



**USAID**  
FROM THE AMERICAN PEOPLE

# USAID PRE-SERVICE TEACHER EDUCATION IN JORDAN

## National Survey on Public Perceptions of the Teaching Profession



### BACKGROUND

In line with broad education system reforms by the Government of Jordan, the United States Agency for International Development (USAID) has launched the “USAID Pre-Service Teacher Education in Jordan” initiative to both support participating universities to successfully implement pre-service teacher education (PSTE) programs that are well-subscribed by male and female students, and to improve government systems, policies, and practices related to PSTE, including a national campaign to raise the status of the teaching profession.

To lay a strong foundation for these important reforms, the USAID initiative has undertaken in-depth initial research, including a nationwide survey conducted in September 2020 to assess public perceptions of the teaching profession within Jordanian society. This survey focused on two core objectives.

- **To understand how Jordanians view the teaching profession**, which will inform strategies for improving the profession’s public image with a view to attracting more and better applicants to teacher training programs, and overcoming barriers to becoming or remaining as public-school teachers (for males in particular).

- **To learn what Jordanians know about how to become a teacher**, which will guide initiative-driven interventions to raise awareness and set a baseline against which progress can be measured.

### METHODOLOGY

The survey was conducted in an online format and was open to responses from the public in Jordan for 18 days (September 10-27). The survey was advertised via mass distribution of text messages (151,000 SMS) and a dedicated Facebook page with targeted advertisements, intending to reach a randomized, representative sample across Jordan. It reached 1.2 million people and 41,000 clicks were recorded.





## RESPONDENTS

This report reflects analysis from 5,386 responses sourced from individuals across 12 governorates in Jordan, aged 16 and above. 67% of respondents ranged from 26 to 60 years old, while younger respondents aged 16-25 and respondents over 60 had lower response and comprised only one third of the survey population (32%).

Figure 1. Respondents Based on Age

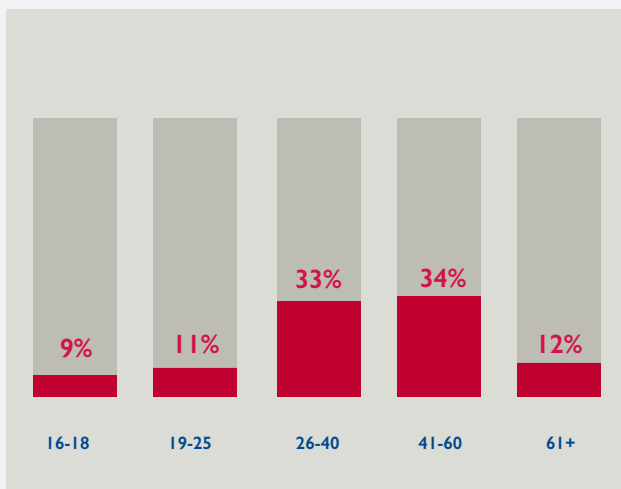
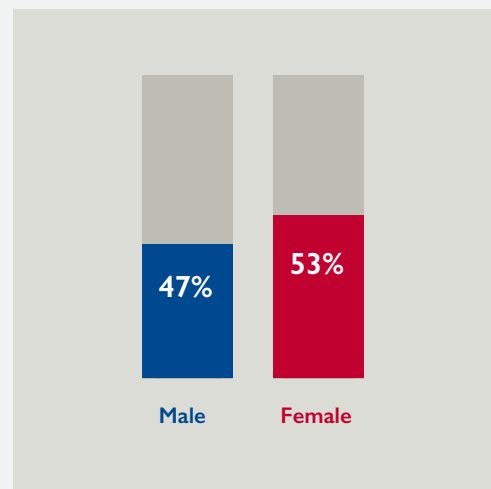


Figure 2. Respondents Based on Gender



The survey attracted responses across all 12 governorates in Jordan, and due to high concentrations of the population in the city of Amman, 33% of survey respondents identified that they lived in the Amman governorate. 13% came from Irbid, and the remaining 54% were spread across other governorates.

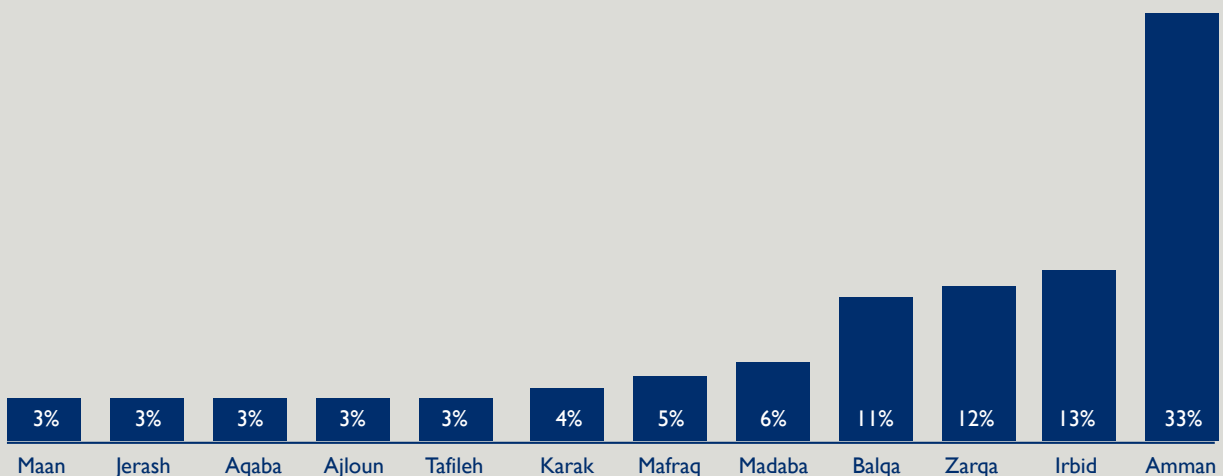


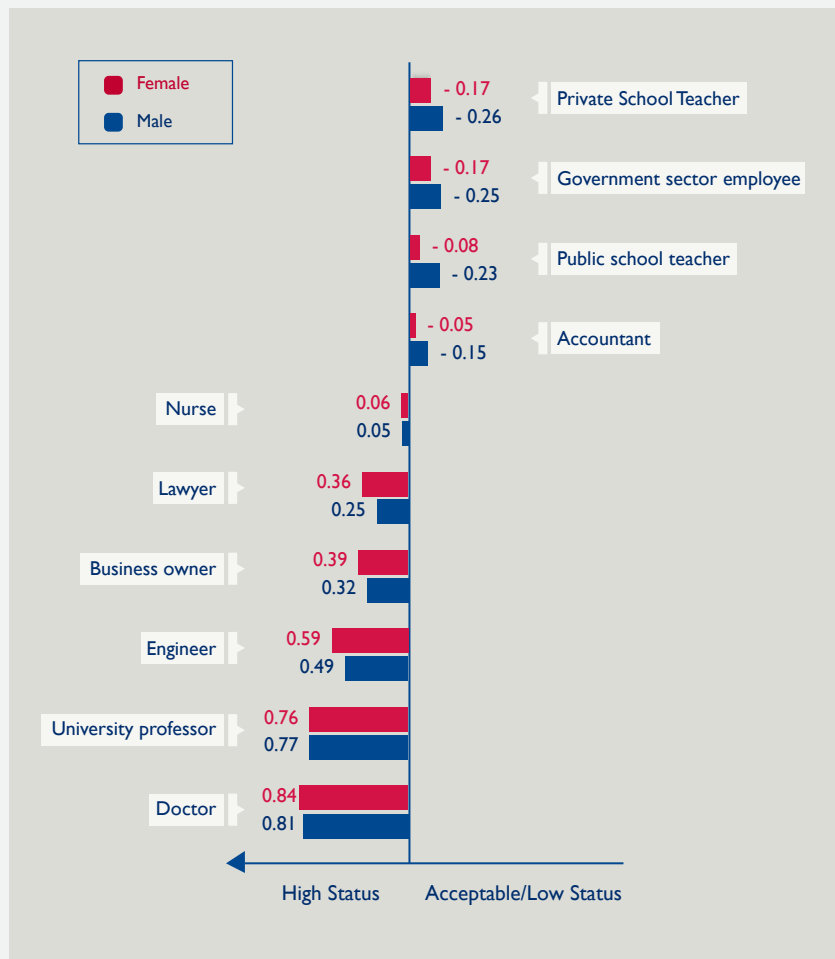
Figure 3. Respondents Based on Governorates

## FINDINGS

### STATUS OF TEACHING PROFESSION

Based on the survey findings, Jordanians do not perceive the teaching profession to have high status or prestige. When asked to rate the status of ten different professions, teachers at public and private schools, as well as government sector employees, were accorded the lowest status overall. As shown in Figure 4, doctors and university professors were perceived by both male and female respondents to have highest status of the options, followed by engineers, business owners and lawyers.

**Figure 4. Comparison of Averages in Rating Status of Teaching Profession**



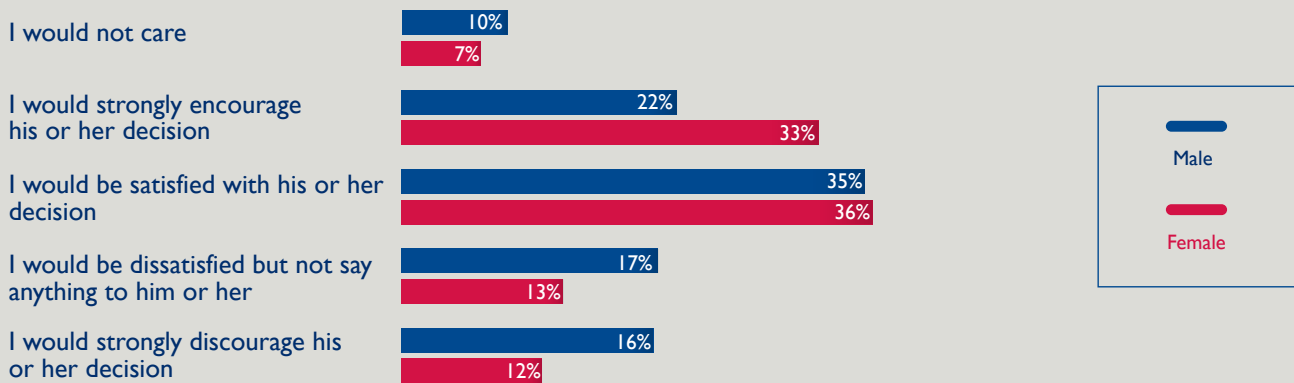
“I wouldn't wish that my sons get into this profession, because there is no focus on teachers and their livelihoods, and their needs.”  
- Female respondent from Amman

### REACTIONS TO MALE AND FEMALE FAMILY MEMBER BECOMING A TEACHER

Respondents were then asked how they would feel if a male or female family member pursued the teaching profession. Overall, the positive reactions to a family member becoming a teacher were relatively high, with 57% indicating satisfaction or encouragement for male relatives becoming a teacher, and 69% for females.



**Figure 5. Reactions to Male and Female Family Member Becoming a Teacher**

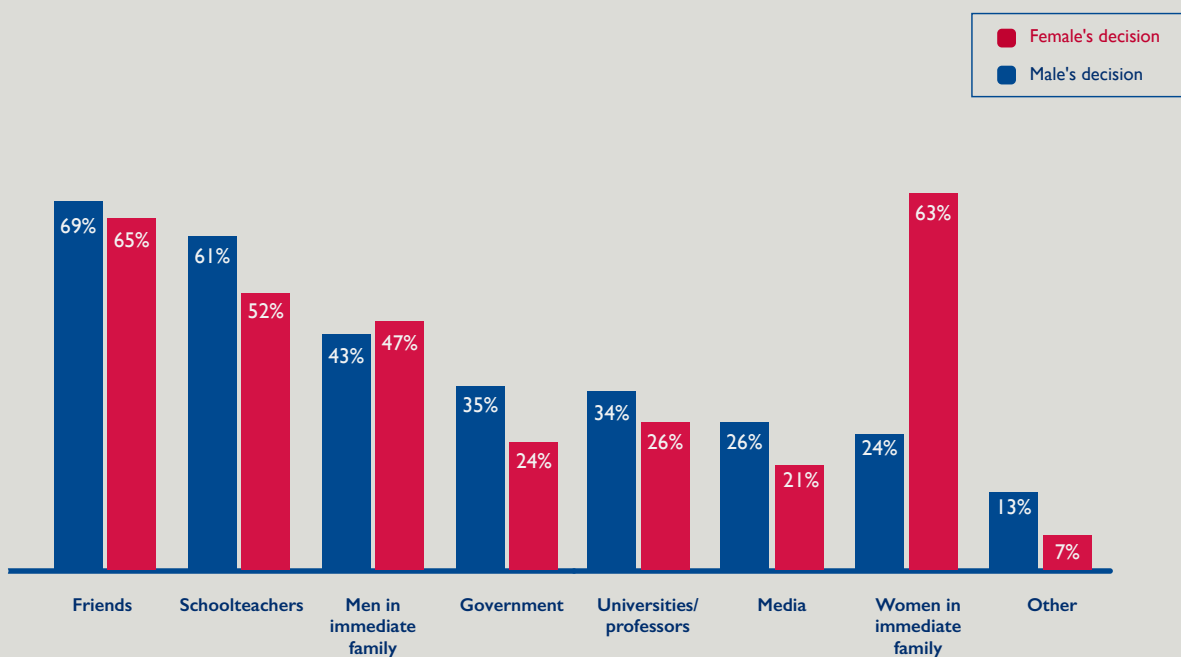


## INFLUENCERS

When asked which entities hold influence over an individuals' choice to pursue teaching as a profession, this survey found that friends and schoolteachers were indicated as notable influencers of both males and females in this respect. In fact, they have far more influence on males than family in relation to this decision to become a teacher.

Respondents considered that friends and women in the immediate family have noticeably larger influence on females (63%) considering becoming a teacher than on males (24%), while men in the immediate family were highly ranked as and were seen as influential on individuals of both sexes. Figure 6 presents a comparison of influencers influential entities based on gender of the person being influenced.

**Figure 6. Comparison of Entities Influencing Male Versus Female Decision to Become a Teacher**





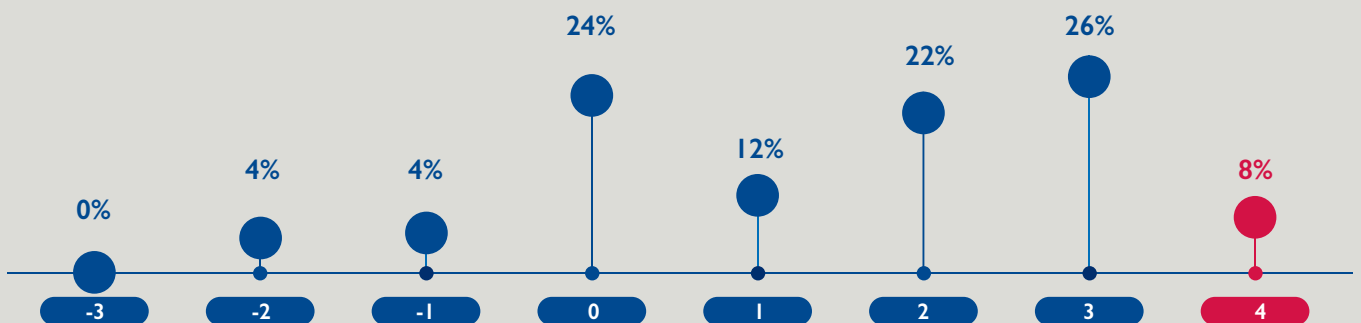
## UNDERSTANDING HOW TO BECOME A TEACHER

Scored in a quiz format where positive scores were given for correct answers and negatives for incorrect response options, only 8% of respondents chose only the four correct options, showing complete knowledge of the current requirements. Most of those respondents were education workers. The following choices were offered:

- ✗ Obtain a higher diploma
- ✓ Obtain a university bachelor's degree
- ✗ Obtain a master's degree in education
- ✓ Apply to the Civil Service Bureau
- ✓ Wait for turn in queue of Civil Service Bureau
- ✓ Pass Arabic examination
- ✗ Pass English examination
- ✗ Volunteer as student teacher for 1 year

The highest incidence of misunderstanding was in relation to passing an English examination, incorrectly identified by 37% of respondents but not in fact a necessary step. This demonstrates that the public at large does not have much awareness of the actual process to becoming a certified teacher in Jordan and highlights opportunities for the initiative to improve this through national campaigns.

**Figure 7. Respondent Scores in Identifying Correct Steps for Pursuing Teaching Profession**





## MOTIVATING FACTORS

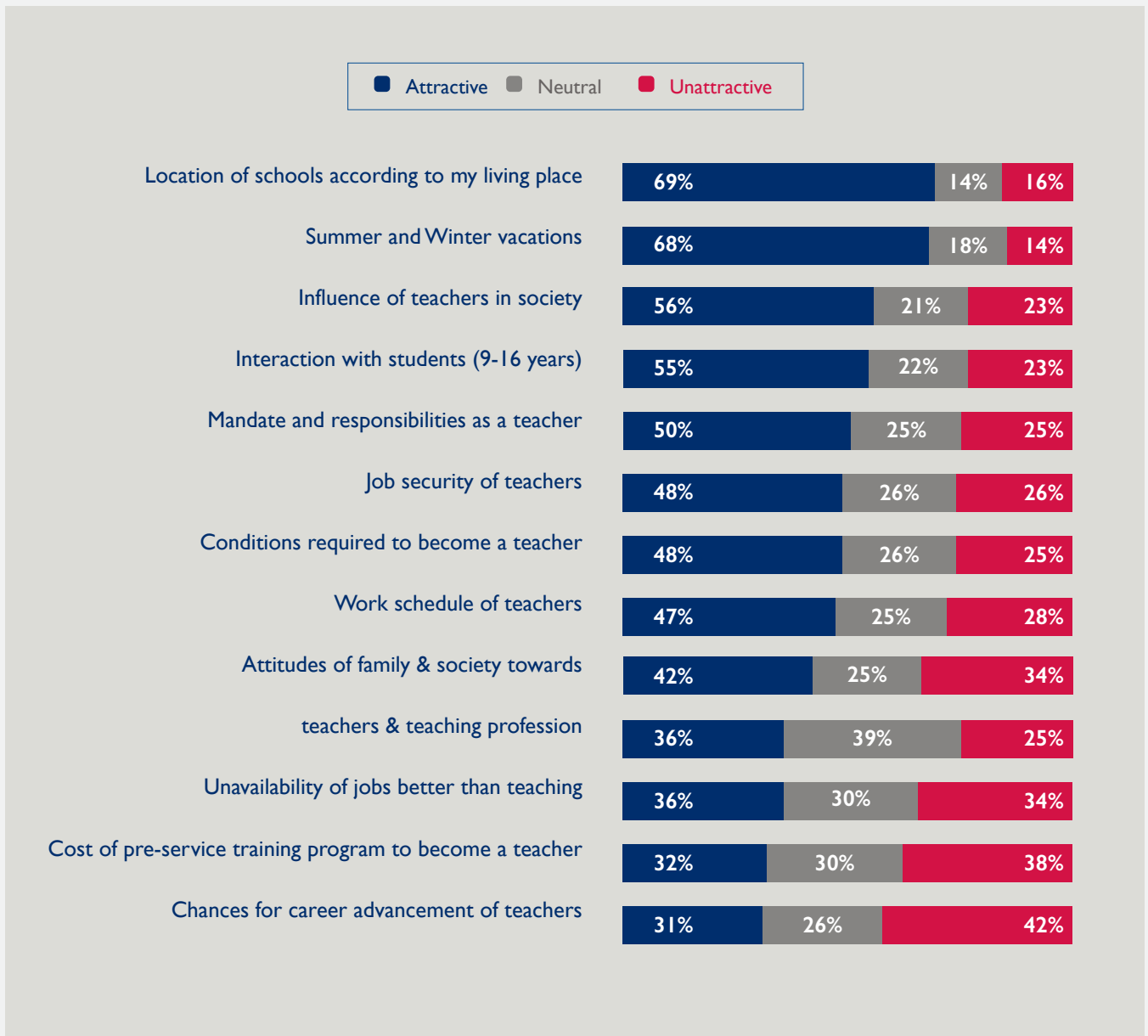
In considering a list of factors that would motivate their own decision to become a teacher, respondents identified that location of schools near their home, as well as summer and winter vacations available to teachers were most attractive.

Conversely, chances for career advancement and

salary of teachers were the least attractive factors.

When comparing average ratings, education workers rated 12 out of 13 factors as less attractive than those not working in education, including some much lower ratings, including work schedule, career advancement opportunities, cost of teacher training, and salary.

**Figure 8. Rating of Attractiveness of Factors Affecting Decision to Become a Teacher**





## UTILIZING THE SURVEY FINDINGS

Findings from this survey are intended to directly inform the work of the “USAID Pre-Service Teacher Education in Jordan” initiative to both support participating universities to successfully implement pre-service teacher education (PSTE) programs and improve government systems, policies, and practices related to PSTE. The survey will be repeated in 2022 and 2024 to measure the change in the public perceptions of the teaching profession.

- Design messages to increase awareness of the importance of education that are data informed.
- Inform the design for awareness campaigns about the required steps to become a teacher and identify strategies for campaign dissemination.
- Design targeted and attractive marketing messages for the pre-service teacher preparation and qualification diploma that suit the target groups for enrollment and marketing campaigns in the selected universities.

## RECOMMENDATIONS FOR ADDITIONAL RESEARCH

Findings from this survey illuminated a few opportunities that should be explored in future research:

1. In identifying influential entities on an individual’s decision to become a teacher, media was identified as having lower influential power than other categories. Future research on which types of media are most accessible and relevant to specific demographics would be highly useful nationally.
2. Further exploration of what other factors may influence individuals to pursue the teaching profession would be extremely helpful for informing targeted recruitment strategies for the education sector.
3. Additional qualitative research to delve further into which factors motivate or deter prospective teachers, especially across gender lines, would support building the body of knowledge and potentially inform future policy reform.
4. As revealed in this survey, those that work in education at times felt differently about the teaching profession than the general public. Specific research on the role of schoolteachers in influencing society and potentially inspiring others to pursue the teaching profession would help guide avenues for engagement of existing teachers, provide key insights to inform teacher recruitment and identify opportunities to improve the prestige of the profession nationally.