

PalArch's Journal of Archaeology
of Egypt / Egyptology

THE EFFECTIVENESS OF A TRAINING PROGRAM ACCORDING TO THE
THEORY OF COMPETENCIES ADOPTED IN THE COMPETENCIES OF THE
STUDENT / TEACHER OF TEACHING SCIENCES AT THE COLLEGE OF
BASIC EDUCATION

Prof. Dr. Yousif Faleh Muhammad Al-Saadi, Hamsa Essam Abdul Rahman Sheikh Zahir
Al-Mustansiriya University, Department of Science

**Prof. Dr. Yousif Faleh Muhammad Al-Saadi, Hamsa Essam Abdul Rahman Sheikh Zahir:
The Effectiveness Of A Training Program According To The Theory Of Competencies
Adopted In The Competencies Of The Student / Teacher Of Teaching Sciences At The
College Of Basic Education -- Palarch's Journal Of Archaeology Of Egypt/Egyptology
17(6), 1-14. ISSN 1567-214x**

ABSTRACT

The aim of the current research is to identify the effectiveness of a training program according to the theory of competencies adopted in the competencies of the student / teacher of teaching sciences at the College of Basic Education, by verifying the validity of the following null hypothesis: 1- There is no statistically significant difference at the level of significance (0.05) between the average grades of students - teachers in the experimental group who have undergone the proposed training program and the average scores of students-teachers who did not undergo it in the measure of teaching performance. The researcher approved the experimental design with partial control for the experimental and control groups and the post-test (note card) for each of the teaching competencies of the students - teachers, while the control group did not undergo this program. The society was limited to (189) male and female students by (49 Department of Chemistry, 40 Department of Biology and 40 Department of Physics, the research and its sample on students - teachers from fourth grades / Department of Science / Life Sciences Branch - Chemistry Branch / College of Basic Education / Al-Mustansiriya University, as the number of samples reached Research (89) male and female students for the academic year 2019-2020 AD, and by random selection. The students of the Department of Chemistry (experimental group) were selected and their number reached 49 students who underwent the program and students of the Department of Biology (the control group) and their number reached 40 students. Scores of previous information test for science teaching methods and general teaching method scores for the previous academic year (2018-2019). For one sample, the effect equation, and the variance, the researcher trained the students of the two groups and identified

the material represented in (the nature of science, educational goals, planning, teaching methods, scientific questions and Mock puzzles, classroom management, and tests) and the behavioral objectives were identified within the area of Bloom's classification and there were about 124 behavioral objects in order to implement the plans and training operations.

The training program is built according to three phases:

The stage of inputs, processes, outputs) and then presented in its initial form to a group of arbitrators to verify it before starting its application and to benefit from their observations and make the necessary adjustments to it, as the program prepared for training on competency theory for students - teachers (experimental group).

It was applied in the halls of the science department in the college Basic Education - Al-Mustansiriya University, which lasted (8) weeks, the time of the training session was two hours (70 minutes theoretical teaching by the professor and 50 minutes of training by the researcher in the presence of the supervising professor).

As for the research tool, it is the teaching performance note card, and it contains (40) paragraphs distributed into six areas of the five-year rating.

In view of the conditions that the world and our country are going through (the deadly Corona disease), the researcher adopted the performance of the student - teacher on the view of the conditions that the world and our country are going through (the deadly Corona disease), the researcher adopted the performance of the student - teacher through the Internet (electronic education), and the results were indicative with a slight difference, since the control and experimental groups performed in the same conditions and without students.

In light of this, the researcher made a number of recommendations for the necessity of including practical education courses and methods of science teaching in the science departments of the Faculties of Basic Education the competencies so that students - teachers can perform different educational competencies and activities, which have an impact on achieving educational goals of all kinds by adopting modern teaching methods.

The researcher also presented a number of recommendations and proposals, including conducting an experimental research that includes introducing the theory of competencies and comparing it with another variable for students - teachers in science departments / College of Basic Education and knowing its impact on their teaching performance due to the lack of studies that dealt with this topic.

Research problem

The teacher qualification process is one of the issues that are at the forefront of educational development projects in educational institutions in all countries of the world. These institutions direct in their programs and curricula to prepare a teacher for the future profession in learning despite the efforts and attempts that have been made to improve and develop student- teacher preparation programs before Service.

It is still located within the framework of traditional programs, as the

researcher believes that the teacher cannot be effective unless he is trained on solid scientific foundations and is not taken into account the type of competencies required that can achieve full and balanced growth as the quality of the performance of a science teacher depends in general on the extent of They possess competencies, experiences and use of technologies.

The researcher believes that this cannot be achieved unless it is subject to a training program for the student - teacher who includes the most prominent competencies to be effective in improving their performance to achieve educational goals. Therefore, the research problem can be formulated with the following question:

- The effectiveness of teaching in a training program according to the theory of competency adopted in the capabilities of the student - teacher of teaching sciences at the College of Basic Education.

Research Importance

Education is one of the basic pillars that enable the individual to track scientific developments and the local and global issues that result from them, so it has an important responsibility to prepare individuals who are able to keep pace with scientific progress and keep pace with it.

So, education is that process that seeks to help the learner acquire the types of behavior expected in him to practice in different life situations, as he becomes able to achieve positive and fruitful adaptation with himself and with his community, and it also aims to form the learner for him and awaken his many tendencies (Al-Afoun, 2012: 19).

Learning and teaching is a continuous process that is not limited to school years, as it starts from the birth of the child and continues with him throughout his life without interruption (Al-Yamani, 2004: 38), where the issue of preparing a teacher or specialized teacher because of its importance in enabling the teacher to carry out his professional duties and face Scientific, educational and functional developments in his specialization and the goals it sets, should be the result of human outputs (Al-Mutlaq. 2016: 19).

It is necessary to refer to the university professor and the role that he must Doing about enabling him to provide the new educational quality that is inspired by the - teacher's acquisition of skills that help them to effectively deal with the challenges of society (Al-Beblawy et al., 2015: 131), where the theory of competencies is considered the best approach compared to its predecessors, because it made the learner a partner and a primary focus in the process.

The information is built by the educational himself, and his knowledge is only formed by his participation in its production, so he becomes the learner and at the same times the producer and the creator, which is the beginning of the transition process from teaching to learning, (Al-Busais, 2004: 118).

Third -The aim of the research and its hypothesis:

The research aims to identify:

Building a training program according to the theory of competencies to know the performance of (student - teacher) in the Department of Science - College

of Basic Education in accordance with teaching competencies, and this is done by verifying the following hypotheses:

1- There is no statistically significant difference at the level of significance (0,05) between the arithmetic mean of the performance scores of (student-teacher) in the science department - the college of basic education according to the teaching competencies and the hypothetical average of the scale.

2- The effectiveness of training (student - teacher) in the Department of Science - College of Basic Education and this is done by verifying the following null hypothesis:

There are no statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group who will study according to the theory of competencies and the average scores of the control group who will study according to the usual method in the note card prepared for the purposes of the research.

3 - The strengths and weaknesses of the performance of (student - teacher) in the Department of Science - College of Basic Education according to the teaching competencies.

Fourth - Research limits

The current search is limited to:-

1- Fourth-year students, Department of Science, morning and evening study / College of Basic Education / Al-Mustansiriya University,

2- The scientific subject of the research experiment is limited to the subject of methods of science teaching,

3- First semester of the year (2019-2020),

4- Includes the following competencies (knowledge, performance, productivity, and effectiveness),

5- Student -teacher competencies include (planning, implementation, teaching aids, evaluation, and educational communication, verbal and non-verbal, professional and ethical responsibility).

Fifth - defining terminology

Potency:

It is the achievement of the returns or results expected from a specific institution or for one of its operations, and these results may be in one area or in multiple areas (Hamida, 1994: 223).

The researcher knows it procedurally:

It is the ability of the training program based on the theory of competencies in preparing the student -teacher at the College of Basic Education / Al-Mustansiriya University according to competencies (cognitive, productive, effective) that contribute to improving their training performance and raising their educational competencies.

The training program is a group of planned and organized competencies programmed in time and includes in time a series of educational strategies aimed at developing self-specific skills and wasting the theoretical basis on

which the program was based (Abdul-Raouf, Tariq, 218,2015).

The researcher knows it procedurally: is the organization of the content of science teaching methods for students of the College of Basic Education, Stage Four / Science Sub-Department (Biology and Chemistry) in the form of scientific and practical activities, training and skills training.

According to a scientific method, we aimed at communicating the material and developing students 'thinking and developing the necessary competencies of the student - teacher and raise their educational competencies.

Competencies:

Aptitude is those acquired, invisible, intrinsic abilities of the individual that have a specific purpose to include knowledge, skills and behaviors (Buran, 2016: 159).

The researcher defines it procedurally: it is a program based on students-teachers 'acquisition of a specific set of competencies (cognitive, performance, productivity, and effectiveness) during their passage through a set of educational experiences and activities that were designed after defining the objectives in a manner that can be observed and measured and includes standards against which to present Knowledge, trends, performance, and judgment on his arrival at the level of perfection required.

Sufficiency:

It is the teacher's ability and ability to perform a specific behavior related to his educational tasks in teaching and consists of specific knowledge, skills, attitudes and values related directly to teaching and expressed in the form of words and actions and performs an appropriate degree of perfection to ensure the achievement of the desired goals of this teaching (Tariq, 80: 2019).

The researcher defines it as a procedure: is to provide the student- teacher at the College of Basic Education, the fourth stage (Department of Chemistry) with a set of necessary competencies in a program based on the theory of competencies for the purpose of providing them with teaching competencies that contribute to raising their educational competence.

Sixth -competency theory

This theory includes preparation on the basis of competence, which works to create a kind of relationship between the preparation programs and the real tasks on the one hand and the duties that he faces in the real field on the other hand, and these duties are concerned with raising the competence of all students - teachers to the highest levels of higher levels and as far as possible from the graduation of qualified teachers Intermediate levels where the conditions in which these competencies appear and the level of performance that must be reached are specified.

The researcher has identified basic competencies approved in raising the level of performance and developing the student- teacher, and these competencies are:

1- Cognitive competence: This type of competency includes information, cognitive processes and little abilities, the intellectual skills necessary for the individual's performance in various frameworks and fields related to these

tasks.

2- Productive Efficiency: This type of competence shows the impact of students 'performance of previous competencies in the field. This necessitates that we pay attention to the programs of preparing the teaching cadres, because these programs prepare for the graduation of a competent qualification, qualification and competence. Here refers to the success of the specialist in the completion of work efficiency.

3- Performance competence: here refers to the performance competencies shown by the individual and includes psychomotor skills in the field of technology and materials related to physical and motor formation and this aspect is related to the cognitive aspect that the individual acquired.

4- Effective competence: This competence refers to the individual's opinions, tendencies, readiness, values, beliefs, and emotional or emotional behavior and includes the individual's sensitivity, self-confidence and direction towards the profession.

Seventh- Previous studies:

Table (1) for previous studies

Seq .	Researcher name, year, and country	Research subject	Target	curriculum phase	stage	Sample size	Study tools	Statistical means	Results
1	Kamal Bruges 2016 Tennis County	Method of teaching	The study aimed to find out the extent to which the professors of physical education and sports in tennis high schools possess teaching competence from their point of view in light of some variables (experience and scientific level).	Descriptive Curriculum	Faculty	26	observation card	measure of teaching aptitude Arithmetic means Standard deviation s T test Student F test To analyze the variance	There are no statistically significant differences in the efficiency

2	Sameer Jwhary 2017 Selatif Province	Method of teaching	The aim of the study is to propose primary education, Silatif wilaya, to develop primary education in Selatif Province To develop their teaching competencies according to the competencies approach in light of their training needs from their point of view and the consideration of their supervisors and measure its effectiveness	the descriptive curriculum and the quasi-experimental curriculum	The primary education teachers	30	Questionnaire Achievement test - observation card	approach Standard deviation s Percentages T test F test ETA Square Coefficient (n)	The existence of the necessary training needs for primary education teachers, according to the computational intermediate competencies
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Second semester / Research methodology

First / Research method:

The researcher adopted the experimental approach as it is one of the approaches that use experience to reveal relationships between variables by studying the opposing situations in which the variables are controlled except for the variable that the researcher is concerned with studying its effect

Table (2)

The experimental design

Group	equivalence	independent variable	dependent variable
Experimental	intelligence Previous knowledge	Competency theory	efficiencies
Control	Previous achievement	Normal way	

Second / Research procedures

1- Experimental design:

The experimental design with partial control was chosen for the experimental and control groups, one of which controls the other and the ones with the post test.

2- The research community and its sample:

The research community knows that it is all the vocabulary of the phenomenon that the researcher studies.

(Abu Nasr, 160: 2017)

The research community is restricted to the fourth stage students of the Science Department / College of Basic Education / Al-Mustansiriya University for the academic year (2019-2020) for students of the Agency's Science Department.

Table (3)

Preparation of students of the research group (control and experimental)

The study	section
Morning	Biology / 40 Chemistry 49 Physics / 40
Evening	Biology/ 17 Chemistry / 2 Physics /0
Total	148

3- Research sample:

The researcher was intentionally chosen the life sciences branch of (40) male and female students, as well as the students of the chemistry branch, who numbered (89) male and female students, and by random assignment, the students of the (chemistry branch) were considered as an experimental group and students (the biology branch) as a control group taught in the usual way. Students who failed were statistically excluded.

4- Equivalence of the two research groups:

Despite the homogeneity of the students of the research sample in the two groups (control and experimental) with social, cultural and economic variables, students of the chemistry department were chosen to represent the experimental group and students of the biology department to represent the control group, and to ensure the equivalence of the two research groups, the researcher conducted equivalence in some variables of direct relevance in the procedure Experience (previous achievement, intelligence, prior knowledge test)

5- Control of extraneous variables (internal safety)

Third / research requirements

1- Determining the scientific material:

Before starting the experiment, the researcher determined the content of the scientific material that will be taught to the students of the two groups of research during the experiment during the first semester.

For the following vocabulary is included within the methods of teaching science (the nature of science, educational goals, planning, teaching methods, classroom management, tests, scientific questions and mock puzzles).

The behavioral objectives were formulated based on the content of the scientific material that included the experiment, so there were (124) behavioral objectives that included (remembering, comprehension, application, analysis, structure, evaluation) and were presented to a group of experts and specialists in the field of measurement and evaluation and methods of teaching science in order to know The extent of its safety to the level that it measures and its suitability for fourth stage students.

Some behavioral purposes have been modified in light of the opinions of experts, and in its final formulation (124) purposes agreed upon by supervisors and experts were taken.

2- Preparing teaching plans:

The teaching planning process is one of the important and required procedures to determine the content of the course material, the teaching aids and the aspects of the activity, and since the preparation of the teaching plans is one of the requirements for successful teaching, the researcher prepared daily training plans for the subjects of science teaching methods for the control and experimental groups.

3- The training program:

It is a set of educational-educational, planned, organized and timed programmed meetings that include a series of educational-learning strategies that aim to develop specific skills in their own right according to the theoretical basis on which the program was based (Muhammad, 2009: 66).

4- Program philosophy:

The program prepared in its training generally depends on the use of several styles and methods of teaching

A- Following the effective lecture method, using the method of dialogue and discussion.

B- Divide the trainees into working groups to urge them to be effective so that each group deals with a specific teaching task.

5- The researcher relied on the systems approach and the rate according to the competency theory application plan, which includes: -

A-Input

1- Analysis includes (determining the academic content, determining the characteristics of the trainees, defining the goals of the program)

2- Planning includes (preparing study plans, setting goals for the program (behavioral goals), time limit for the program, determining material requirements and capabilities).

B- Operations

- 1- Designing scientific activities and methods.
- 2- Implementation / training materials, training methods and methods, training activities, linking competencies.

C- Outputs

- 1- Calendar

It includes / the program evaluation phase before the implementation of the program, the program evaluation phase during the implementation of the program, the program evaluation phase after the completion of the training program.

Search tool

One of the requirements for building the training program is to prepare the observation card, and the researcher has followed the following steps in building it through: (Determining the main areas, determining performance indicators for each competency, conducting the validity and consistency of the observation card, applying the research tool).

The note card included six main areas branching out of forty teaching competencies as follows:

1- The adequacy of planning:

The stage of preparing and planning lessons is one of the important stages for the success of the teaching process, as the success of the teacher in the classroom is closely related to the accuracy of the preparation and planning that the teacher does, and among the competencies adopted by the researcher in the field of planning are: [Determining prior learning, formulating behavioral goals, choosing appropriate educational means, determining appropriate homework related to the subject of the lesson].

2 - Adequacy of implementation:

The process of implementing the lesson calls for the teacher to perform many complex procedures, methods and skills that will enable learners to acquire targeted educational experiences. The educational process is what the set of activities and interactions are between the elements of the educational situation, and from the competencies adopted by the researcher, and they are: [Introducing the lesson in an appropriate manner, creating an appropriate classroom environment, attracting the students 'attention, taking into account individual differences in asking questions, providing the opportunity for students to ask their questions, linking the topic of the lesson with the life of the learner, maintaining order and classroom management, enriching the topic of the lesson (expanding in ideas), provoking Learners' motivation to learn, diversify methods of reinforcement, diversify questions that provoke thinking among students, good use of classroom questions].

3- Teaching aids competencies:

The educational aids are auxiliary means to facilitate the educational process for both the teacher and the learner, as it helps the teacher to perform his task to

the fullest, as it helps to stimulate and motivate learners to learn, which helps in achieving the desired goals, and from the competencies adopted by the researcher are:

[He chooses the means with a strong connection with the objectives of the lesson, uses more than one method in the lesson, presents the method at the appropriate time and place, takes into account the scientific accuracy in its content, the method is easily distinguished in its language].

4- Adequacy of the evaluation:

The evaluation process is one of the competencies needed to judge the effectiveness of the entire teaching system, and good evaluation requires an accurate evaluation of the various aspects of the learning process. Among the competencies adopted by the researcher in the field of evaluation are:

[Diversifies evaluation methods associated with the lesson, students discuss their mistakes during evaluation, provide students with feedback, use evaluation (diagnostic, formative, final) during the lesson, taking into account individual differences among the learners].

5- Verbal and non-verbal educational communication competencies:

The teaching and teaching profession is an extraordinary profession based on many communication skills and teamwork. The teacher must possess many competencies in the art of communication and communication, and from the competencies adopted by the researcher via: [Speaking in a clear voice and sound language, using eye contact and gestures with the learners, moving and standing in the classroom, varying the tone of the voice and reciting - making sure to listen carefully to the questions of the learners].

6- Competencies of professional and ethical responsibility:

This competency refers to the teacher's ability to help learners to know their own abilities and capabilities enlighten them and help them in the integral growth of their personality, and from the competencies adopted by the researcher through: [Maintaining the general appearance in a manner befitting the learning profession, keeping pace with modern trends in teaching, balancing flexibility and firmness in guidance according to the requirements of the position, being fully aware of the material, cooperating with students, being keen to establish positive relationships with colleagues and supervisors].

4-Presentation and interpretation of results

First -related results:

1- The null hypothesis

The researcher extracted the arithmetic mean and standard deviation for each of the experimental and control groups on the note card, and by using the T-test for two independent samples to find out the significance of the differences between them in each of the six criteria and for the note card as a whole as shown in the following table:

Table (4): The arithmetic mean, standard deviation, tabular value, and computed scores of the two groups in the note card

Seq.	teaching competencies	groups	No.	Standard deviation	Arithmetic mean	degree of freedom	The computed Significance		The level of tabular statistical
							Computed	Significance	
1	Planning	experimental	30	3,14	23,65	58	2,000	10,02	Statistically function and in favor of the experimental group
		control	30	3,06	19,24				
2	Implementation	experimental	30	43,15	4,87	58	2,000	12,33	function in favor of the experimental group
		control	30	37,46	3,95				
3	Educational aids	experimental	30	17,84	3,53	58	2,000		Not Statistically function
		control	30	16,63	3,04				
4	estimation	experimental	30	16,14	3,45	58	2,000	0,97	Not Statistically function
		control		15,57	3,66				

5	Verbal and non-verbal educational communication competencies	experimental	30	19,74	4,13	58	2,000	5,71	function in Statistically favor of the experimental group
		control		15,41	3,47				
6	Professional & ethical responsibility	experimental	30	25,64	4,54	58	2,000	11.21	function in favor of the Statistically experimental group
		control	30	19,18	3,07				
Total performance for efficiencies		experimental	30	146,16	5,66	58	2,000	9.82	function in favor of the experimental group
		control	30	123,22	4,51				

To show the effect size + the effectiveness of the independent variable in the dependent variable, the researcher used the effect size equation (d^2) as in the table

Table (5)
The effect size values (range of effectiveness) of the independent variable in terms of (d^2)

independent variable	dependent variable (Teachers qualifications)	equation (n^2)	equation (d^2)	effect size values
	planning	0,633	2,625	large
	implementation	0,724	3,242	large
	Teaching aids	0,016	0,255	small
	estimation	0,026	0,326	small
	Verbal and non-verbal educational communication competencies	0,360	1,50	large
	Professional & ethical responsibility	2,624	2,577	large

Size equation and effect value

Size effect of (d) equation	Effect value
0,2-0,4	small
0,5-0,7	large
0,8 and over	medium

Second / Interpretation of the results with the null hypothesis

The effectiveness of training according to the theory of competencies qualified the student-teacher to possess teaching competencies, which in turn helped to:

- 1- Diversification of teaching methods to take into account the type of activity and individual differences among students.
- 2- Perseverance and the ability to work hard and make decisions.
- 3- Work flexibly and create an appropriate classroom environment to develop group work.

The results also showed the superiority of the experimental group according to the null hypothesis that students of the experimental group who studied according to the theory of competencies outperformed in the scorecard (observation) over the control group who studied according to the usual method, which indicates that this theory has a positive effect in increasing the competencies of the student / teacher.

Conclusion

In light of the research results, the researcher reached the following conclusions:

- * That training according to the theory of competencies has a great impact on increasing the competencies of the student- teacher methods of teaching.

Recommendations

In light of the results of the current research, the researcher recommends the following: Interest in the use of modern theories in general and interest in the theory of competencies and their inclusion in the decisions of institutes and colleges of education.

Proposals

To complete the research, the researcher proposes a procedure that is the study of the competency theory according to other variables (such as achievement, critical thinking, trends, and the development of scientific tendencies).

- Building training programs according to the theory of competencies in other disciplines.
- Issuing a guide that includes the method of teaching competencies and circulating it to the colleges of education to benefit from it.

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