' attitudes which can be attributed to gender, academic qualification, experience or school location. A descriptive approach was adopted and a seventy four item questionnaire was developed. The reliability and validity of the questionnaire were measured. A simple random sample was selected. It consists from 110 female and male principals who work at the schools in Balqa'. This study was conducted during the academic year 2018/2019. It was found that the teachers' status from the principals' perspective is high. The teachers' status in the economic and psychological areas is ranked first. The teachers' status in the social area is ranked last. It was found that there isn't any difference between the respondents' attitudes towards the reality of the teachers' status which can be attributed to gender. However, there is a difference in this regard that can be attributed to experience for the favor of the ones who have (1-5) years of experience. When comparing the ones who have (5 years of experience or less), the ones who have (5 years- less than 10 years of experience) and the ones who have (10 years of experience or more), the differences are for the favor of the ones who have (5 years- less than 10 years of experience). It was found that there isn't any difference between the respondents' attitudes towards the reality of the teachers' status which can be attributed to academic qualification for the favor of the ones holding BA degree. The mean of the educational requirements is high. The mean of the statement involving raising the teachers' salaries to live a decent life is ranked first. It was found that there isn't any statistically significant difference between the respondents' attitudes towards such educational requirements which can be attributed to gender, experience nor academic qualification. The researchers recommend treating teachers fairly. That can be done through re-examining all the decisions which may be unfair for teachers. Such unfair decisions may include the decision of raising the workload of teachers. The researchers recommend promoting awareness in society about the significant role of teachers. They recommend engaging teachers in social and cultural activities. They recommend holding lectures and symposiums for promoting awareness about the significant role of teachers in society

Keywords: teachers' status, educational requirements

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Introduction:

Developing any society requires making reforms to its educational system. However, making such reforms require exerting much effort for a long period of time. Making such reforms shall enable the government to reach the required outcomes. It requires making reforms to the elements of the educational system. Such elements are: students, curricula, educational goals, teachers and exams. However, the teacher is considered the most important element among these elements.

It should be noted that education plays a major role in achieving development and growth. In other words, in order for any nation to develop, it must be delivering education of high quality. Therefore, the educational system plays a very significant role in developing societies. To be more specific, it plays a very significant role in developing the societies in political, economic, social and cultural areas. It involves educational goals to be met. It involves the functions that must be carried out by schools in accordance with the principles of the students enrolled in them.

Throughout time, the concept of education has changed. In addition, the role of teachers has changed too. For instance, during the seventeenth (17th) century, teachers were responsible for illustrating the lesson in order for students to comprehend. They were responsible for motivating students to learn and developing students' researching skills. During the eighteenth (18th) century, teachers were responsible for teaching students in a manner that is consistent with the students' interests. They were responsible for promoting love for exploration. During the nineteenth (19th) century, teachers were responsible for illustrating information and developing students' thinking skills. They were responsible for enabling students to identify the main ideas of the lesson. They were responsible for enabling students to identify the general rules that are in the lesson. During the twentieth (20th)

century, teachers were responsible for developing the future generation and promoting autonomy and freedom. They were responsible for developing students' decision making skills (Al-Zboon and Naser, 2017).

During the twenty first (21) century, teachers became responsible for developing their own skills. Such skills include: the classroom management skills, life skills, and the skills needed for developing the students' higher order thinking skills. They include the skills needed for managing the students' skills and the assessment process. They include the skills needed for meeting the knowledge economy requirements (Al-Rashdan, 2002).

Regarding the curricula, they must be well-developed. They must be developed in a manner that is consistent with the skills that contemporary teachers ought to have. When developing curricula, there are several requirements that must be met. It should be noted that the qualified teachers must be having a high self-confidence level. The qualified teachers must believe in themselves. They must have a philosophy. They must have a philosophy, because teachers shall promote the values that were promoted by prophets. They must have a philosophy, because teachers must improve their status in society and the way students perceive them.

School administration plays a significant role in developing teachers. That is because school administration is responsible for providing support to teachers. It is because school administration is responsible for motivating teachers and meeting the requirements of improving the teachers' status. In addition, school administration is responsible for overcoming the challenges facing teachers. In fact, it must create a school climate that is full of security and love. Such a climate shall promote creativity and excellence. School administration must have trust in teachers. It must entitle teachers to choose the suitable teaching and assessment methods. It must believe in teachers' capabilities. It must believe that teachers have a significant mission to carry in society. It must deal with teachers with respect. It must take into consideration the conditions of each teacher in a manner that doesn't cause damage to the school interests. It must be cooperative with the creative teachers. That can be done through enrolling in these teachers in the suitable workshops. School administration must exert efforts and take the necessary measures for improving the teachers' performance. For instance, when a teacher enrolls in a postgraduate program, the school administration must provide this teacher with support. In case the teacher committed a mistake or caused a problem, the school administration must engage in a dialogue with the teacher and provide him/her with support. The school administration must hold lectures and symposiums for promoting awareness about the significant role of teachers. It must promote awareness among parents about the significant role of teachers. Educational institutions and other institutions must cooperate and exert much effort to improve the teachers' status. Such institutions may include: worship institutions, clubs, political parties, and media. Improving the teachers' status must be one of the primary goals of such institutions.

As for the Ministry of Education, it must raise teachers' salaries and provide them with financial rewards. It must ensure that teachers' salaries enable them to have good living conditions. If the teachers are provided with salaries that enable them to have good living conditions, they won't be forced to hold other jobs or give private lessons. If the teachers are provided with such salaries, they won't be forced to hold other jobs that may cause them humiliation and hinder them from development. It should be noted that people today do not desire to practice the teaching profession. That is attributed to the low income of teachers (Al-Sabhan, 2011).

Several developments occurred to the educational system in Jordan. Despite that, there are several challenges and obstacles hindering the Jordanian government from developing the education system. There are several requirements that must be met for developing the educational system in general and teachers in particular. Teachers should be developed because they play a vital role in the educational process. It plays an effective role in any educational process. Therefore, to make reforms or developments to the educational process, teachers must be developed first. In other words, education of high quality can't be delivered without having highly qualified teachers. There are various sources for obtaining knowledge. Therefore, teachers became facilitators of knowledge. They became responsible for guiding students in the process of obtaining knowledge. Thus, they are not responsible any more for delivering information through the spoon feeding method. That is because teachers are not the only source for information today (Mahafza, 2009).

Information explosion has been experienced and many changes occurred. In the light of these things, the role of teachers changed. For instance, they were responsible for delivering knowledge only. However, today they become responsible for guiding students in the process of obtaining knowledge. They became facilitators of knowledge. They become responsible for informing students about the way of acquiring knowledge. It has become necessary to provide attention to teacher development. It has become necessary to shed a light on teachers' status and the challenges facing teachers. It has become necessary to propose solutions for overcoming such challenges. That shall enable societies to achieve development and growth. The 21st century teachers must have specific communication skills. They must meet specific requirements and be capable of employing effective teaching strategies. That can be ensured through providing teachers with training and development courses in an ongoing manner. That can be ensured through promoting awareness among people about the significant role of teachers.

Statement of the Problem and the Study's Questions:

Rapid changes have occurred to the world. Such changes occurred in the social, knowledge, and IT field. They led

to changing the teachers' status in the Jordanian society. Much attention is provided to teachers because they lead the educational process. It is provided because teachers significantly affect the educational process. Almost all people in the Jordanian society believe that the teachers' status declined. Such decline is attributed to the crises that were experienced by Jordan. Such crises involves crises related to religious, ethical, social, economic and political aspects. The researcher reviewed the relevant previous studies and theoretical literature. For instance, they reviewed the study conducted by Khalaf (2016). The latter study aimed to shed a light on the determinants of the social status of teachers. The researchers of the present study reviewed the study conducted by (Al-Dawood and Al-Zyood, 2017). The latter study aimed to explore the social status of teachers in the Syrian society. One of the researchers of the present study has experience as a temporary teacher in a public school. She has experience as a teacher in a private school. Through her experience, she noticed that there are infringements committed against teachers. Such infringements may include: verbal and physical insult and treating teachers as inferior. Therefore, the present study aimed to explore the reasons behind the decline of the teachers' status in the Jordanian society. It aimed to identify the educational requirements to be met for improving the teachers' status in the Jordanian society in the light of the contemporary orientations. To be more specific, the present study aimed to provide answers to the following questions:

Q.1: What is the reality of the teachers' status in the Jordanian society from the principals' perspective?

Q.2: Is there any difference between the respondents' attitudes towards the reality of the teachers' status which can be attributed to gender, academic qualification, experience or school location?

Q.3: What are the educational requirements to be met for developing the teachers' status in the Jordanian society from the principals' perspective?

Q.4: Is there any difference between the respondents' attitudes towards such educational requirements which can be attributed to gender, academic qualification, experience or school location?

The Study's Objectives:

The present study aimed to explore the reality of the teachers' status in the Jordanian society from the principals' perspective. It aimed to identify the educational requirements to be met for developing the teachers' status in the Jordanian society from the principals' perspective. To be more specific, the present study aimed to:

- 1- Explore the reality of the teachers' status in the Jordanian society from the principals' perspective.
- 2- Identify whether there is any difference between the respondents' attitudes towards the reality of the teachers' status which can be attributed to gender, academic qualification, experience or school location.
- 3- Identify the educational requirements to be met for developing the teachers' status in the Jordanian society from the principals' perspective.
- 4- Identify whether there is any difference between the respondents' attitudes towards such educational requirements which can be attributed to gender, academic qualification, experience or school location?

The Study's Significance

The present study is significant. That is because it provides useful results for:

1)-Teachers: The results of the present study shall motivate teachers to improve their personal skills. That can be done through attending training courses, and workshops. Such courses and training workshops shall provide teachers with the required knowledge and improve their skills. That shall enable teachers to do their duties effectively

2)-Decision makers at the Ministry of Education: The present study shall encourage those decision makers to take into consideration that teachers are parents who have ethics and values when issuing decisions and regulations

3)-Developers of curricula and educational programs in universities and community colleges: The present study shall encourage those developers to develop pre-service teachers' skills and knowledge.

4)-Researchers: The present study shall assist researchers in conducting studies about similar subjects through providing them with a review of literature

Definition of the Study's Terms:

- Status: It refers to the stand that one holds within a social structure. It is determined based on one's academic qualification, income, profession and amount of knowledge (Okaishi and Ay, 2014).
- Teachers' status: It is a mental image for the stand that teachers hold in comparison to the stand held by professionals in other fields. This stand is determined based on objective criteria. It indicates the extent of appreciation given to teachers in society. Such criteria may include: wage, job conditions, and financial benefits (Al-Jama'i, 2010).
- The reality of teachers' status (operational definition): It is measured through the scores obtained through using the questionnaire. It is measured from the principals' perspective
- Teachers: They play a vital role in the educational process. They play a significant role in fighting against illiteracy in society. They must be hold specific academic qualifications that enable them to practice the

teaching profession. They must have specific characteristics and meet specific conditions to practice the teaching profession. They have rights. They have obligation to fulfil. Teachers differ from one to another in terms of the academic qualification and the school stage they teach at (Saray, 2016).

- Requirements of improving the teachers' status: They refer to several requirements that must be met for improving the status of teachers in the Jordanian society. These requirements are identified through the study's questionnaire. They include: educational, social, and economic requirements. They include: curricula-related requirements

The Study's Limits:

The study's limits are displayed below:

Human limits: The present study sampled female and male principals who work in public schools

Thematic limits: The present study aimed to identify the educational requirements to be met for improving the teachers' status in the Jordanian society in the light of the contemporary orientations.

Thematic limits: The present study was conducted in the public schools in Balqa'. It sampled several principals who work in the latter schools.

Previous Studies:

This part is divided into studies conducted in Arabic language and studies conducted in English language. These studies are ordered from the oldest to the most recent ones:

Section one: Studies conducted in Arabic language:

Abu Nair et al. (2011) conducted a study about the meaning of knowledge economy and the modern role of teachers from the perspective of the secondary school teachers in Jordan. They adopted a descriptive approach. The study's population consists from all the secondary school teachers in Jordan who are either specialized in academic or vocational majors. To be specific, it consists from 398 female and male teachers. The latter study was conducted during the academic year (2008/2009). The sample was selected through using a random sampling method. It consists from 120 female and male teachers. It represents 30% of the whole population. A twenty-six item questionnaire was developed. It was found that there isn't any significant difference- at the statistical significance level of $\alpha=0.06$ - between teachers' in terms of awareness about the meaning of knowledge economy and their modern roles which can be attributed to gender, academic qualification and experience.

Al-Saleem and Al-Ali (2012) aimed to explore the teachers' (social status) and role in developing the society from the secondary school teachers' perspective in Jordan. They adopted a descriptive analytical approach. The study's population consists from male and female teachers who work in public secondary schools in Mafraq. It consists from 702 female and male teachers. A random sample was selected. It consists from 225 male and female teachers; 114 male teachers and 111 female teachers. The latter researchers developed a two part questionnaire. The first part sheds a light on teachers' status. It consists from 36 items. The second part sheds a light on the development of society. It consists from 34 items. It was found that there is a relationship between teachers' status and the role of teachers in developing society. It was found that salaries and incentives play a significant role in improving the social status of teachers. It was found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to academic qualification and experience. It was found that there is a statistically significant difference between the respondents' attitudes which can be attributed to gender. The latter difference is for the favor of females.

Saray (2016) aimed to explore the social status of teachers in the local community. She conducted a study in an elementary school in Lishana, Baskarah, Algeria. She selected a sample consisting from 600 teachers. She also sampled 600 parents. She used a questionnaire for collecting data. It was found that the teachers' status in economic and social areas is low from the teachers' perspective. It was found that the teachers' image in the Algerian culture is inconsistent with the way the teachers ought to be. It was found that parents do not perceive teachers as being perfect. It was found that teachers do not serve as leading figures in society nor have a high social status from the parents' perspective.

Al-Ref'ah (2017) conducted a study titled (the educational requirements to be met for showing a high performance quality level by teachers in public schools in the Kingdom of Saudi Arabia). He aimed to identify the educational requirements to be met for showing a high performance quality level by teachers in public schools in the Kingdom of Saudi Arabia. It was found that showing a high performance quality level by teachers requires providing employees with the opportunity to excel. In order for teachers to show this level, teachers must be professional and efforts must be exerted to raise their performance. An analytical descriptive approach was adopted. It was adopted to explore the performance quality of teachers in public schools and setting a description for the good teachers. It was adopted to identify the requirement of developing teachers. A questionnaire was developed. The questionnaire forms were distributed to 150 teachers and school supervisors in public schools. It was found that having a suitable educational climate at schools shall enable teachers to show a high performance quality level. The latter researcher recommends promoting a culture of quality in educational institutions. He

recommends taking measures to raise teachers' efficiency in accordance with the educational standards.

Al-Dawood (2017) aimed to explore the teachers' social status in the Syrian society from the perspective of the teachers themselves. She conducted a field investigation in Al-Hasakeh, Syria. A descriptive analytical approach was adopted. A questionnaire was developed. The questionnaire forms were distributed to 224 female and male teachers. It was found that the teachers' social status in Syria is low in economic, social, and cultural areas from the perspective of the teachers themselves. It was found that the teachers' social status in Syria is moderate in personal areas from the perspective of the teachers themselves. It was found that there is a difference between the respondents' attitudes in this regard which can be attributed to gender for the favor of females. It was found that there isn't any difference between the respondents' attitudes in this regard which can be attributed to experience

Section two: Studies conducted in English language:

Aydin et al. (2015) conducted a study titled (Teacher's Views Regarding the Social Status of the Teaching Profession). The aimed to explore the teachers' views in public elementary schools in Turkey. They aimed to shed a light on teachers' social status. Qualitative research methods were employed. The sample consists from 20 teachers who work in public elementary schools. The data that was collected through the interviews were analyzed. Content analysis was conducted. 880% of the teachers suggest that the teachers' social status is lower than the social status of the professionals in others field. 100% of the teachers suggest that the teachers' social status today is lower than the counterpart social status during previous years. Teachers suggest that the reasons behind the decline of their social status include: the new top management policies (24.4%) and the low salaries (14.6%). The most frequently mentioned policy of the Ministry of Education that affects teacher social status is the 147 Hotline/Grievance Line (43.75%).

Vujicic et al. (2015) conducted a study titled: (Social Status and Professional Development of Early Childhood and Preschool Teacher Profession: Sociological and Pedagogical Theoretical Frame). They aimed to identify the attitudes of early childhood and preschool teachers towards the status and significance of the teaching profession in society. They aimed to identify the relationship between such status and teachers' attitudes. An analytical descriptive approach was adopted and a questionnaire was used. The sample consists from 270 early childhood and preschool teachers. Those teachers were selected from Zagreb and Rijeka. It was found that there is a relationship between the positive cultures of educational institutions, professional development of early childhood and preschool teachers and their positive perception of the social status of early childhood and preschool teacher profession.

Hamaimbo (2016) conducted a study titled (A Comparative Study of Status of teachers in selected urban and rural secondary schools in Southern Province, Zambia). He aimed to identify the factors that affect the status of those teachers. The population consists from all 10th -12th grade head teachers, and teachers in all secondary schools in Southern Province of Zambia and all the parents living in communities around the selected secondary schools. The sample consists from 1135 participants; 800 students, 204 teachers, 8 head teachers and 123 parents living in communities around the 8 selected (4 urban and 4 rural) secondary schools. It was found that the difference between the teachers' status in urban secondary schools and the teachers' status in rural secondary schools in Southern Province of Zambia is insignificant. It may be attributed to the fact that teachers play the same role in society regardless of the location of the school they teach at. Several recommendations were proposed. For instance, the researcher recommends providing teachers with professional development opportunities regularly.

Kalin (2017) conducted a study titled (teachers' status and the teaching profession: a study targeting teachers in elementary school). He aimed to explore elementary school teachers' attitudes towards the status of the teaching profession in society. He aimed to explore elementary school teachers' attitudes towards their status in comparison to the professionals in other fields. A questionnaire was developed after reviewing the relevant studies and theoretical literature. 1876 questionnaire forms were distributed to Croatian and Slovenian teachers. It was found that Croatian primary teachers believe that the teachers' status in society is lower than the status of the Slovenian teachers in society. The latter researcher recommends conducting more studies about the measures that could be taken for improving teachers' status in society

Comments on the aforementioned studies and the difference between them and the present study:

After reviewing the relevant aforementioned studies and their methodologies and framework, he following things were concluded:

The aforementioned studies shed a light on several subjects. Such subjects include: the teachers' status and the requirements of improving the teachers' status. For instance, Abu Nair et al. (2011) conducted a study about the meaning of knowledge economy and the modern role of teachers. There are several studies that shed a light on teachers' status. Such studies include the one conducted by Okaishi and Ay (2014). There are studies that shed a light on the conditions and requirements to be met by teachers. Such studies include the ones conducted by: Arheem and Al-Shahwani (2016). Al-Saleemy (2016) aimed to shed a light on the reasons behind the decline in teachers' status in Ha'eil, Saudi Arabia. As for the study of Al-Ref'ah (2017), it sheds a light on the educational requirements to be met for showing a high performance quality level by teachers in public schools in the Kingdom

of Saudi Arabia.

Studies differ from one another in terms of the approach. Some studies adopted a descriptive approach, such as the one conducted by Abu Nair et al. (2011). As for the studies of Vujicic et al. (2015), Al-Dawood (2017), Al-Ref'ah (2017), Okaishi and Ay (2014) and Al-Saleem and Al-Ali (2012), they adopted a descriptive analytical approach.

The aforementioned studies differ from the present study in terms of sample. Some studies sampled teachers and others sampled parents and exerts. As for the present study, it sampled female and male principals who work in public schools. The aforementioned studies differ from the present study in terms of population. The population of the present study consists from all the female and male principals who work at the schools in Balqa'.

The present study differs from the aforementioned studies. That is because the present study is the first study that aimed to explore the teachers' status and the educational requirements to be met for improving the teachers' status in Jordan. However, the aforementioned studies either shed a light on teachers' status or such educational requirements.

The present study differs from the aforementioned studies. That is because the present study is a recent study. The present study shall participate in developing the educational process in general and teachers in particular. It shall enable the Jordanian government to keep up with the latest developments in the light of the contemporary educational orientations.

Reviewing the aforementioned studies assisted the researchers of the present study in developing the theoretical framework and drafting the study's problem, questions, and significance. It assisted the researchers of the present study in developing the instrument, and choosing the suitable approach and statistical analysis methods. It assisted the researchers in discussing the results and suggesting recommendations.

The Study's methodology

To achieve the goals of the study, a descriptive approach was used that describes the reality, by collecting data on it through the questionnaire and then describing the requirements that may lead to raising the status of the teacher from the researcher's point of view.

Study population and sample

The study population consisted of all principals and principals in government schools in Al Balqa governorate for the academic year 2018/2019 and they numbered (246) male and female directors according to the statistics issued by the Ministry of Education for the year 2018/2019.

The sample of the study was chosen in a simple random way from the total community. The study sample consisted of (110) male and female principals from government schools, at a rate of 44.7% of the total population of both sexes (male and female). Table (1) shows the distribution of the sample members according to the study variables.

Table (1) Distribution of study sample individuals according to gender, educational qualification and years of experience

Variable	Category	frequency	percentage
Gender	Male	36	32.7
	Female	74	67.3
	Total	110	%100
Educational qualification	Bachelor's degree	7	6.4
	Higher Diploma	70	63.6
	Master's degree	25	22.7
	PhD	8	7.3
	Total	110	%100
Experience	From 1 to less than 5	6	5.5
	From 5 to 10	19	17.3
	More than 10	85	77.3
	Total	110	%100

The study's instrument

Through reference to theoretical literature and previous studies that dealt with the reality of the teacher's standing and educational requirements such as the Al-Refaa study (2017) and Al Dawood study (2018), then a questionnaire consisting of three parts was developed:

Part one: Contains personal information for managers, including gender, qualification, and years of experience.

The second part: The reality of the position of the teacher and is divided into three axes - economic - psycho-social and cultural personality, and it included (40) items.

The third part: the educational requirements submitted to advance the position of the teacher, and it included (34)

items.

The researcher used the Likert scale to represent the degree of response on the instrument's paragraphs, distributed as follows:

$$(5-1) / 3 = 1.33$$

The following standard was used to judge paragraphs

Low grade from 1 to 2.33

Average score is 2.34 to 3.66

High score from 3.67 to 5.

Validate study instrument

The validity of the tool was verified by presenting it to sixteen arbitrators from Jordanian university professors, Balqa, and Arab Open, and his organization, in various educational specialties such as pedagogy, administration, education technology, special education, and educational psychology, to guide their opinion on the degree and affiliation of the paragraphs. For the areas identified and the degree of accuracy and clarity of paragraphs, and add, delete or modify some paragraphs. Their views and directions were taken into consideration in developing the tool until it settled 74 items in its final version out of 78, as the paragraphs that reached a consensus level of 80% were adopted.

The stability of the instrument

The stability of the scale was checked using the internal consistency method using the Alpha Cronbach equation and the following table shows these values:

Table (2) consistency coefficients using the internal consistency method to measure the reality of the status of the teacher

No.	Fields	Coefficient of stability in the Cronbach method
1	The economic field	0.70
2	Personal psychological field	0.87
3	The socio-cultural field	0.83
	Overall score for scale	0.90

Table (2) shows that the coefficient of persistence has reached the total score for the scale of the status of the teacher's status (0.90) and came for the economic field (0.70) and for the personal psychological field (0.87), and for the socio-cultural field (0.83) which are high values and indicate the consistency of the measure of the status of the status of the teacher the teacher.

Table (3) shows the stability coefficients using the method of internal consistency of the educational requirements to raise the status of the teacher Individual sample distribution

Statement no.	The dimension to which the statement belongs	Statement no.	The dimension to which the statement belongs
1	.27	18	.76
2	.38	19	.81
3	.59	20	.80
4	.65	21	.73
5	.65	22	.64
6	.70	23	.73
7	.68	24	.68
8	.64	25	.69
9	.64	26	.73
10	.68	27	.80
11	.75	28	.76
12	.77	29	.78
13	.79	30	.81
14	.76	31	.72
15	.76	32	.72
16	.82	33	.67
17	.80	34	.72

Table (3) shows that correlation coefficients between the statements and the overall score for the scale of educational requirements to improve the position of the teacher ranged between (0.27 and 0.82) and are appropriate values and indicate the validity of the construction of the scale.

Study variables

The study included four variables, three of which are independent and a dependent variable.

First: independent variables

gender has two categories: male, female.

The educational qualification has four levels: Bachelor, Higher Diploma, Master, PhD

Teaching experience has three levels: less than 5 years, 5 to 10 years, 10 years or more.

The dependent variable: the educational requirements provided to advance the position of the teacher.

Statistical processing

To answer the study's questions, the appropriate statistical treatments were made after entering the data on the computer to analyze it on the SPSS program and treat it statistically. Mathematical averages and standard deviations were extracted to answer the first question, the reality of the position of the teacher in terms of economic, psychological, cultural and social personality, and the second question was Extracting arithmetic averages, standard deviations and the level of significance of differences according to gender, qualification and years of experience, and the third question was extracting arithmetic averages, standard deviations and the degree of educational requirements to upgrade your skills. He is the teacher in Jordanian society from the point of view of managers, and the fourth question. The mathematical averages and standard deviations in the requirements for upgrading teachers in Jordanian schools were extracted from the viewpoint of the administrators according to gender, educational qualification, and experience.

The results of the study and its discussion

This current study came to know the educational requirements presented to improve the position of the teacher in Jordanian society, based on contemporary educational trends from the viewpoint of managers.

Results related to the first question: What is the reality of the teacher in Jordanian society and its position from the point of view of managers?

To answer this question, arithmetic averages, standard deviations, the degree of the teacher's reality in Jordanian society, and his position were extracted from the managers' view of the sub-domains and the overall degree of the scale and the following table shows these results:

Table (4)

Arithmetic averages, standard deviations, the degree of the teacher's reality in Jordanian society, and its position from the managers' point of view of sub-domains and the overall score of the scale in descending order.

Rank	No.	Fields	Arithmetic mean	standard deviation	Degree
1	1	The economic field	3.94	.53	High
2	2	Personal psychological field	3.94	.66	High
3	3	The socio-cultural field	3.75	.49	High
4		Overall score for scale	3.73	.45	High

Table (4) shows that the degree of the teacher's reality in Jordanian society and its position from the point of view of managers in Al Balqa Governorate came to the total degree with an average score of (3.73) with a high degree. Whereas the socio-economic field and the personal psychological field came first and second with the highest arithmetic average (3.94), and with a high degree, while the socio-cultural field came in the last rank with the lowest arithmetic average (3.75) and with a high degree, and the lowest paragraphs in the economic field were the ones that ranked The first wants to work in any other profession with the same salary, and the reason may be attributed to the unwillingness of teachers in this profession, perhaps the reason is due to the economic status of this profession that is not commensurate with the economic conditions of life or maybe it is due to the pressures of work in this profession and it was a low degree and all the paragraphs of The field of economics is low, and the paragraph that ranked last is the teacher's resort to give private lessons to increase income. The reason for this paragraph may also be due to the economic conditions that hinder the teacher from resting in his spare time by spending time in moving between private shares due to the requirements of economic life The high level, with regard to the psychological field, was the first rank with a high degree, which is the teaching profession of the teacher is a source of pride that the teacher cherishes more than any other profession, the reason may be that the education profession at the present time is not like other professions and this is what the Dao study indicated D, (2017) whose main results were a weakness in the social position of the teacher and cultural relation to other professions, and the paragraph that was in the last rank is the burdens assigned to the teacher more than any other profession, and as for the reality of the position of the teacher in the socio-cultural field its paragraphs came to a degree High and medium, where the first rank of a paragraph was considered. The teacher is the cornerstone of society's progress in the highest arithmetic average and with a high degree, while the paragraph came. The teacher chooses the teaching profession for the many vacations in it at the last rank with the lowest arithmetic average and with a low degree, where teachers consider the burdens that they perform Whoever prepares and works tests and

activities if he compares this time and burdens, it is not considered a profession with many vacations, if you compare that the rest of the professions end their work once they return home.

Results related to the second question: Does the reality of the teacher in Jordanian society differ from his point of view of managers according to gender, educational qualification, and experience?

To answer this question, arithmetic averages and standard deviations from the reality of the teacher in Jordanian society and its position were extracted from the point of view of managers according to gender, educational qualification, experience, and the following table shows these results:

Table (5)
Arithmetic averages and standard deviations of the reality of the teacher in Jordanian society and its position from the point of view of managers according to gender, educational qualification, and experience.

Variable	Variable levels	No.	Arithmetic mean	standard deviation
Gender	Male	36	3.78	.47
	female	74	3.70	.44
	Total	110	3.74	.45
Experience	1 Less 5	6	4.08	.48
	5 10 years	19	3.96	.59
	More than 10 years	85	3.65	.38
	Total	110	3.73	.45
Educational qualification	BA	7	4.37	.37
	Higher Diploma	70	3.69	.43
	M.A.	25	3.69	.32
	Ph.D.	8	3.60	.62
	Total	110	3.73	.45

Table (5) shows the existence of apparent differences in the arithmetic averages of the reality of the teacher in Jordanian society and its position from the point of view of managers according to gender, educational qualification, and experience.

Table (6)
The results of the triple analysis of the lack of interaction for lack of interaction to know the significance of the differences of the reality of the teacher in Jordanian society and its position from the point of view of managers according to gender, educational qualification and experience

Source of variance	Sum of squares	Degrees of freedom	Mean squares	F value	Sig.
Gender	.041	1	.041	.242	.624
Experience	1.335	2	.667	3.960	.022*
Educational qualification	2.237	3	.746	4.424	.006*
Error	17.360	103	.169		
Total	21.965	109			

*The statistical significance level is a 0.05

Table (6) shows that the value of "F" for the reality of the teacher in the Jordanian society and its position from the point of view of the managers is attributed to gender reached (0.242), which is a statistically insignificant value at the level of significance 0.05, and this indicates that there are no differences in reality for the teacher's reality in the Jordanian society and its status From the point of view of managers, gender is attributed

Table (6) shows that the value of "F" for the reality of the teacher in Jordanian society and its position from the point of view of managers is attributed to experience amounted to (3.960), which is a statistically significant value at the level of significance 0.05, and this indicates that there are differences in the reality of the teacher in Jordanian society and its position from the point of view The managers are attributed to the experience, and to know the significance of the differences in the reality of the teacher in society according to the experience, a comprehensive test was conducted for the dimensional comparisons and the following table between these results:

Table (7)
Scheffe' Test of dimensional comparisons in the reality of the teacher in society due to the variable of experience

Experience	From 5 to less than 10	10years and over
1to less than 5	.1202	.4342*
From 5 to less than 10	.	.3140*

Table (7) shows that there are statistically significant differences at the level of 0.05 in the reality of the teacher in Jordanian society and its position from the point of view of managers attributed to the experience variable and the differences between the experience came (from 1 to less than 5 and 10 years or more) and the differences came in favor of those with experience from 1 To less than 5 and the presence of differences between

experience (from 5 to less than 10, and 10 years or more) The differences came in favor of those with experience from 5 to less than 10 years, and after testing, it was found from the results that the opinions of managers from 1 to less than 5 were what were The results are in their favor.

Table (6) shows that the value of "F" for the reality of the teacher in Jordanian society and its position from the point of view of managers attributed the educational qualification amounted to (4.424) which is a statistically significant value at the level of significance 0.05 and this indicates that there are differences in reality for the teacher's reality in Jordanian society and his position from The managers' point of view is attributed to the scientific qualification, and to know the significance of the differences in the reality of the teacher in society according to the scientific qualification, a comprehensive test was conducted for the dimensional comparisons and the following table between these results:

Table (8)

Scheffe' Test of dimensional comparisons in the reality of the teacher in society due to the variable of the educational qualification

Educational qualification	Higher Diploma	M.A.	PhD
BA	.6779*	.6749*	.7710*
Higher Diploma	.	.0030-	.0931
M.A.			.0961

Table (8) shows that there are statistically significant differences at the level of 0.05 in the reality of the teacher in Jordanian society and its position from the point of view of managers attributed to the variable of the educational qualification and the differences came between the scientific qualification (Bachelor's and Higher Diploma) and the differences came in favor of those with a bachelor's educational qualification.

And there are differences between the academic qualification (Bachelor's and Master) and the differences came in favor of those with a bachelor's academic qualification, and there were differences between the scientific qualification (Bachelor's and Doctorate) and the differences came in favor of those with a bachelor's scientific qualification, and through the results we note that the results were in favor of the bachelor's academic qualification in all comparisons

Results related to the third question: What are the educational requirements to upgrade the position of the teacher in Jordanian society from the viewpoint of managers?

To answer this question, arithmetic averages, standard deviations and the degree of educational requirements were extracted to improve the position of the teacher in Jordanian society from the viewpoint of managers and the following table shows these results:

Table (9)

Arithmetic means, standard deviations, and the degree of educational requirements to improve the position of the teacher in Jordanian society from the viewpoint of managers, in descending order.

Rank	No.	Statement	Arithmetic mean	standard deviation	Degree
1	4	Increasing teachers' salaries to be a decent life.	4.57	.78	High
2	29	Encouraging the teacher to use various evaluation methods.	4.52	.70	High
3	7	Subject the teacher to courses in communication skills before entering the field of education.	4.47	.73	High
4	17	Helping the teacher design educational activities that help students become self-independent.	4.46	.75	High
5	18	Holding teacher courses related to classroom management effectively.	4.46	.73	High
6	21	Encourage the teacher to respect the other opinion when requested.	4.46	.75	High
7	6	The intensification of practical training hours in colleges of educational sciences.	4.45	.76	High
8	22	Encouraging the teacher to allow students to participate in the classroom.	4.45	.74	High
9	25	Encouraging the teacher to adhere (to the regulations, regulations and instructions regulating educational performance).	4.45	.70	High
10	32	Encouraging the teacher to constantly evaluate his performance.	4.44	.70	High
11	23	Emphasis on creating a good educational climate.	4.43	.80	High

Rank	No.	Statement	Arithmetic mean	standard deviation	Degree
12	14	Encouraging the teacher to (innovation, development and innovation).	4.42	.80	High
13	24	Urging the teacher to treat the students positively.	4.42	.70	High
14	30	The involvement of the teacher in courses in teaching students the method of self-evaluation.	4.42	.75	High
15	19	Encouraging the teacher to formulate the intended learning outcomes in a clear and measurable way.	4.41	.81	High
16	5	Incorporating the use of technology into colleges of educational sciences.	4.40	.77	High
17	8	Engaging the teacher in in-service training courses.	4.40	.85	High
18	20	Motivating the teacher to use (dialogue, openness, perseverance and curiosity).	4.40	.80	High
19	27	Engaging the teacher in courses on how to use self-learning skills.	4.39	.83	High
20	11	Make way for teacher growth (professionally and academically) by allowing them to graduate to university	4.38	.80	High
21	33	Rehabilitation of the teacher after their desire to pursue a career in their own colleges.	4.38	.77	High
22	34	Qualifying the teacher in the field of crisis management to keep pace with the changing and rapid events.	4.38	.73	High
23	12	Rehabilitation of the teacher through studied strategies to enhance his teaching skills	4.37	.80	High
24	9	Holding special sessions for those who receive discretionary awards.	4.36	.80	High
25	15	Encouraging the teacher to develop teaching methods for the educational subject.	4.35	.80	High
26	16	Encouraging the teacher to link different fields in his field and other specialties.	4.33	.80	High
27	13	Helping the teacher to easily and efficiently link the parts of the specialist content.	4.29	.80	High
28	31	Parent teacher involved in many activities.	4.28	.80	High
29	10	The desire of the teacher for professional development and growth.	4.25	.90	High
30	28	The involvement of the teacher in courses in converting courses into electronic educational programs	4.25	.90	High
31	3	The teacher must undergo several tests (academic and personal) before entering the field of education.	4.22	.80	High
32	26	The involvement of the teacher in courses on how to use the electronic scientific library.	4.21	.90	High
33	2	Increase the university admission rate in educational professions	3.95	.93	High
34	1	Self desire is the real reason for joining the education profession.	3.61	.85	moderate
		Overall average requirement	4.35	.60	High

Table (9) shows that the degree of educational requirements to improve the position of the teacher in Jordanian society from the point of view of managers came to the total average with an average arithmetic (4.35) and a high degree, while the arithmetic averages of the paragraphs of the educational requirements to upgrade the position of the teacher in Jordanian society from the viewpoint of managers It ranged between (3.61 and 4.57) and came in a medium and high degree, and the increase in this percentage may be due, but these requirements were in line with the needs of teachers from the principals point of view, where the paragraph (raising teachers' salaries that are sufficient for a decent life) came first with the highest arithmetic average (4.57) And in a high degree, Art may be attributed Therefore, this paragraph was referred to the necessity of raising the salaries of teachers to provide them with a means for a decent life, followed by the paragraph (Encouraging the teacher to use various evaluation

methods) with an average of (4.52) and a high degree, and the reason for the increase in this paragraph may be due to the need for diversity in the evaluation methods, where It has become a necessity for diversity in the evaluation, as diversity enables all measures of cognitive, behavioral, and sentimental goals to be measured, while the paragraph (subjective desire is the real reason for joining the education profession) came with the last rank with the lowest arithmetic average (3.61) and an average degree, and perhaps the mediation of this paragraph comes As a result of the desire of some teachers to He worked in the education profession, but the reason for their existence is the classification that they obtained in universities.

Results related to the fourth question: Do the requirements for upgrading teachers in Jordanian schools differ from the viewpoint of principals according to gender, educational qualification, and experience?

To answer this question, arithmetic averages and standard deviations in the requirements for upgrading teachers in Jordanian schools were extracted from the viewpoint of principals by gender, educational qualification, experience and the following table shows these results:

Table (10)
Mathematical Averages and Standard Deviations in the Requirements for Upgrading Teachers in Jordanian Schools from the Perspective of Managers by Gender, Educational Qualification, and Experience

Variable	Variable levels	No.	Arithmetic mean	standard deviation
Gender	Male	36	4.37	.36
	female	74	4.34	.74
	Total	110	4.46	.110
Experience	1 Less 5	6	4.60	.30
	5 10 years	19	4.49	.40
	More than 10 years	85	4.31	.60
	Total	110	4.35	.60
Educational qualification	BA	7	4.55	.40
	Higher Diploma	70	4.31	.60
	M.A.	25	4.43	.50
	Ph.D.	8	4.35	.60
	Total	110	4.35	.60

Table (10) shows the existence of apparent differences in the arithmetic averages in the requirements for the promotion of teachers in Jordanian schools from the point of view of the administrators according to the gender, educational qualification, and experience.

Table (11)

The results of the triple analysis of the lack of interaction for lack of interaction to know the significance of the differences in the requirements for the upgrading of teachers in Jordanian schools from the point of view of the administrators according to gender, educational qualification and experience

Source of contrast	Sum of squares	Degrees of freedom	Mean squares	F value	Sig.
Gender	.003	1	.003	.009	.925
Experience	.691	2	.345	1.067	.348
Qualification	.340	3	.113	.350	.789
The error	33.356	103	.324		
Total	34.643	109			

Table (11) shows that the value of "F" for the requirements of upgrading teachers in Jordanian schools from the point of view of administrators is attributable to gender reached (0.009), which is not statistically significant value at the level of significance 0.05, and this indicates that there are no differences in requirements for upgrading teachers in Jordanian schools from The managers' viewpoint is attributed to gender.

Table (11) shows that the value of "F" for the requirements for the advancement of teachers in Jordanian schools from the point of view of administrators is attributed to experience amounted to (1.067), which is a statistically insignificant value at the level of significance 0.05, and this indicates that there are no differences in requirements for the requirements of the teachers in Jordanian schools From the managers' point of view, it is attributed to experience.

Table (11) shows that the value of "F" for the requirements for the advancement of teachers in Jordanian schools from the viewpoint of principals due to the educational qualification amounted to (0.350), which is a statistically insignificant value at the level of significance 0.05, and this indicates that there are no differences in requirements for the requirements of the teachers in schools Jordanian from the managers point of view attributed to the educational qualification.

Recommendations

In light of the results of the study, the researcher recommends the following:

- Working to raise the teacher's personal status by giving teachers courses in communication skills and self-confidence, as well as through intensive courses for teachers in communication skills, teaching methods, assessment methods, classroom management skills and linking the curriculum to social reality.
- Working to improve the living conditions of the teacher through an increase in salaries and ensuring a decent life for them so that the teacher does not resort to any other profession that reduces his social standing and worked on equalizing the salaries of the teacher with doctors, engineers and others.
- Educating the community about the importance of the teacher's role and his effective participation in all social and cultural activities, and giving lectures and seminars that show the importance of the teacher's role in society.
- Working to achieve educational requirements that raise the efficiency of the teacher, by providing teachers with all skills through good preparation and ongoing training.
- Conducting more relevant studies by researchers to follow up on the study results related to the status of the teacher and the educational requirements to improve the status of the teacher.

Conclusion

It was found that the teachers' status from the principals' perspective is high. The mean of the educational requirements is high. The teachers' status in the economic and psychological areas is ranked first. The teachers' status in the social area is ranked last. It was found that there isn't any difference between the respondents' attitudes towards the reality of the teachers' status which can be attributed to gender. It was found that there isn't any statistically significant difference between the respondents' attitudes towards such educational requirements which can be attributed to gender, experience nor academic qualification.

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