

**Developing Teacher Preparation Programs in the Faculties of Basic  
Education According to the Times Classification**

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**Abstract**

The current research aims to “develop teacher preparation programs in the faculties of basic education according to the Times classification through Standing on the reality of the teacher preparation system in the faculties of basic education in Iraq, and getting acquainted with the reality of the teacher preparation system in some universities that are included in the international classifications, specifically the Times Classification And determining the similarities and differences between the teacher preparation system in Iraq and the systems of those universities, as well as developing recommendations and proposals that can be used in developing teacher preparation programs in the faculties of basic education.

In the study, the "descriptive-analytical approach" was used, as this method relies on the study of reality, and is concerned with describing the phenomenon that he wants to study in an accurate description, but it is not limited to describing the phenomenon, and collecting information and data about it, rather, this information must be classified and organized, and expressed quantitatively or qualitatively, so that this leads to an understanding of the relationships with other phenomena, and to achieve the objectives of the study, a questionnaire was prepared that was classified into criteria and indicators affiliated with the aforementioned classification. And its validity and reliability were confirmed, and the study sample consisted of (65) university professors who were supervising the preparation and teaching of teacher programs at the College of Basic Education / University of Babylon / in Iraq. represented by the arithmetic mean, percentage, (K2) test, and correlation coefficient.

Among the most important results of the discussion and analysis of the questionnaire tools are:

- 1- Preparing the primary school teacher (basic) in the academic and professional aspects according to the criteria of the international classification chosen for the development of his programs.
- 2- Working on improving and developing the efficiency of the teacher's performance in the basic stage.
- 3- Capacity development and training opportunities on modern technologies.
- 4- The developed teacher preparation program should push the student teacher to self-learning in the various fields of knowledge.

In light of the presentation of the most important results of the research, the study suggests some of the following recommendations:

- Reconsidering teacher preparation and training programs, as it is the driving force of the educational process in line with the requirements of the times.
- Develop educational curricula in line with international classification standards.
- Inviting the private sector to contribute to the financing of educational programs and various school activities.
- Establishing training centers for teachers affiliated to the colleges of basic education in Iraq, whose objectives are determined in planning, designing, implementing, and following-up programs in cooperation with the Ministry of Education and the Ministry of Higher Education.
- Establishing graduate offices to follow up and develop them professionally by sending graduate files to inform them of the latest developments in the profession and provide them with new programs, courses and workshops to join them.

**keywords:** Development, programs, teacher preparation, faculties of basic education, international classifications

## **Chapter One**

### **Research Problem**

Education is one of the foundations on which nations depend to maintain their entity and upon which society and its development are based, and the teacher is one of the most important factors on which the

success of the educational process in achieving its goals depends (Hamed, p. 175-230, 1998).

It is also a means of transmitting culture across generations and a tool for the growth of the individual and the development of society, and with it, the society continues, civilized and biologically, and the interest in its affairs has increased due to the increase in the volume of knowledge and that its future depends on the advancement and advancement of the teacher as he is responsible for establishing renewal and change in society (Al-Ahmad, p. 17, 2005).

One of the main dimensions in the educational process is for his essential role that no other element in the educational process can replace, whether it is the school administration itself, the textbook, or any modern educational means. To a lot of improvement and development to keep pace with his new roles (Abdul Azim, p. 228, 2006). The problems that the teacher development process suffers from in Arab countries are similar so that these problems are not limited to one country to another in degree, but the majority of Arab countries face almost the same problems, and we can say that these problems are divided into two main types: (problems related to quantity, and qualitative problems).

In recent years, various changes have occurred in education related to quantity and quality, and this has been reflected in the number of teachers and their capabilities, and Arab countries have faced and are still facing huge requirements to meet the requirements to provide sufficient numbers of teachers to meet the high population growth in all Arab countries and the expansion of education and the demand has increased in all Arab countries without exception.

The Arab countries have also made efforts to develop work within teacher training institutions, which will achieve more interdependence between teacher preparation curricula and the requirements of the profession. In light of the foregoing, the problem of the study can be identified in an attempt to answer the following questions: What are the various solutions and proposals that can contribute to alleviating the problems of teacher preparation and training programs in basic education, and what are the helpful aspects for developing these programs in light of international classifications?

### **The importance of the research**

The importance of preparing the teacher and developing him academically and professionally is due to:

1. Education falls within the framework of organized professional work. It is necessary to prepare workers in the teaching profession in various disciplines and levels because of the great importance of this profession.

2- The increasing societal interest in education as a tool of development through its role in preparing the manpower needed to achieve the goals of social and economic development, and looking at education as an investment with a direct economic return.

3- Knowledge development and the speed of change of times and its requirements, making the volume of knowledge outside the school greater than the knowledge inside it, and then the curricula need constant development and continuous updating, and all of this requires a new quality of teachers.

4- The teaching profession - like other professions - has become complex and intertwined with many educational and psychological facts and principles, in addition to scientific and practical teaching activities. Therefore, the teaching profession cannot be acquired by field experience alone, but rather requires prior preparation.

All this made the preparation of the teacher from the educational planner's point of view an important matter because he believed that education can only perform its role through a competent teacher (Ghanima, p. 28, 1996).

The importance of the study is illustrated by the following:

- The study may benefit decision-makers in universities and the Ministry of Education to develop programs and frameworks that comply with the requirements of the times in terms of knowledge and practice of modern methods of education, in line with modern education trends in countries of the world and in a manner that does not differ with the education policy in Iraq.
- The study is useful in diagnosing strengths and weaknesses in teacher preparation programs to overcome weaknesses and strengthen strengths.
- Produce a capable teacher with a thought and a vision, as well as knowledgeable and aware of the requirements of the times and the ability to understand the needs of each stage of education.
- Providing the authorities responsible for evaluating education in Iraq with the most prominent preparation programs through which the teacher is selected and prepared.

## **Research Objectives**

The research aims to develop teacher preparation programs in basic education faculties according to international classifications through:

- Understand the reality of the teacher preparation system in the faculties of basic education in Iraq.
- Identifying the reality of the teacher preparation system in some universities that are included in the international classifications.
- Identifying the similarities and differences between the teacher preparation system in Iraq and the systems of those universities.
- Develop recommendations and proposals that can be used in developing teacher preparation programs in faculties of basic education.

### **The limits of the research**

1 - Objective limits: the development of teacher preparation programs in the faculties of basic education according to one of the international classifications, which is (The Times).

2 - Human limits: the study is limited to the University of Babylon / College of Basic Education

3 - Spatial limits: the study is limited to benefiting from the experiences of some internationally ranked universities (according to the Times classification).

### **Identifying of terms**

1- Development: Attia, 2013, defined it as: "modernization in light of the social, psychological and economic changes that society is going through, and keeping pace with the changes that occur at the level of society and the world". (Atiya, p. 223, 2013).

2- The program: Cook defined it, 1960, as: "all experiences provided to the learner under the supervision of the educational institution" (Cook, p. 358, 1960).

3- Teacher preparation: Al-Fouli, 2000, defined it as: "the professional training of the teacher and the education that contributes to his advancement after obtaining the secondary certificate. The teacher preparation programs include studying one or more academic subjects, in addition to studying educational courses and practicing teaching under the supervision of mentors" (Al-Fouli, p. 498, 2000).

4- College of Basic Education: An educational and educational institution affiliated to the Ministry of Higher Education and Scientific Research in

Iraq that includes various educational and psychological departments and specializations for four years. Students are accepted after graduating from middle school in its scientific and literary branches, and this institution prepares them for the teaching profession.

5- The Times Classification: This classification is known as (THE World University Rankings, and is considered one of the most objective classifications in the world, and is characterized by the comprehensiveness of its standard indicators that enabled universities with a research nature to enter the classification race, known for its acronym (THE). It is also characterized by credibility, and the evidence for this is the compatibility and consistency of its results with the results of other international classifications. This classification was issued in 2004 AD, in partnership with the QS World University Rankings, through the “Quackerley Symonds” company (Issa et al, p. 157, 2019).

## **Chapter Two**

### **Theoretical Aspects**

#### **First: Teacher preparation programs and their stages in Iraq**

Practical education constitutes the main pillar in the process of preparing the future teacher, as it is not possible to provide educational institutions at all levels with teachers who can achieve the goals that these institutions seek without practically qualifying them to do what is intended from them efficiently and effectively (Atiya & Al-Hashimi, p. 195, 2008).

The teacher preparation programs differ from one country to another and from one stage to another. The teacher preparation program in the country is linked to the educational system and the education process. The foundations of admission to colleges have an impact on the preparation programs, as there may be a selection of the best applicants.

According to the established admission bases or according to the results of IQ tests, and in others, admission to him is subject to a personal interview or the general average in high school. The task of preparing future teachers is often entrusted to faculties of education and teacher colleges, and in some cases, the teacher is considered knowledgeable and cultural in faculties of arts or sciences However, the first method is the most common in preparing teachers (Atiya & Al-Hashimi, p. 195, 2008).

The goal of teacher development and development is to increase his ability to play certain roles, especially those related to the teaching process, and teacher development means the existence of a planned program to provide educational opportunities that work to extend the faculty members to raise the level of achievement for each of them in

various educational situations and then evaluating this achievement after that, the preparation of the teacher in Iraq has gone through several stages. The historical presentation of teacher preparation in Iraq (1869-2020 AD) aims to Identify the foundations and programs followed in preparing the teacher in Iraq by studying the social, economic, and political factors affecting them, leading to the development of global programs and a new future vision that fits with our social, economic and political reality on a historical basis by adding the appropriate new. To achieve this goal, the development of Preparing the teacher in Iraq for the periods of my agency: (1869-1917 AD) (1917-1932 AD) (1932-1958 AD) (1958-1968 AD) (1968-2003 AD) (2003 - 2020 AD),

The lack of security and political stability in these periods led to the poor performance of these institutions, and they suffered from problems related to their infrastructure and financing, and problems related to their incomes from students, their levels, and their attitudes towards the teaching profession, and problems related to teachers in terms of quantity and quality. And problems related to teacher preparation programs before and during service, as well as problems related to the general societal culture in assuming the responsibilities entrusted to them stemming from their sense of national belonging, which represents a positive motivation for continuous work, and the educational work's lack of clear standards for the student and the teacher (Educational Research Center, p. 21 -23, 2004).

Teacher training institutions in Iraq have gone through unstable conditions, they are sometimes opened and closed at other times, in addition to the lack of their teaching staff, and as a result of the lack of clarity and stability of educational policy in Iraq, and the lack of compatibility between planning and implementation in educational operations (Jeri & others, P. 111, 2017).

### **Second: The Systems of the international rankings of universities:**

The international rankings of universities have gone through several stages throughout history until they reached their current form. The standards and indicators of classifications have witnessed many changes and developments, as they succeeded in changing the way universities work as a result of the changes that have occurred in the academic arena, which has become one of the most important measures of quality and competitiveness among higher education institutions, whether for academics or employers and as a result, systems have been proposed to classify and rank universities.

The international rankings of universities have emerged as a criterion or measure that reflects the quality of education at the university,

and thus determines its position in the international ranking with the rest of the universities, as the most important reasons for its existence is the factor of competition between universities to attract and attract students to join them, and this global competition requires Achieving the highest levels of quality in all services provided by universities

It was necessary to establish foundations and criteria for judging the quality of the university and the services it provides. The international rankings of universities were developed as a tool for assessing quality in universities. The international rankings of universities aim to encourage academic institutions to continuously develop and improve positive competition among them to improve the quality of scientific research. International accreditation agencies evaluate scientific research activity in institutions by analyzing the bibliometric indicators of their members, as the reference citations are the leading and most influential indicator in the classifications, as they show the role of the university and faculty members in spreading knowledge. The most famous international classifications are: (Shanghai University Ranking, QS World University Rankings, Times Higher Education Ranking, Webometrics Ranking, US News Ranking, Cimago Index, URAP Ranking of Universities, Ranking of Universities According to Academic Performance).

### **Chapter Three**

#### **Research Methodology and Procedures**

The scientific study is based on an applied study to reach the truth, and the study of the subject matter required two studies, the first of which is theoretical and relies on the information that the researcher derives from the sources and references in various languages about the data related to the subject of the research, and the second is the field study, which is an applied scientific study. The researcher chose the university professors who supervise the teacher preparation programs in the colleges of basic education in Iraq, and this study is exploratory on the teacher preparation programs in the colleges of basic education in Iraq, and the assumptions of this study focus on trying to reach a comprehensive vision of the subject of the study, by analyzing the answers a sample of the research community on the questionnaire terms.

#### **Research community**

The original research community consists of university professors supervising teacher preparation programs at the University of Babylon (College of Basic Education) in the province of Babylon, who represent the following job grades: (Professor, Assistant Professor, Professor Doctor, Assistant Teacher) and those who have worked in the Ministry Higher education in a year or more, and according to the result of the



statistical survey, the total number of the research community members is 118 individuals, and the researcher resorted to a study to use the sample because it is difficult for her to process a comprehensive survey of the research community, to obtain the information and facts that the study is interested in. The researcher also has preliminary information about the community that helps her in choosing the representative sample of the community. Determining the sample size is a problem faced by every researcher, and that the accuracy in choosing the sample size does not necessarily increase a significant increase by choosing large samples, and the best percentage for determining the sample from the community is That percentage ranges between 20% and 30%, as the sample amounted to (65) male and female professors.

### **Research tool**

since this research aims to develop teacher preparation programs in the faculties of basic education according to international classifications, and given the relatively large size of the sample concerned with the study, and its spread in remote areas, the appropriate tool that is recommended to be used in collecting data and information in this type. One of the studies is the questionnaire. To obtain a tool to achieve the research objectives, the researcher prepared the study tool, which is a questionnaire consisting of a set of translated criteria affiliated with the Times Classification, where the indicators in their initial form amounted to 13 indicators distributed over five main criteria.

As for the validity of the statistical questionnaire, which depends on its stability, the researcher used statistical self-honesty. The apparent validity of the tool was verified by displaying it, in its initial form, to several (25) arbitrators with experience and those in charge of teacher preparation programs in the College of Basic Education in the University of Babylon, To know their opinions and appropriate observations about the clarity of the phrases, the accuracy of their formulation and their affiliation to the axis, the arbitrators' observations were simple, as they were limited to minor linguistic modifications and split paragraphs, and in light of their unanimity on the items of the questionnaire, their observations and suggestions, and some paragraphs were modified or reformulated.

**The Statistical treatment** To ensure the stability of the study tool and after unpacking the responses, and after verifying the validity of the tool, the researcher used the alpha-Cronbach equation method, which depends on calculating the internal correlations between the degree of stability sample for each paragraph and the scores on any other paragraph on the one hand and with the total scores of the test, On the other hand, to

calculate the reliability coefficient of the resolution criteria, the researcher applied the research tool to the exploratory research sample consisting of the communities of the faculties of basic education in the universities of the Middle Euphrates, the number of which was (22) teaching and teaching from the administrative leaders in the mentioned faculties.

## **Chapter Four**

### **How to analyze and draw conclusions**

This chapter aims to address a presentation of the field results according to the two objectives of the study, which were reached after statistical analysis. It represents the opinions of sample individuals according to the questionnaire of the study, and the discussion and interpretation of the results based on the objectives of the study and the results of previous studies related to the problem of the study and in the light of the theoretical framework of the study.

The arithmetic averages, standard deviations, and variances of the responses of the study sample members were extracted for each of the axes of the tool, and each of the phrases consisting of each axis separately, and to calculate the value of the weighted mean for each phrase, the researcher gave numerical weights gradient in the scale shown in front of the questionnaire statements, as follows:

If the statement that contains a sub-index for the main criterion indicates the availability of this indicator in Iraqi universities, specifically in the faculties of basic education, then the given degree is given (3,2,1) respectively, that is, three degrees are given for the option (available), And one degree for an option (not available), but if the statement refers to a negative situation, that is, the indicator depends on the main criterion is not available, then the distribution of scores is (3,2,1) respectively, i.e. one degree is given to an option (available), while three degrees are given For the option (not available), and by applying the statistical equations for classification (criteria and indicators), the researcher extracted the values of the weighted mean, standard deviation, and variance for each standard and indicator, as in the table below:

Table (1) Weighted means of the Times classification criteria and indicators, their percentage weights, and standard deviation

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No	Domain	Criterion	pointer	Weighted mean	Standard Deviation	Variance	Weight Percentage
1		Learning Environment	There is an opinion poll for experts in the research reputation of the college compared to its counterparts from the international equivalent departments	0.1077	0.3124	0.0976	10.769
2			There is an opinion poll for experts in the research reputation of the college compared to its counterparts from the international equivalent departments	0.1231	0.3311	0.1096	12.308
3			There is an effective way to communicate and transfer experiences between faculty members and students.	0.8923	0.3124	0.0976	89.231
4							

5			There is an active postgraduate community in the college	0.8923	0.3124	0.0976	89.231
6							
7			The college must support the new generations of academics	0.1538	0.3636	0.1322	15.385
8			There is a diversity of majors in the college	0.8308	0.3779	0.1428	83.077
9			There is consideration of the purchasing power of each country and its economic situation through the income and budget of the college.	0.2000	0.4031	0.1625	20
10							
11		scientific research	There is a distinction for the college in scientific research compared to the corresponding colleges	0.7538	0.4341	0.1885	75.385
12							
13			There is an annual financial return for the university or college from scientific	0.1846	0.3910	0.1529	18.462

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14			research.	0.1846	0.3910	0.1529	18.462
15		The factor of scientific research impact	The volume of research productivity is measured according to a				
16		The international outlook	specific mathematical equation that includes the number of research published in refereed scientific journals.	0.1538	0.3636	0.1322	15.385
17				0.1077	0.3124	0.0976	10.769
18			There is university research published in scientific journals disclosed in the Clarivate Analytics database.	0.1231	0.3311	0.1096	12.308
19		Cognitive transformation	There is a global attraction of scientific competencies	0.0615	0.2422	0.0587	6.1538
			There is diversity on the campus, which is represented in the college's ability to	0.0769	0.2685	0.0721	7.6923

			attract foreign students from the primary stages from different countries of the world	0.0769	0.2685	0.0721	7.6923
			The college can attract foreign graduate students from all over the world.	0.1538	0.3636	0.1322	15.385
			There are foreign researchers from international universities within the scientific research published by faculty members in refereed scientific journals.	0.2863	0.3360	0.1156	28.632
			The college has cooperation with the industrial sectors in the country through the inventions and innovations that the				

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			<p>university offers to industry</p> <p>The college can attract funding from various sides</p> <p>The college can create an atmosphere of trust for more cooperation between the two parties</p>				
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From Table No. (1) we note that calculating the weighted mean and the percentage weight for this classification amounted to (0.28), (28,63%), which means that this classification is not applied at the required level in the mentioned colleges, although there are four Sub-indicators out of eighteen, dependent on five main criteria. These indicators indicate their presence in the mentioned colleges and at high rates, according to the responses of the sample members to the study tool, which are (3), (4), (6), and (8) and they are as follows:

There is an effective way to communicate and transfer experiences between faculty members and students. The weighted mean calculation and its percentage weight reached (0.89), (89.23 %), and the indicator (4) calculated the weighted mean and its percentage weight (0.89) (89.23. %), and Indicator No. (6) has a weighted average calculation of (0.83), a percentage weight (83.77%), and Indicator No. (8) also, the percentages of this indicator were high compared to the rest of the indicators, where the percentage weight reached (0, 75), (75.83%).

As for the remaining fourteen indicators, they gained small percentages, which indicates their presence in a limited and intermittent manner, which negatively affects the learning environment, the outputs of scientific research, the international outlook and the cognitive transformation of the university in general and the college in particular, as the weighted average and percentage weight was calculated as follows:

- An opinion poll of experts in the research reputation of the college compared to its counterparts from the international equivalent departments (0,10), (10.76%).
  - There is an opinion poll of experts on the educational reputation of the college compared to its counterparts from the international equivalent departments (0,12), (12,30%).
  - The college commits to support the new generations of academics (0,15), (15.38%). - There is consideration of the purchasing power of each country and its economic situation through the income and budget of the college (0,20), (20%). There is an annual financial return for the university or college from scientific research (0.18), (18.46%).
  - The volume of research productivity is measured according to a specific mathematical equation that includes the number of research published in refereed scientific journals (0.18), (18.46%).
  - There is university research published in open scientific journals in Clarivate Analytics database (0.15), with a percentage of (15.38%).
  - There is a global polarization of scientific competencies, (0,10), (10.76%).
  - There is diversity on the campus represented in the college's ability to attract foreign students from primary levels from different countries of the world (0,12), (12,30%).
  - The college can attract foreign postgraduate students from all over the world (0.06), (6,15%).
- There are foreign researchers from international universities within the scientific research published by faculty members in refereed scientific journals (0.07), (7.69%).
- There is a cooperation of the college with the industrial sectors in the country through the inventions and innovations offered by the university to industry (0,07), (7,69%).
  - The college can attract funding from various sides, (0.07), (7.69%).
  - The college can create an atmosphere of trust for more cooperation between the two parties, (0,15), (15.38%).

As these weak percentages of the above fourteen indicators, according to the responses of the sample members, show their vanishing in Iraqi universities in general and in the faculties of basic education in particular, as we do not see that there is an opinion poll of experts in the



research reputation, as well as in the educational reputation of the college compared to similar international departments, There is also no commitment for the college to support the new generations of academics, and this negatively affects the Iraqi learning environment, as well as in terms of scientific research and its impact factor, as we do not see that there is an annual financial return to the university or college from scientific research, this is because the university does not have research published in a database. Also, in terms of the international outlook, we see that there is a global polarization of scientific competencies, as well as the inability of the college to attract students from the initial stages, postgraduate studies, and foreign researchers from different countries of the world, which indicates the lack of diversity in student's society in Iraqi colleges.

## Chapter Five

### Recommendations and Suggestions

- Reconsidering the teacher preparation and training programs, as it is the driving force of the educational process in line with the requirements of the times.
- Developing educational curricula by the standards of the Times classification.
- There must be a global attraction of scientific competencies, and this is evidence of the college's possession of the best teaching staff.
  
- The college should be able to attract foreign primary school students from different countries of the world.
- The college should be able to attract foreign graduate students from all over the world.

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