

## **The Extent of Accepting Physical Education Teachers to the Standards of Total Quality in Education in Cairo "Field Study"**

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**Abstract:** This research aims to identify the extent of accepting teachers to the standards of total quality of education in Cairo, the factors that encourage them to accept the total quality standards of education, the obstacles that limit of their acceptance to these standards and the proposals that activate their acceptance to these standards. The basic sample of research included a random sample of physical education teachers (190 teachers), divided into managers and head teachers (27) and teachers (106). The researcher used the questionnaire as a tool to collect data. The most important results were that most standards of total quality of education concerning teachers have great acceptance from teachers and also providing the adequate educational climate, following and keeping it maintain the highest degree of acceptance. There are no statistical significant differences between acceptance of teachers to the standards of total quality of education in all study variables (academic qualifications, its type, duration of teaching experience and study stage). Also, all the factors that encourage teachers to accept the standards of total quality have great acceptance from teachers. The most important obstacles that limit the acceptance of teachers to the total quality standards of education are the less effectiveness of the system of reward, incentives and its fairness. The second is the high population density for students inside the class room.

**Key words:** Acceptance of teachers • Standards of total quality

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### **INTRODUCTION**

The teacher is not only the backbone of the educational process and the active component but also the basis of the educational process. Preparing teachers and qualifying him scientifically, cognitively and educationally are essential elements in the modern educational process. As the world in twenty-one century witnessed tremendous development in knowledge and information technology, so preparing teachers requires special and continuous preparation to develop the desire of self-learning and access to the latest educational developments. Many educational studies reached to conclusion that students learn best from teachers with specific characteristics and features which reflect positively or negatively on the classroom and academic achievement.

Total quality in the educational field refers to asset of standards and procedures that aim to continuous

improvement in the education product and also refers to the expected characteristics in the educational service, processes and activities where these specifications can be achieved. Total quality also provided tools and integrated approaches that help educational organization, to achieve satisfactory results [1].

Hertz [2] mentioned that the local environment recently witness new educational standards that help organizations to achieve the needs of learners and the objectives of education by supporting curricula, developing methods of teaching, reorganizing the educational structure and activating the role of internet and others. He thinks that using standards to measure rate of performance is the heart of quality subject through putting indicators for the quality of the educational process elements. For example: teaching students, customer satisfaction, design education, finance, professional development for teachers and other processes that occur within the educational system. It

also includes self evaluation by those who are principal for the educational process in the light of the available standards and evaluates the educational process to achieve the educational goals efficiently and without waste. He sees that there is a prime standard for quality that represents in achieving progress in the educational process in the light of the objectives. This question must be answered by teachers, leaders and staff. They must give their attention to this question that requires the presence of feedback in achieving each of the objectives and in achieving any progress to ensure continuity and success and thus ensure high performance.

Milad and Abdel-Moneim [3] think that the issue of quality of teacher's performance and raising its adequacy of the important issues that occupied the minds of many educators in particular and so as indicated by the national conference for the development of education. This conference stated that the adequacy of the teachers contain several negative aspects including; diversity of sources of preparing teachers, absence of a clear plan for developing the educational process. In addition to the profession of teaching didn't attract the best. Hence, shouts were raised and conferences were held to reconsider the style of developing the total quality of the educational process.

The Ministry of Education in Egypt, 2000 developed national standards for education namely the friendly effective school for learner, teacher, excellent management, community participation and curriculum. The ministry of education included in the context of its priorities the obligation of the systems of total quality in education. This means that there's a general trend in the state and the Egyptian government calls for hard work to raise the efficiency and effectiveness of the educational system. Achieving this trend is dependent on the receptivity of implementers [teachers] to these standards.

The research problem can be formulated in the next question:

What is the extent of physical education teachers' accepting to the standards of total quality in education in Cairo?

## **MATERIALS AND METHODS**

**Basic Research Sample:** It was selected at random and deliberate manner amounted to 190 of physical teachers from Cairo, Giza, October and Helwan. The survey sample includes 40 individual out of the basic research sample.

**Scientific Transaction:** It was during the period from 1/5/2011 until 15/5/2011. The sample reached 40 individual of physical education teachers out of the basic sample of research.

**Truth of Arbitrators:** the measurement has been shown to 10 experts in the field of curriculum and methods of teaching in physical education and educational administration. The coefficient of agreement between the arbitrators was 100% on the dimensions and expressions of the questionnaire.

**Sincerity of Internal Consistency:** It ranged between 704 and 882 at abstract level 0.05, that indicates a high degree of honesty for the questionnaire.

**The Stability of Questionnaire:** The reliability coefficient was 879 by using the retail mid, termed by kronbak alpha coefficient.

**Basic Study:** The researcher applied the questionnaire on the basic sample in the period from 20/3/2011 until 25/4/2001.

## **RESULTS AND DISCUSSION**

**First Question:** what is the extent of physical education teachers' accepting to the standards of total quality in education in Cairo?

Tables from 1-9 show the views of members of the research sample towards the standards of total quality of education.

It is clear from Table 1 that all statements concerning the planning of educational situations have high degree of acceptance from the point view of the research individuals which ranged between 80 and 65.5.

The researcher returns these results to the understanding and awareness of physical education teacher for the importance of planning the educational situation before implementing the lesson which reflect the commitment of physical education teacher to apply the standards of quality within the lesson. Planning is the process of exploring the future and monitoring means, capabilities and goals and then designing a framework in the light of that exploration and monitoring to guide the behavior of the teacher in confrontational situations in gymnasiums and stadiums. Through this understanding, planning is essential in the effective teaching because it concerns of identifying what students should learn,

Table 1: The first standard of planning the educational situations (N = 190)

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	AR
			R	%	R	%	R	%			
1 Planning for teaching according to his previous information	1.6000	0.5981	125	65.8	54	28.4	11	5.8	304	80	1
2 Designing educational activities to help student to be autonomous	1.3263	0.7410	93	48.9	66	34.7	31	16.3	252	66.3	5
3 Helping students to make decisions in the educational situations.	1.4895	0.6881	114	60	55	28.9	21	11.0	283	74.5	2
4 Planning to manage students' behavior in classroom effectively.	1.3105	0.7442	91	47.9	67	35.6	32	16.8	249	65.5	6
5 Choosing the methods of teaching according to the nature of goal that he wants to achieve.	1.3632	0.7557	101	53.2	57	30	32	16.8	259	68.2	4
6 Participating students in various educational situations taking into account the individual differences among them.	1.3789	0.7153	101	53.2	66	34.7	23	12.1	268	70.5	3

Table 2: the second standard: Providing the appropriate educational climate and keeping it (N = 190)

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	AR
			R	%	R	%	R	%			
1 Respect the personality of students.	1.7421	0.4621	143	75.3	45	23.7	2	1	331	87.1	1
2 Create a suitable environment within the lesson to support the forms of teaching and learning.	1.4789	0.6060	102	53.7	77	40.5	11	5.7	281	73.9	4
3 Encourage students' achievements, contributions, also support and appreciate them.	1.4105	0.5818	87	45.8	94	49.5	9	4.7	268	70.5	6
4 Encourage students to work together.	1.4947	0.6150	106	55.8	72	37.9	12	6.3	284	74.7	3
5 Direct students to respect the opinions of others even if they differ with them.	1.3158	0.7017	86	45.3	78	41	26	13.7	250	65.8	7
6 Encourage students to solve their problems of life.	1.2632	0.7377	83	43.7	74	38.9	33	17.4	240	63.2	8
7 Take care of his look and appearance without exaggeration.	1.5316	0.6143	113	59.5	65	34.2	12	6.3	291	76.6	2
8 Commitment of rules, regulations and instructions of the educational performance.	1.4158	0.6430	95	50	79	41.6	16	8.4	269	70.8	5

Table 3: the third standard: the mastery of scientific material (N = 190)

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	IAR
			R	%	R	%	R	%			
1 Help students to analyze the content of the lesson to reach to the correct conclusions.	1.5526	0.6382	120	63.2	55	28.9	15	7.9	295	77.6	1
2 Deduce new knowledge from the available information	1.4316	0.6531	99	52.2	74	38.9	17	8.9	272	71.6	4
3 Illustrate the relation between his material and others.	1.3842	0.6860	95	50	73	38.4	22	11.6	263	69.2	5
4 Use a various strategies to explain the different concepts and skills.	1.3000	0.7270	87	45.8	73	38.4	30	15.8	247	65	7
5 Achieve the objectives of the lesson during the allocated time effectively.	1.4789	0.6233	104	54.7	73	38.4	13	6.8	281	73.9	2
6 Connect education to the previous experience of student and family background, social and cultural rights.	1.3316	0.7493	95	50	63	33.1	32	16.8	253	66.6	6
7 Present variety of preliminary questions to provoke students' thinking.	1.3000	0.7898	96	50.5	55	28.9	39	20.5	247	65	R 7
8 Encourage students to explore and create.	1.4526	0.5868	95	50	86	45.3	9	4.7	276	72.6	3

Table 4: The fourth standard: using the strategies and techniques of education (N = 190).

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	Ar
			R	%	R	%	R	%			
1 Using the modern teaching strategies such as self-learning, cooperative learning and inductive learning... etc.	1.8474	0.3750	162	85.3	27	14.2	1	.05	351	92.4	1
2 Using the available resources and equipment effectively to achieve the objectives of the lesson.	1.7421	0.4621	143	75.3	45	23.7	2	1	331	87.1	2
3 Designing audio and visual aids appropriate to the school environment.	1.4789	0.6060	102	53.7	77	44.5	11	5.8	281	73.9	4
4 Using modern technology (for example, the computer) as a tool to enhance learning of students.	1.4105	0.6666	97	51.1	74	38.9	19	10	268	70.5	6
5 Providing a variety of ways to divide students into groups to improve their learning.	1.4947	0.6150	116	61	72	37.9	12	6.3	304	80	3
6 Using certain methods to help students with special needs.	1.4158	0.6907	101	53.1	67	35.3	22	11.6	269	70.8	5

Table 5: The fifth standard: evaluating the students and following the results of learning (N=190)

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	AR
			R	%	R	%	R	%			
1 Uses different methods of evaluation constantly to find out their level.	1.5316	0.6797	121	63.7	49	25.8	20	10.5	291	76.6	2
2 Diagnose the strengths and weakness points of students	1.6000	0.5981	125	65.8	54	28.4	11	5.8	304	80	1
3 Involve the family in students' assessment to improve their learning and performance.	1.3263	0.7410	93	48.9	66	34.7	31	16.3	252	66.3	5
4 Evaluate the students holistically and objectively.	1.4895	0.6881	114	60	55	28.9	21	11.5	283	74.5	3
5 Use dialogue and discussions as an important mean to identify the experiences of students.	1.4316	0.6847	103	54.2	66	34.7	21	11.5	272	71.6	4

Table 6: The sixth standard: Self-evaluation and professional development (N = 190)

S Phrase	M	H	Not accept		Quite accept		Accept		T	%	AR
			R	%	R	%	R	%			
1 Uses different tools and methods to evaluate the performance.	1.4474	0.6784	105	55.3	65	34.2	20	10.5	275	72.4	4
2 Encourages students to evaluate themselves and others.	1.4947	0.6566	111	58.4	62	32.6	17	8.9	284	74.7	3
3 Uses the views of students and their evaluation to him to improve his performance.	1.4263	0.6919	103	54.2	65	34.2	22	11.6	271	71.3	5
4 Participates in professional development activities appropriate to it constantly.	1.3316	0.7770	99	52.1	55	28.9	36	18.9	253	66.6	6
5 Be on line with the modern theories and educational practices.	1.4211	0.6913	112	58.9	66	34.7	10	5.3	290	76.3	2
6 Exchanges experiences with his colleagues and superiors.	1.4632	0.6872	119	62.6	60	31.6	10	5.3	298	78.4	1

Table 7: The seventh standard: communication with others (superiors, colleagues, students, and parents)

S	Phrase	M	H	Not accept		Quite accept		Accept		T	%	AR
				R	%	R	%	R	%			
1	Communicates with the parents of students continuously.	1.3579	0.7114	94	49.5	70	36.8	26	13.7	258	67.9	3
2	Helps students to identify the sources and references from libraries and others.	1.6211	.5668	126	66.3	56	29.5	8	4.2	308	81	1
3	Encourages students to reflect on their lives and their personal experiences.	1.2263	.8010	87	45.8	59	31	44	23.1	233	61.3	5
4	To listen to different views of his colleagues and alternative options.	1.3368	.7290	93	48.9	68	35.8	29	15.3	254	66.8	4
5	Conducts business ascribed to him by his superiors as required by the interest of work.	1.5211	.6400	114	60	61	32.1	15	7.9	289	76	2

Table 8: The arrangement of accepting the standards of total quality from the view of research sample (managers, head teachers, superior teachers, teachers) N = 190

S	Phrase	Managers, head teachers		Superior teachers		Teachers	
		M	AR	M	AR	M	AR
1	Planning the educational situations.	4.79	4	5.29	6	4.78	5
2	The appropriate educational climate and preserve it.	5.46	6	4.1	2	3.98	2
3	Mastery of scientific materials.	2.85	1	2.00	1	2.77	1
4	Using strategies and techniques of education.	6.2	7	4.4	3	5.29	7
5	Student assessment and follow up learning.	2.93	2	5.25	5	4.58	4
6	Self-evaluation and professional development.	5.02	5	6	7	5.13	6
7	Communication with others (students, presidents colleagues, parents)	4.65	3	5.04	4	4.22	3

Table 9: The arrangement of accepting the standard of total quality from the view of the research sample as a whole (N = 190)

S	The standards of total quality	Whole research sample	
		Relative average	Arrangement
1	Planning the educational situations.	5.12	6
2	The appropriate educational climate and preserve it.	4.35	3
3	Mastery of scientific materials.	2.80	1
4	Using strategies and techniques of education.	5.67	7
5	Student assessment and follow up learning.	3.86	2
6	Self-evaluation and professional development.	4.55	5
7	Communication with others (students, presidents colleagues, parents)	4.45	4

the necessary arrangements to achieve this learning and the strategies that will lead to the success of such arrangements.

Silver [4] and vickers [5] agree that after these steps, designing the appropriate educational tasks start and the standard here is its contribution in achieving the overall vision for the teacher and its relation to the cognitive structure of the activity that should be teaching. Planning here ends up by choosing the appropriate framework in the light of the volume of educational material that will be taught: classroom plan (monthly or weekly or daily)

and the educational methods will be used including methods of teaching and methods of organization and management.

It is clear from Table 2 that all phrases that belong to educational climate have great acceptance from the point of view of the sample individual that ranged between 8.71 and 65.8. The researcher returns these results to the understanding and awareness of physical education teachers for the importance of educational climate before implementing the lesson which reflect the commitment of physical education teacher to apply the standards of quality within the lesson.

That is consistent with the view of previous studies [1, 6, 7] that the teacher should find a good atmosphere for learning that support the development of students' abilities incusing the skills of communications, applying the main concepts and achieving self-sufficiency and become officials in team, thinking in solving problems and integration of knowledge.

It is clear from Table 3 that all phrases concerning planning of educational situations have high degrees of acceptance from the point of view of research sample which ranged between 77.6 and 65. The researcher returns the understanding and awareness of physical education teachers for the importance of mastery of educational material before implementing lesson that reflect the commitment of physical education teacher to apply the standard of quality within the lesson.

That is consistent with the views of prior studies [3, 7] where they stressed the importance and the need to determine the standards of science education quality. The most important of these standards can be determined in improving the academic performance of pupils, leading to equal educational opportunities, providing evidence for pupils, following the desired objectives, determining the knowledge and the required skills from students and using tests with reference. They are also part of the entrance to the reform by improving the effectiveness and efficiency of teaching.

Based on the above, the researcher confirms on the importance of reconsider in the institutions of preparing teacher in general and physical education teacher in particular that represent in the colleges of teachers in the Egyptian Universities to keep pace with the global changes to suit the demands of reality and the challenges of the future. To develop programs of preparing teacher, there are several entrances to this development; the most import of these entrances is the entrance of total quality.

It is clear from Table 4 that all phrases concerning the planning of educational situations have great degrees of acceptance from the point of view of sample individual that ranged between 92.4 and 70.5.

The researcher returns that understanding and awareness of physical education teachers to the importance of using modern strategies and techniques during teaching physical education that reflect the commitment of physical education teachers to apply the standards of quality within the lesson.

The researcher returns that to importance of using the modern teaching and learning techniques Technology of information doesn't mean minimizing the importance of teacher or keeping out of him as some people believe, but

it means in fact a new aspect in his role and this aspect must vary depending on the task of education such as collecting knowledge, developing the basic skill and giving student the ability to learn by himself. Also the teacher's role to recruit the modern strategies and learning techniques in education allow him overcome the problem of rigidity of course content and present his educational material in an active way. The employment of information technology by the teacher provides a better educational service and allows him more time to guide his students, discover their talents and identify their weakness. It also develops the mental skills in students, increases their ability to think systematically argues them to abstract thinking and makes them more awareness of how they think and learn.

This is in line with the opinion of Zuhair [6] that teacher should use the technology in supporting education, deal with data, promote the professional growth and productivity and cooperate with colleagues, parents and the community and achieve the researches.

It is clear from Table 5 that all phrases concerning planning the educational situation have great acceptance from the point of view of research sample individuals that ranged between 80 and 66.3. The researcher returns that to the understanding and awareness of physical education (PE) teachers to the importance of evaluating students and following up their learning results before and during and after the lesson of P.E which reflect the commitment of PE teacher to apply the standards of quality within PE lesson.

The researcher returns that to the teaching performance of teacher that is consider one of the main tasks performed by the school and contributes in achieving the objectives of the school. Evaluating the teaching performance of teacher becomes an urgent need to achieve the quality of learning and to identify the points of strength and weakness. Evaluation process for the performance of PE teacher helps in knowing the strength of superiority on the specific level of teaching or access to the required level or acceptance of failure to achieve it. All that aim to achieve mastery of the teacher and quality performance. Finally, the effectiveness of teaching can no be determined without assessment processes of teaching performance of PE teacher.

It is clear from Table 6 that all phrases concerning the planning of educational situation have great degrees of acceptance from the point of view of the research sample individuals that ranged between 78.4 and 66.6. The researcher returns that to the understanding and awareness of P.E teacher to the importance of self-

evaluation and achieving the professional development during the work which reflect the commitment of P.E teacher to apply the standards of quality within the lesson.

This agree with what the document of UNESCO standards [8] that confirms concerning the efficiency of teachers in the field of information technology and communications and emphasizes on the importance of developing the professional abilities of teachers to meet the broader context of educational reform currently, countries reviewing their educational systems to produce skills of twenty one century to support the social and economic development. Institutions can make decision and develop the professional abilities of teacher by using this document as a guide when creating their training curricula.

It is clear from Table 7 that all phrases concerning the planning of educational situations have great degrees of acceptance from the point of views of research sample individuals that ranged between 80 and 61.3. The researcher returns that to the understanding and awareness of P.E teachers for the importance of communications with others such as presidents or co-workers or students or parents which reflect the commitment of PE teacher to apply the standard of quality within the lesson.

The researcher returns that to the importance of communications and classroom interaction between teacher, colleagues, superiors, parents and students. This interaction allows the opportunity for students to participate in the educational situation. It also respects the human of learner and his vitality, provides the chance for students to practice the civilities they like and increases the chances for the student to use his abilities. It turns the class into a tolerant and democratic environment that encourage for learning. It also reduces the mechanism and control of work in order to be closer to human nature and helps to develop a positive understanding for the student's personality.

This is consistent with the views of previous studies [1, 9, 10] that the impact of communication processes for the teacher is different from a quantitative and qualitative according to the level psychological growth development in its comprehensive mean for the teacher and student (The growth of body, mental, emotion and social)

This impact represents the following: It is considered in the eyes of kindergarten child and primary student a direct replacement for the father and mother according to the sex of teacher. The middle stage is considered an admiration of the teacher as a model of love, respect and

imitate because this stage is the beginning of adolescence stage. So the teacher supports similarity of the same sex (male student and male teacher-female student and female teacher). In secondary school: the teacher is able to influence the student (adolescent) because the teacher represent adult person on one side and on the other hand he isn't directly involved in the emotional relations of student (adolescent). He is not responsible for student' parents educational conflicts. At the same time, he supports the psychological growth of student with the opposite person. Teacher should cooperate and communicate with colleagues, parents and other agencies to assess implement and support the educational programs which develop the abilities of students in using the communication skills, applying the basic concepts and achieving the self sufficiency and be officials inside one team, thinking in solving problem and knowledge integration [6, 9, 10].

Table 8 illustrates the arrangement of accepting total quality standards from the view of the three research sample (managers, head teachers, superior teachers and teachers) in a manner of relative average as the lower relative average is the highest order.

It is clear from Table 8 that the standard of mastery of educational material comes first for all categories of the research sample. The standard of student's assessment and follow up learning takes the second place with managers and head teachers, while it takes the last place with the superior teacher and the fourth with teachers. The standard of appropriate educational climate has the fourth place with head-teachers and the second with superior teachers and teachers.

These results agree with the views of both Ismail [7] and Mohammed [9] as they stressed on the importance of mastery of educational material and considering it of the most important standards of learning and teaching quality. Teacher should be able to understand the basic concepts and the structure of science that he teach and master the skills of learning.

It is clear from Table 9 that the mastery of educational material came in first place followed by student's assessment and follow-up learning results, followed by the appropriate educational climate, followed by self-evaluation and professional development.

The researcher returns that to the conviction of sample categories to the importance of mastery the educational material and concerning it the basic element to the success of quality process in schools. In addition to confirmation of a sample research on the importance of communication with others as students or presidents or

colleagues or parents, as well as the importance of emphasis on the process of continuous evaluation for students and creating the distinct educational climate and emphasized the importance of professional development and continuous training according to the need of P E teacher to the continuous training and training programs throughout his career.

This is in line with the view of Zuhair [6] that emphasize on the importance of multiplying the roles of teacher, develop quality standards for teacher and student and mastery of the educational material and standards for skills and characteristics of professional and personal which should be characterized by workers in the field of educational process such as: teaching as a team, cooperative colleagues, supervision and communication with new colleagues.

### CONCLUSION

- Quality standards came from the views of schools' managers in the following arrangement: mastery of educational material, students' assessment and follow-up learning results, communication with others and planning the educational situations.
- Quality standards came from the views of superior teachers in the following arrangement: mastery of educational material, appropriate educational climate, using strategies and learning techniques and communication with others.
- Quality standards came from the views of teachers in the following order: mastery of educational material, appropriate educational climate, communication with others, students' assessment and follow-up their learning results.
- Quality standards came from the views of the whole research sample in the following order: mastery of education material, students, assessment and follow-up learning results, appropriate education climate and communication with others.

### Recommendation:

- Working with total quality standards in the three different stages of education to provide and keep the appropriate educational climate.
- The necessity for physical education teachers to join training courses that give them skills to design and to plan the educational process and also to use technical means in education (computer), methods and strategies for the modern teaching.

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