

Modeling relationships between Patterns of Classroom Control, constructive thinking, psychological flow, Successful Intelligence, and Perceived Professional Competence among Teachers

Abstract:

The study aimed to determine the best structural model that explains the causal relationships between the Patterns of Classroom Control, Constructive Thinking, Successful Intelligence, Psychological flow, and Perceived Professional Competency through sample contain (500) Teachers, five measures were applied, including Patterns of Classroom Control, , Successful Intelligence, Psychological flow, and Professional Competency prepared by researchers and translated Constructive Thinking scale prepared by Epstein (1993).

The psychometric properties of instruments were investigated in a sample of (600) teachers, the supposed structural model was a good fit with data from 500 teachers. The results revealed that the assumed structural model was matched with the data of the sample with good matching evidence.

The results showed that there was a statistically significant negative direct effect for each of:

1. Authoritarian Pattern, and Anarchic Pattern on perceived professional competence.
2. Authoritarian Pattern on both constructive thinking, successful intelligence, and psychological flow.
3. Anarchic pattern of the teacher on both successful intelligence and psychological flow.

While there was a statistically significant positive direct effect for each of:

1. Successful intelligence and psychological flow in the professional competence of the teacher.
- 2.The democratic style that the teacher follows to control the class in terms of constructive thinking, successful intelligence, and psychological flow.
- 3.Constructive thinking and successful intelligence in the psychological flow of the teacher.

In addition, there was an indirect effect (via Constructive Thinking) of authoritarian Pattern, and democratic Pattern on Successful Intelligence and Psychological flow. Furthermore, there was also an indirect effect (via Successful Intelligence) of Classroom Control Patterns, and Constructive Thinking on Psychological flow and Professional Competency. There was also an indirect effect (via psychological flow) of Classroom Control Patterns, Constructive Thinking, and Successful Intelligence on Professional Competency.

Key words: Psychological flow, Patterns of Classroom Control, , Constructive Thinking, Successful Intelligence, Perceived Professional Competency, Teachers.