

INFLUENCE OF TEACHERS' ATTITUDES ON STUDENT BEHAVIOR AND ACHIEVEMENT

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Abstract. *This article is about a study that aims to determine how teacher attitudes affect student behavior and performance in grades kindergarten through fifth.*

Keywords: *kindergarten, teacher, attitude, behavior, method, children.*

INTRODUCTION

The educators had an increased interest in the importance of starting to teach science in the early stages of an individual's life, especially with the increasing impact of science and technology on everyday life. If education aims to prepare individuals to face life, then it is of utmost importance for us to prepare individuals for a life in which science and technology play critical roles [1].

MATERIALS AND METHODS

Many science educators and researchers have emphasized on the importance of teaching science in the early stages of a child's life. Harlen states that there is no longer a need to justify the position of science in early stage in a child's life, nor the need to persuade principals and teachers into acknowledging the importance of science; however, it is now necessary to assist teachers in starting and continuing to teach science to children, as well as overcome any difficulties that may arise [3]. Children possess the tools necessary for learning; for they are known for their curiosity and have an intrinsic motivation and desire to possess more knowledge, as well as a passion for learning [4].

RESULTS AND DISCUSSION

Teachers play significant roles in teaching science to children, as they have the capacity to provide children with rich environment for learning science [2], and giving them the opportunity for inquiry. In other words, the role of the teacher is to be:

- A facilitator by providing children with appropriate opportunities to learn and practice science processes skills.
- A helper to children through assessing their learning [4].
- A consultant who observes children, listens to their discussions, and answers their questions while they are involved in exploring.
- A role model by showing an interest in exploration and discovery, persistence, and creativity through science activities [5].

It is possible to present science experiences in developmentally appropriate forms using a methods and strategies; some of these methods are:

- Active learning: Active learning is based on the theories of Dewey, Montessori, and Piaget; as they have all asserted that children construct their own knowledge through dealing with materials and tools whether done individually or cooperatively, and where children learn concepts, form ideas and create their terms [6].
- Learning through play: Play is considered to be one of the most successful contexts in the field of teaching science to children for the entertainment, joy, and benefit it provides to them. A play-based curriculum works to quench children's thirst for curiosity and provide opportunity for hands-on practices in a way that responds to their questions [2].
- Hands-on, minds-on, hearts-on: this approach focuses on the child as a whole, as the method is most effective when a child is intellectually, physically, and emotionally involved in an activity [6].

Attitudes toward Teaching Science: an emotional general disposition in which there are negative or positive feelings toward teaching science involving: Comfort- discomfort, classroom preparation, managing hands-on science,

developmental appropriateness.

Developmentally Appropriate Practice (DAP): educational approach publicized by NAEYC in the field of early childhood education, enhance teacher to make choices about teaching children based on knowledge of how young children develop and learn while taking into consideration individual differences and needs as well as social and cultural constructs [3].

Practice of Developmentally Appropriate in science: science teaching practice addressing the following categories: A child-centered science environment, developmentally appropriate science activities, Assessment of children's learning of science [4]

CONCLUSION

- Conducting a Qualitative study to explore how teachers may present developmentally appropriate practices through observing teaching practices in Kindergarten teachers in classrooms, or through conducting interviews with them to study their pedagogical skills in teaching.
- Conducting a Qualitative study focused on observation and interviews to identify the factors that impact teachers' attitudes toward teaching science.
- Teacher preparation institutions should test pre- service teachers' attitudes toward teaching, and provide the necessary assistance to them on the hands of university professors or teachers from cooperative schools in case their attitudes were negative.
- Introducing courses for in-service teachers in teaching methods in the field of science, where teachers are given the opportunity to participate in hands-on activities, seminars, and workshops to increase their self-confidence and expand the knowledge they already have.
- Focusing on more practice-based courses in the teacher preparation programs prior to service, so that students would have the opportunity to try out what they have learned in theoretical courses, and increase the science courses in university course plans.

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