

Abstract

Teachers' Competencies in Daily Lesson Planning in the Secondary Schools of Jerusalem and its Suburbs, and its Relationship with some Variables.

Prepared by : Hatem Abu-Hilal

Supervised by : Dr. Abdul-Qader Sa'di

This study aimed at investigating the degree to which the secondary school teachers in Jerusalem and its suburbs (under The PNA) are practicing the competency in daily lesson planning. The teachers were asked to answer questions, which are designed to investigate the relationship between preparation, experience, in-service training, and gender variables and the level of teachers' competencies in daily lesson planning. The questions were also designed to investigate the degree to which the teachers practice their competencies in the daily lesson planning.

It is anticipated that the results of this study would benefit the educators, planners, policy makers, school managers, and teachers themselves in the Palestinian Educational System in building a clear vision and policy in the field of teachers' preparation and in-service training.

The population of the study included all teachers (76 teachers) in Jerusalem (The Central Office) and its suburbs (Al-Ram Office). A questionnaire of 65 competency items was built. These items were distributed over the daily lesson planning competencies as follows: 11 items for the lesson aims, 12 items for the lesson contents, 10 items for activities, teaching methods, and learning aids, 10 items for lesson execution, 10 items for assignments, and 12 items for evaluation.

A statistical analysis of the results included finding the means, the standard deviations and percentages was used. The mean of the teachers' scores was used as an indicator of the level of their competency.

Regarding the preparation, the results have shown that the male teachers qualified with a Bachelor degree plus a Master's degree in education have the scored the highest mean (279.33). Those qualified with two-year Diploma in education scored a mean of (275.27) followed by those qualified with a Bachelor degree in education (275.25), those qualified with Bachelor degree plus a Diploma in education (273.58) and those with a Bachelor degree in education (275.25). The mean scores of female teachers proved to be different. Those qualified with Bachelor degree of education scored the highest mean (272.40). Those qualified with Bachelor degree plus a Diploma in education scored a mean of (269.00) followed by those qualified with a Bachelor degree in science or arts (268.00), those qualified with Bachelor degree plus Master's degree in education (266.76) and those qualified with two-year Diploma scored (252.67).

Regarding the experience, the results have shown that, regardless of the gender, competency has an inverse relationship with experience. Teachers with short experience (less than three years) scored the highest mean (270.67) followed by those with medium experience (four to seven years) who scored a mean of (269.60) and those with long experience (more than eight years) who scored a mean of (264.73).

The results have shown that the teachers' competencies are positively related to the in-service training. Teachers who obtained in-service training have scored a mean of (270.20), where as those who did not obtain in-service training have scored a mean of (262.40).

Regarding the gender, the male teachers have scored a mean of (268.63), where as the female teachers have scored a mean of (266.76), i.e., male teachers are 1.8 points better than the females.

The degree to which the teachers practice the competencies in daily lesson planning was found to be as follows: (1) to a very high degree 1.5% (2) above high degree 44.6% (3) to a high degree 46.1% (4) above medium degree 7.6%.

In order to develop the teachers' professionalism, and based on the above results, the study recommends the following: (1) good teachers' preparation (2) well studied in-service training programs (3) improving the teaching environment at schools (4) raising teacher's morals through improving his competencies (5) creating teachers networks (6) teachers must pass competency test before being employed (7) giving the teachers the opportunity to improve their profession (8) teachers preparation and in-service training must be consistent with the curriculum (9) giving the teachers the opportunity to follow up their higher education and (10) carrying out periodic tests for the teachers. The author suggests conducting further research studies in the fields of teachers' preparation, training and competencies.