

## **Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan**

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### **Abstract**

The study aimed to identify the level of higher basic stage Islamic Education teachers' practice for the 21<sup>st</sup> century skills and its relationship with their attitudes towards the teaching profession in Jordan. The population of the study included all Islamic Education male and female teachers in the higher basic stage in the University province in Amman whom were (141) male and female teachers from which a sample of (124) male and female teachers was selected using the available sample approach. The study followed the correlative descriptive approach and to achieve the goals of the study, the 21<sup>st</sup> century skills scale which was divided into six dimensions (the cultural and social dimension, sustainable education, leading change, information revolution, teaching professionalization, and technology management) and the scale of attitudes towards teaching were developed. The results indicated that the level of Islamic Education teachers' practice for the 21<sup>st</sup> century skills in sum came at medium level, and there were positive attitudes towards teaching among participants at a medium level too. The results indicated statistically significant differences at ( $\alpha=0.05$ ) in Islamic Education teachers' practice for the 21<sup>st</sup> century skills that are attributed to the gender and experience variables and these differences were in favor of female teachers and average and long experiences, and no statistically significant differences at ( $\alpha=0.05$ ) on the 21<sup>st</sup> century skills practice and the attitudes scales were indicated that are attributed to the educational qualification variable. Finally, the results indicated a significant correlation at ( $\alpha=0.05$ ) between the participants' level of practicing the 21<sup>st</sup> century skills and their attitudes towards the teaching profession.

**Keywords: Practicing Level, Islamic Education Teachers, The 21<sup>st</sup> Century Skills, Attitudes.**

### **Introduction:**

Our current era is the era of knowledge and economic competition among nations, so there is a need for individuals who exhibit skills that enable them to work and live, to a dependency on modern technologies in order to communicate with others, to have problems' solving skills with creative methods, in addition, this era requires the school to teach students the skills they need for life and work in the 21<sup>st</sup> century. Teacher is the most important individuals responsible for nations' progress or back off, so preparing teacher and equipping him/her with knowledge, values, and skills is the right way to build the nation.

This is what has called on developed countries to focus on developing and preparing their teachers, including what was issued in the "Touching the Future" report in (1999), which emerged from the discussion session that included thirty-six university presidents and specialists in educational affairs in the United States of America, which concluded the need to change the way teachers and their training programs are designed and prepared (Sassila, 2005). If teacher's preparation in general has a great importance, the preparation of the Islamic Education teacher has a greater importance as a responsible for an important pillar of the nation's identity, heritage, and basic culture pillars for the religious knowledge (Sharia sciences) this teacher has.

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The 21<sup>st</sup> century's requirements impose on the various educational systems to offer students a group of various skills which are totally different from those prevailed in the previous decades. More specifically, these requirements impose on the educational systems to focus on what is known as the 21<sup>st</sup> century skills which included critical thinking, cooperation, judgment and information literacy, dealing with various technical applications and media, social skills, leadership and responsibility, digital competencies, flexibility and adaptability, sustainable education, and the ability to self-learning ( Whitte and Latham, 2015).

Since education is unable to meet the challenges facing it in isolation from the efforts of teachers, it has become necessary to strive towards developing the skills of Islamic education teachers in a manner that enables them to be in harmony with the requirements of the era, in addition to enhancing their effective role in achieving quality education.

In light of the global challenges, new roles for the teacher are taking shape. And this, in turn, requires a high-quality education system that lays the foundations of criticism and creativity, and provides its graduates with skills and knowledge that are compatible with the requirements of highly competitive markets (UNDP, 2002, P71).

In our Arab world, we need to keep up with the global developments that are taking place, and there is no way to do that except by building a person who is aware and committed to the issues and aspirations of his/her nation, a creative and renewable human being capable of innovation and development.

### **Statement of the Problem:**

The changes and developments taking place in the 21<sup>st</sup> century have imposed on governments and decision makers to rethink about the various educational issues, among which teacher and his/her roles, teaching strategies, appropriate capabilities and resources, and others, which has, in turn, imposed changes in the objectives of teaching, as there has been a shift to focus on continuous learning skills, and more specifically, the 21<sup>st</sup> century skills which include a wide range of knowledge, faculties, work assignments, and personal qualities that help the teacher to achieve effective learning. To achieve the 21<sup>st</sup> century requirements towards students, this imposes on us to be concerned about teacher and his/her practices that contribute in making available the appropriate and effective teaching-learning environment, developing critical and creative thinking, enhancing communication, managing and evaluating class room learning, employing IT, and achieving deeper learning.

As the educational system in our schools imposes its shadows on many teachers' practices and that there are great challenges in applying these practices on the ground, and as a result of the above, the study came to find out the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills and its relationship to their attitudes towards the teaching profession in the higher basic stage. For the researchers' best knowledge, no previous studies have address the relationship between the level of practicing the skills of the twenty-first century and the attitudes towards teaching, which may contribute to drawing effective educational policies and improving teacher performance.

### **Significance of the Study:**

The significance of this study is represented by that it may contribute in:

- Identifying the 21<sup>st</sup> century most prominent skills practiced by Islamic education teachers in the higher basic stage from their perspective.
- Determining training needs and professional requirements to keep pace with the skills of the 21<sup>st</sup> century.
- It also may contribute in the educational development process to keep up with the scientific and technological advancement in the 21<sup>st</sup> century.

The preparation of Islamic education teacher has a fundamental role in improving his/her educational performance which is positively reflected on educational outcomes and learners, and with the existence of criteria, it is necessary to train teachers based on which and to develop them professionally to keep up with the changes of the era.

For the above mentioned, this study came to address the level of higher basic stage Islamic Education teachers' practice for the 21<sup>st</sup> century skills and its relationship with their attitudes towards the teaching profession in Jordan.

### **Objectives of the Study:**

The study aimed to:

- Identify the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills in Jordan.

- Identify the level of attitudes towards teaching among Islamic education teachers in the higher basic stage in Jordan.
- Identify the relationship between Islamic education teachers' practice for the 21<sup>st</sup> century skills and their attitudes towards teaching profession in Jordan.
- Investigate the difference's significance between the means of Islamic education teachers' responses in the higher basic stage in Jordan on the attitudes' scale based on the variables of experience, gender, and educational level.
- Investigate the difference's significance between the means of Islamic education teachers' responses in the higher basic stage in Jordan on the practice's scale based on the variables of experience, gender, and educational level.

#### Questions of the Study:

1. What is the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills from their perspective in higher basic stage in Jordan?
2. What is the level of Islamic education teachers' attitudes towards teaching profession from their perspective in higher basic stage in Jordan?
3. Are there statistically significant differences at ( $\alpha=0.05$ ) in the means of Islamic education teachers' practice for the 21<sup>st</sup> century skills based on the variables of gender, experience, and educational level from their perspective in higher basic stage in Jordan?
4. Are there statistically significant differences at ( $\alpha=0.05$ ) in the means of Islamic education teachers' attitudes towards teaching profession based on the variables of gender, experience, and educational level from their perspective in higher basic stage in Jordan?
5. Is there a correlation at ( $\alpha=0.05$ ) between Islamic teachers' practice for the 21<sup>st</sup> century skills and their attitudes towards teaching profession in higher basic stage in Jordan?

#### Study Terms and Definitions:

**The 21<sup>st</sup> Century Skills:** a range of requirements that enable the individual to coexist with the third millennium and these skills are associated with learning, creativity, informational culture, life, and professionalism (Alhudaibi and Qasim, 2020). Procedurally, they are defined as the range of requirements that enable a learner to keep up with the changes of the era and associated with culture, sustainable education, leading change, information revolution, education professionalization, and technology management, and they are measured by the score obtained by the teacher on the scale developed for this purpose.

**Attitudes:** Acquired emotional readiness, which are relatively constant, and determine the teacher's behavior and feelings about the teaching profession and the issues related to it, and include ideas, feelings and principles that are accepted or rejected by the individual teacher through various educational institutions" (Ahmed, 2007: 148). Procedurally, attitudes are the score obtained by the teacher on the scale developed for the purposes of this study.

**Islamic Education Teachers:** teachers who teach Islamic education in public schools affiliated with the Ministry of Education.

**Higher Basic Stage:** stage extends from eighth grade to tenth grade based on the division of the Jordanian Ministry of Education.

#### Limitations of the Study:

**Human Limits:** the study was applied on Islamic education male and female teachers in the higher basic stage at University province public schools/ Amman.

**Instrumentation:** the study is limited to the tools utilized (the Islamic education teachers' practice for the 21<sup>st</sup> century skills and the attitudes towards teaching scales) hence, the generalization of results is linked with these tools and their validities and reliabilities.

**Results:** are limited to Islamic education male and female teachers in the higher basic stage at University province public schools/ Amman, so it couldn't be guaranteed to obtain the same results with other samples.

**Time Limits:** the study was applied online during the first semester of the Academic year (2020/2021).

**Spatial Limits:** The study was applied at University province public schools/ Amman.

#### Literature Review:

## Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

Islamic education teacher has a significant role within the teaching- learning process, and this role goes beyond the educational process as whole, such as socialization processes, and from this point comes the importance of the teacher within society (Altartouri, 2007). Given the tremendous cognitive development and the emergence of many theories of learning and education, teaching has become a profession that has its origins, rules, and scientific curricula, many advanced trends have emerged in the field of teacher preparation that emphasize the need to keep pace with the era and pursue scientific, educational and technical developments, including following up curricular developments and determining the necessary aspects for teacher's preparation such as general , specialized, and educational ones, following up practical education and in-service training (Thiede, Crawford, Jesse, & Smit, 2019). The current technical advancement also require teacher to become familiar with the ways of dealing with modern educational methods and to effectively use them with students, therefore, the development of teachers' preparation programs became a necessity to meet the society developmental needs, in line with the society and labor market requirements (Malkawi and Njadat, 2012).

Among the Islamic education teachers' prominent in the 21<sup>st</sup> century (Diab 2006, and ALdosouqi, 2009, 2011):

**-Educational requirements:** related to focusing on self-learning skills, developing mental processes and thinking skills, the ability to investigate and mastering work, with being interested in the applicative aspect.

**-Cultural requirements:** concerned with teacher's ability to construct positive relationships with others, to study the various cultures, in particular, those of developed countries and to learn about their successful experiences.

**-Environmental requirements:** means that teacher should be a social example whether in taking responsibility or societal participation, and an intellectual example in dealing with science and its advancements and his/her ability to solve the various problems and connecting courses to societal issues.

Hence, we comes the importance of being interested in Islamic education teacher's preparation , and his/her pre and in-service qualification and training in order to keep up with the continuous changes and the increased international development so that this preparation includes a range of policies and procedures designed to offer teacher knowledge , attitudes, behaviors, and skills necessary to effectively perform his/her tasks ( Salman, 2019).

The 21<sup>st</sup> century skills of the Islamic education teacher, which include the personal and professional characteristics that he/she should possess, and which focus on integrating knowledge with technology and communication, can be summarized as follows (Alzahrani and Ibrahim, 2012, and Khamis, 2018, 2020):

- **Risk-avoiding:** means that teacher avoids risk resources represented by learners' lose for the meaning of learning, the lack for their learning at all, the failure in taking into account the learners' contrasted abilities, and the inappropriate educational experiences offered by teacher relative to objectives.

- **Solidarity:** taking solidarity responsibility with the learners and the entire work organization in achieving the goals without a partial view of the routine work performance.

- **A Model:** a teacher is an example for colleagues in work and for students in moral values and scientific persistence.

- **Leader:** leads students based on their abilities, various patterns, and their contrasted cultural components.

- **The Clairvoyant:** possessing a developmental vision for the professional self and the work institution as whole, and is able to clarify this vision and works on achieving it as possible without being satisfied with implementing orders.

- **The Learner:** teacher works on developing his/her professional and academic competencies with a personal or systematic manner, according to possible alternatives, as well as joining various training programs.

- **The Interlocutor:** discusses, debates and encourages initiative and spontaneity.

-**The Organizer:** works to create the learning environment, learners, educational experiences and assessment tools in a systematic manner capable of automatic harmony between its components to achieve goals.

The 21<sup>st</sup> things for the 21<sup>st</sup> century projects in the USA which is based on the national criteria of educational technology for learners has indicated the 21<sup>st</sup> century teacher should be the designer, the evaluator, and the participant in producing education technology with the use of the internet, distance teaching, and producing educational and simulation software (Alzahrani and Ibrahim, 2012, 2020).

Of the 21<sup>st</sup> teacher's characteristics is that he/she is a producer and keeps up with the new technology, nationally opened, and is able to use smart devices, blogging, digital orientation, able to cooperate, to communicate, projects-based learning, innovation, and lifelong learning (Suto, 2013).

Here it is worth saying that the Islamic education teacher that we want should be a researcher proficient in scientific thinking and problem-solving skills, and employs technology, able to able to communicate and cooperate effectively, designs learning activities in a perfect manner for Islamic education, and he must be a

learner of the continuous learning for life, develops him/herself and adopts national and international concepts. A leader of change and challenge, has moral visionary, committed to human values and a participant in development, adhering to the teacher's honor charter (Yurdakul, 2018).

The 21st century skills that an Islamic education teacher should be familiar with and practice can be summarized as follows (Malkawi and Njadat, 2012; Shalaby, 2014):

- **Cultural Aspect:** the importance of Islamic education teacher's role lies in deepening the student's sense of his/her community and language, and enabling him/her to filter what is broadcasted through the various media. He/she is also required to assimilate the global culture in order to be able to support the cultural identity of the Arab Islamic society, to explain national plans and promote the ideas and values prevailing in society.

-**Sustainable education:** extends throughout life and requires Islamic education teachers to be concerned in three aspects be achieved:

a- Learning for knowledge: includes how to search for information sources, and how to benefit from the lifelong learning opportunities.

b- Learning for work: offers the learner competencies that qualify him/her to face the various life situations and to effectively engage in labor market.

c-Learning for coexistence with others: includes offering the learner others and self-recognition skills and the ability to be familiar with the self and the community.

-**Leading change:** by following a clear model and an organized way of thinking that helps him/her foresees the future, and senses the results of the process of applying change in the educational process as the actual leader of changing society.

-**Information revolution:** The burdens of the Islamic education teacher are increasing within the information revolution, as it became required of him/her to develop his/her capabilities and the learners' capabilities to access various sources of knowledge and invest them in an optimal manner that would contribute to comprehensive development (Beers, 2014).

-**Education Professionalization:** to take all means to make education one of the most prestigious and distinguished professions in society by enhancing the value of education and the teacher in the souls of individuals, through the conciliation of different institutions, and taking care to offer teachers financial and service advantages and incentives, which will positively reflect on the societal view of the teacher and his/her profession.

-**Technology management:** by including it in the teaching- learning process, at the level of educational technology, teaching technology, and educational techniques (Farisi, 2016).

It is worth to say that developing teacher and teaching strategies is positively reflected on both teachers and students' attitudes, and the concept of attitudes is expressed as an acquired emotional readiness and not an innate one that determines individual's behavior and emotions towards thing and people or topics, it includes thoughts, feelings, and principles an individual accepts or rejects, and these attitudes are relatively constant (Ahmad, 2007).

They are also defined as the way we think with and socially and ritually behave based on which, and the concept of attitudes is a hypothetical one and can be inferred through the behavioral features related to it (Oxford World Power, 1999: 49).

At the international level, there are several teachers' attitudes-related theories towards teaching profession, among which Gee's theory (2004) which links attitudes to a deep belief in the profession and the society's view towards it from an epistemological perspective with its social dimensions, it means that teachers are very affected by the environment surrounding them and their society which has an influence of its cumulative trends and attitudes on teachers. Vygotsky's theory (1998) links attitudes to what he calls the social construct with its values and traditions. Both theories have a direct relationship with the beliefs held by an individual (teacher) and also attitudes towards teaching.

Teachers' beliefs and attitudes represent the accumulation of experiences, so it is preferred to study these beliefs pre and post practicing the profession to see the effect of working towards these attitudes whether positive this effects is or negative (Richardson, 1994).

It can be said that there are two components for attitudes, the first one is the emotional one, and indicates what we want and do not want, what we like and what we hate, what we desire and what we don't among people, things or a topic. This aspect has received clear attention by many theorists and specialists in organizational behavior, and it has been linked to job satisfaction, and this aspect is acquired by the individual and learned from parents, teachers, and colleagues in the groups to which the individual belongs (fred.1992, the second aspect is concerned with the cognitive aspect or informational aspect, and it is related to the individual's beliefs, perceptions, and opinions that he/she adopts about a thing, person, or an event, and these beliefs consist of ideas, knowledge, observations and logical interpretation of the relationships between them, in other words, it is the thinking process, with an emphasis on rationality and logic, and evaluative beliefs appear in the form of either impressions Whether the individual has positive or negative towards a thing or a person ( Alghamri.1998).

### **Related Studies:**

Related studies were offered based on two domains, first: studies that addressed the 21<sup>st</sup> century skills, and second: studies that addressed attitudes towards teaching and these studies are chronologically listed below from the orecnt to the oldest ones:

#### **1<sup>st</sup> Studies Addressing The 21<sup>st</sup> Century Skills:**

Ala'ttab's study (2020) aimed to identify the level of faculty members' practice for the 21<sup>st</sup> century skills from higher studies students' perspective at Bisha and Ib universities, and to identify if there were statistically significant differences in the level of practicing the 21<sup>st</sup> century skills that are attributed to the university type variable. The sample of the study was consisted of (44) male and female higher studies students from both universities. The 73-items 21<sup>st</sup> century skills questionnaire was used and items were distributed into 6 dimensions. The results indicated that the level of faculty members' practice for the 21<sup>st</sup> century skills from higher studies students' perspective at Bisha and Ib universities in the dimensions of teaching professionalization management, communication and participatory, cognitive economy, and higher-order thinking skills was high, and regarding the evaluative skills, their practices were at medium levels. Results also indicated that their practices for the skills related education technology came at low levels. Finally, the results indicated no statistically significant differences that are attributed to the variable of the university type in the first five dimensions while there was a statistically significant difference between faculty members at the dimension of evaluation and was in favor of those at Ib university.

Raheem (2020) evaluated the biology teachers' performance in light of the 21<sup>st</sup> century skills, and investigated the extent of these skills availability in their performance. The sample was consisted of (32) teachers at Al-Qādisiyyah Governorate in Iraq. The study used a percption card as a tool to evaluate participants' performance and to judge the level of their performance and scientific skills. The results indicated that from ten 21<sup>st</sup> century sub skills, three of them were achieved at high levels among participants (learning and creativity skills, informational and media mastery skills, technological skills, life and work skills), and five sub skills were at medium levels, and two at low levels.

Alhotaibi (2018) conducted a study in Asir region in KSA to evaluate educational performances among science teachers for the intermediate stage in light of the 21<sup>st</sup> century skills. The study followed the descriptive approach and the 21<sup>st</sup> century skills' scale for science teachers was developed and included four dimensions (computer skills and their use, participatory skills, communication skills, and thinking skills). the results indicated the importance of possessing the 21<sup>st</sup> century skills with their four dimensions and recommended with improving the educational performances among intermediate stage science teachers in line with the 21<sup>st</sup> century skills.

A'mal's study (2016) aimed to identify the roles practiced by the Palestinian teacher in light of the 21<sup>st</sup> century requirements in Nablus governorate and to determine the ways of activating them. The sample included (92) male and female principals and supervisors. To achieve the objectives of the study, a questionnaire including the following dimensions: critical and creative thinking, problem solving, classroom learning management, and communication and IT technology and mastery of teaching and assessing students' learning, was used. Results indicated that the total score of participants' means of estimation for the roles practiced by the Palestinian teacher in light of the 21<sup>st</sup> century requirements came at medium level, and indicated no statistically significant differences in the roles practiced by the Palestinian teacher in light of the 21<sup>st</sup> century requirements in light of the variables of gender, specialty, and educational qualification, and also no statistically significant differences were indicated in the roles practiced by the Palestinian teacher in light of the 21<sup>st</sup> century requirements due to the interaction between gender and position, and between specialty and educational qualification, and between specialty and years of experience, while there were statistically significant differences that are attributed to the variables of position and years of experience.

## **2<sup>nd</sup>: Studies Addressing Attitudes Towards Teaching:**

Ashshunnaq's study (2020) aimed to identify the level of Chemistry teachers' practice for teaching strategies related to metacognitive thinking at the secondary stage in schools at Wadi Al-Seer province and its relationship to teachers' attitudes towards the teaching profession. The study followed the descriptive correlative approach. The results indicated that the level of participants practice for metacognitive thinking strategies came moderate, and the results also indicated a presence of positive attitudes towards the teaching profession at a high level, the results also indicated a statistically significant correlation at the level of significance (0.05) between the level of study individuals' practice for teaching strategies. And their attitudes towards the teaching profession, and the existence of statistically significant differences in the practice of chemistry teachers for the teaching strategy related to metacognitive thinking, and these differences are attributed to the variables of gender in favor of female teachers, and sector in favor of the private sector, and the experience variable in favor of individuals less than 5 years experience category .

The study of Alrib'ei (2015) investigated the relationship between intermediate stage Arabic language teachers' attitudes towards the teaching profession and their educational performance in Qaseem region in KSA. the results indicated teachers' dissatisfaction about their roles and unwillingness to practice the profession and they do not exert the required efforts to improve their performance level and these are indicators which in fact expressing a problem. Results also indicated that the attitudes of Arabic language teachers towards the teaching profession on the scale developed for this study did not reach the level of adequacy (80%). As for the observation card, the results indicated that the performance of Arabic language teachers did not reach the level of sufficiency (80%).

Daoud's study (2014) aimed at identifying the educational effectiveness level of the teachers' qualification program at lower primary stage during service from perspective and its relationship to their attitudes towards the teaching profession. The study followed the descriptive approach and results indicated that the total score for the educational efficiency dimensions came at high level and at high level for the dimensions of attitudes towards the profession of teaching. Results also indicated statistically significant differences in the educational effectiveness of the teachers' qualification program that are attributed to gender and were in favor of male teachers. Results also indicated statistically significant differences in the educational effectiveness based on the variable years of experience in favor of long experience (ten years or more) and attitudes towards the teaching profession in favor of medium experience (6-10).

A; a',aireh and A'shsha (2009) conducted a study that aimed to identify the level of basic stage male and female teachers' attitudes towards teaching profession in Jordan, and to identify the impact of gender, supervising authority, school location, educational qualification, and years of experience on the level of the sample's attitudes towards the teaching profession. To achieve the objectives of the study, a 51-items questionnaire was developed, and the study sample consisted of (3197) male and female teachers. The results of the study showed that the level of attitudes of basic school male and female teachers towards the teaching profession at low level on the overall score of performance, results also indicated statistically significant differences in the level of the sample's attitudes based on gender and in favor of female teachers, there also were statistically significant differences in the level of the sample's attitudes based on the location of the school, in favor of teachers who live near their schools. Also, statistically significant differences were indicated in the level of the sample's attitudes based on the variable of educational qualification in favor of the intermediate diploma holders. There were also statistically significant differences in the level of the sample's attitudes based the supervising authority variable in favor of the private sector teachers, as well as the existence of statistically significant differences based on the years of experience variable, in favor of those with less experience.

Kearney (2008) investigated teachers' attitudes towards the teaching profession and the factors impacting the duration of their job satisfaction. The sample included teachers from African and European origins who were hired for American schools for three years' contracts. The results of the study indicated less satisfaction among African teachers in terms of satisfaction with salaries, savings, career advancement opportunities and promotion compared to European teachers, and the results also showed that job satisfaction among preparatory and secondary school teachers is lower than that of primary school teachers who showed greater satisfaction and positive attitudes towards the teaching profession.

### **Commentary on Previous Studies:**

Most of the related studies indicated an average level of practices for the twenty-first century skills. It is noticeable that their findings indicated a moderate level of practice in the cultural field, sustainable development, information revolution and technology management. Most of the studies recommended with the importance of training teachers to practice twenty-first century skills.

The current study differs from the studies related to its topic in that it attempts to investigate the level to which Islamic education teachers practice the 21<sup>st</sup> century skills at the higher basic stage in Jordan, and also deals

## Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

with the correlation between the level of Islamic education teachers 'practice of twenty-first century skills and their attitudes towards teaching. This study also addresses the variables of gender, experience and educational qualification where no other study for the researcher best knowledge has include these to investigate the correlation between practices and attitudes towards teaching, in addition, no previous studies have been applied on Islamic education teachers in Jordan.

### **Methodology:**

#### **Study's Approach:**

Study followed the correlative survey descriptive approach to identify the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills at the higher intermediate stage from their perspective in Jordan and their relationship with attitudes towards the teaching profession among them.

#### **Population and Sample:**

The population of the study included all the 141 higher intermediate stage Islamic education male and female teachers at the schools of the university province directorate of education in Amman according to the statistics of the university province directorate of education from which a sample of 124 male and female teachers was selected using the convenient sample method. Table (1) shows the distribution of the sample members based on the variables of gender, educational qualification, and years of experience.

**Table (1). Sample members' distribution based on gender, educational qualification, and years of experience variables.**

	Category	Frequency	Percentage %
<b>Gender</b>	<b>Males</b>	<b>46</b>	<b>37.10</b>
	<b>Females</b>	<b>78</b>	<b>62.90</b>
<b>Educational Qualification</b>	<b>Bachelor</b>	<b>76</b>	<b>61.29</b>
	<b>Higher Studies</b>	<b>48</b>	<b>38.71</b>
<b>Years of Experience</b>	<b>5 years and less</b>	<b>29</b>	<b>23.39</b>
	<b>5-10 years</b>	<b>31</b>	<b>25.00</b>
	<b>10 years and above</b>	<b>64</b>	<b>51.61</b>
<b>Total</b>		<b>124</b>	<b>100</b>

#### **Study Tools:**

To achieve the goals of the study represented by Higher intermediate stage Islamic teachers' practice for the 21<sup>st</sup> century skills and its relationship with their attitudes towards the teaching profession, the following tools were utilized;

#### **1<sup>st</sup>: Higher Intermediate Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills' scale:**

To achieve the goals of the study, and after reviewing the related literature and early studies related to the topic of this study, the scale of Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills was developed and in its initial version it was consisted of 34 items distributed into six dimensions ( the cultural and social dimension, sustainable education, leading change, information revolution, teaching professionalization, and technology management ).

#### **Verifying the Validity of the scale:**

To verify the scale's content validity, it was subscribed, in its initial version, to a group of 9 specialized referees from the faculty members of Jordanian universities from various disciplines in curricula, teaching methods, evaluation and assessment and teachers and supervisors of Islamic education in the Ministry of Education in Jordan. They were asked to give their opinions regarding the appropriateness of the items for the dimensions they belong to, their clarity, the linguistic formulation and whether they assess what they supposed to assess, and to make what they see appropriate of adding, excluding or modifying any items. Their opinions and recommendations were taken into account, and the criterion for keeping the items was the agreement of 80% and



more of the referees which is an appropriate method to judge the validity. In its final version, the tools included 31 items distributed on the following 6 dimensions as follows: the cultural and social dimension the items 1-5, sustainable education the items 6-10, leading change the items 11-14, information revolution the items 15-18, teaching professionalization the items 19-24, and technology management the items 25-32.

**Construct Validity:**

To check for the indexes of the construct validity, the scale was applied on a pilot sample of 30 Islamic education teachers other than the targeted original sample. Construct validity indexes were calculated using the Pearson correlation to find the values of items' correlation to the dimension they belong to, and the values of items' correlation to the scale's total score as shown in table (2).

**Table (2): Correlation values between the items of teachers' practice for the 21<sup>st</sup> century skills' scale with the dimensions they belong to and the scales' total score**

Dimension	Items	Correlation with the dimension	Correlation with the total score	Items	Correlation with the dimension	Correlation with the total score
cultural and social dimension	1	0.609	0.404	4	0.638	0.467
	2	0.706	0.545	5	0.751	0.571
	3	0.691	0.625			
sustainable education	6	0.634	0.446	9	0.742	0.551
	7	0.641	0.446	10	0.736	0.565
	8	0.626	0.455			
,leading change	11	0.637	0.458	13	0.744	0.572
	12	0.701	0.476	14	0.734	0.647
, information revolution	15	0.602	0.417	17	0.607	0.429
	16	0.719	0.541	18	0.705	0.516
teaching professionalization	19	0.698	0.521	22	0.589	0.410
	20	0.714	0.492	23	0.647	0.417
	21	0.719	0.629	24	0.613	0.425
Technology management	25	0.627	0.529	29	0.717	0.539
	26	0.714	0.505	30	0.778	0.524
	27	0.660	0.402	31	0.746	0.488

Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

	28	0.734	0.610			
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\*Statistically significant at (0.05).

From table (2) above, it is noted that the correlation values for the items with the cultural and social dimension ranged between 0.609 and 0.751 and from 0.404 to 0.625 with the scale's total score, the sustainable dimension 0.634-0.742 and 0.466-0.565 with the scale's total score, leading change 0.637-0.744 and 0.458-0.647 for the scale's total score, information revolution 0.606-0.719 and 0.417-0.541 for the scale's total score, teaching professionalization 0.589-0.719 and 0.410-0.629 for the scale's total score, technology management 0.627-0.778 and 0.402-0.610 for the scale's total score, and the correlation for the whole items with their dimensions and the total score was above 0.20 and this value is acceptable for keeping the items within the dimensions they belong to according to Aoudih (2010) , so all the items were accepted and the scale consisted of 31 items in its final version.

**Reliability:**

For the scale's internal reliability, the CRONBACH Alpha correlation was used and applied on the first application data of the pilot sample of 30 participants other than the original sample of the study. to verify the repetition reliability of the scale, the scale was applied again on the same pilot sample using the test-retest method with two weeks' interval between the two applications, then the Pearson correlation was calculated between both applications on the pilot sample as shown in table (3).

**Table (3): Repetition correlation values and internal reliability (CRONBACH Alpha) for the sub-dimensions of the scale and the scale as whole**

Dimension	Reliability repetition correlation	Internal reliability correlation	No
Cultural and social	0.806	0.780	5
Sustainability education	0.795	0.783	5
Leading change	0.803	0.773	4
Information revolution	0.813	0.794	4
Teaching professionalization	0.812	0.798	6
Technology management	0.786	0.771	7
Practice's scale as whole	0.830	0.816	31

Table (3) indicates that the values of repetition reliability for the scale's sub dimensions ranged from 0.786 to 0.812, while the value of repetition reliability for the scale as whole was 0.830. the scale's internal reliability values ranged from 0.771 to 0.798 and was 0.816 for the scale as whole. These values are good indicator for the scale as whole and the dimensions' reliability.

**Correcting the Scale:**

The Islamic education teachers' practice for the 21<sup>st</sup> century skills include 31 items in its final version distributed on six dimensions' participants responded on them based on a fifth scale as follows: 5 scores for very high, 4 scores for high, 3 scores for medium, 2 scores for low, and 1 score for very low. All items were positive ones , and to obtain an objective judgment for respondents' means , range was calculated by subtracting the lowest limit from the highest one ( 5 – 1 4) then the result was divided to 3 ( 4 /3 = 1.33 ) , after that , this was added to the scale's lowest value (1) to determine the highest limit for this category, hence , the categories of response levels became : low ( less thn 2.34), medium (2.34-3.66) and high (above 3.66) based on the mean.

**2<sup>nd</sup>: The Attitudes Towards the Teaching Profession Scale:**

To achieve the goal of the present study in identifying Islamic education teachers' attitudes towards the teaching profession at higher intermediate stage in Jordan, and after reviewing the related literature and early

studies on the topic, the scale was developed and in its initial version it included 32 items distributed on 4 dimensions.

**Validity and Reliability Indexes:**

To verify the scale's content validity, it was subscribed, in its initial version, to a group of 9 specialized referees from the faculty members of Jordanian universities from various disciplines in curricula, teaching methods, evaluation and assessment and teachers and supervisors of Islamic education in the Ministry of Education in Jordan. They were asked to give their opinions regarding the appropriateness of the items for the dimensions they belong to, their clarity, the linguistic formulation and whether they assess what they supposed to assess, and to make what they see appropriate of adding, excluding or modifying any items. Their opinions and recommendations were taken into account, and the criterion for keeping the items was the agreement of 80% and more of the referees which is an appropriate method to judge the validity. In its final version, the scale emerged with 28 items distributed on 4 dimensions as follows: Teachers' characteristics (items 1-13), Professional characteristics: teacher's competency, the teaching profession (items 14-19), Attitudes towards the teaching profession future (items 20-24), and Community view about the teaching profession (items 25-28).

**Construct Validity:**

To check for the indexes of the construct validity, the scale was applied on a pilot sample of 30 Islamic education teachers other than the targeted original sample. Construct validity indexes were calculated using the Pearson correlation to find the values of items' correlation to the dimension they belong to, and the values of items' correlation to the scale's total score as shown in table (4).

**Table (4): Correlation values between the items of the attitudes towards the teaching profession scale with the dimensions they belong to and the scales' total score**

Dimension	Items	Correlation with the dimension	Correlation with the total score	Items	Correlation with the dimension	Correlation with the total score
Teacher's characteristics	1	0.669	0.528	8	0.605	0.546
	2	0.612	0.572	9	0.812	0.785
	3	0.555	0.482	10	0.807	0.574
	4	0.706	0.628	11	0.642	0.561
	5	0.789	0.679	12	0.741	0.659
	6	0.801	0.743	13	0.742	0.655
	7	0.597	0.498			
Professional characteristics : teacher's competency, the teaching profession	14	0.698	0.569	17	0.832	0.598
	15	0.581	0.466	18	0.809	0.611
	16	0.839	0.686	19	0.717	0.621
Attitudes towards the teaching profession future	20	0.750	0.490	23	0.656	0.443
	21	0.519	0.482	24	0.642	0.507
	22	0.776	0.632			
Community view about the teaching profession	25	0.715	0.682	27	0.623	0.592
	26	0.556	0.447	28	0.647	0.599

Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

Table (4) indicates that the correlations values of the items of the teacher's characteristics ranged between 0.555 and 0.812 with their dimensions and between 0.482 to 0.785 with the scale as whole, with the Professional characteristics dimension 0.581- 0.839 and 0.466-0.686 with the scale's total score, 0.519-0.776 with the dimension of the attitudes towards the teaching profession future and 0.443-0.632 with the scale's total score, and 0.556-0.715 with the Community view about the teaching profession and 0.447-0.682 with the scale's total score. Correlation value for the whole items with their dimensions and the total score was above (0.20) which is an acceptable value for keeping the items within their dimensions according to Aoudih (2010), so all the items were accepted and the scale consisted of 28 items distributed on the four dimensions mentioned above in its final version.

**Reliability:**

For the scale's internal reliability, the CRONBACH Alpha correlation was used and applied on the first application data of the pilot sample of 30 participants other than the original sample of the study. to verify the repetition reliability of the scale, the scale was applied again on the same pilot sample using the test-retest method with two weeks' interval between the two applications, then the Pearson correlation was calculated between both applications on the pilot sample as shown in table (5).

**Table (5): Repetition correlation values and internal reliability (CRONBACH Alpha) for the sub-dimensions of the scale and the scale as whole**

Dimension	Reliability repetition correlation	Internal reliability correlation	No
Teacher's characteristics	0.781	0.768	13
Professional characteristics : teacher's competency, the teaching profession	0.793	0.774	6
Attitudes towards the teaching profession future	0.805	0.784	5
Community view about the teaching profession	0.779	0.767	4
The scale as whole	0.825	0.797	28

Table (5) indicates that the values of repetition reliability for the scale's sub dimensions ranged from 0.779 to 0.805, while the value of repetition reliability for the scale as whole was 0.825. the scale's internal reliability values ranged from 0.767 to 0.784 and was 0.797 for the scale as whole. These values are good indicator for the scale as whole and the dimensions' reliability.

**Correcting the Scale:**

In its final version, the attitudes towards the teaching profession scale included 28 items distributed on the aforementioned dimensions on which respondents responded with a fifth scale includes the followings: strongly agree (5 scores). Agree (4 scores), neutral (3 scores), strongly disagree (2 scores), and disagree (1 score). In case of negative items, the response scale is reflected, these items included (18, 24, 27, 17, 14, 11, and 10). To obtain an objective judgment for respondents' means, range was calculated by subtracting the lowest limit from the highest one (5 – 1 = 4) then the result was divided to 3 (4 / 3 = 1.33), after that, this was added to the scale's lowest value (1) to determine the highest limit for this category, hence, the categories of response levels became: low (less than 2.34), medium (2.34-3.66) and high (above 3.66) based on the mean.

**Procedures of the Study:**

To achieve the objectives of the study, the following steps were followed:

- Developing the study tools by reviewing the related theoretical literature and early studies on the topic.
- Verifying the validities and reliabilities of the study tools.

- Applying the study tools on a pilot sample outside the original sample of the study.
- Computing the tools and applying them electronically due to the difficulty in personally communicating with the participants in light of the Covid-19 crisis.
- Distributing the tools on participants.
- Collecting data, computing them, and analyzing them and results were offered then.

**Results and Discussion:**

**1st: results related to the research first question: What is the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills from their perspective in higher basic stage in Jordan?**

To answer this question, means and standard deviations for the sample responses on the scale of Islamic education teachers' practice for the 21st century skills were calculated, taking into account a descending order for the dimensions of the scale according to their means as shown in table (6) below:

**Table (6): means and standard deviations for the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills scale and its dimensions in descending order according to their means**

Rank	No	Practice level and its dimensions	Mean	Standard deviation	Level
1	5	Teaching professionalization	3.86	0.60	High
2	1	Cultural and social	3.65	0.52	Medium
3	4	Information revolution	3.61	0.61	Medium
4	2	Sustainable education	3.54	0.60	Medium
5	3	Leading change	3.46	0.59	Medium
6	6	Technology management	3.27	0.83	Medium
Total Practice score			3.56	0.53	Medium

From table (6), it is clear that the level Islamic education teachers' practice the 21<sup>st</sup> century skills at the higher intermediate stage in Jordan was medium, where all dimensions came at medium level except the teaching professionalization which came at high level. The order of the dimensions was as follows : teaching professionalization first with a mean of (3.86 ) and a standard deviation of (0.60 ) at a high level , second came the cultural and social dimension with a mean of (3.65 ) and a standard deviation of (0.52 ) at a medium level, followed by the information revolution dimension as a third with a mean of (3.61 ) and a standard deviation of (0.61 ) at a medium level, then the dimension of sustainable education came fourth with a mean of (3.54 ) and a standard deviation of (0.60 ) at a medium level, and fifth came the leading change dimension with a mean of (3.46 ) and a standard deviation of (0.59 ) at a medium level, and finally came the technology management dimension with a mean of (3.27 ) and a standard deviation of (0.83 ) at a medium level. For the scale as whole, the mean was (3.56) with a standard deviation of (0.53) which reflects a medium level of practice.

The teaching professionalization high level can be attributed to Islamic education teacher's belief in the significance of the message of education and his/her high appreciation for his/her role in addition to the religious motivation urges Islamic education teacher to work with reliability, and to follow up on everything new. The Islamic education teacher has a great position among students and among teachers, so he/she is seen as an example for them, which always drives him/her to be distinguished. The convergent values of the other dimensions, which ranged in means between (3.65-3.27) has attributed this convergence to the lack of the educational environment to the equipments necessary for the exercise of the special skills related to the cultural aspect, the information revolution, sustainable education, leading change and Technology management. Also, students' large numbers within classrooms, the huge curriculum, and the lack for a technology is one of the reasons for this convergence in practice, and this is what was emphasized by " learning environment: Applicative Guide for the 21<sup>st</sup> century skills (P21, 2009, a). this result is in agreement with that of Alzamil (2016) which indicated a medium level of teachers and disagrees with that of Al'attab (2020) which revealed high level practice for all dimensions except for the evaluation dimension which came at low level.

**2<sup>nd</sup>: Results related to the research second question: What is the level of Islamic education teachers' attitudes towards teaching profession from their perspective in higher basic stage in Jordan?**

To answer this question, means and standard deviations for the sample responses on the scale of Islamic education teachers' attitudes towards the teaching profession were calculated, taking into account a descending order for the dimensions of the scale according to their means as shown in table (7) below:

**Table (7): means and standard deviations for the level Islamic education teachers' attitudes towards the teaching profession scale and its dimensions in descending order according to their means**

Rank	No	Practice level and its dimensions	Mean	Standard deviation	Level
1	2	Professional characteristics	3.88	0.66	High
2	3	Community view to teacher and the teaching profession	3.63	0.73	Medium
3	1	Teacher's characteristics	3.58	0.51	Medium
4	4	Attitudes towards the teaching profession future	2.80	0.60	Medium
Total attitudes' score			<b>3.52</b>	<b>0.48</b>	Medium

Reviewing table (7) above, it is clear that the attitude's level towards the teaching profession among participants was medium with the professional characteristics' dimension first with a mean of ( 3.88 ) and a standard deviation of (0.66 ) at a high level , followed by the dimension of Community view to teacher and the teaching profession second and at a medium level with a mean of (3.63 ) and a standard deviation of (0.73 ) , third came the Teacher's characteristics' dimension with a mean of (3.58 ) and a standard deviation of ( 0.51 ) at a medium level, and finally came the dimension of Attitudes towards the teaching profession future at a medium level with a mean of (2.80 ) and a standard deviation of (0.60 ). The total mean of the scale as whole was (3.52) with a standard deviation of (0.48) which indicates a medium level of participants' attitude towards the teaching profession.

This result can be attributed to the Islamic teacher's mastery of his/her cognitive mastery and professional abilities which in turn positively reflected on the professional characteristic dimension as cognitive mastery is positively reflected on the attitudes towards teaching as indicated by (fred, 1992). For the medium level of the other three dimensions, it may be attributed to the Jordanian society's view in seeing the medical and scientific professions in a better view. Also, most of the time, there is no professional development that occurs for a teacher. This result is consistent with the study of Ashshonnaq (2020) and the study of Al-Daoud (2014).

**3<sup>rd</sup>: Results related to the research third question: Are there statistically significant differences at  $\alpha=0.05$  in the means of Islamic education teachers' practice for the 21<sup>st</sup> century skills based on the variables of gender, experience, and educational level from their perspective in higher basic stage in Jordan?**

To answer this question, means and standard deviations for the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills in higher intermediate stage in Jordan were calculated based on the variables of gender, experience, and educational level as shown in table (8).

**Table (8): the level of Islamic education teachers' practice for the 21<sup>st</sup> century skills in higher intermediate stage in Jordan were calculated based on the variables of the study**

Variable	Category	Practice level	
		Mean	Standard deviation
Gender	Males	3.39	0.61
	Females	3.65	0.46

<b>Educational Qualification</b>	<b>Bachelor</b>	3.51	0.45
	<b>Higher Studies</b>	3.63	0.64
<b>Years of Experience</b>	<b>5 years and less</b>	3.38	0.57
	<b>5-10 years</b>	3.54	0.43
	<b>10 years and above</b>	3.65	0.55

Table (8) above indicates facial differences between the means of participants' practice for the 21<sup>st</sup> century skills from their perspective. These differences resulted from the different levels of the gender, educational qualification, and years of experiences variables. To determine whether these differences are intrinsic or not, 3-Way ANOVA was used as shown in table (9) below.

**Table (9): 3-Way ANOVA results for participants' practice for the 21<sup>st</sup> century skills based on the study variables from their perspective**

<b>Contrast source</b>	<b>Sum squares</b>	<b>of</b>	<b>Freedom scores</b>	<b>Sum squares' mean</b>	<b>Calculated f</b>	<b>Sig</b>
<b>Gender</b>	2.275		1	2.275	8.757	*0.004
<b>Educational Qualification</b>	0.251		1	0.251	0.967	0.327
<b>Years of experience</b>	1.667		2	0.834	3.209	*0.044
<b>Error</b>	30.919		119	0.260		
<b>Total</b>	34.895		123			

**\*Significant at 0.05**

Table (9) indicates statistically significant differences at  $\alpha= 0.05$  between the means of the participants' practice for the 21<sup>st</sup> century skills in Jordan and these differences are attributed to the variable of gender in favor of female teachers, and this result can be attributed to that female teachers are better than male teachers in self-development issues and in continuously undergoing training courses to prove themselves at work, this also can be attributed to the females teachers' commitment when they are asked to join teachers' qualification and preparation training courses during service.

Results indicated no statistically significant differences at ( $\alpha= 0.05$ ) between the means of the participants' practice for the 21<sup>st</sup> century skills in Jordan based on the variable of educational qualification but indicated statistically significant differences at ( $\alpha= 0.05$ ) between the means of the participants' practice for the 21<sup>st</sup> century skills in Jordan that are attributed to the years of experience variable.

To determine the source of these differences, the Scheffe post-comparisons' test was conducted as shown in table (10).

**Table (10): The Scheffe post-comparisons' test for participants' practice for the 21<sup>st</sup> century skills based on the years of experience variable**

	<b>Years of experience</b>	<b>Mean</b>	<b>5 years and less</b>	<b>5-10 years</b>
	<b>Scheffe</b>			3.380



Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

<b>Practice level</b>	<b>5-10 years</b>	3.539	-0.159*	
	<b>10 years and above</b>	3.646	-0.266*	-0.107*

\*Significant at 0.05

Table (10) indicates statistically significant differences at ( $\alpha= 0.05$ ) between the participants' means in practicing the 21<sup>st</sup> century skills that are attributed to the variable of years of experience and these differences were in favor of teachers with 10 and more years of experience compared to those with 5 years and less of experience and in favor of teachers with 10 years and above. This result can be attributed to that teachers with 5 to 10 years' experience and those with 10 years and above experience had possessed the requirements that enabled them to master the 21<sup>st</sup> century various skills through their teaching experiences, and they may possess motivation towards developing their skills and practices in reality (P12. 2009, C). This result is in agreement with that of Alzamil (2016) which indicated an effect for the years of experiences on the practice of the 21<sup>st</sup> century skills.

**4<sup>th</sup>: Results related to the research fourth question: Are there statistically significant differences at  $\alpha=0.05$  in the means of Islamic education teachers' attitudes towards teaching profession based on the variables of gender, experience, and educational level from their perspective in higher basic stage in Jordan?**

To answer this question, means and standard deviations for the attitudes towards the teaching profession scale were calculated based on the variables of gender, educational qualification, and years of experience as shown in table (11) below.

**Table (11): means and standard deviations of the attitudes towards the teaching profession scale based on the study variables**

<b>Variable</b>	<b>Category</b>	<b>Attitudes towards the teaching profession</b>	
		<b>Mean</b>	<b>Standard deviation</b>
<b>Gender</b>	<b>Males</b>	3.40	0.53
	<b>Females</b>	3.59	0.44
<b>Educational Qualification</b>	<b>Bachelor</b>	3.46	0.42
	<b>Higher Studies</b>	3.55	0.57
<b>Years of Experience</b>	<b>5 years and less</b>	3.44	0.42
	<b>5-10 years</b>	3.51	0.47
	<b>10 years and above</b>	3.54	0.49

Table (11) indicates facial differences between the means of participants' attitudes towards the teaching profession from their perspective. These differences resulted from the different levels of the gender, educational qualification, and years of experiences variables. To determine whether these differences are intrinsic or not, 3-Way ANOVA was used as shown in table (12) below.

**Table (12): 3-Way ANOVA results for participants' attitudes towards the teaching profession based on the study variables from their perspective**

<b>Contrast source</b>	<b>Sum of squares</b>	<b>Freedom scores</b>	<b>Sum of squares' mean</b>	<b>Calculated f</b>	<b>Sig</b>
<b>Gender</b>	1.017	1	1.017	4.417	*0.038



<b>Educational Qualification</b>	0.293	1	0.293	1.273	0.262
<b>Years of experience</b>	0.061	2	0.031	0.133	0.876
<b>Error</b>	27.406	119	0.230		
<b>Total</b>	28.723	123			

**\*Significant at 0.05**

Table (12) indicates statistically significant differences at  $\alpha=0.05$  between the means of the participants' attitudes towards the teaching profession in Jordan and these differences are attributed to the variable of gender in favor of female teachers but no statistically significant differences at  $\alpha=0.05$  that are attributed to the educational qualification variable and also no statistically significant differences at  $\alpha=0.05$  that are attributed to the years of experience variable. This result can be attributed to that female teachers have more motivation towards teaching than male teachers which contributed in the existence of this difference in attitudes in favor of female teachers. In addition, the teaching profession is one of the most appropriate professions for the nature of women and the multiplicity of their roles, as it is characterized by fewer working hours compared to other professions, and it has many advantages that allow females to take care of their other responsibilities more and more easily which is positively reflected on female attitudes towards the profession and this is confirmed by Gee's theory (2004). This result is in agreement with the study (Ashshonnaq, 2020) in indicating that there are statistically significant differences in the levels of the sample's attitudes towards teaching according to the variable of gender and in favor of the female teachers, and it is in disagreement with the result of Dauod (2014), Amayrah, and A'shsha (2009) which indicated no statistically significant difference for the participants' level of attitudes based on the variable of experience, and this may be due to the attitudes towards teaching that occurred from the beginning of joining the teaching profession, and the teacher's tendency to start with it, and for this reason, years of experience may not make a difference.

**5<sup>th</sup>: Results related to the research fifth question: Is there a correlation at  $\alpha=0.05$  between Islamic teachers' practice for the 21<sup>st</sup> century skills and their attitudes towards teaching profession in higher basic stage in Jordan?**

To answer this question, the Pearson correlation was used to determine the relation between participants' practice for the 21<sup>st</sup> century skills and their attitudes towards the teaching profession as shown in table (13).

**Table (13): The Pearson correlations for Islamic teachers' practice for the 21<sup>st</sup> century skills and their attitudes towards teaching profession**

<b>Dimension</b>	<b>Teacher's characteristics</b>	<b>Professional characteristics</b>	<b>Attitudes towards the teaching profession future</b>	<b>Community view towards teacher and the teaching profession</b>	<b>Attitudes' scale as whole</b>
<b>Cultural and social</b>	0.372*	0.450*	0.402*	0.345*	0.411*
<b>Sustainable education</b>	0.320*	0.445*	0.340*	0.287*	0.358*
<b>Leading change</b>	0.399*	0.452*	0.406*	0.340*	0.425*
<b>Information revolution</b>	0.363*	0.369*	0.322*	0.214*	0.338*
<b>Teaching professionalization</b>	0.409*	0.477*	0.422*	0.313*	0.435*
<b>Technology management</b>	0.400*	0.434*	0.518*	0.361*	0.450*

Level of Higher Basic Stage Islamic Education Teachers' Practice for the 21<sup>st</sup> Century Skills in Relation to Their Attitudes Towards Teaching Profession in Jordan

<b>Practices' scale as whole</b>	0.459*	0.529*	0.445*	0.382*	0.495*
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\*Significant at 0.05

Reviewing table (13) above, it is clear that the practice for the cultural and social dimension among participants at the practices' scale had statistically significant and positive correlation at  $\alpha=0.05$  with the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.345 and 0.450, for the dimension of sustainable education, it had statistically significant correlation at ( $\alpha=0.05$ ) with the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.287 and 0.445, there also was statistically significant and positive correlation at ( $\alpha=0.05$ ) for the leading change dimension with the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.340 and 0.452. there was a statistically significant and positive correlation at  $\alpha=0.05$  between the information revolution dimension and the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.214 and 0.369, there also was statistically significant and positive correlation at ( $\alpha=0.05$ ) for the teaching professionalization dimension with the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.313 and 0.477, also, a statistically significant and positive correlation at ( $\alpha=0.05$ ) was indicated between the technology management dimension and the sub dimensions and the total score of the attitudes towards the teaching profession scale and their values ranged between 0.361 and 0.518, finally, statistically significant and positive correlations at ( $\alpha=0.05$ ) were indicated between the practices' scale total score and the attitudes' scale total score with its sub dimensions and the values ranged from 0.382 and 0.529.

This result may be attributed to the global situation the world experiencing in the period of the Corona pandemic (covid-19), where many teachers were forced to develop their own skills, professional, scientific, technological, communication, change management and sustainable development to keep pace with the conditions imposed on them through distance education, and the success against this great challenge to success the educational process, which reflected positively on teachers' attitudes towards teaching, as it is noted that scientific and skill empowerment, training and development help in forming positive attitudes among workers about work, as well as changing the negative attitudes that may exist among workers (Fred, 1992).

Finally, the occupation of technology, its means, and distance learning cannot be overlooked as this has taken the largest share in the learning crisis management around the world, in addition, sustainable development, research, and leading change are the features of this stage and among its necessities. This result is in agreement with some early studies indicating positive attitudes for teachers towards the teaching profession that influence their performance such as that of Ashshonnaq (2020) and that of Kearney (2008).

**Recommendations:**

In light of the results of this study, a group of recommendations were suggested as follows:

- Making training courses and educational programs for teacher's qualification, specially for teachers with no educational backgrounds to offer them the 21<sup>st</sup> century skills.
- Developing qualification programs for Islamic education teachers at faculties of education in light of the 21<sup>st</sup> century skills and hence increasing their educational performance.
- Inclusion various computer software to be employed in Islamic education teaching with its all levels in a way that serves the educational and teaching objectives and also to qualify teachers and learners to invest such software as one of the 21st century skills.

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