

## Teaching Competences Acquired by Students of Child Education at Ajloun University College

Ammar Abdullah Freihat<sup>1</sup>, Abdallah Hussein El-Omari<sup>2</sup>, Hamed Al-Du'oom

1) Ammar\_alfrehat@yahoo.com

2) d.abdullah.amri@gmail.com

Ajloun University College / Al-Balqa Applied University, Jordan

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**Abstract:** The study aims at recognizing the main teaching competences which the students of Child Education have acquired at Ajloun University College by considering the students' own views. The study involved 150 individuals: (90) bachelor and (60) diploma (two years after high school) students majoring in Child Education. The researchers used the descriptive analytical method and employed a questionnaire of 30 items categorized under planning competence, implementing the class, and evaluation. The study showed that the Child Education major at Ajloun University College was efficient in providing the students with the competences they would need.

**Key words:** *Teaching Competence, child education, Ajloun University College*

### Introduction

Preparing and designing teacher training programs should consider the principles of skill or competence so that teacher training which depends on competences would become a characteristic of these programs to provide competent teachers with, and train them according to the most recent theories of learning and teaching (Al-Khateeb and Al-Khateeb, 1986). Teachers fulfilling their prominent roles efficiently should enjoy a satisfactory level of teaching competence. The job of teachers has ceased to be excluded to providing students with information and facts as it used to be, but it also became a comprehensive educational process of students' personality, and physical, mental, psychological, and social growth (Al-Huthali, 1995). It is worth mentioning that the most recent programs and strategies of teacher training at teacher training

**Ammar Abdullah Freihat et. al.**

institutes and colleges are those focusing on the development of competence.

Faculties of education are interested in helping students acquire the necessary teaching competences of good teachers after leaving university. Amongst the prominent challenges that many countries have to face nowadays are the preparation of teacher rehabilitation programmes which adopt effective capabilities of recent requirements, and meet student teachers' needs. Therefore, a set of bases for teacher training programmes which are capable of implementing systematic schemes to determine competences have been prepared along with training programmes. They also help develop student teachers' competences which would reflect on their performance in the future and make it more coherent with their field work duties. Mufleh, (1998) believes that activating student teachers' training programmes would result in improving the quality of their education, and ultimately their performance and future career.

Countries overwhelmingly now believe that achieving a comprehensive advancement in all walks of life requires competent teachers armed with various competences such as; systematic planning, evaluation, modern and effective methods of teaching, successful class management, and other competences which competent teachers obtain to achieve the objectives of the educational process.

Education is a national need that developed and developing countries are interested in. They also invest in it as a requirement of development in all areas; social, economic, cultural, and educational (Hmoud, 1998: 7). Currently, in the twenty first century, education faces accelerating changes, reflected in related and connected revolutions regarding the setting off and outcomes such as, the technological revolution, accelerating social changes, communications, transferring information and globalization (Mohammad, 1418/1998). They have resulted in changing societies into knowledge societies, in which economy mainly depends on information industries but not on conventional heavy industries, or changing the relative importance of production forces and relationships (Mandourah, 1410/1989).

### **Teaching Competences Acquired by Students of Child Education**

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Therefore, the purpose of education is to prepare and develop new quality of educated people, who do not only obtain knowledge, but also have the ability to learn for ever, and improve their skills and knowledge. This quality of university graduates would not be achieved under such an instructional memorizing educational system (Hmoud, 1998: 7). This requires essential reconsideration of the educational system with all its aspects; objectives, contents, methods and forms, and results; so that education would be able to respond to changes according to the continuous developments and international social requirements (Al-Sadah, 1418/1997).

Universities take the greatest portion of responsibility to enable individuals to perform their different roles in achieving comprehensive development that nations long for. Faculties of education are the core of this responsibility since their role is basically related to preparing and training teachers, since they are the main instrument of development. This explains the necessity of acquiring qualitative and distinguished competences that will enable them to act properly and cope with the huge changes in objectives and the content of the educational process as well as in the curricula and teaching methods and techniques. Moreover, improving the quality of university education output in general, and the faculties of education in specific, and guarantee their quality has become a global goal which all education systems are keen to achieve. This makes it inevitable for teachers to have specifications and outstanding conditions which have valuable competences that would enable them to face current achievements and their effects.

The issue of training teachers occupies an important portion of researches and interested research institutions. This is reflected in the abundant studies which tackle the issue. These studies also ascertain the need for more research efforts in this regard that reflect its importance on the one hand, and meet the needs of the current age with all its fast and continuous changes on the other.

Teacher's necessary competences would take three categorizations (Gary, 1980): **First**, Knowledge Competences that will define clearly the knowledge concepts which teachers show and can be directly measured by pen and paper, or indirectly through observing teachers'

**Ammar Abdullah Freihat et. al.**

class performance. **Second**, Performance Competences which mean the teaching behaviours as actually performed in the classroom. In other words, they define the teaching skills and actions which teachers would take. Since the performance competences deal with the actions practiced in the classroom, the appropriate measuring method would be observing what teachers do in the classroom. **Third**, Consequence Competences; these mean pupils' output (achievement-skills-trends) which result from teachers' use of many knowledge and performance competences. These would take the form of content behaviours or actions which are usually measured by formal achievement tests. The other competences which include actions, they stimulate the pupils' affections and trends caused by the teacher. Consequence competences related to actions are measured through observing pupils' behaviours in the classroom.

### **Theoretical Framework**

A competent teacher, who is academically and proficiently prepared, usually works for and leads a successful educational process. Therefore all countries are interested in preparing, rehabilitating and training teachers to work at different levels of education (Murad, 1982).

To help the teacher perform his tasks and responsibilities as he is a major element of learning, facilitator, guide and supporter of its processes and experiences, he needs several performance competences. These are divided according to the different tasks related to them into two types of performance competences: first; those which are directly related to organizing learning and have a relationship with the objectives, content, activities, and evaluation; and second, supporting or non educational competences (Al-Quds Open University, 1995). Teaching competences of a teacher mean the set of qualities and abilities which educationists would like to see a good teacher has, and can be observed and measured. They would also enable him to achieve his educational objectives (Issa and Al-Khayyat, 1987). Class performance is merely the result of a set of behaviours, skills, and competences that the teacher shows in the classroom (Al-Said and Mohammad Ali, 1992).

### **Teaching Competences Acquired by Students of Child Education**

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Regarding the general objectives of teacher training, it is expected that teachers would acquire several educational performance competences. This is so since the career of teaching is a system of four main components, each of which has a function and interacts with the others. These components are: planning in light of education philosophy and objectives, curriculum which is a set of experiences, curriculum implementation, and evaluation of the learning results (Mar'ee and Balqees, 1986).

The advancement of nations is largely affected by the scientific and technological development they achieve. This development reflects in return how competent and efficient the nation's educational systems and policies are, in which the teacher is considered an important element of the educational process and on whose competence and efficiency the educational system outputs fully rely. These outputs are reflected in preparing pupils or in their qualitative levels. During his educational work, the teacher needs those who would help and guide him towards the best ways of performing his tasks competently (Al-Asadi, 2003).

### **Statement of the Problem and Study Questions:**

The educational sector needs competent teachers who are able to adapt to their surrounding environment with all its changes and transformations according to the prevailing values and required objectives. Therefore, educational variation and pursued educational environment would not be useful except by a teacher who obtains knowledge, skills, and abilities which would spur learners' capabilities towards the educational experiences. These would also help them integrate and adapt with the changes and requirements of the present time. Paying attention to the teacher's education has strongly emerged, first in selecting the teacher and secondly at the in-service training which is a continuous process that only ceases when a teacher's service comes to an end.

This study is an attempt to recognize the most important teaching competences which child education students have acquired. This major aims at turning out teachers who are capable to deal with children in their early educational stages through answering the following questions.

**Ammar Abdullah Freihat et. al.**

1. What are the most prominent teaching competences which the students of the Child Education major at Ajloun University College have acquired?
2. Are there significant differences in the teaching competences acquired by the students of child education due to their educational level at the Diploma or Bachelors degrees?

**Significance of the Study:**

The importance of this study stems from the fact that;

- It deals with an important stage of preparing teachers. It is the stage of acquiring academic qualification.
- It tries to find out whether the child education program at Ajloun University College has achieved its objectives in training kindergarten teachers who are capable of performing their future roles competently and effectively.
- It tries to help the college administration remedy the shortcomings and weaknesses in order to apply new bases which meet the needs of the major objectives, as well as cope with the requirements of training teachers according to the new developments and needs of the Jordanian society.
- Findings of the study would be used to improve the major of child education and ultimately improve the trainee teachers.
- The study would help researchers in the field of teacher training programmes, and encourage conducting studies about other areas concerning teaching competences from different perspectives.

**Literature Review:**

This topic has always been the core of educational research. This is justified by the various studies that have been conducted about the different aspects of the issue. A study by Al-Muzayen and Ghurab (2005) aimed at identifying the basic competences of kindergarten female tutors in the provinces of Gaza from the headmistresses' point of view. The sample was 120 headmistresses. It was found that all competences scored high percentages with the professional competences field scoring the highest, physical competences second, followed by the affective, and finally the knowledge competences. Al-

### **Teaching Competences Acquired by Students of Child Education**

Ghzeiwat (2005) conducted a study about the educational competences available for the student teachers majoring in social studies field teacher at the M'uta University, Jordan. The study aimed at recognizing the most prominent competences student teachers would acquire. The findings revealed that students of the social studies need some competences such as; human and knowledge renovation methods, organizing self learning, class management, and using methods of modern teaching. The study recommends providing the student teachers with some competences such as; methods of modern teaching, competences of evaluation, self learning, human and knowledge renovation, and class management.

Kilber (2002) conducted a study that aimed at constructing a list of educational competences necessary for history teachers at the University of Nevada. He ordered the competencies according to importance as per teachers' views. The researcher categorized 186 competencies under six fields as follow: human, evaluation, planning, teaching, teaching experience, and finally class management competence.

Under the title "Advanced Criteria in Teacher Training", Gonzales (2001) found that teachers should obtain the skills of stimulating students' motives to education, planning for challenge and working hard, organizing content, and teaching students how to learn courses by using technology. Al-Hijri (2001), conducted a study that aimed at assessing a programme of professional training for social studies teachers at the faculties of education in Oman from the view of student teachers and graduates. The researcher prepared a questionnaire of 77 items along with a set of questions. The study found that the sample subjects' evaluations were low towards the skills of using teaching aids, teaching methods, and teaching activities. They were average towards the skills of achieving objectives in the text books, evaluation methods, and skills of practical education. Al-Mneizel and Al-Ulwan's (1997) study aimed at knowing the effect of teacher training programme on the curriculum of the new social studies to practice educational competences and its relation with the academic qualification. The study samples were 180 male and female teachers in the north of Jordan. A questionnaire was developed to measure the educational competences. It consisted the competences of

**Ammar Abdullah Freihat et. al.**

planning, teaching methods, class management, evaluation, support, motivation, and instructional individualization. It was found that there were significant differences in practicing the educational competences due to lesson planning, and class management. There were also significant differences attributed to the academic qualification for the bachelor degree holders.

Al-Makhzoomi (1997) conducted a study that aimed at identifying the basic teaching skills necessary to train teachers of Arabic at the faculty of education and measure students' performance level at these skills. To achieve this, the researcher prepared an observation card to assess the student teachers performance at the basic teaching skills. It was found that the level of performing the main teaching skills was moderate except for the skills of using teaching aids which was high. The performance level at the minor teaching skills related to the main ones was low at using the teaching aids and moderate at performing the class content, management and organization, whereas it was high at the skill of evaluation. The study recommended that it is important to consider all the basic teaching skills that the observation list has authorized as they are the most important aspects in teacher training programmes. Adwan and Habayeb (1995) from Palestine conducted a study entitled "Professional Competences of the Arab Teacher". Findings showed that teachers need seven professional competences, which are categorized here according to their importance: evaluation, knowledge renovation, human, organizing self learning, subject, class management, and teaching methods competences.

Since students majoring in child education are supposed to teach children at the pre-school and early elementary levels, a certain relation might be found between this study and another one conducted by Varma (2007). The study aimed at improving the quality of the primary education through observing the professional competences of comprehensive education. Findings called for training teachers to use teaching methods according to learners needs, and to employ what they have of infra structure in their educational institutions. It also called for enrolling the newly appointed teachers in in-service programmes, and provided them with skills, strategies, and competences that would help them provide learners with skills to enable them meet their needs on their own.



### **Teaching Competences Acquired by Students of Child Education**

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A study by Speight (1994) divided the educational competences acquired by teachers in training programmes at authorized colleges and universities in the USA. The research categorized universities and colleges into nine groups according to the degrees and number of studying years and number of graduates every year. It was found that teachers had acquired the necessary educational competences through authorized training programmes at universities and colleges. They also ascertained the importance of the programmes to acquire the educational competences. Priorities of a teacher training program were studied by Newton and Brathwaite (1987). The two investigated and appointed the most important teaching skills selected by university instructors and teachers. The study found that the communication skills between individuals and curriculum evaluation skills were prior to the skills of scheming, management, and methods of teaching. It also found that there are few differences amongst university instructors in appointing priorities.

It can be seen that the above studies share a common sense about the need for available basic educational competences for an efficient teacher in the three main areas: planning, implementation, and evaluation which meet the areas of the present study. However, this study is different that it aims at recognizing the most important teaching competences which students of the child education major have acquired, as they have reported them, at the Ajloun University College. The study has added the following to the literature:

- Confirm what had been stated by previous studies of the educational literature regarding the importance of the availability of basic competences for teachers.
- It is unique for studying the teaching competences that students of child education have acquired as a result of their enrollment in the major.
- It extended to cover a society that did not have sufficient studies.

### **Study Procedures and Method**

The researchers used the descriptive analytical method to conduct the study by investigating the views of the child education students at Ajloun University College to find out the level of contribution the

**Ammar Abdullah Freihat et. al.**

major had reached of providing them with the teaching competences they needed. Students responded to a questionnaire which the researchers designed for this purpose through reviewing the literature about teaching competences. After designing the method and confirming its reliability and consistency, the researchers chose the study sample. Collected data were analyzed and interpreted to find out the results of implementing the programme.

### **Society and Sample of the Study**

All students majoring in child education, second semester 2007 / 2008 at Ajloun University College, Al-Balqa Applied University, Jordan form the study society. Ninety students at the Bachelors level have completed the degree requirements with 129 credit hours, along with 60 students at the Diploma level with 72 credit hours. One hundred and fifty students are the study society and the study sample at the same time. It is worth mentioning here that all students are females since the college hosts female students only (see Table (1) below of the sample distribution according to the educational levels).

Table 1: Sample Distribution According to the Educational Levels

<b>Educational level</b>	<b>Number of students</b>	<b>Percentage</b>
Bachelors	90	60%
Diploma	60	40%
Total	150	100%

### **Instrument of the Study**

The researchers have prepared a primary questionnaire after reviewing several studies, researches, and literature related to the topic along with the instruments used for conducting them. The questionnaire used for the present study includes three categories. Table (2) below shows the number of items in each category;

Table 2: Categories of the Questionnaire

<b>Category</b>	<b>Item</b>
First: lesson planning	1 – 10
Second: lesson implementing	11 – 20
Third: evaluation	21 – 30

### **Teaching Competences Acquired by Students of Child Education**

The researchers used a five item scale: strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), strongly disagree (1 point). They chose to give high points to the agreement items when the mean was (3.5) and more; and average when the mean value was between (2.5 and 3.49); and low when the values were less than (2.5).

### **Instrument Reliability**

The content of the instrument was reviewed by (9) professors of the Yarmouk University who have experience in supervising practical education to confirm the reliability of the instrument. Their suggestions and comments were considered by the researchers, who carried out necessary amendments, so that the questionnaire would take its final form with its three categories and (30) items.

### **Instrument Validity**

For the validity of the three category areas of the study, Cronbach alpha is chosen. The item scale in lesson planning area show an acceptable validity of (0.79), whereas the item scales in lesson implementing, evaluation, and total validity as a whole are high at (0.86), (0.89), and (0.90) respectively as demonstrated in table (3) below.

Table 3: Validity of Instrument for the Three Categories of the Study and Total Validity

<b>Category</b>	<b>Cronbach – alpha scale</b>
First: Lesson Planning	0.79
Second: Lesson Implementing	0.86
Third: Evaluation	0.89
Total Reliability	0.90

### **Study Procedures**

#### **Statistical Treatment**

The researchers used the statistical package of social studies (SPSS) to analyze the data. The following statistical methods were used: the means, the standard deviation, and the T-Test to work out

**Ammar Abdullah Freihat et. al.**

the significant differences between categories and items, if there were any.

### **Findings and Discussion**

#### **Findings of the first research question**

#### **What are the important teaching competences which the Child Education students at Ajloun University College have acquired?**

Answering the question, the means and the standard deviations of the items of the instrument have been worked out as demonstrated in Table (4).

Table 4: The Means and Standard Deviations of the Teaching Competences which Child Education Students have Acquired at Ajloun University College

<b>No.</b>	<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>Standard deviation</b>
1	11	Prepare daily, by semester, yearly plan that organizes content of the subject	4.27	0.75
2	7	Formulate educational objectives in a behavioral, identified, and clear method	4.37	0.76
3	3	Plan activities that consider individual differences of children	4.50	0.78
4	8	Identify private educational objectives from general educational objectives	4.36	0.76
5	4	Consider diversity in planning	4.46	0.57
6	2	Clear planning for every part of the educational situation	4.51	0.66
7	10	Consider levels of educational objectives (cognitive, affective, psychomotor) at lesson planning	4.33	0.74
8	5	Select activities related to objectives achievement	4.45	0.70
9	14	Select appropriate objectives for kindergarten child' age	4.05	0.82
10	22	Identify the pre-behavior necessary to learn the new concept	3.79	1.29

**Teaching Competences Acquired by Students of Child Education**

11	1	Prepare the child for the educational activity appropriately	4.54	0.89
12	12	Give verbal instruction to the child in an educational way	4.16	0.98
13	14	Use educational methods to stimulate the child's motives to learn	4.05	1.01
14	21	Select educational activities appropriate to achieve lesson objectives	3.81	1.26
15	23	Prepare appropriate educational environment to motivate the child to learn and facilitate achieve teaching objectives	3.76	1.17
16	16	Use strategies to maintain discipline in class	3.99	1.12
17	18	Efficiently employ encouragement and punishment in dealing with children	3.95	0.97
18	13	Select teaching aids which are safe and appropriate for children	4.12	0.91
19	15	Use computer to teach children	4.01	1.03
20	6	Justify using technology to teach children	4.39	0.90
21	9	Verify methods appropriate for educational objectives	4.35	0.99
22	20	Develop some tests according to children's needs	3.85	1.25
23	10	Be consistent in evaluating students	4.33	1.01
24	10	Use evaluation as feedback	4.33	1.07
25	17	Derive test items appropriate for the educational activity	3.98	1.14
26	24	Ask questions appropriate for the child' level	3.71	1.26
27	19	Consider individual differences at conducting tests	3.91	1.18
28	17	Measure pro preparation learning	3.98	1.14

		behavior of children		
29	22	Use of evaluation relying on children's performance and achievement	3.79	1.29
30	21	Set remedy plans according to the child's evaluation results	3.81	1.15
First category: Planning			4.27	0.46
Second category: Lesson implementation			4.08	0.70
Third category: Evaluation			3.95	0.83
Total instrument			4.01	0.54

Table 4 shows that the mean range of the teaching competences, which the child education students have acquired, varies from (3.71) to (4.54), with standard deviations varying from (0.57) to (1.29) scoring high rating degrees. The table also shows that the students believe that the child education major improved their teaching competences with the total mean (4.01), and standard deviation (0.54) which is also a high rating degree.

It can also be observed from the table that the competences which the students of the child education major have acquired, are those of numbers 11: prepare the child for the educational activity appropriately , 6: clear planning for every part of the educational situation, 5: consider diversity in planning, and 20: justify using technology to teach children, with the means: (4.54), (4.51), (4.46), and (4.39), and standard deviations (0.89), (0.66), (0.57), and (0.90) respectively and all scoring high rating degrees.

The researchers attribute these results to the child education students' belief about the importance of these educational competences to the teacher, and the effect they would have on the child's acquisition of the concepts to be taught. A teacher would not begin classes without preparing the child for learning and acquiring experiences. Moreover, a teacher would not be able to teach without planning which is a priority if teachers are short of, they will certainly be in trouble. The teaching process would be properly performed when the individual differences amongst children are considered, and varied planning techniques adopted along with carefully selected activities that help achieve educational objectives. Therefore, such

#### **Teaching Competences Acquired by Students of Child Education**

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competences have been ascertained in most of the university courses which students study especially at the practical education and the teaching designing courses, as well as those related to mathematical, scientific, and social concept developments, which are amongst the compulsory courses of the child education plan.

The child education teaching plan has courses explaining the growth characteristics of the child about cognitive, physical, and affective fields. These necessary competences are ascertained so that the student would succeed as a teacher in the future. These competences are also confirmed by the students' staff member instructors of the college.

Table 4 however, indicates that the least competences which students of child education at Ajloun University College believe they have acquired are those of numbers 30: set remedy plans according to results of child evaluation, 29: use of evaluation relying on child's performance and achievement, 10: identify pre behavior necessary to learn new concept, 15: prepare appropriate educational environment to motivate the child to learn and facilitate achieve teaching objectives, and 26: ask questions appropriate to the child's level with the means (3.81), (3.79), (3.79), (3.76), and (3.71) respectively and all scoring high rating degrees. Although, students' rating degrees to acquire these competences were high, their means were low compared with other competences included in the study instrument. This is attributed to the fact that such competences are not ascertained during teaching, and the theoretical courses of evaluation in the child education plan are few. The plan has only two courses related to evaluation: Measurement and Evaluation, and Child Growth Evaluation. It is worth mentioning here that the teaching competences related to planning come first since child education students believe that enrolling in the major has helped them acquire these competences with a total competence mean of (4.27) and standard deviation (0.46) scoring high rating level. This could be attributed to the students' belief of the importance of this competence to the teacher. It is looked at as the first step in the teaching process. Planning helps the teacher to identify the skills he / she want the students to acquire. It is the core stone in the teaching process and enables the teacher to implement the lessons properly. Therefore, the courses that the child education

**Ammar Abdullah Freihat et. al.**

students study ascertain this competence as well as staff members at the college.

Lesson implementation comes second of the competences which the child education students believe that they have acquired with a total mean of (4.08) and (0.70) as standard deviation with a high rating level. This explains the importance the students reflect towards the lesson implementation competence, which they see as the substance of the teacher's job. Therefore, students are keen to obtain this competence, along with the practical education requirements that the child education plan includes. Accordingly, students here are requested, as trainee teachers, to teach at schools. Moreover, staff members usually ask students to present topics of the theoretical subjects which they study before their colleagues in the classroom.

The competence of evaluation comes third of the competences which the child education students believe they have acquired with a total mean of (3.95) and (0.83) as standard deviation with a high rating level. This explains the fact that the competences related to evaluation which the study instrument has, need a certain level of experience which students cannot afford of as they do with the competences of planning and implementation. Therefore, as the study findings show through the total means of competences in table (4) above, the order of competences looks reasonable and expresses the sequence of the teaching process which usually begins with planning followed by implementation and ends with evaluation. These findings contradict with those of Newton and Brathwaite (1987) in which the evaluation competence came first. It is also different from that of Al-Hijri (2001) where teachers' rating of acquiring the teaching competences was low at using the teaching aids and teaching methods, and medium at the skills of achieving objectives and evaluation methods. However, findings of the present study agree with those of Al-Makhzoomi (1997) in which teachers' performance at the evaluation competence was high.

Table (4) also shows that all teaching competences, which the students have acquired, are in the third level of the criterion. This indicates that the students believe that enrolling in the major of child education at Ajloun University College has greatly contributed to their



### **Teaching Competences Acquired by Students of Child Education**

competence acquisition since the mean of obtaining all competences is more than (4.01) and standard deviation (0.54), of a high rating degree. This explains the fact that these competences are at the core of teachers' work and the basis on which the teaching process relies. These competences are also included in the child education plan in which students have to study (129) credit hours for the bachelors' degree and (72) credit hours for the intermediate diploma. The nature of the subjects which students study at the theoretical side varies amongst those which concentrate on teaching skills, using teaching aids, and subjects about methods of different concept development of the child such as the scientific, affective, social, and mathematical concepts at the kindergarten and basic school grades. It also focuses on using playing and drama in teaching which is appropriate for the age features of children. This aims at qualifying the teachers who are able to deal with the children along with the subjects of measurement and evaluation. The plan consists (12) credit hours as practical training reflected through (140) actual hours of training at basic schools and kindergartens for students at the bachelors level and (6) credit hours for those at the intermediate diploma level. Students at both levels are supervised by their instructing staff members of the department of education at the college, school principals and teachers, and educational supervisors. Findings of this present study agree with the study findings of Speight (1994), Adwan and Habayeb (1995), al-Makhzoomi (1997), Ghzeiwat (2004), and Al-Muzayen and Ghurab (2005).

### **Findings of the second research question**

**Are there significant differences for the child education students' acquiring of the educational competences as a result of their enrollment in the major due to their degree level, i.e. bachelors or intermediate diploma?**

Here, the means and standard deviations have been worked out. The T-test was used to find the differences amongst the means of the child education students' views at the Ajloun University College about the students' acquiring of the teaching competences due to their educational level, i.e. bachelors or intermediate diploma as table (5) below shows.

**Ammar Abdullah Freihat et. al.**

Table 5: Results of T-test Differences of the Means of the Child Education Students' Views at Ajloun University College about their Acquiring of Educational Competences as a Result of their Enrollment in the Major due to Degree Level B.Ed. and Diploma

Category	Level	Number	Mean	S.D.	T-value	df	Sta. sig.
Planning competence	B. Ed.	90	4.37	0.35	3.338	148	0.001
	Diploma	60	4.12	0.56			
Lesson implementing competence	B. Ed	90	3.69	0.69	3.643	148	0.000
	Diploma	60	3.26	0.76			
Evaluation competence	B. Ed	90	4.06	0.70	1.961	148	0.056
	Diploma	60	3.79	0.97			
Total grade	B. Ed	90	4.12	0.48	3.087	148	0.002
	Diploma	60	3.85	0.56			

Significance level: ( $\alpha \leq 0.05$ )

Table (5) shows that there are significant differences amongst the means of the child education students' views about their teaching competences of planning, lesson implementation, and evaluation and that of the total degree of evaluation. The difference is for the students at the bachelors' degree over those of the intermediate diploma. This can be attributed to the number of credit hours university students have more than those of the intermediate diploma in the child education major. University students receive (129) credit hours including practical training courses 1 and 2 with six credit hours each reflected in 140 actual training hours for every stage. Therefore, the bachelors' degree students have more exposure to educational experiences than the intermediate diploma students, as well as the nature of the courses they study during the stage of educational preparation. This stage approaches the nature of dealing with the students and methods of teaching them in a more broad extended way than that of the intermediate diploma degree students who have only (72) credit hours including one six hour course of practical training.

There are also many courses which the bachelors' degree students have, but not included in the intermediate diploma level. These would add more theoretical and practical experiences related to the methods

### **Teaching Competences Acquired by Students of Child Education**

of dealing with children, such as child cognitive growth; child social and affective growth; measurement and evaluation; methods of scientific research; procedural research; child education programmes; and computerized child programmes. There are other courses which have most aspects of dealing with the child that enrich the bachelors degree students' experiences related to the teaching process. However, no studies of the educational literature were found about this variable in this regard.

### **Study Recommendations**

The researchers recommend that the competences discussed in the study be adopted by Jordanian universities which offer the major of child education for the bachelors' degree. This is a call to conduct more studies which deal with other competences that have not been tackled in this study. Moreover, university instructors be exposed to regular courses where they are acknowledged about the competences their students should be provided with. Competences acquired by students studying other majors that have relationship with teaching such as English and Arabic should be the domain of other studies. Students of child education should be provided with evaluation competences by focusing on some courses such as statistics and measurement and evaluation. Increasing the credit hours of these courses in the plan is recommended. Teaching competences of the child education major could be well employed by adding courses discussing the using of teaching aids and computer based education to the plan. Finally the study recommends focusing on the practical side in the instructional process by merging the theoretical requirements of the major with those of the practical ones.

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**Teaching Competences Acquired by Students of Child Education**

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