Evaluating the Performance of the Students of the Department of Geography at the College of Education According to Classroom Teaching Skills

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Abstract. *To achieve this goal, a random sample of 25 male and female students was selected from the fourth stage students applied for the academic year 2022-2023.A research tool was also prepared represented by a note card that included the three main skills, which are the planning skill and includes eight sub-skills, the implementation skill and includes nine sub-skills and the evaluation skill and includes six sub-skills. After applying the tool and analyzing the data, the results showed that the applied students possessed the skill of planning and implementation to a medium degree, while the implementation skill was weak and in light of the results, a set of conclusions, recommendations and suggestions were presented.*

Key words: *Teaching skills, Albia students, student-teacher.*

Introduction:

Teaching is one of the pillars of the educational process, through which learners acquire information and mental and motor skills, and after the accumulation of knowledge, teaching faced new requirements that must be kept pace with in the technical, scientific and educational field, and as a result, the cries rose to the need to develop and follow up on what teaching requires classroom skills that must be trained and acquired by the student in the faculties of education to help him practice his profession, the future teacher needs to acquire few skills in number, but high and complex in their level, such as the skill of improving Performance, raising students' motivation, preparing research and studies, knowing the needs of their students, awareness of the environment, organization and management, preparing activities, formulating and directing questions, types of reinforcement and reward, methods of providing feedback, how to prepare and formulate tests, classify scientific content, formulate its objectives, and comprehensive knowledge of modern teaching methods and methods.

Without these skills emanating from the scientific and educational preparation of the student teacher, teaching does not achieve its goals, and this is reflected in the poor teaching performance and therefore at the level of educated students, as teaching is an educational system based on inputs, including the teacher and processes such as teaching, activities and outputs, and they are educated students.

This is what was observed by the professors supervising the application in the performance of students applied in middle and preparatory schools who were unable to perform most of the teaching skills,

which they are supposed to have acquired during the educational preparation in the College of Education.

Therefore, the problem of the current research is summarized in answering the following question:

What is the level of possession of classroom teaching skills by students of the Department of Geography at the College of Education?

Section One :Research definition:

Importance of research:

Students in the final stage of the College of Education seek to be good teachers successful in their profession, so we find them in the period of practical application in schools doing their utmost capabilities and skills to deliver the scientific material to students, especially since they will be subject to observation and evaluation by their professors, especially since the teaching profession is one of the professions that need skills that constitute an important aspect of the teaching system as it requires the teacher to carry out a number of procedures, methods and complex skills to provide learners with targeted educational experiences Including information, motor and mental skills, trends, values and multiple behavioral patterns indicate at the end of the lesson that a change and improvement has occurred in the behavior of the learner according to the planned goals, indicating that learning has occurred

(Al-Khalifa, 2015, p. 67).

Many educators point out that teaching is an activity characterized by interaction and communication between the sender, which is the teacher and the receiver is the student in order to deliver the scientific material, as it is a set of intended and planned efforts made by the teacher in order to help his students to learn according to their abilities and preparations, this process is carried out according to a certain sequence carried out by the teacher or his students or both in order for students to acquire knowledge, skills, values and attitudes (Abu Al-Ezz and others, 2015, p. 24).

The subject of teacher preparation has occupied a prominent place of interest of researchers and research institutions, as the teacher is one of the most important factors in achieving the desired goals, which are drawn and planned by those responsible for education to meet the challenges of comprehensive development in light of the scientific, social and economic variables of contemporary societies, and despite this increasing interest in teacher preparation programs, but they still face a torrent of criticism and that they are unable to form and prepare the teacher in light of the new roles required in the era of scientific and technological progress, so local conferences focused And international on the need to develop systems and methods of the teacher preparation program on an ongoing basis in contemporary variables and developments (Al-Haila, 2017, p. 89), so several trends have emerged not the number of teachers, and from this trend the preparation of the teacher on the basis of skills, which represents a development of the goals of preparing the teacher, after the programs focused in the past on the cognitive aspect and do not give sufficient attention to teaching skills and teacher behavior, they have become aimed at comprehensiveness and functionality and are related to improving performance within the classroom.

This trend began in the seventies of the twentieth century and the main idea of it is that the efficiency of the teacher, his performance and training before and during service is the basis as the effective teaching process can be analyzed into a set of teaching skills that if mastered by the student teacher within the faculties of education increased the likelihood of becoming a successful teacher (Ibrahim, 2007, p. 61).

And supports this trend Demerdash as he confirms that this trend in the preparation leads in a direct way to raise the level of skills of the teacher programs that prepare the student teacher in the faculties of education on the basis of skills are particularly interested in providing them with teaching skills as successful teaching is only a series of skills can be performed by the good lesson and the teacher is not good.

Research Objective:

The current research aims to find out the level of possession of students of the fourth stage Department of Geography in the College of Education who apply in middle and preparatory schools for classroom teaching skills represented by three main skills, namely planning, implementation and evaluation.

Search limits:

The current research is determined by the students of the fourth stage, Department of Geography, at the College of Education, Al-Mustansiriya University, for the academic year 2023-2024, who are applied in middle and middle schools.

Define terms:

➢ **Classroom Teaching Skills**

Majida defined it as "behavioral performances performed by the teacher in a certain educational situation and an acceptable level of mastery" (Majid, 1990, p. 26).

Procedural definition: It is the capabilities, capabilities and knowledge that the applied students (research sample) are expected to possess and be able to apply during teaching, which can be observed and evaluated according to the observation card prepared for the current research.

Section Two: theoretical background and previous studies

1- Theoretical background:

Classroom Teaching Skills

Skill refers to a series of movements that can be observed directly or indirectly and performed by a specific person or a number of people during their pursuit of a goal or performance of a task and the skill generally includes specific steps that can be repeated or repeated whenever necessary or the need to do this skill arose.

Guilford believes that there are five basic characteristics of the skill are: strength, speed, accuracy, consistency and flexibility and includes teaching skills three main skills are planning, implementation and evaluation and each of these skills includes other sub-skills as shown below:

1- Planning skill: It includes sub-skills such as formulating educational goals, analyzing scientific material, knowing and diagnosing the characteristics of teachers and developing study plans.

2- Implementation skill: It includes the skill of presenting the lesson, preparation, diversifying stimuli, closing the lesson, formulating and delivering questions, raising the motivation of learners, providing appropriate reinforcement, feedback, effective classroom management skill, communication, communication and human relations with students, and following the teaching steps according to the chosen method.

3- Evaluation skill: It includes choosing the appropriate tests for the level of students and the nature of the content and applying multiple types of evaluation methods, tools and foundations in proportion to the different aspects of teaching. (Fatlawi, 2010, p. 65).

Skill Components:

There are three components of skill that complement each other to form the skill:

1- Cognitive component: It means the information and knowledge that the teacher needs to interpret and clarify the description of how to perform the tasks required by the work and describe its steps and sequence based on principles, concepts and scientific facts that are collectively the skill.

2- Skill component: It refers to the practical performance component, which includes various manual, verbal and non-verbal skills, including reading, writing, speech, discussions, drawing, planning, design, installation, operation and use of devices.

3- The emotional component: It includes a set of trends, values, ethical principles and positive attitudes related to the profession and its tasks, and its adoption and practice within the framework

of work leads to professional commitment and thus the performance of his work honestly, mastery is the pinnacle of performance and its value. (Abdulaziz, 1996, p. 33)

Rooting the movement of skills in education

The skills movement did not arise from a vacuum, but emerged from previous factors and movements, the most important of which are the following:

➢ **Movement of responsibility**

This movement bears all the responsibility in the failure of the student to the teacher, the good teacher is the one whose students can do the work that they planned to do and to achieve responsibility fairly, attention was paid to the education of teachers before knowledge and during it, and the best elements of the teaching profession were selected with the commitment of teachers and those related to them to the ethics of the teaching profession.

➢ **Educational Technology Movement**

Educational technology is not associated with machines or tools only, but is the application of science to work and its roots go back to the research conducted by Skinner and the applications of his theory of procedural requirement and its repercussions on schools represented by the so-called programmed education where the teacher achieves goals step by step regardless of time.

➢ **Movement of behavioral goals**

This movement helped in the development of the movement of skills Valkafaya one behavioral determination of a number of goals in the form of scientific products can be measured and observed and based and include behavioral goals on the conditions in which the behavior will occur and also include standards for evaluating performance related to the goal and this is the same as what includes the competencies.

➢ **Learning movement to master**

Learning is not achieved for safe mastery during the individualization of education with attention to and this is the same as what the skills-based education movement is interested in, as it aims to teach each student the knowledge, trends and basic values necessary to make him able to learn, which is concerned with performance determining the pre-envisaged outcomes.

➢ **Experimentation Movement**

This movement is associated with the rapid change of the world and scientific education related to psychology and psychological and social behavior, and all these things are concerned with the skills-based education movement.

➢ **Field Work Movement**

Students in this movement have the opportunity to observe educational situations in schools and to practice the same learning process.

➢ **The Individualization of Education Movement**

In the movement of skills-based education, individual educational materials such as educational bags, educational complexes and programmed education are used, and individual materials are based on several principles such as self-education, self-evaluation, identifying needs and walking according to the learner's ability.

➢ **Behavioral movement**

The movement of competencies uses the principles of behavioral movement in preparation, training, education, formation and modification of behavior, and these principles include feedback and setting goals accurately.

➢ **Movement Systems**

It is necessary to determine the competencies of any education and any preparation and training in the light of the systems, i.e. in the light of the overall framework or system, and to neutralize the competencies required for each element (Marei and Al-Hila, 2002, p. 344).

2- Previous studies:

➢ **Hammam Study 1992**

It was conducted in Egypt and aimed to determine the teaching skills of science teachers as well as determine the teaching skills available to science teachers.To achieve the goal of the research, a note card was prepared as a research tool to observe 50 teachers who were randomly selected and the study reached the results that the planning skill was low while the skill of using teaching aids was high and interpreted this result to the lack of interest in planning and considering it a formal matter while the teaching aids rely mainly on them in teaching science.Hammam, 1992, p. 73)

➢ **Rasheed Study 2018**

This study was conducted at the University of Baghdad, College of Education, Ibn Rushd, aimed to know the teaching competencies necessary for the applied students from the point of view of teachers and supervisors and to submit the necessary proposals for their development.

In order to achieve the objective of the research, a list of competencies was prepared that included 32 competencies presented to a sample of teachers and supervisors, and after collecting the data, the results showed the competencies required to be available to the applied student are planning, implementation and evaluation, and that the performance of the applied students was average level in the three main skills (Rashid, 2018, p. 257)

Balancing previous studies

We conclude from previous studies the following:

1- Previous studies differed in the target sample if Hammam study was conducted on science teachers, while Rashid study was conducted on applied students as well as the current research

2- Hammam study aimed to determine the competencies necessary for science teachers and then determine their level, while Rashid's study aimed to determine the necessary competencies for the applied students and then determine their level as well as the current study.

3- Hammam's study used a tool represented by a note card as well as the current study, while the Rashid study used a questionnaire submitted to teachers and supervisors for the purpose of determining the necessary competencies for applied students.

4- Hammam's study found that the result proved that the adequacy of planning is weak while the adequacy of the use of teaching aids is high among science teachers, while the results of the Rashid study showed that the level of competencies was at an average level among the applied students, while the result of the current research of the applied was average in the skill of planning and evaluation and weak in the skill of implementation.

5- While Rashid's study aimed to identify the skills required to be available

Section Three: Research Methodology and Procedures

➢ **Research Methodology**

According to the nature of the current research and its objectives, the descriptive analytical approach is the appropriate approach, which depends on the study of the phenomenon as it is in reality and described accurately and expressed in quantity and quality, the quantitative description describes the phenomenon digitally and clarifies its amount and size, while the qualitative description is to clarify and describe the features of the phenomenon and its characteristics (Al-Kilani, 2008, p. 48)

➢ **Research community and sample**

The research community consisted of 110 students of the fourth stage in the Department of Geography, Faculty of Education, Al-Mustansiriya University, for the academic year 2023-2024, who are applied in intermediate and preparatory schools. As for the research sample, 25 male and female students were randomly selected, and they constitute 23% of the size of the community, and this percentage was chosen to suit the viewing time during the application period and the possibility of visiting them and applying the tool to them.

➢ **Study Tool**

A note card was prepared that included three main classroom skills, namely planning, implementation and evaluation, the planning skill included eight sub-skills, the implementation skill included nine sub-skills, while the evaluation skills included six sub-skills and three alternatives are widely available sometimes unavailable.

Valiity the tool:

To verify the apparent validity of the tool, it was presented to a group of arbitrators and experts in the competence of curricula, teaching methods, measurement and evaluation, and all paragraphs obtained their approval

The reliability of the tool:

The tool was applied to five of the applied students on the first day of the application and as a result of the short period of application was re-observed ten days after the first application and the correlation coefficient between the two applications was calculated as it amounted to 0.86 for planning skill and 0.88 for implementation skill and 0.90 for evaluation skill. These are coefficients that indicate high stability of the instrument.

➢ **Application of the tool**

After ensuring the sincerity and stability of the tool, it was applied to the applied students on 1/3/2024, as they were visited in their schools and by two views for each applicator, and in order to invest time, the researcher observed three students per day.

➢ **Statistical Methods**

Used:

1- Weighted mean

2- Ionized weight

3- Pearson correlation coefficient

Section Fourth: Presentation and Interpretation of Results

In this chapter, the results of the research will be presented and interpreted, and conclusions, recommendations and proposals will be presented.

➢ **View Results**

To achieve the goal of the research of knowing the level of students of the Department of Geography in the College of Education who apply in middle and preparatory schools for classroom teaching skills represented by three main skills, namely planning, implementation and evaluation. The tool was applied, which is the observation card and its analysis showed the results as in Table (1)

Table (1) The three main skills, their weight and percentage weight for each skill

No.	The Skill	Number of Item	mean	precentage
1	Planning	8	2,3	0,76
2	Implementation	9	1,1	0,36
3	evaluating	6	2,2	0,73
4	Total Competencies	23	1,86	0,61

It is clear from the previous table that the planning skill ranked first with a percentage of verification, as it got a weighted mean (2.3) and a percentage weight (0.76), followed by the evaluation skill with a weighted mean of (2.2) and a percentage weight of (0.73), then came the implementation skill and a weighted average (1.1) and a percentage weight (0.36). Implementation.

The results of each main skill will be discussed according to percentages that achieve its sub-skills.

1- Planning skill

Table (1) includes the sub-skills of the planning skill and the number of 8 sub-skills that the weighted mediums ranged between (2.3-1.5) while the weighted weights ranged between (0.77-0.40).

Table (2) Sub-skills of planning skill and its weighted mediums and weights

No.	Skill sequence within the card	Subskill Name	mean	weight
1	3	Designs teaching plans scientifically	2,3	0,77
2	2	Formulates observable and measurable behavioral goals	2,2	0,76
3	1	Divides time on lesson items appropriately	2,1	0,75
4	4	Selects appropriate teaching methods to achieve the objectives of the lesson	2,1	0,75
5	7	Analyzes the scientific material according to its elements	2,0	0,74
6	5	He puts an introduction to the lesson that draws attention to the students	1,87	0,50
7	8	Selects the appropriate teaching aids to achieve the objectives of the lesson	1,80	0,45
8	6	Selects activities that help clarify the simplification of scientific material	1,54	0,40

Table (2) shows the level of possession of the applied students in the research sample was average, as there are five skills achieved and have a weighted weight and an acceptable relative weight, and they are designing the plan, formulating behavioral goals, dividing time, choosing teaching methods and analyzing the scientific material, and this indicates that students in the college have acquired these skills correctly and that the professors of the subject of teaching methods focus on teaching students how to plan for the lesson, so the first thing the student learns in the College of Education is the plan and its elements, such as behavioral goals. And the division of time and the selection of appropriate methods and analysis of scientific material As for the rest of the skills in which students proved their weakness, such as the skills of developing an introduction to the lesson, this may be due to the weakness of the student's familiarity with the introductions The skills of teaching aids were also weak and this may be due to the lack of availability of teaching aids within the school, which pushes the student to use any means, even if it does not suit the subject of the lesson As for the weakness of the skill of choosing the appropriate activities, it may be due to the lack of knowledge of students with appropriate activities As a result of lack of experience.

2- Implementation skill

Table (3) includes the sub-skills of the implementation skill, which are 9 sub-skills, that their weighted mediums ranged between (2.3-1.72), while their weighted weights ranged between (0.80-0.40).

Table (3) Sub-skills of Implementation Skill

No.	Sequence of sub sequence	Subskill Name	mean	weight
1	6	Interactive with his students and with high energy and a loud voice	2,5	0,80
2	3	Uses appropriate reinforcement for student responses	2,4	0,79
3	2	Performs the steps of the method specified in the lesson plan	1,85	0,49
4	1	Sticks to the time allotted for each step of the plan	1,82	0.47
5	4	Able to successfully manage the class	1,79	0.45
6	5	Uses teaching aids on time and in the right form	1,77	0.43
7	7	Proficient in formulating, directing and distributing questions to students	1,75	0.42
8	9	Uses appropriate feedback and corrects errors	1,73	0.41
9	8	Explains and clarifies the scientific material and supports it with external information	1,72	0.40

It is clear from Table (3) that the possession of the implementation skill of the students applying the research sample was at a weak level, as there are two sub-skills that have been achieved, namely the skill of interaction with students and the skill of reinforcement, and this may be the result of the passion and love of students to experience the application, which makes them interactive with their students, either the sub-skills remained such as the implementation of the steps of the method, commitment to time, classroom management, the use of teaching aids, the ability to formulate behavioral goals, feedback, explanation and clarification of the material, it was weak and unverified, which It indicates the weakness of students' acquisition of them and the reason may be due to the fact that these skills are acquired by practice and experience and not only the theoretical aspect, as the student may know these skills and were taught to him in college, but they grow and develop with .practical application and this needs time

3- Evaluation skill

It is clear from Table (4) which includes the sub-skills of the evaluation skill, which are 6 sub-skills, and that their weighted mediums ranged between (2.92-1.67), while their weighted weights ranged between (0.85-0.38).

Table (4) Sub-skills of Assessment Skill

no.	Skill sequence in the form	Sub-Skill	mean	Relative weight
1	2	Asks questions related to the objectives of the lesson	2,92	0,85
2	3	At the end of the lesson, he asks evaluation questions that focus on the most important points of the lesson	2,90	0,82
3	4	Varies the levels of questions according to the content	2,41	0,80
4	6	Uses the calendar as a tool that pushes students to think	2,24	0,78
5	1	Diagnoses through the assessment the weaknesses and strengths of students	1,85	0,49

6	5	The evaluation is not limited to measuring the cognitive aspect only, but includes the emotional and psychomotor side	1,67	0,38

It is clear from Table (4) that the possession of students applying the research sample possess the skill of evaluation in an average manner if there are four skills achieved, which is the skill of asking questions related to the objectives of the lesson, as well as directing questions at the end of the lesson for the purpose of evaluation and diversification of questions and the use of evaluation as a tool that pushes students to think and this indicates that students possess these sub-skills and that they had acquired them during their professional preparation and that these skills are linked with the skill of formulating behavioral goals and planning and since the skill of planning Achieved in an average way, it is logical that these skills are achieved, but the unachieved skills are skills diagnosed through evaluation of the strengths and weaknesses of students and the skill of measuring the cognitive, emotional and psychomotor side, and this is due to the weak awareness of applied students that the function of evaluation is a therapeutic function, which is to detect students' weaknesses, address them, strengths and enhance them, as well as the weakness of their awareness of the importance of focusing on all aspects of the emotional and psychomotor teacher and not limited to the cognitive side only.

➤ **Conclusions:**

In light of the results of the research, we conclude the following:

1- There is a clear discrepancy in the possession of applied students of classroom teaching skills if students possess planning and evaluation skills to a medium degree, while their possession of weak implementation skills, which indicates the weakness of students in the practical side of the applied implementation skill that needs actual performance in the classroom.

2- Students have a clear weakness in linking the theoretical side of planning with the practical side of implementation, and this indicates that students have the ability to write the plan correctly and integrated, but they are unable to implement it.

➤ **Recommendations:**

1- Focusing on classroom teaching skills and including them in the curriculum of teaching methods in the faculties of education.

2- Training students in the fourth stage on classroom teaching skills and applying them in the classroom

3- Linking the theoretical side with the practical side in order to raise the level of students' possession of implementation skills.

Propositions:

To complement the current research, we propose the following:

1- Building a program that is applied to stage students in the faculties of education to raise the level of their classroom skills.

2- Conduct research to determine the extent to which applied students possess other skills such as thinking skills, classroom management skills, map drawing and use skills, and blended teaching skills.

3- Conduct research to compare the level of skills possession of applied students and in-service teachers.

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