

Full Length Research paper

Performance and personal competencies among students at faculties of educational sciences at the Universities of Amman in Jordan

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This research aimed at revealing the extent of the performance competencies and personal competencies of the student/ teacher in the specialists of the class teacher and the child's education, it aimed also to detect the differences between the teachers/ students in the availability of performance competencies and personal competencies according to their specialization (classroom teacher, child education), and according to the system of universities in which they study (public, private). For this purpose, the researchers designed a questionnaire, consisting of (44) items, in which they selected items to monitor the existence of performance competencies (26) items, and (18) items to monitor the availability of personal competencies of the student teacher who is training in the course of practical education in schools from the point of view of the male and female teachers in public and private schools and public and private universities and applied it to (66) teachers from schools in Amman. The two researchers relied on the results of statistical indications based on the statistical program SPSS. The results showed that all items of personal and performance competencies are subject to great approval. It also found that there are no differences in the students' personal and performance competencies from the point of view of the supervising teachers due to the variable of the student's academic specialization (class teacher, child education). As well as the absence of differences in the possession of students personal and performance competencies from the point of view of supervisors teachers according to the variable of university (public, private).

Keywords: Personal Competencies, Performance Competencies, Public Universities, Private Universities

INTRODUCTION

The development reports of any community are always concerned with learning services and the services they provide to their children to ensure that they build balanced personalities, they are the true wealth of any society, therefore it concerned with the components of the educational process. The teacher is one of the components of the pedagogical process, the success of the educational process and the achievement of the desired educational goals and policies, to ensure that the learner remains the main focus. Therefore, the responsible authorities concerns in general and in particular with the process of rehabilitation of the teacher in his study through a qualification program and training

to perform the tasks entrusted to him in the light of recent developments that happened to curriculum. The process of development and acquisition of personal and performance competencies that the student is supposed to possess has been addressed by the various concerned educational institutions, whether in the study plan or the research that has been devoted to the subject. The research will address the availability of personal and performance competencies of the student teacher in the fourth year which is subject to the process of practical education as a requirement to graduate to the field of educational process.

The Problem of the Study

The issue of teacher qualification and the development of their competencies is the most basic and clear outcome for their years of study and the embodiment of the various knowledge, skills, attitudes and values they have acquired. This outcome cannot be measured and monitored through the traditional form of any exams, so it is also necessary to follow him on the ground during practical training. The two researchers through their work in more than one educational institution specialized in training the student teacher noted the difference in plan for this type of qualification in terms of the number of hours and the process of implementation and follow-up to that outcome. The problem of research is embodied in the following question:

What are the performance and personal competencies of the teacher students from the point of view of supervising teachers according to the different university and specialization?

Research Importance

The importance of the vital role played by the teacher in the success of educational process, and achieves the desired goals, also the importance of training the student teacher and monitoring the skills that he develops in the field during the training and follow-up the field teacher through supervising the class. The importance of what can emerge from the results of the research may benefit the stakeholders of the educational process and decision makers.

The Objectives of the Research

The research aims to:

Building a questionnaire that monitors the performance competencies and personal competencies expected to be available among student/ teachers.

- To disclose the extent of the performance competencies and personal competencies of the student teacher in the specialists of class teacher and child education.

- To identify the differences between the students/ teachers in the availability of performance competencies and personal competencies according to their specialization (classroom teacher, child education), and according to the system of universities in which they study (public, private).

Limits of the Study

Time limits: The academic year 2016-2017

Spatial limits: The schools in which students apply practical education in the city of Amman.

Scientific limits: Performance competencies and personal competencies.

Research terms

Performance competencies: the skill in educational performance, including operational skills in educational performance while interacting with students in different educational situations.

Personal competencies: the qualities possessed by the teacher and help in the development, improvement and activation of the educational process.

Theoretical Framework and Previous Studies

Theoretical framework

Competence in its broad sense is: scientific knowledge or skills acquisition and it means the ability of the individual to translate what he learned in real life situations after the end of the study.

Competence procedurally: The highest level of knowledge, skills, values and attitudes that a teacher can perform in his or her educational tasks with the highest level of proficiency that can be accessed, observable and measured, and leads to the growth of student behavior.

The practical education course seeks to train students to master their competencies. Therefore, practical education is defined as: the total knowledge, experiences, attitudes and trends that are organized in the programs or course of practical education given to the student teacher, in order to acquire the various professional and behavioral competencies that he needs in the performance of his educational tasks in order to prepare him to perform the various skills and tasks assigned to him later.

And generally competence includes:

- The roles and teaching tasks that the teacher should be trained to perform later on for a certain amount of proficiency that include the knowledge, skills and values that must be acquired and appear in the form of performances that can be observed and measured.

- Skills expressed in a variety of movements and actions.

- Outputs: competence leads to a change in behavior for the better and to achieve desired results in the learner with the least effort and the shortest time.

These competencies are as follows:

1. Performance competencies: Skills of performance in the educational performance. The skill in implementing the educational performance includes the following: Creating the appropriate classroom environment for learning, teaching planning and implementation: enhancing motivation, use and asking questions, sound language, use of educational materials and devices, classroom management and control skills, using evaluation methods.

2. Personal competencies, which are intended to: The qualities possessed by the teacher and help in the development, improvement and activation of the educational process, including good looking, physical health, sense of humor, sincerity and dedication to work, accessibility, and keeping abreast of developments, characterized by vulnerability and good dealing with all.

It is necessary to mention the general frameworks of teacher preparation philosophy, According to Ketch:

- The student/teacher should acquire the spirit of change, innovation and the ability to think scientifically.
- The student should acquire the art of dialogue management as a guide and not a teacher.
- To acquire professional conscience through the practice of practical education by creating an educational mood for students, enabling the acquisition of information, and allowing time for them to explore and raise the structure of their perceptions.
- The student/teacher acquires a skill of how to teach by developing a proper thinking style, and what to teach.
- The student/teacher learns about the general roles and the results of research conducted on the teacher related to the teacher as a researcher, as a guide, as a learner capable of methods, as creator.
- Students/teachers acquire the ability to use assessment techniques, the use of technology in education, and the diversity of teaching methods for his students.
- The student acquires various teaching skills such as preaching, achieving behavioral goals, asking class questions, and variety of stimuli.

From the above, we note that the area of performance skills expected to be acquired is broader, considering that its theater is a practical teaching material that summarizes and embodies what it learned from different knowledge, facts, trends and professional values in the field of education and research by identifying this aspect more than the personal side of competencies (Rantissi, 2008).

Previous Studies

Mahmoud (2011) conducted a study entitled "Evaluation of the student teacher in secondary schools from the point of view of school principals and academic supervisor" The study aimed at evaluating the student of physical education in light of the criteria established in the evaluation form of the students according to the common opinion by the school principals and the academic supervisor. The study also examined the most important paragraphs of the evaluation form applied by the principals and the academic supervisor. The sample was (157) students distributed to Babel Governorate schools. The results showed that the student was characterized by the implementation of the lesson and obtained the

highest moral correlation. The domain of (planning and preparation of the lesson) and (the character of the applied student) obtained a moral correlation value and sequence, high coefficient of correlation in the correlation factor of the paragraph to the total extent of the field to which it belongs.

Rantissi (2008) conducted a study entitled "Assess the level of student/teacher performance for classroom activities and its relationship to some variables. The study aimed to evaluate the level of student/teacher performance of the class activities and its relation to some variables (cumulative rate, gender, specialization). The sample consisted of (60) students, the results showed a high level of student/ teacher performance activities and his cumulative grade. There are no statistically significant differences in the average performance of the student according to the gender variable. There are also statistically significant differences in the average performance of the student according to specialization in favor of scientific specialties.

Ajez and Helis (2011) conducted a study entitled "The reality of field education in the Faculty of Education at Islamic University in Gaza and ways to improve it". The study aimed to identify the role of both the Faculty of Education, the Educational Supervisor, the cooperating teacher and the school principals in improving the field training of the teachers' students and identifying the most important problems facing the teacher students. The sample consisted of (183) students. The results revealed that there were no statistically significant differences for the role of the faculty, the educational supervisor, the cooperating teacher, the school principals, and the student rate, while there were statistically significant differences for the specialization variable, in favor of the departments of humanities. The results also showed that the most important problems faced by teachers/ students are the lack of educational resources in the training schools. And lack of interest in the student by the school administration.

Almasri (2010) conducted a study entitled "Obstacles in field training of students of the Department of Education of Al-Aqsa University, an evaluation point of view." The study aimed at identifying the obstacles faced by the practical training students at the Department of Sports Education at Al-Aqsa University, Gaza. The sample consisted of (39) male students and (41) female students. The results showed that there are obstacles facing the students in the practical training while they are training at 66.5%. The most important obstacles (school administration - physical education lesson - academic preparation - facilities) there are no significant differences in the obstacles due to the gender variable.

Shaheen (2009) conducted a study entitled "The problems of field application of the course of practical education at Al-Quds Open University from the point of view of scholars". The study aimed to identify the problems of field application faced by students at

Al-Quds Open University during the training period and its relation to certain qualitative variables (gender, specialization). The sample consisted of (246) male and female students from 5 educational areas using the cluster sampling method. The results showed the problems faced by students during the field application in the following areas: the role of the academic supervisor, the cooperating school, the lesson plan, the students in the school, where there were statistically significant differences due to the gender variable, where females suffer more problems than males. Also, the problems faced by mathematics and Arabic students were deeper than other disciplines. The results did not show a significant impact on the interaction between gender and specialization.

Saleh (2012) conducted a study entitled "Studying the reality of the performance of the student (teacher) in the application of the field training program in light of the curricula of modern physical education from the perspective of students and supervisors in the field". The study aimed to identify the performance of the teacher in the application of the field training program in the light of the modern physical education curricula from the point of view of the students according to the cumulative rate, gender and school, as well as to recognize the reality of the performance of students from the point of view of their supervisors in the field by scientific degree, gender and school. The sample consisted of (131) teachers and (66) students. The results showed that the reality of the performance of the student (teacher) in the application of the field training program in the light of the curricula of modern sports education to achieve a great extent from their point of view. The results also indicated the school variable in favor of the teacher student in the private school for the field training program compared to the student who applied in the public schools.

Commenting on the previous studies: Through studying the previous studies, we find that it interested in the performance of the student (teacher), in addressing some of the competencies he possesses, and highlighting the problems and the reality of field education, where Shaheen (2009) tackled problems of field application, and study of Saleh (2012) of the performance of the student (teacher) in the application of the training program, and the study of Rantisi (2008), which aimed to assess the level of student (teacher) performance for classroom activities. Unfortunately, there is a lack of studies that dealt with the personal and performance competencies of

students in field training (student teacher), the current study was unique in tackling the personal and performance competencies and the extent of possession of field training students for these basic competencies which are important in the process of education from the point of view of the teacher supervisor or collaborator, and it also agreed with the study of Mahmoud (2011) with the ownership of the student teacher of the performance competencies of planning and preparation of the lesson and the character of (student teacher), And also it agreed with the Holly (2009) personal competencies (for the student teacher). However, the results differed with Shaheen's study (2009) with the poor performance of the students in the preparation of the plan and the control of the students. It differed with the results of the Saleh study (2012), where the results indicated that there are differences in favor of the student teacher in the private school compared to the student teacher in the public school. The current study also benefit from the practical methodology of these studies.

RESEARCH STEPS AND PROCEDURES

Research Methodology

The research followed descriptive analysis as a method that studies variables as they exist in their natural situations to determine the relationships that can occur between these variables (Mansour et al., 2009, p. 53). Research through the questionnaire depends on the availability of the performance competencies and personal competencies of the student and its relation to his competence (class teacher, child education), and the university where he studies (public, private).

Population of the Study

Students/ teachers in the fourth year of the course of practical education with the specialization of class teacher and the child's education

The Sample of the Study

A purposeful sample is available from fourth year students in schools to the practical education course requirement in Amman City Schools. The following table describes the sample of the study.

Table 1: Distribution of sample members by university

University	Frequency	Percentage %
Private	40	60.6
Public	26	39.4
Total	66	100.0

Table 2: Distribution of Sample Members by Specialization

Specialization	Frequency	Percentage %
Classroom teacher	52	68.8
Fosterling	14	21.2
Total	66	100.0

Research Tools

The questionnaire consisted of (44) items for performance competencies (26) items, and (18) items for the personal competencies of the student teacher who conducts the training in the practical education course in schools from the point of view of male and female teachers in public and private universities.

Building the Tools

- Return to the literature search: to design the items of the questionnaire and to verify its reliability and validity.
- The questionnaire was constructed by selecting the competencies developed by the course of practical education course, which are part of the activities and procedures that can be used every day. It can also be considered as a procedure for any kind of experience and materials that the student is teaching, and based on researchers experiences in this area and its adoption by previous studies.
- The accreditation of these activities is taken into account: No special material medium or high cost is required in the private or public schools or kindergartens.

- It has been adopted so that they do not conflict with the nature of the curriculum, which is officially approved for children.

Virtual Validity

Several items have been proposed for each of the two basic texts adopted for monitoring by the teacher, namely the general appearance and the external image.

The questionnaire was presented to a group of specialists in the Faculty of Education and based on their views, many amendments were made: the proposal of new items by separating two ideas appeared in one word, and amending some wording.

Validity and Reliability

Validity of internal consistency:

To verify the validity of the internal consistency of the questionnaire, Pearson correlation coefficient was used to measure the relationship between each paragraph and the total degree of the axis it belongs to. The results were as follows:

Table 3: The correlation coefficients of the items with the total degree of the axis to which it belongs

Axis	Item	Correlation coefficient	Item	Correlation coefficient
Personal competencies	1	**0.469	10	**0.494
	2	*0.283	11	**0.523
	3	**0.792	12	**0.628
	4	**0.724	13	*80.438
	5	**0.724	14	**0.649
	6	**0.580	15	**0.659
	7	**0.589	16	**0.537
	8	**0.501	17	**0.511
	9	**0.628	18	**0.544

Table 3 cont'd

	1	**0.488	14	**0.595
	2	**0.587	15	**0.646
	3	**0.623	16	**0.635
	4	**0.528	17	**0.712
	5	**0.636	18	**0.623
	6	**0.705	19	**0.462
Performance	7	**0.581	20	**0.639
competencies	8	**0.585	21	**0.736
	9	**0.668	22	**0.671
	10	**0.726	23	**0.618
	11	*0.310	24	**0.585
	12	**0.759	25	**0.572
	13	**0.659	26	**0.595

** Significant at (0.01)

It is clear from the previous table that all the correlation coefficients between each paragraph and the total score of the axis to which they belong were positive and statistically significant at (0.01). This indicates that all paragraphs of the questionnaire were true and measure the objective for which they were set.

Reliability

In order to verify the reliability of the questionnaire, alpha-cronbach reliability coefficients were found for the questionnaire axes. The results were as follows:

Table 4: Values of reliability coefficients for the questionnaire domains

Axis	Alpha Cronbach coefficient
Personal competencies	0.877
Performance competencies	0.898
The questionnaire as a whole	0.912

Table (4) shows the values of the Cronbach alpha coefficients for the questionnaire' axis, it has high values which is reassuring that the questionnaire has a high degree of reliability.

Statistical processing methods

To achieve the objectives of the study, the Statistical Packages for Social Sciences (SPSS) program was used to analyze the data and obtain the results as follows:

- Frequencies and percentages to describe the characteristics of the study sample.
- The arithmetical averages and the standard deviations to identify the responses of the sample members on each of the paragraphs of the questionnaire.
- Pearson Correlation coefficient to verify the validity of internal consistency of the questionnaire.
- Cronbach's alpha coefficient to verify the reliability of the questionnaire.
- Mann-Whitney U test to determine the significance of differences between two independent groups.

Research Hypotheses

- There are no statistically significant differences at the level of significance (0.05) in the possession of students teachers for personal and performance competencies from the point of view of supervising teachers according to the variable of academic specialization of the student (class teacher / child education).

- There are no statistically significant differences in the level of significance at (0.05) in the possession of students teachers for personal and performance competencies from the point of view of supervising teachers according to the university variable (private / public).

Discussion of the Results of the Study

Results related to the first question: What are the personal and performance competencies of students of the faculties of educational sciences at the universities of Amman in the Hashemite Kingdom of Jordan?

Personal Competencies:

In order to answer this question, the arithmetical averages and standard deviations were calculated for the grades of approval and ranking of the items related to the personal competencies of students of the faculties of educational sciences at the universities of Amman in the Hashemite Kingdom of Jordan. The results were as follows:

Table 5: Means and standard deviations of the degree of approval and ranking of paragraphs concerning personal competencies among students of faculties of educational sciences

N	Item	Mean	Standard deviation	Degree of approval	Ranking
1	He cares about his appearance.	3.74	0.441	High	1
14	He is humble, and dealing good with everyone	3.74	0.535	High	2
13	He is beloved by students	3.70	0.495	High	3
8	He performs his duties entrusted to him with all sincerity.	3.68	0.501	High	4
2	He is physically fit to bear the burden of the profession	3.67	0.536	High	5
18	He is smiley with his students and colleagues.	3.62	0.576	High	6
3	He has skills in dealing with colleagues	3.61	0.523	High	7
4	Has skills in dealing with school administration	3.61	0.579	High	8
15	Is a good role model for students	3.61	0.523	High	9
16	Persevering in his work.	3.59	0.495	High	10
7	He shows enthusiasm in his work.	3.58	0.658	High	11

Table 5 Cont'd

17	He has a sense of responsibility for his work and his students	3.58	0.528	High	12
12	Fair and unbiased for any category of students	3.53	0.661	High	13
5	He possesses the skills to control his emotions	3.48	0.662	High	14
9	Accepts the criticism directed at him if it is in the interest of the work	3.48	0.707	High	15
10	Enjoy the sense of humor	3.44	0.659	High	16
11	He has knowledge in his field of specialization.	3.35	0.668	High	17
6	Behaves good in sudden and emergency situations	3.33	0.709	High	18
	General average	3.57	0.334	High	

Table (5) shows that the mathematical averages of the subjects related to the personal competencies among the students of the educational sciences faculties ranged between (3.33 - 3.74) and all of them with great approval levels. Paragraph (1) is concerned with its external appearance. The two researchers attribute this to the nature of the stage and interest in the external appearance and enthusiasm to work by the student teacher. While paragraph (6) (improves the behavior of sudden and emergency positions) on the minimum with a value (3.33), the researchers explain that this skill needs

time more confidence is acquired only after several years. The table shows that the total number of paragraphs has the mean of (3.57) and a high degree of approval. This indicates that all these items represent the personal competencies of the students of the educational sciences faculties in Amman Universities in the Hashemite Kingdom of Jordan and to a large extent.

The following staging was used in table (6) to indicate the average responses of the sample members to the degree of approval:

Table 6: The average responses of the sample members to the degree of approval

Mean	Degree of approval
3 and above	High
From 2 to less than 3	Moderate
Less than 2	Low

Performance Competencies

In order to answer this question, the arithmetical averages and the standard deviations were calculated for the grades of approval and rank of the items related to

performance competencies among students of the faculties of educational sciences at the universities of Amman in the Hashemite Kingdom of Jordan, results were as follows:

Table 7: Mathematical means and standard deviations of degree of approval and ranking of paragraphs concerning performance competencies among students of faculties of educational sciences

N	Item	Mean	Standard deviation	Degree of approval	Ranking
11	Identify the appropriate evaluation methods to achieve the objectives	3.56	2.301	High	1
14	Linking past experiences with current experiences.	3.48	0.561	High	2
23	Has the skill of simplifying and communicating information to students	3.48	0.561	High	3
4	Investing the class time is in achieving the set objectives.	3.47	0.588	High	4
16	Uses teaching aids to help achieve lesson objectives	3.45	0.560	High	5
8	Varies the activities and methods to achieve the objectives.	3.42	0.609	High	6
13	Paves in an interesting and stimulating way.	3.42	0.609	High	7
26	Has the ability to control the classroom.	3.42	0.658	High	8
2	Identify the specific objectives of each lesson	3.39	0.653	High	9
25	Taking into consideration individual differences between students in light of their needs and interests	3.39	0.699	High	10
15	Design appropriate teaching aids.	3.38	0.576	High	11
1	Understand the general objectives of the material.	3.35	0.568	High	12
10	Varies the procedures and teaching methods based on the activity of learners	3.35	0.644	High	13
17	Has the skill to ask class questions to motivate students.	3.35	0.568	High	14
22	Takes into consideration the logical sequence of the ideas in the lesson	3.35	0.568	High	15
12	Varies the evaluation methods he used	3.30	0.679	High	16
21	Has the skill to close the lesson and move on to subsequent activities	3.30	0.656	High	17
9	Choose appropriate strategies and methods for teaching.	3.27	0.646	High	18
24	He has the ability to pursue all his students	3.27	0.669	High	19
5	Analyzes scientific material into its basic components.	3.26	0.640	High	20

Table 7 cont'd

18	Organize students quickly and effectively to use collaborative learning	3.24	0.658	High	21
19	Employs modern technology in the process of teaching and learning.	3.24	0.634	High	22
3	Develops comprehensive goals in a variety of areas and levels in a single lesson	3.21	0.645	High	23
7	Identify the experiences and performance required to achieve the objectives.	3.20	0.613	High	24
20	Develops students' higher thinking skills.	3.12	0.691	High	25
6	Recognizes the linkages between different aspects of the scientific material.	3.09	0.696	High	26
General average		3.34	0.404	High	

Table (7) shows that the computational averages for the items related to the performance competencies among ESL students varied between (3.09 - 3.56) all of them with great approval. Paragraph (11) (defines the appropriate evaluation methods to achieve the objectives) got the highest mean (3.56), the two researchers attribute this to the existence of more than one course in which the student/ teacher learns and trains on various evaluation methods.

While paragraph (6) (aware of the links between the different aspects of the scientific article) obtained the lowest average (3.09) because of the lack of experience of the student teacher with the details of the material because he gives a part of it and doesn't follow it from the beginning. The table also shows that the total number of paragraphs has a mean of (3.34) and a large degree of approval. This indicates that all these sections represent

the performance competencies of the students of the educational sciences faculties at Amman Universities in the Hashemite Kingdom of Jordan and this agrees with the studies of (Mahmoud, 2011) and (Saleh, 2012).

Results on the first hypothesis: There are statistically significant differences at the level of significance (0.05) in the possession of students of personal and performance competencies from the point of view of teachers/supervisors according to the variable of academic specialization of the student.

To answer this question, (Mann-Whitney U) test was used to determine the significance of differences in students' personal and performance competencies from the point of view of supervising teachers according to the student's academic specialization variable. The results were as follows:

Table 8: Results of the Mann Whitney test to indicate the differences in students' personal and performance competencies from the point of view of supervising teachers according to the variable of specialization of the academic student

Axis	Specialization	N	Average ranks	Total ranks	Z value	Sig
Personal competencies	Class teacher	52	32.32	1680.50	-0.968	0.333
	Fosterling	14	37.89	530.50		
Performance competencies	Class teacher	52	32.36	1682.50	-0.934	0.350
	Fosterling	14	37.75	528.50		

Table (8) shows that the values of the significance levels were greater than (0.05) in both axes. This means that there are no differences in the students' personal and performance competencies from the point of view of the supervising teachers due to the variable of academic specialization in the possession of students for personal

and performance competencies in various academic disciplines. This is what was agreed with the study of Shaheen (2009), while it differed with the study of (Rantisi, 2008) because it took into account scientific and literary disciplines, while the current study adopted the specialization of child education and classroom teacher.

Results on the second hypothesis: Are there any statistical significance differences at the level of significance (0.05) in the possession of students of personal and performance competencies from the point of view of teachers' supervisors according to the university variable?

To answer this question, (Mann-Whitney U) test was used to determine the significance of differences in students' personal and performance competencies from the point of view of supervising teachers according to the university variable. The results were as follows:

Table 9: Results of the Mann Whitney test to indicate differences in students' personal and performance competencies from the point of view of supervising teachers according to the university variable

Axis	University	N	Average ranks	Total ranks	Z value	Sig
Personal competencies	Private	40	34.16	1366.50	-0.349	0.727
	Public	26	32.48	844.50		
Performance competencies	Private	40	34.54	1381.50	-0.545	0.586
	Public	26	31.90	829.50		

Seen from the Table (9) that the values of significance levels were greater than (0.05) in both axes, and this means there are no differences in the possession of students' personal and performance efficiencies from the point of view of supervisor teachers according to the university variable. This indicates the similarity of the views of the supervisor teachers in the students' possession of personal and performance competencies whatever the type of their university, private or public. The researchers refer that to universities in the Hashemite Kingdom of Jordan seek to more care of practical field training in line with the Ministry of Higher Education policy to support the market with required staff, and this is consistent with global orientation of more care of Colleges and educational faculties' outcomes.

RECOMMENDATIONS

- Conducting further research for the development of a note card for personal and performance competencies which is approved by teachers or school assistants.
- Conducting more comparative research on the course of practical education and the number of hours and mechanism of work and follow-up between private and governmental universities.
- Conducting further research on the feasibility and effectiveness of the course of practical education for the student teacher compared to the teacher who joins the work without adequate rehabilitation and training.

- Conducting research to monitor the development of personal and performance competencies in the student teacher from the beginning of the course until completion

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