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ABSTRACT

The research aims to design a training program according to the standards (NYLC-SL) for students applied in the faculties of education and to identify its effect on their teaching practices, and to verify the goal, the researcher put the zero hypothesis, which states that "there is no statistically significant difference at the level of significance (0.05) between the average scores (students - applied) in the experimental group who underwent the training program, and the average scores (students - applied), in the control group who did not undergo the training program according to the teaching practices note card", the researcher adopted the experimental design with partial control of the experimental and control groups, and the post-test (note card) For the teaching practices of students - applied, and the sample was limited to students - applied from the fourth stage/ Department of Geography / Faculty of Education for Humanities / University of Babylon, as the number of students - teachers sample reached (60) students for the academic year 2022/2023 AD, the researcher rewarded among the students of the two research groups in variables: chronological age, previous information, curriculum material and teaching methods, intelligence test, and after processing the research data statistically using the T-test for two independent samples and the effect size equation, the researcher reached, the excellence of students - applied in the experimental group to students - applied in the control group in teaching practices on According to the observation card.

Keywords: training program, standards (SL), applied students, teaching practices

Chapter one

Problem of the Research

Through the researcher's observation of the elements and lectures of the course of teaching methods and the subject of practical education for the fourth stage in the faculties of education and his individual interviews with a group of educators, he found that these courses are largely lacking in modern standards and strategies that reduce the gap between what the applied student studies and courses. Study topics and what happens in terms of problems and social issues in the local community in which students live and interact with it, they still focus on the theoretical side only, which leads to poor preparation of the applied student in a way that does not achieve the desired benefit in preparing the student in real, which requires Reconsidering those courses, so that the preparation processes focus on issues and topics related to the societal reality and on the applied aspects and mental and social skills. Therefore, the researcher believes that this applied nature of practical education courses can be exploited and linked to community service through the employment of standards (SL) commensurate with the educational content. And the conditions of the local community, especially since the employment of these standards is consistent with the plan to develop the teacher preparation program in the colleges of education, the first conference of the Ministry of Higher Education and Scientific Research in Baghdad for the period (27-29 April 2009) and the fourth quality conference at the University of Kufa, which was held by the University Training and Development Center on (10/4/2012), in addition to (a project to develop and update knowledge resources for educational and psychological science curricula in Iraqi universities, 2016), which emphasized a set of recommendations, including unifying and merging a number of training programs with university curricula to develop education and performance skills, and link curricula In proportion to the student's environmental and societal reality, in addition to the need to rehabilitate the teacher from the scientific and professional sides, and based on the above, the importance of research is highlighted in the following points:

- Revealing the effectiveness of the training program according to the standards (SL) among the students of the faculties of education and its effect on their future teaching practices.

- Responding to the call of educational scientists for the need to pay attention to the local community and link it to the lives of learners, so that they can deal optimally with their community in which they live.
- There is no previous study - according to the researcher's knowledge - that dealt with the concept of service learning (SL) and its criteria as a training program (for students - practitioners) in the faculties of education and its effect on their teaching practices.

Identifying Terminology

(NYLC-SL) standards terminologically

It is "a gateway to teaching and learning through which community service is integrated with academic study to enrich learning and apply the scientific principles acquired in the classroom to meet the needs of society and solve its problems" (Al-Sherbini , 2011, 209) .

Procedural definition (NYLC-SL): It is a set of service learning standards (SL) that the researcher employed in the design of the training program (for students - applied) in the faculties of education to show their effect on their organized teaching practices by measuring the degree that students obtain in the observation card prepared by the researcher.

(Students-applied) terminologically: It is "a student who belongs to one of the schools of education , where the place of the primary teacher is taught, for a specific period of time not exceeding (6) weeks , and is under the supervision of the educational supervisor and the competent supervisor at the college " (Good , 2002 , p:257) .

Procedural definition (for students – Applicants)

They are students in the fourth stage (Faculty of Education for Humanities / University of Babylon research sample) , who will be subject to measure their educational performance according to the teaching practices note card prepared for this objective , after undergoing a number of them (the experimental group for the training program that was built according to the standards (NYLC-SL) .

Teaching practices in terminology

"Teaching practices refer to the behaviors, actions and methods used by teachers within the classroom to provide educational material for the objective of creating learning among learners" (Al-Saghir and Nassar ,2002 : 4) .

Procedural definition of teaching practices

The set of abilities, skills and practices possessed by (students - practitioners) that qualify him to teach in schools efficiently through a set of structured and sequential teaching behaviors that are specific to a specific field. These capabilities include: the ability to plan teaching, the ability to implement teaching, the ability to evaluate students and provide feedback, and the ability to communicate and communicate with students .

Chapter Two: (Theoretical Background and Previous Studies)

Theoretical background

The training programs represent a set of regular activities aimed at developing the knowledge and skills of the trainees and helping them to renew their information, raise their efficiency and improve their performance. They represent a comprehensive and integrated work plan of the rules, procedures and concepts defined by the theories of learning (Zayer et al.,2012 : 25). The importance of the training programs comes from their effectiveness in helping the trainees to keep up with each new one in order to improve its performance. This is reflected in its work in the classroom in a more adequate, easier and less expensive way (Khazaleh et al., 2012 : 332). On this basis, the researcher believes that the importance of the current research lies in the objectives and results expected from the use of the training program and its emphasis on the effect of service learning standards (SL) in the teaching practices of (students – practitioners), by refining community learning skills that help students to immerse within society and

Helping them develop positive attitudes towards their issues and problems, in addition to discovering their abilities and skills that only appear within the framework of practical situations.

Service Learning Standards (SL)

The American Foundation for Service Learning (2008) in the United States of America issued a set of standards and indicators for effective service learning practice. The National Youth Leadership Council in the United States also presented the same standards in terms of content, in addition to the Alliance for Service Learning Group (Asler). These included (8) standards and(34) indicators. The importance of service learning standards as an entry point and a contemporary trend in improving and developing the educational process in schools and its benefits has been taken care of by many contemporary educational institutions and organizations such as the National Center for Leadership The National Youth Leadership Council in the state of Minosta in the United States of America, where this center has developed eight standards for service learning, which include: the first

criterion (meaningful service), which is that students participate in a meaningful service activity, which is personally relevant to them. The second criterion emphasizes linking service learning to the curriculum through clear and specific goals, and aligns with the curriculum or program of study (Harriman, 2015: 179). The third criterion (meditation and reflection) includes oral, written, and multiple artistic activities for service learning. The fourth criterion emphasizes diversity and mutual respect between All participants in activities to reach a better understanding of the multiple perspectives (Arkansas Department of Human Services, 2016: 5), the fifth standard (Student Voice), where service learning provides students with a strong voice in the planning, implementation and evaluation of service learning practices. The sixth standard (Partnerships) ensures the building of cooperative, useful, purposeful and continuous partnerships that meet the needs of the local community. Students, parents, community members, businessmen and representatives of institutions and organizations participate,2012:14) Thomas&et.al), and the seventh standard (Tracking progress), where it depends on the participants' continuous follow-up to assess the quality of implementation and progress towards achieving the set goals. The eighth and final standard (Duration and strength), where service learning is characterized by the activation of the participants' findings, which are characterized by sustainability, continuity and depth to meet the needs and requirements of the community (Missou Department of Elementary and Secondary Education, 2012: 17)

Significance of the (SL)Standards

It raises students' achievement positively, and thus produces positive outcomes in five areas: attitudes towards self, attitudes towards school and learning, trends towards civic participation, social skills, and academic achievement. It increases students participating in service learning projects more ethical standards towards themselves and towards the school. It also increases their positive motivation towards the curricula of studies , and increases their commitment and sensitivity to the needs of society. Service learning standards (SL) also have a role in social skills, where students acquire many skills such as leadership skills, the ability to communicate, solve problems, and community commitment (Zaarir, 2016:29) .

Previous studies

(Al-Adawi Study, 2014) This study aimed to know the effectiveness of a program based on service learning (SL) to achieve some of the objectives of the program to prepare a geography teacher at the Faculty of Education at Alexandria University. To achieve this goal, the researcher prepared an academic analysis card for the program to prepare a geography teacher in the light of service learning standards, a test of geographical information systems, and a test of geographical survey skills. Note cards for the skill of mapping using geographic information systems, a note card for social skills, a measure of a trend towards community service. The researcher used the experimental approach with two experimental and control groups. The study sample consisted of third stage students in the Department of Geography at the Faculty of Education at Alexandria University. The results resulted in that the program based on service learning is effective in improving geographical knowledge, developing geographical survey skills, developing the skill of geographical mapping, developing social skills, and developing a positive trend towards community service for the students of the experimental group (Al-Adawi , 2014 : 9-135).

Chapter Three

First : Research Methodology

Descriptive research approach

The researcher adopted this approach to design his training program according to the standards of service learning (SL) to train (students - applied) following the following steps:

1- Translation of SL Standards: The researcher has adopted the translation of the Qatar International Foundation (QFI) for global and international education of these standards(<https://n9.cl/62odt>), which the Foundation has adopted in its translation on the Arabic language and culture, and to ascertain the suitability of SL standards for the Iraqi local environment in the design of the training program, these standards were presented to the experts to verify the validity of the tool , and they agreed on the suitability of the eight standards with their indicators for the Iraqi environment, as they obtained 100 percent approval.

Experimental design

It was found that the researcher, after reviewing the sources and books related to the construction and design of training programs, in addition to reviewing some previous studies on this subject such as the study of Arnousi (2014), the study of Majid(2015) and the study of Rikabi (2020), that the process of building the training program almost agrees in its construction on three stages: (planning, implementation, and evaluation). The process of building the proposed training program ended with three main steps, which are the inputs (planning), the processes (implementation), and the outputs (evaluation).

Experimental design approach

The researcher adopted the experimental design of two random experimental and control groups, with partial control and post-testing of teaching practices (for students – applied) and as shown in Table (1):

Table 1

Group	The independent variable	The dependent variable	Search tool:
Experimental group	Training program according to the standards (SL)	Teaching Practices (For Applicable Students)	Observation card. Teaching Practices
Control group	date		

Second : The research community and its sample

Identification of the research community

The current research community consists of all fourth-grade students in the faculties of education for humanities departments in the universities of the Middle Euphrates (Babil, Karbala, Qadisiyah, Kufa, Muthanna) for the academic year (2022-2023). The researcher excluded the Department of English from all faculties, and the faculties of education for girls and their humanities departments were excluded, because the community is heterogeneous and the current program is intended for students, that is, for homogeneous communities (males, females) where the final number of students reached (313) students.

The research sample

The researcher chose the Faculty of Education for Humanities/University of Babylon as a sample of the colleges intentionally, because the researcher from the residents of Najaf and the proximity of the university to his residence for the rest of the other universities, as well as the college's fulfillment of most of the conditions for the success of the study (the experiment), the researcher began his research procedures in the department under the task facilitation letter issued by the University of Babylon/ College of Basic Education to conduct the experiment. The researcher also chose a random sample of (students – applied) in a way (simple random drawing) to be divided into two groups after excluding the graduates of the Institute of Teacher Preparation, numbering(4) in addition to excluding one student who failed statistically , and thus the number of the research sample became (60) students - applied and female students - applied , who are trained in the first semester and measure their teaching practices after the completion of the training program application and their going to the schools in which they will apply in the second semester.

Equivalence of the two research groups: The researcher conducted the appropriate statistical equations for the variables (chronological age, previous achievement, previous information test, intelligence test). He found that the two groups are statistically equivalent in the four variables, and Table (2) shows that:

Table 2

Table 2								
variable	Group	Samp le size	Arithmet ic mean	Varian ce	Drege e of freedom	T value		Level of Significance
						Calculated	tabular	
Age in months	Experimental group	30	271,233	130,978	58	0.550	2,000	statistically non-significant
	Control group	30	269,633	122,765				
Previous Achievement	Experimental group	30	71,866	120,315		197		
	Control group	30	71.3	127,81				
n Information test Previous	Experimental group	30	14,357	26,687		0,118		
	Control group	30	14,214	14,025				
IQ test	Experimental group	30	12,464	15,366		0.928		
	Control	30	1,429	9,509				

	group							
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Controlling extraneous variables

In addition to the above statistical equivalence procedures between the two experimental and control research groups in four variables, whose overlap may have a common effect with the independent variable in the dependent variable, the researcher tried as much as possible to avoid the effect of a number of extraneous variables in the course of the experiment, and then in its results. The following are the procedures for adjusting some of these variables by the researcher: the conditions of the experiment and the accompanying accidents, the experimental extinction, the processes related to maturity, the differences in the selection of the two groups, the research tool.

Effect of experimental procedures

The researcher is keen to adjust a number of variables, to ensure the conduct of the experiment and its safety, and the accuracy of its results, as follows :1. Confidentiality of Experiment 2. Subject 3. Implementation of teaching 4. Duration of the trial.

Research tool

The researcher used the observation card in order to measure the extent of implementation of (students – applied) during the period of application of these teaching practices, and its preparation has gone through a set of steps, namely:

1. Determining the objective of the tool: The observation card aims to measure the level of practice (students – applied) in the Faculty of Education for the Humanities/Department of Geography for teaching practices, which are prepared according to the standards (SL).
2. Identifying the areas of the tool: There are three areas (planning, IMPLEMENT evaluation).
3. Drafting and preparing the items of the tool: It included (40) items distributed over its three main areas.
4. Determining the alternatives to the tool: The researcher adopted a five-point (Likert) scale to determine the level of performance for each sub-practice. The researcher gave a description of the alternatives and they were graded according to the following sequence (weak, average, good, very new, excellent) and at weights (1, 2, 3, 4, 5) respectively. In light of this, the lowest hypothesis score for the tool is (40) degrees, and the hypothesis average is (120) degrees, while the highest hypothesis score is (200) degrees.

The validity and reliability of the tool

The Face validity of the tool was confirmed, by presenting it to a number of experts and arbitrators, and they made their observations on it, and the researcher adopted (80%) of the consensus between the arbitrators, as for its reliability, the researcher obtained the percentage of expert agreement (0.82%), which is an acceptable reliability coefficient, and thus the test became valid for application in its final form.

Application of the test tool

The researcher visited the students applied in their schools for the objective of applying the observation card to them himself, starting from Sunday 2/4/2023 until Tuesday 11/4/2023.

Statistical means: The researcher adopted the T-Test for two independent samples, the Ka-2 square test, the percentage, the Cooper equation, the effect size equation, the statistical package (SPSS20) and the Excel program.

Chapter Four

First, the search result

To verify the zero hypothesis, which states that "there is no statistically significant difference at the level of significance (0.05) between the average scores of (students – applied) in the experimental group who underwent the proposed training program and the average scores of (students – applied), in the control group who did not undergo the training program according to the teaching practices observation card" The arithmetic mean, standard deviation and variation of the values of teaching practices (for students-applied) were calculated, in both the experimental and the control groups, and then the data were processed using the T-test of two independent samples and the effect size equation based on the value of the ETA box (η^2), and Table (3) shows that:

Table 3: The statistical significance of the two research groups (students – applied) in the observation card for teaching practices

Group	Sample size	Arithmetic Mean	Standard Deviation	Variance	Degree of freedom	T value		Effect size	Statistical significance at (0.05)
						Calculated	tabular		
Experimental group	30	177.020	14.945	223.850	58	4.933	2.000	1.19	Statistically significant
Control group	30	158.4	16.255	264.877					

It is clear from Table (26) that the calculated T-value reached (4.933), which is greater than the table T-value of (2,000) with a degree of freedom (58) and at a level of significance (0.05), which indicates that there is a statistically significant difference between the mean grades of teaching practices (for students- applied) according to the standards of service learning (SL), in the two research groups and in favor of the experimental group; therefore, the zero hypothesis is rejected and the alternative hypothesis is accepted.

To show the size of the effect (effectiveness) of the independent variable of the training program that was designed according to the standards of service learning (SL), in the dependent variable (teaching practices), the researcher used the effect size equation (d) based on the value of the ETA square (η^2), and table (4) shows this:

Table 4: The size of the effect of the independent variable (the training program) in the variable of teaching practices

The independent variable	The dependent variable	Effect Size Value (Eta Squared)	Size Effect
Training Program	Teaching Practices	1.19	large

It is clear from the above table that the size of the effect of the independent variable (the training program) that was designed according to the standards of service learning (SL) amounted to (1.19) in teaching practices, and this is a large indicator according to the standard (Cohen, 1988) and this indicates the presence of the effect in the experimental group as a result of training according to the program that was designed according to the standards (SL).

Second: Interpretation of the results

The researchers believe that this excellence is due to a set of reasons, including:

1. The adoption of service learning standards (SL) during the training period, has helped to link academic courses to the needs of the community, self-esteem and a sense of civic responsibility, as well as their sense of ability to provide any service useful to their community.
2. The use of service learning standards (SL) during the training, make students -applied active participants and provide a pattern of learning other than the traditional style and provide them with the concepts, skills and directions necessary for life in society.
3. Provide an opportunity (for students – practitioners) in formulating their goals and prioritizing them in order to achieve the goals related to their learning process.

CONCLUSIONS

1. The learner's service learning (SL) standards contributed to the development of critical thinking and problem-solving skills in addition to his ability to make decisions to improve his skills by communicating with others and interacting with individuals in the context of the society in which he lives.
2. The use of service learning standards (SL) in training or teaching at the same time made the student a focus of the educational process, and this is consistent with modern educational theories in education.
3. The need for colleges of education to adopt future visions for the development of social responsibility among their students in light of the standards of service learning (SL).

RECOMMENDATIONS

1. Cooperation, integration and participation between those in charge of the educational process and educational and non-educational institutions.
2. The need to include service learning standards (SL) in all different curricula.

Proposals

1. Establishing a service learning center (SL) in the faculties of education, in order to achieve the mission and objectives of higher education to link students' learning with community service.
2. Conducting research to evaluate the program of preparing students in the faculties of education according to the standards (SL).

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