

ABSTRACT

● RESEARCH PROBLEM:

The present research is concerned with studying the relationship between the teacher's satisfaction of his professional specialization and the students' interests towards the subject matter which the teacher presents and teaches.

The research problem can be stated in the following main question:

- Is there a relationship between the teacher's satisfaction of his professional specialization and the students' interests toward the subject matter which the teacher presents and teaches?

This relationship will be tackled in five subject matters: Science(biology- chemistry - physics) and social studies (history - geography).

* PREVIOUS STUDIES:

They are divided into four types:

1. Studies related to the satisfaction of students in faculty of education of their study and its relationship with some variables.
2. Studies related to the teacher's satisfaction of his teaching profession and its relationship with some variables.
3. Studies related to the effect of teacher on the students' attitudes and interests towards the subject matter.

4. Studies related to the student's attitudes and interests towards the subject matter.

* RESEARCH HYPOTHESES:

1. There are significant differences between the male teachers and female teachers, in the scores mean of satisfaction of profession, for the latter.
2. There are significant differences between male and female teachers of science, on one hand, and male and female teachers of social studies, on the other hand, in the scores mean of professional satisfaction for the first.
3. There are significant differences between the satisfied male prospective teachers and the dissatisfied ones in the scores mean of interest towards subject matter for the first.
4. There are significant differences between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards biology for the first.
5. There are significant differences between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest chemistry for the first.
6. There are significant differences between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards physics for the first.
7. There are significant differences between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards history for the first.

8. There are significant differences between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards geography for the first.
9. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards subject matter for the first.
10. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards biology for the first.
11. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards chemistry for the first.
12. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards physics for the first.
13. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards history for the first.
14. There are significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest geography for the first.

*** RESEARCH SAMPLE:**

1. A Sample of male and female prospective teachers:

It consisted of 149 (73 male - 76 female). It was divided into 20 satisfied and dissatisfied male prospective teachers, and 20 satisfied and dissatisfied female ones in five subject matters.

2. A sample of students: It consisted of 692 male and female students (321 male - 371 female) taken from the classes taught by the 20 teachers mentioned above.

* RESEARCH TOOLS:

1. A questionnaire of satisfaction of professional specialization prepared by the researcher.
2. A measure of interest towards subject matter prepared by Fouad Abou Hatab.
3. An achievement test.

* RESEARCH PROCEDURES:

1. Conducting an open questionnaire to a sample of male and female teachers.
2. Designing the questionnaire of satisfaction of professional specialization in the light of previous studies and the pilot study.
3. Validating the questionnaire and calculating its reliability by applying it to a sample of 50 male and female teachers.
4. Applying the final form of the questionnaire to the sample of male and female teachers of biology, chemistry, physics, history and geography in the first year of secondary stage.
5. Choosing 20 male and female teachers who are satisfied and dissatisfied of the five subject matters, 4 male and female teachers in each subject matter (2 male - 2 female).
6. Administering the measurement of interest towards subject matter to the students' sample taken from the classes of the 20 satisfied and dissatisfied teachers in each subject

7. After correcting the measurement responses and writting the scores, the researcher excluded the high achievement and low-achievement students to ensure the homogeneity of the students sample.

* STATISTICAL TECHNIQUES:

1. Variance analysis 2×2 .
2. Variance analysis 2×5 .
3. Tucky test.
4. T test.

* THE RESEARCH RESULTS:

1. There are significant differences (at the level 0.01) between the male teachers and female ones in the scores mean of satisfaction of professional specialization, for the female teachers.
2. There are no significant differences between science male and female teachers and social studies male and female ones in the scores mean of satisfaction of professional specialization.
3. There are significant differences (at the level 0.01) between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards subject matter, for the first.
4. There are significant differences (at the level 0.01) between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards biology, for the first.
5. There aren no significant differences between satisfied male prospective teachers and dissatisfied ones in the

scores mean of interest towards chemistry.

6. There are significant differences (at the level 0.01) between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards physics, for the first.
7. There are significant differences (at the level 0.01) between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards history, for the first.
8. There are significant differences (at the level 0.01) between satisfied male prospective teachers and dissatisfied ones in the scores mean of interest towards geography, for the first.
9. There are significant differences (at the level 0.01) between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards subject matter, for the latter.
10. There are no significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards biology.
11. There are no significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards chemistry.
12. There are significant differences (at the level 0.01) between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards physics, for the first.
13. There are significant differences (at the level 0.05)

between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards history, for the first.

14. There are no significant differences between satisfied female prospective teachers and dissatisfied ones in the scores mean of interest towards geography,

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