AN ANALYSIS OF TEACHING BEHAVIORS THAT DISCRIMINATE BETWEEN THE EFFECTIVE AND INEFFECTIVE SOCIAL STUDIES TEACHERS IN JORDAN

M.A Thesis
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Abstract

An Analysis of Teaching Behaviors that Discriminate Between the Effective and Ineffective Social Studies Teachers in Jordan

The main purpose of the study was to determine the personal characteristics and/or competencies that, efficiently, differentiate between those teachers who were known to be effective and those who were known to be ineffective in teaching social studies.

The sample selected for this study consisted of twenty teachers who teach social studies at the secondary stage in public schools. Ten teachers of the sample were known to be the most effective ones according to the ratings given by supervisors and school principals. While the other ten teachers were known to be the least effective ones according to their ratings on the same measures.

A sample of a lesson for each teacher, in both groups, was video-taped in a natural teaching situation. Afterwards, the video-taped lessons were analyzed by sixteen judges specially selected for that purpose on the basis of their qualifications, experience and professional standing in relevant capacities. They were divided, randomly, into two equal groups. One group was provided with criteria of teacher effectiveness, and required to provide ratings to those behaviors shown by teachers under study. The other group was not provided with any criteria, and requested to identify the crucial behaviors, record them and
rate them according to a unified rating scale.

The data sets given by both groups of judges were analyzed and tested for any statistically significant differences between the effective and ineffective groups on each variable using t-test.

One important conclusion was that, a high agreement was found among both groups of judges on most teaching variable.

All the statistically significant variables emphasized by both the groups of judges were categorized under six teaching dimensions. The six dimensions along with their constituent teaching variables are as follows:

I. Personal Qualities
   - Professional zeal.
   - Emotional stability.

II. Mastery of the subject-Matter
   - Organizing the material for teaching.
   - Defining concepts and generalizations.
   - Making comparisons and interpretations to the elements of the topic.

III. Teaching Strategies
   - Using discussion strategy.
   - Relating between the content and the environment.
IV. Teaching Aids & Instructional Activities
   - Using appropriate teaching aids and activities related to the content.
   - Making use of the blackboard.

V. Classroom Evaluation
   - Cumulative evaluation of the instructional objectives.

VI. Achievement of the Educational Goals for Students
   - Helping students to use and apply the previously learned concepts.