

The Degree to Which Arabic Language Teachers Possess Teaching Competencies from the Point of View of Secondary School Principals in the Qasbah Amman Education Directorate

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Abstract

This study aims at identify The current study aimed to reveal the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Amman Education Directorate. It was selected by the facilitator method, which included (140) male and female teachers, and the results indicated that the low degree of Arabic language teachers' possession of teaching competencies from the point of view of secondary school principals in the Directorate of Education in the Qasaba Amman in the field of teaching presentation methods, lesson evaluation, and modern techniques in teaching While it was at a medium degree in the field of planning, the results also showed that there were no statistically significant differences in the degree to which Arabic language teachers possessed teaching competencies from the point of view of secondary school principals in the Directorate of Education Kasbah Amman, according to gender, educational qualification.

Keywords: competencies, teachers of the Arabic language.

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INTRODUCTION

The success of the educational process is not achieved with the help of the teacher. The teacher, with his qualifications, desire and inclination to teach, is what helps the student to learn and prepares him to acquire appropriate educational experiences. The teacher is still the element that makes the process of learning and teaching a successful process, and he is still the person who helps the learner to learn and succeed in his studies (Hiyasat, 2004).

The Arabic language - thanks to it being the language of the Qur'an - has gained great importance around the world, and it has become a hoped-for target for learning it. However, we still in the Arab world are in great need of preparing an integrated scientific environment, accurate educational curricula, and skilled teachers of different competencies. To achieve the desired goals in teaching this language .Therefore, language teachers are considered one of the most important elements that contribute to the success of education. Planning prepared by specialists, curricula, educational programs, and everything related to education; it will not be effective without preparing a skilled teacher of all competencies (Maree, 1983).

And because the language is the core of Arabic and its organizing structure, it has become clear that there is an absolute necessity for the establishment of linguistic competence to be at the forefront of preparing the necessary competencies in the formation of the Arabic language teacher. Here the issue of facilitating Arabic grammar comes to the fore. There is no longer any doubt that good preparation for the Arabic language teacher starts from solving the problem of grammar by arriving at an accessible formula for it. We imagine that facilitating grammar will contribute to the quality of language teaching, and facilitate its acquisition for the learner (Al-Khalil, 1999).

In fact, the issue of language education has become a preoccupation for those in charge of language planning. This was reflected, of course, on the issue of teaching Arabic. It has become clear that one of the mistakes that have a great impact on Arabic, and on educational outcomes, is that he teaches the Arabic language without a specialist in it. Because he needs to know everything related to it, and then masters the theories of language acquisition, and methods of teaching it. The teacher has to stand on the methods of teaching the language well, and review the evaluation of previous experiences, in addition to practicing the experiment under supervision, and attending courses in this regard on an ongoing basis, and the Arab world still needs a wide era to provide all these capabilities. Scientists and linguists throughout the ages have contributed to facilitating Arabic grammar; They developed a text and abbreviations, one of which includes the main topics that meet the needs of the learners in brief terms, relying on the principle of gradualism and selection, and avoiding extravagance in interpretation, detail, protests and reasoning (Kistler, 1984).

THE STUDY PROBLEM:

The problem of the study emerged from the researcher's observation, and by virtue of her experience as an Arabic language teacher, for the Arabic language teaching curricula, and her knowledge of the educational

reality in government schools in the Qasbah Amman district, and her awareness of the need for qualified teachers who possess educational competencies and programs based on them; In order to improve the teaching of the Arabic language, especially that the Arabic language teacher is an active and influential element in the educational process, and a source of strength and influence in students, which requires attention and the preparation of programs to qualify him and raise his level in many aspects.

The researcher considered that there is an urgent need to define the competencies that the Arabic language teacher must arm with in the classroom and the educational situations it includes, so that the practices in the educational process are not based on personal judgments. Therefore, the researcher wanted to conduct a study to determine what the Arabic language teacher needs from the educational competencies through which he promotes himself and his students, to evaluate their performance, to know the aspects of their levels in the light of those competencies, and to indicate shortcomings and weaknesses and address them.

Accordingly, the study problem is determined by answering the following questions:

1. What is the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the mean degree of Arabic teachers' possession of teaching competencies from the point of view of secondary school principals in the Amman Education Directorate due to the difference (gender, educational qualification).

THE IMPORTANCE OF STUDY:

The importance of the study stems from the importance of the educational competencies needed for Arabic language teachers and from the reality that we see in light of the discrepancy that we find in many cases between reality and expectations in the field of teaching Arabic to students in government schools in the Kasbah of Amman. For Arabic language teachers and to know the degree to which they practice these competencies, and whether the degree of their practice varies according to gender and different academic qualifications, and that it tackled the subject and scrutiny – within the limits of the researcher's knowledge – which is the educational competencies necessary for Arabic language teachers in the Directorate of Education of the Kasbah of Amman.

The study contributes to dealing with a vital and realistic problem of teaching the Arabic language, which is the obvious shortcoming in the practice of educational competencies among Arabic language teachers, and opens the door for conducting more similar studies in this subject and may raise the level of competencies of Arabic language teachers in raising the Kasbah of Amman. In improving Arabic language teaching, in preparing Arabic language programs for teachers, and in preparing a list of educational competencies that Arabic language teachers must have, And in revealing their shortcomings and the field of research in educational competencies in order to solve them.

TERMS AND PROCEDURAL DEFINITIONS:

Efficiency is defined by Bahader (1981) as “the information, experiences, knowledge and skills that are all reflected on the behavior of the teacher and the learner under training, and they appear in professional patterns and behaviors during the role that the teacher plays when interacting with educational elements and situations”.

The researcher defines it as the set of knowledge, trends, knowledge, skills and experiences that teachers of Arabic language possess for non-native speakers, and they use them in performing their educational tasks with a high degree of proficiency in order to achieve the desired educational goals.

Arabic language teachers: Teaching staffs who study Arabic in the Kasbah Amman district education for the academic year 2021-2022.

The degree of competence: It is the degree of competence of the Arabic language teacher, which is measured by the degree that the teacher sets for him in the tool approved for this purpose.

THE LIMITS OF THE STUDY:

The current study was limited to Arabic language teachers in the Kasbah Amman Education Directorate during the year 2021/2022.

STUDY LIMITATIONS:

The results of this study were determined in light of the validity of the tool that is being adopted and the degree of its stability, and that the results are generalized only to the community from which the sample was drawn and similar communities, and the results were determined in light of the honesty and objectivity of the respondents when answering the paragraphs of the tool that were used in this study.

THEORETICAL FRAMEWORK:

The term competencies are one of the modern terms that have been introduced into the educational dictionary. Thus, the concept is still elusive to the vast majority of the family education. If the concept of competencies was linked at the beginning and its spread to the field of employment, professions and human resources management in administrations and contracting, then we suggest that this concept be expanded to cover all changes that will affect not only workers or professionals (including teachers) but also students while they are in school. So that the entrance to competencies does not remain limited to the number of professional frameworks, including educational frameworks . Rather, this model should turn into a tool for organizing curricula and regulating

educational practices in the educational system. Because we find the same justifications that are usually adopted in the call for organizing competencies in the professional field, which remain valid to justify our call to adopt this approach in the school field and within the framework of pedagogy. Especially since the purposeful teaching model in its behavioral or procedural form is now unable to solve many outstanding problems in the school field. In particular, we mention the difficulty of procedures (procedural formulation of educational goals) in many areas, as well as the artificial separation that takes place between what is mental and what is kinetic, and between it and what is emotional in the personality of the learner (Hewitt, 1978).

Teaching that is based on the competency approach must achieve its objectives because it does not partially address the student's personality. Being a complex entity requires attention to all components of the learner's personality, whether at the actual, motor or emotional level. The sufficiency facilitates the process of adapting the individual to the various difficulties and problems imposed by his surroundings. This cannot be encountered through one part of the character. The combination of personality components, i.e. knowledge, work and being, is the guarantee that gives the individual the ability to face developments and overcome challenges (Houston, W (1974).

The process of preparing the teacher is one of the important issues that receive increasing attention, especially in educational circles in the Arab world or abroad. Where this issue has received a great deal of attention due primarily to the role played by the teacher in society. In view of what the information revolution requires of developing teacher preparation programs as the cornerstone of the educational process. Several attempts began, with results, to raise the level of teacher performance in the profession. And employing him for his efficiency and directing his skills to help students achieve their goals.

Among these attempts is the interest in preparing the teacher and rehabilitating him on new educational and psychological foundations based on the educational approach based on competencies, which is one of the most important modern trends in teacher preparation and is more common and widespread and based on all of the previously presented definitions of competence. We find that they agree on the following main points:

- Sufficiency is the ability to perform work. Teacher competencies include the various abilities associated with the performance of the teaching profession and that it leads to an appropriate level of proficiency.
- Education competencies include: Knowledge, skills, and attitudes. Thus, it is possible to talk about cognitive competencies and performance competencies, all of which can be acquired and measured.
- Educational competencies are related to all tasks related to the teaching profession, meaning that they are not related to classroom work only. But also comprehensive tools for the teacher inside and outside the classroom.
- Educational competencies directly affect students' learning outcomes.

PREVIOUS STUDIES:

Haridy, (2003) conducted a study entitled: A proposed program for training Arabic language teachers in Egypt in the light of the competencies needed for them, which aimed to determine the competencies needed for the Arabic language teacher for non-native children in the extent to which the Arabic language teacher is able to teach non-native children, and define the competencies for native speakers necessary for him, and designing a training program in some of the competencies necessary for the Arabic language teacher for children, and the study sample consisted of Arabic language teachers for the effectiveness of this program. A net for English-speaking foreign children aged (5-9) years in both English and American schools, and the results showed the effectiveness of the proposed training program. There were statistically significant differences between the pre and post applications of Arabic language teachers for non-native children in the language test. In developing some competencies, it showed that the program has a linguistic, cultural and professional impact on the Arabic language teacher for non-native children.

Jabr and Al-Obaidi,(2010) conducted a study entitled Determining the educational competencies necessary for teachers of Arabic as a foreign language, and it aimed to determine the educational competencies necessary for Arabic teachers in Al Mustansiriah University, to improve their performance level. The necessity of adopting the educational competencies contained therein in evaluating the performance of Arabic language teachers for non-native speakers and benefiting from the educational competencies in building the language preparation program and reforming Arabic language teachers, and informing language teachers of the list of educational competencies contained in the study.

Al-Subaie,(1998) conducted a study aimed at evaluating the performance of Arabic language teachers in the light of educational competencies in the primary stage, by identifying the educational competencies necessary for the performance of language teachers. The study sample consisted of (30) male and female teachers studying Arabic in the schools of Basra Governorate for the academic year 1997/1998. For the purposes of the study, the researcher built a list of educational competencies by asking direct questions to a group of experts and specialists, reviewing previous studies, and then presenting those competencies and literature that are related to the topic. In teaching composition, grammar and reading below the required level, the teachers' performance in the area of students' reading of the subject was good and acceptable, and the lowest performance in the field of reading planning.

Al-Douri,(1996) conducted a study aimed at evaluating the performance of Arabic language teachers in teaching rhetoric, literature and criticism, by defining the teaching competencies necessary to perform. The study sample consisted of (90) teachers, who were chosen randomly, and the researcher adopted the "observation card" as a tool for research, and the use of the Pearson correlation coefficient to extract the stability of the tool, and performed statistical treatment of performance in each field of study. The results showed a discrepancy in the teaching of rhetoric and literature, a discrepancy in the teaching of literature and criticism, and a general weakness in the field of lesson planning.

RushdiTuaima, (1987 AD) conducted a field study to determine the educational competencies necessary for the Arabic language teacher, and the study aimed to determine the basic skills of the Arabic language teacher as a bilingual language in order to build a curriculum for preparing this teacher on accurate scientific foundations. The researcher conducted a survey for the purposes of the study in addition to conducting interviews with those interested and specialists in teaching Arabic, and surveying what was mentioned in the Arabic language teaching curricula. And its evidence in order to determine the competencies for the classification of educational competencies and their division into nine educational, as well as the researcher concluded that the total number of competencies (280) is sufficient. The study recommended the need to broaden the view of the teacher when designing his preparation programs, and the need for training to acquire competencies, which necessitates field practice and coexistence with learners in nature, more than what is available to students now, and the need to conduct similar studies, especially on the scientific performance of teachers of Arabic language for native speakers. The study sample consisted of (90) male and female teachers. ; As their performance on the results showed a disparity below the level in the field of planning, teaching and evaluation.

COMMENTING ON PREVIOUS STUDIES:

It is noted that previous studies dealt with competencies in an attempt to define them, and indicated the need to pay attention to them in order to improve the level of teachers' performance, which encourages the conduct of a study to determine the educational competencies necessary for language teachers and the degree to which they practice them in schools, centers and others.

The researcher has noticed that the previous studies that were conducted are free from determining the competencies and knowing the performance of Arabic language teachers in public schools in light of the competencies necessary for them. Accordingly, this study is distinguished from the previous studies in that it is the first study that examined the determination of the necessary competencies for Arabic language teachers in the Qasbah Amman Education Directorate from their point of view.

METHOD AND PROCEDURES:

This part included a description of the research method used, the study population and its sample, the study tool, its validity and reliability, the statistical treatment and the study application procedures.

STUDY APPROACH:

The researcher used the descriptive analytical method; Due to its relevance to the nature of the study objectives.

STUDY COMMUNITY:

The study population consisted of (140) Arabic language teachers in the Kasbah Amman Education Directorate for the year 2021/2022 .

STUDY SAMPLE:

The study sample consisted of Arabic language teachers in government schools in the Directorate of Education of the Kasbah of Amman. The sample included (53) female teachers and (46) teachers, totaling (99) and Table (1) shows the members of this sample by gender and educational qualification.

Table No. (1 :)Members of this sample by Gender and Educational qualification

Variable	Level	Repetition	Percentage
Gender	Male	46	46%
	Female	53	54%
	Total	99	100%
Qualification	BA	71	72%
	Postgraduate	28	28%
	Total	140	100%

STUDY TOOL:

Study tool: The researcher developed the current study tool, which is a questionnaire, after reviewing the educational literature and related studies.

AUTHENTICITY OF THE TOOL:

The study tool, in its initial form, consisted of (28) paragraphs, which were presented to (10) arbitrators, and structural and linguistic modifications were made based on the arbitrators' observations, so that the tool became in its final form of (23) paragraphs.

TOOL STABILITY:

To verify the stability of the tool, the questionnaire was applied to a sample of (10) managers, from outside the

study sample. Three weeks passed, the questionnaire was applied to the same sample, with the same numbers that were given the first time, then (Person) coefficient was calculated between the relationship summed up both times. Table No. (2)

Table No. (2) :Cronbach's alpha coefficient values for instrument domains

Domain	Stability coefficient
Special competencies for lesson planning	.58
Special competencies for the way the lesson is presented	.72
Special competencies for the lesson's evaluation	.91
Competencies for modern technologies	.87

THE STUDY INCLUDED THE FOLLOWING VARIABLES:

1. **Independent variables:** The study sample's perceptions of the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate. The median independent variables: The study included the following median variables.

A- Gender has two categories: male and female.

B - Academic qualification: It has two levels (Bachelor, Postgraduate).

2. **Dependent variables:** The study included one dependent variable, which is: the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate.

STATISTICAL PROCESSING:

To answer the first question: Arithmetic means and standard deviations were extracted. To answer the second question: t-test analysis and One Way Anova were used to extract differences.

STANDARD FOR JUDGING ARITHMETIC AVERAGES.

For the purposes of judging the degree of impact of information and communication technology on the performance of government school principals in the Muwaqar district. The researcher adopted the 'Leckert' pentagonal scale by applying the following equation:

Range = 5-1 = 4 (number of classes = 5), class length = range ÷ number of classes

Category length = 4÷5 = 0.8 (add 0.79 each time).

The first category less than 1.80 is not available / very weak.

The second category: (1.80-2.59) is weak.

The third category: (2.60-3.39) is medium.

Fourth category: (3.40 - 4.19), high.

Fifth category: (5-4.20) very high.

PRESENTATION AND DISCUSSION OF THE RESULTS:

The following is a presentation of the results of the current study by answering its questions, as follows:

First: the results related to the first question, which states: What is the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate?

The arithmetic averages and standard deviations were calculated and the rank was determined.

Table No. (3)

Domain No.	Domain	Arithmetic average	standard deviation	Rank	Score
1	Special competencies for lesson planning	2.65	.57	1	Medium
2	Special competencies for the way the lesson is presented	2.16	.64	2	Weak
3	Special competencies for the lesson's evaluation	1.97	.57	3	Weak
4	Competencies for modern technologies	1.90	.54	4	Weak
	Overall score of the dimensions as a whole	1.91	.55		Weak

As it was shown from the results of Table (3) that the degree of Arabic language teachers' possession of teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate? It was poorly graded. With an arithmetic mean (1.91) and a standard deviation (.55), it came after special competencies in planning a lesson in the first place with an arithmetic mean (2.65) and a standard deviation (.57) with a medium degree, and it came after special competencies in the way the lesson was presented in the second place with an arithmetic average (2.16), a standard deviation (.64) and a weak degree,

and it came after the competencies of modern technologies in the last rank with an arithmetic mean (1.96) and a standard deviation (.55) and a weak degree.

The following is an explanation of each of the previous dimensions:

FIRST: SPECIAL COMPETENCIES FOR PLANNING A LESSON

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated, and Table (4) shows this.

Table No. (4)

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
4	Determining classroom activities to suit students' interests	2.71	.17	1	Medium
3	Determine the cognitive, skill, and emotional goals to be achieved	2.13	.89	2	weak
5	Choosing a prelude that brings an element of suspense to a lesson	2.10	.91	3	Weak
6	Determine the teaching strategies that make the students the center of the educational process	1.91	.93	4	Weak
1	Determine classroom activities that motivate students for self-learning	1.76	.97	5	Weak
2	Appropriate allocation of time to class procedures	1.74	.99	6	Weak
	Dimension as a whole	2.65	.93		weak

Table 4 shows that the items after special competencies in planning a lesson as a whole had a weak average score with an arithmetic average of 2.65, and the paragraph came to the fore (determining classroom activities to suit the students' inclinations). In the first place, due to its role in attracting students' attention towards the lesson, The paragraph (appropriately distributing time to class procedures) came last at a weak level, due to the teacher's preoccupation when entering the classroom with controlling students and the presence of some semi-daily problems among students that require the teacher to directly intervene to solve them.

THE SECOND DIMENSION: COMPETENCIES SPECIFIC TO THE WAY THE LESSON IS PRESENTED

To answer the paragraphs related to this field, the arithmetic means and standard deviations were calculated.

Table No. (5)

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
10	Enhancing students' awareness of the importance of computer topics through various examples that link the topic of the lesson with the student's real life	2.73	.79	1	Medium
9	Develop a positive attitude among students towards continuous learning through research and investigation	2.34	.87	2	Weak
12	Care of individual differences among students	2.29	.91	3	Weak
11	The ability to implement dialogue and debate skills	2.14	.93	4	Weak
8	Class management ability	2.08	.94	5	Weak
	Dimension as a whole	2.16	.93	-	weak

It is evident from Table (5) that the questionnaire items as a whole had their averages at a weak degree with an arithmetic average of (2.16), and topped the paragraph (enhancing students' awareness of the importance of computer topics through various examples linking the subject of the lesson and the student's real life) in the first place, which indicates the importance of learning Students are modern methods of teaching, and this paragraph (the ability to manage the class.) came in the last place, because the teacher, after a period of time, has the ability to deal with students and control them.

THE THIRD DIMENSION: COMPETENCIES SPECIFIC TO LESSON EVALUATION

To answer the paragraphs related to this field, the arithmetic averages and standard deviations were calculated.

Table No. (6)

Paragraph No.	Paragraphs	arithmetic averages	Standard deviation	Rank	Score
18	Comprehensive evaluation of lesson objectives so that each behavioral objective has at least one question	3.13	.66	1	medium
16	Preparing a list of the skills to be implemented during the evaluation of the practical part, including performance standards and determining the time for completion	3.15	.68	2	Medium
15	Employment of evaluation results to enhance strengths and address weaknesses of students (through treatment plans).	3.00	.93	3	medium
17	Use portfolio files as evidence of knowledge production	2.88	.96	4	Medium
14	Ability to use assessment skills based on structured automatic observation	2.63	1.13	5	Medium
13	Ability to design evaluation tools (check list, rating scale) Dimension as a whole	2.03 1.97	.829 .59	6	weak medium

It is evident from Table (6) that the paragraphs after evaluating the lesson as a whole had their averages in a medium degree with an arithmetic average (1.97), and the paragraph (the comprehensive evaluation of the lesson objectives so that each behavioral goal has at least one question) topped the list, because evaluation of the lesson objectives is an essential requirement for the teacher. He is held accountable at the end of the lesson through a test that measures the level of learning of students. The paragraph (the ability to design assessment tools (monitoring list, cross-out, verbal rating scale) ranked last at a weak level, due to the teacher's dependence on paper assessment mainly through Monthly exams held for students.

THE FOURTH DIMENSION: COMPETENCIES SPECIFIC TO MODERN LEARNING TECHNOLOGIES

To answer the paragraphs related to this field, the arithmetic averages and standard deviations were calculated.

Table No. (7)

Paragraph No.	Paragraphs	arithmetic averages	Standard deviation	Rank	Score
17	Helping students use e-learning resources in the educational process	3.00	.62	1	medium
18	Use the Internet in searches to keep up with everything new	3.10	.68	2	Medium
19	The ability to share files when applying distance education	3.14	.73	3	medium
20	Using e-mail to send and receive files	2.12	.79	4	Medium
21	Using programs that help prepare interactive electronic lessons	2.14	1.17	5	Medium
22	The ability to employ distance education such as the use of virtual classroom platforms.	2.16	1.20	6	Weak
23	Using the data show	2.19	1.28	7	Weak
	Dimension as a whole	1.90	.69	-	medium

It is evident from Table (7) that the paragraphs after competencies related to modern learning technologies as a whole, averaged a moderate degree with an arithmetic average (1.90), and topped the paragraph (helping students to use e-learning resources in the educational process in the first place due to the importance of students' knowledge and mastery of this type of learning Which was imposed on them due to the circumstances that we were exposed to recently (the Corona pandemic), and the paragraph (using the data display device) came

in the last rank at a weak level due to the lack of this device in most schools, and if it is available, the teachers do not have the knowledge of how to use it.

SECOND: THE RESULTS OF THE SECOND QUESTION:

The results related to the second question, which states: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the means of the degree of Arabic teachers' possession of teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate due to the difference (sex), qualification Scientific), and a binary variance analysis was conducted for the differences between the estimates of Arabic language teachers to the degree to which Arabic teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate?

According to the gender variable, the results were as follows:

According to the variable named gender:

Arithmetic averages and standard deviations were calculated, and the "T" test for independent samples was extracted for the answers of the study sample to estimate the degree of Arabic language teachers' possession of teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate according to the gender variable, and Table (8) illustrates this.

Table No. (8)

Domain	Gender	Number	Arithmetic average	Standard deviation	value "T"	Indication level
Special competencies for lesson planning	Male	46	1.80	.70	.057	.150
	Female	53	1.83	.73		
Special competencies for the way the lesson is presented	Male	46	2.16	.83	.273	.732
	Female	53	2.18	.86		
Special competencies for the lesson's evaluation	Male	46	2.72	.89	.293	.682
	Female	53	2.69	.93		
Competencies for modern technologies	Male	46	1.81	.95	.056	.170
	Female	53	1.89	.96		

The results in (Table 8) indicate that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) to the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate. According to the gender variable, the researcher may attribute the reason for the absence of statistically significant differences to the fact that Arabic language teachers receive the same courses and professional programs for them. Also, most university graduates majoring in Arabic study the same study plans.

ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE:

The arithmetic averages and standard deviations of the school principals' estimates of the degree to estimates of the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Amman Education Directorate according to the educational qualification variable, and table (9) shows this.

Table No. (9)

Domain	Qualification	Number	Arithmetic average	Standard deviation	value "T"	Indication level
Special competencies for lesson planning	BA	71	2.56	.58	1.54	.12
	Postgraduate	28	2.45	.58		
Special competencies for the way the lesson is presented	BA	71	2.75	.57	1.74	.08
	Postgraduate	28	2.64	.59		
Special competencies for the lesson's evaluation	BA	71	2.70	.52	.84	.39
	Postgraduate	28	2.65	.49		
Total	BA	71	2.58	.42	.13	.89
	Postgraduate	28	2.57	.45		

The results in Table (9) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) of the degree to which Arabic language teachers possess teaching competencies from the point of view of secondary school principals in the Qasbah Amman Education Directorate in the educational qualification

variable.

RECOMMENDATIONS:

1. Adopting and adopting the list of educational competencies contained in the current study for teacher development.
2. Conducting more studies similar to the current study on the educational competencies necessary for Arabic language teachers
3. Directing the attention of the authors of the Arabic language curricula to the importance of educational competencies in teaching, and looking at these competencies mentioned in the study while writing the Arabic language curricula.

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