

The relationship between demographic variables and secondary school teachers' knowledge about adolescent growth and development in the Ramadi Education Directorate in Iraq

العلاقة بين الخصائص الديموغرافية ومعارف المدرسين في المدارس الثانوية حول نمو وتطور المراهقين في مديرية التربية الرمادي في العراق

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الخلاصة:

خلفية البحث: يؤثر المعلمون ليس فقط على المستويات التعليمية للطلاب ولكن أيضاً على نموهم وتطورهم الطبيعي، لذا فإن معرفتهم بشأن هذا الجانب المهم أمر بالغ الأهمية.

الاهداف: توضيح العلاقة بين الخصائص الديموغرافية ومعارف المدرسين في المدارس الثانوية حول نمو وتطور المراهقين في مديرية تربية الرمادي.

المنهجية: أجريت هذه الدراسة الوصفية لتوضيح العلاقة بين الخصائص الديموغرافية ومعارف المدرسين في المدارس الثانوية حول نمو وتطور المراهقين في مديرية تربية الرمادي، ضمن الفترة من 1 / كانون الاول / 2020 إلى 31 / أيار / 2021. في الرمادي، العراق. تم اختيار عينة مكونة من (60) مدرساً من المدارس المذكورة أعلاه باستخدام طريقة الاختيار غير الاحتمالية لجمع عينة مناسبة. تكونت العينة من (30) مدرس للمجموعة الضابطة، و (30) مدرساً لمجموعة الدراسة، وتم استخدام استبانة ملء ذاتي لجمع المعلومات المطلوبة للدراسة.

النتائج: وتشير النتائج إلى عدم وجود علاقة بين البيانات الديموغرافية والمجموعة الضابطة ومعارف معلمي المدارس الثانوية. **الاستنتاج:** وخلصت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية بين البيانات الديموغرافية للمدرسين ومعرفتهم حول نمو المراهقين وتطورهم.

التوصيات: توصي الدراسة بضرورة تكثيف البرامج التربوية في هذا المجال لصالح المدارس الثانوية وأعضاء هيئة التدريس والطلاب. **الكلمات المفتاحية:** العلاقة، المعلم، تطور، المراهقة، النمو، التركيبة السكانية.

ABSTRACT:

Background: Teachers are influencing not only the educational levels of students but also their normal growth and development, so their knowledge regarding this important aspect is crucial.

Aims of the study: To clarify the relationship between demographic data and secondary school teachers' knowledge about adolescent growth and development in the Directorate of Education in Ramadi.

Methodology: A descriptive study was conducted to clarify the relationship between demographic data and secondary school teachers' knowledge about adolescent growth and development in the Directorate of Education in Ramadi from 1 / October / 2020 to 31 / May / 2021 in secondary schools in Ramadi, Iraq. A sample of (60) teachers from the above mentioned schools was selected using the non-probability sampling method to collect an appropriate sample. The sample consisted of (30) teachers of the control group, and (30) teachers of the case group, and a self-report questionnaire was used for collecting the required data.

Results: Indicate that there is no relationship between demographic data and the knowledge of secondary school teachers.

Conclusion: The study concluded that there were no statistically significant differences between teachers' demographic data and their knowledge of adolescent growth and development.

Recommendations: The study also recommended the necessity of intensifying educational programs in this field for the benefit of secondary schools, faculty members and students.

Keywords: relationship, teacher, development, adolescence, growth, demographic.

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INTRODUCTION

Adolescence is a period of tremendous transformation for young people when there are accelerated physical changes. Youth is also influenced by neurological, social/emotional and behavioral changes not only by physical changes but also by young women. Young people grow and evolve, and their climate, history, faith, education, media and others are affected by external influences. Various hypotheses or approaches have been suggested for teenage development. There are biological views (G. Stanley Hall), Eco views (Bronfenbrenner), social, cognitive learning views (Bandura), and societal viewpoints (G. Stanley Hall), psychological views (Freud), and psycho-social views (Erikson) (Mead). Every principle has

its own specific emphasis, but several common elements exist. It is true that every adolescent is an entity with a distinct disposition, special interests, and likes and dislikes, but in the early, middle and late years everyone has various developmental problems to confront ⁽¹⁾.

The existing educational system, which was established in the nineteenth century, is attempting to serve a demographic that no longer exists ⁽²⁾. School counselors need up-to-date information on current studies on adolescent brains. Public schools community services must use this information to provide a robust developmental counseling program; it is also critical that PSCs assist all school staff in understanding adolescent development. History of Brain Research Scientists has only been able to speculate about the workings of the teen brain for years. Recent advances in technology, such as magnetic resonance imaging (MRI) and diffusion tensor imaging (DTI), have resulted in a surge in research on adolescent brain development ⁽³⁾. With the initiation of puberty signs, the duration, rise due to the anabolic influence of gonadal hormones shows a noticeable acceleration. In contrast with the Estrogen hormones community, testosterone has a greater anabolic effect. The highest high-speed (PHV) in boys is also more prominent ⁽⁴⁾ One of the most significant aspects of this time is the creation and recognition of identities.

The creation of identity varies with physical, cognitive and social elements ⁽⁵⁾. Development is a lifetime project, with many correlations and interdependence between various facets of development (physical, motor, cognitive, social, etc.). Our social, cultural and physical world is defined by the dynamic interaction of our genes. Theories indicate a close association between memory, vision, motor behavior, and emotions ⁽⁶⁾.

AIMS OF THE STUDY

The study aims to clarify the relationship between demographic data and secondary school teachers' knowledge about adolescent growth and development in the Directorate of Education in Ramadi.

METHODOLOGY

A quasi-experimental research design (descriptive study) was conducted using the pre-test technique of two samples (case and control group) from 1 / October / 2020 to 31 / May / 2021, in the Ramadi Education Directorate, the probability sample was collected (purposively) by selecting (60) teachers in two groups. (30) Teachers were presented as a training group and (30) did not participate in the education program. It is a set of controls, to achieve the objectives of the study. Both groups have the same demographic characteristics. Beginning and post-tests were conducted in both groups to assess program efficacy on secondary school teachers' knowledge of adolescent growth and development and compare it with teachers' demographic data.

After obtaining the approvals to collect samples from institutions through the use of a questionnaire designed as a means of data collection and its practical application. This study was implemented in one of the halls of Al-Irfan secondary schools in Ramadi in Iraq, informing the participants of the purpose of the study.

RESULTS:

This section presents the results of the study after the data have been managed and results are tabulated and organized with respect to the objectives of the study as follows:

Table (1): Distribution of the Study Sample According to their Socio demographic Characteristics

L.	Characteristics		Study Group		Control Group		X ²	df	P-value	Sig.
			f	%	f	%				
1	Age (year)	25 – 34	15	50	7	23.3	5.121	6	.528	N.S
		35 – 44	12	40	16	53.3				
		45 – 54	3	10	3	10				
		55 – 64	0	0	4	13.3				
		Total	30	100	30	100				
2	Gender	Male	9	30	25	83.3	.286	1	.593	N.S
		Female	21	70	5	16.7				
		Total	30	100	30	100				
3	Level of education	Diploma	2	6.7	0	0	.667	2	.717	N.S
		Bachelor	25	83.3	27	90				
		Master degree	3	10	3	10				
		Total	30	100	30	100				
4	Years of experience	1 – 9	15	50	10	33.3	6.000	6	.423	N.S
		10 – 19	10	33.3	13	43.3				
		20 – 29	5	16.7	5	16.7				
		30 ≤	0	0	2	6.7				
		Total	30	100	30	100				
5	Marital status	Married	23	76.7	29	96.7	.315	1	.575	N.S
		Unmarried	7	23.3	1	3.3				
		Total	30	100	30	100				
6	Number of children	None	10	33.3	3	10	7.72	6	.259	N.S
		1 – 3	14	46.7	17	56.7				
		4 – 6	5	16.7	10	33.3				
		7 – 9	1	3.3	0	0				
		Total	30	100	30	100				

f: Frequency, %: Percentage, X²: Chi-square, df: degree of freedom, p: Probability, Sig: Significance, S: Significant, N.S: Not significant

Table (2): Correlation between Teachers' Knowledge with regard to their Age among Study and Control Group

Knowledge Age	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
25 – 34 year	6	8	1	15	1	6	0	7
35 – 44 year	1	11	0	12	7	9	0	16
45 – 54 year	1	1	1	3	2	1	0	3
55 – 64 year	0	0	0	0	0	4	0	4
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.260	p-value = 0.165		Sig.=N.S	r = 0.667	p-value = 0.724		Sig.=N.S

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant

Table (3): Correlation between Teachers' Knowledge with regard to their Gender among Study and Control Group

Knowledge Gender	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
Male	3	6	0	9	8	17	0	25
Female	5	14	2	21	2	3	0	5
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.288 p-value = 0.123 Sig.=N.S				r = 0.217 p-value = 0.249 Sig.= N.S			

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant.

Table (4): Correlation between Teachers' Knowledge with regard to their Level of Education among Study and Control Group

Knowledge Education	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
Diploma	0	2	0	2	10	17	0	27
Bachelor	8	15	2	25	0	3	0	3
Master degree	0	3	0	3	0	0	0	0
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.202 p-value = 0.283 Sig.= N.S				r = 0.232 p-value = 0.217 Sig.= N.S			

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant.

Table (5): Correlation between Teachers' Knowledge with regard to their Years of Experience among Study and Control Group

Knowledge Years	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
1 – 9 year	5	9	1	15	4	6	0	10
10 – 19 year	2	7	1	10	4	9	0	13
20 – 29 year	1	4	0	5	2	3	0	5
30 ≤ year	0	0	0	0	0	2	0	2
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.133 p-value = 0.483 Sig.= N.S				r = 0.006 p-value = 0.976 Sig.= N.S			

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant

Table (6): Correlation between Teachers' Knowledge with regard to their Marital Status among Study and Control Group

Knowledge Marital	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
Married	7	15	1	23	9	20	0	29
Unmarried	1	5	1	7	1	0	0	1
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.073 p-value = 0.702 Sig.= N.S				r = 0.439 p-value = 0.015 Sig.= S			

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant

Table (7): Correlation between Teachers' Knowledge with regard to Number of Children among Study and Control Group

Knowledge Number	Study Group (N=30)				Control Group (N=30)			
	Poor	Fair	Good	Total	Poor	Fair	Good	Total
None	2	7	1	10	1	2	0	3
1 – 3	4	10	0	14	7	10	0	17
4 – 6	2	2	1	5	2	8	0	10
7 – 9	0	1	0	1	0	0	0	0
Total	8	20	2	30	10	20	0	30
Correlation	r = 0.064 p-value = 0.736 Sig.= N.S				r = 0.184 p-value = 0.330 Sig.= N.S			

R: Pearson correlation, p-value: Probability value, Sig: Significant, N.S: Not significant, S: Significant, H.S: High significant

DISCUSSION

Through the distribution of data analysis of demographic variables for secondary school teachers, the relative distribution of participants with reference to age groups shows that half of the study group was females within the age group (25-34) years, and that the majority of the control group was males within the age group (35-44). This result is consistent with the study conducted ⁽⁷⁾, where more than half of the participants were females and more than two-fifths of the teachers were males, and this result is consistent with the study group, while it is corresponding to the control group in which the proportion of males is the highest.

With regard to marital status, the results of the current study showed that more than three-quarters of the study group and that most of the control group were married. This finding is consistent with the study conducted ⁽⁸⁾ in India on a sample of secondary school teachers. The results reveal that the relative distribution of samples with an indication of the level of education enjoyed by the majority of the study group; the majority of the control group, respectively, is a bachelor's degree graduates. This finding is consistent with the study conducted ⁽⁹⁾ most of the teachers they already had a bachelor's degree.

With regard to the number of years of teaching and the number of years of teaching experience, the results of the current study indicated that half of its study group is (1-9) years of teaching experience. And that one-fifth of the control group has (10-19) years teaching experience. This finding is consistent with a study ⁽¹⁰⁾ that the percentage of those with experience from (0-5) years Less than half and those with experience from (6-10) years More than half. Regarding secondary school teachers who have children, the majority of teachers have one or more children. These results are consistent with a study conducted ⁽¹¹⁾ that two-fifths of teachers have children.

With regard to the correlation between the age of secondary school teachers and their knowledge of adolescent growth and development, the study showed that there were no statistically significant differences between teachers' age and their knowledge of the post-test for the study and control group, respectively. This result indicates that the educational program was effective. For all age groups, these results are inconsistent with a study ⁽¹²⁾. Significant differences were found between teachers' age and their knowledge.

With regard to the gender of teachers, the study indicates that there are no differences in the total knowledge of secondary school teachers according to their gender, which means that there are no statistically significant differences between them, and this result may be due to the two groups (males and females). It is possible to close to equal educational level, age group, and years of experience and neither group has adolescent growth and development cycles (Table 3).

This result is consistent with the study conducted ⁽¹³⁾ which suggested that there is no statistically significant differences between the gender of teachers and their level of knowledge. With regard to educational level, the study result did not show a significant difference between educational level and knowledge of secondary school teachers in the post-test, and this result may be due to the fact that the vast majority of the participants were at the same educational level bachelor degree (Table 4).

With regard to years of experience, the results showed that there was no statistical significance, and this result indicates that secondary school teachers' knowledge about adolescent growth and development is not affected by years of experience, and this result may be due to the fact that most secondary school teachers did not take courses or programs on growth and development about teenagers (Table 5).

This result is consistent with the study conducted ⁽¹⁴⁾ were no significant difference was found in the cross-cultural comparison and teachers' knowledge towards educational research and years of experience. With regard to the teachers' social status, the study indicated that there are no differences in the total knowledge of secondary school teachers with their social status in the study group, while there is a positive moral relationship between teachers' knowledge and their social status among the control group (Table 6).

These results are inconsistent with a study ⁽¹⁵⁾. With regard to the number of children of secondary school teachers, the study indicated that there is no statistically significant relationship between the knowledge of teachers and the number of their children between the study group and the control group, as evidenced by the non-significant association between the two groups (Table 7).

CONCLUSION

The study revealed that there is no relationship between secondary school teachers' knowledge about adolescent growth and development and their demographic characteristics.

RECOMMENDATIONS:

The study also recommended the necessity of intensifying educational programs in this field for the benefit of secondary schools, faculty members and students.

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