

Preparing Classroom and Community Education Teacher in Egypt in the Light of the Information Revolution: A Case Study

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Abstract: The present research aims at identifying the most important features of the information revolution and its effect on the classroom and community education teacher preparation, revealing the reality of the classroom and community education teacher preparation in the qualitative education faculty in Zagazig, identifying the most important challenges that face the classroom and community education teacher preparation, identifying the most important traits of the classroom and community education teacher that suit his/her tasks and responsibilities, and suggesting some mechanisms and procedures through which we can improve and develop the preparation of the classroom and community education teacher. The present study uses the descriptive analytical method to collect, observe, diagnose, analyze and explain the data, information and statistics of information revolution and the process of the classroom and community education teacher preparation in the qualitative education faculty of Zagazig. The study uses also the case study method in order to focus deeply on the reality of the educational process in the department and the way of preparing the classroom and community education teacher in it. The results of the study shows that there are many difficulties in the process of one class teacher preparation such as the shortage of human and materialistic capacities and the weakness of academic, professional and cultural preparation of the students in this section. Accordingly, the study suggests a new study plan for this section which go ahead with the criteria of Faculties of Education in Egypt.

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Introduction

In the present time, the world witnesses a group of updates and rapid changes which have greatly affected the human societies in general and Egypt in particular. Thus, the countries had to make the elementary education compulsory and free. Moreover, they had to extend the compulsory education to higher grades.

Despite the great interest in improving and developing the first stage of education and achieving the highest level of educational quality, the international statistics stated that more than one hundred million children are not registered in the elementary school, 60 % of them are females⁽¹⁾ and that the formal educational service has not reached some remote or poor and marginalized areas yet. This resulted in the deprivation of many from the education opportunities which is a great injustice for the people of these areas"⁽²⁾. In Egypt, there is a considerable ratio of children who no sooner join the school than they drop out of the school due to their social and economic conditions and the tendency of a great number of them to work which hinders them from education.⁽³⁾ All of these reasons represent a permanent and strong source of illiteracy in Egypt as it reached 24.9 % in 2012",⁽⁴⁾ which is nearly a quarter of Egypt population. This represents a huge

obstacle in the way of any economic and social development despite the continuous calling for achieving the comprehensive development which aims to "achieve the comprehensive availability, enabling the individuals to participate in developing the society through achieving the equality in the available opportunities for all the society members; males and females, the life-long learning and achieving the principle of equalizing the educational opportunities"⁽⁵⁾.

Concerning the eradicating of illiteracy in Egypt, ministerial resolution No (396) was issued in February 2008 concerning amending the name of the general department of one-room school to the general department of social education and its job levels. It includes the following schools:

- The one-room schools, the friendly schools (for girls), community schools, the friendly schools for children in hard conditions and also new forms and alternatives. These forms and the schools parallel to the elementary education stage won't be able to achieve their objectives and succeed, whatever materialistic possibilities are provided to them, unless they have outstanding teachers who are especially prepared to deal with these various, deprived and important categories, to help them and to try to make them reach better levels.

- The Ministry of Education statistics showed that the number of the one-room schools and community education in 2013 amounted to 4614 schools that have the capacity for 100286 pupils and 8257 teachers”⁽⁶⁾. The number of these schools in Al-Sharqia Governorate amounted to 404 schools which have the capacity for 3784 pupils and 1078 teachers ⁽⁷⁾. The number of classrooms of the first three classes of the primary education that need classroom teacher amounts to 114301 classrooms with the capacity for 4946993 pupils. The number of these classrooms in Al-Sharqia Governorate amounts to 7923 classrooms with the capacity for 354490 pupils”⁽⁸⁾. Perhaps this makes it necessary to pay attention to the preparation of the classroom and the community-education teacher in the university to handle the qualitative and quantitative shortage in the teachers of these categories.

It is notable that the researchers in all education majors were interested in the teacher preparation a long time ago. There have been many studies and conferences about it to the extent that makes it difficult to discuss all of these studies. Some of them discussed the teacher preparation in general like:

Ali Ibrahim Al-Dosoqi study: “Amending the Professional Preparation of Education Faculties’ Graduates in Egypt”⁽⁹⁾. The study found that graduates’ use of the modern teaching methods is poor and it recommended holding training courses for the teachers and inspectors.

There is also Mohamed Mahmoud Mandora’s study: “Preparing Teachers for Teaching in the Information Age”⁽¹⁰⁾ which found that there is a need to focus on the computer courses and its applications in education and Mona Mahmoud Abdul Latif’s study “A comparative study: Developing the Preparation of Elementary Education Teacher”⁽¹¹⁾ which reached to put a vision that includes the best methods of preparing the elementary education teacher.

The study of Mohamed Metwali Ghonema: “Amending the System of Teachers’ Preparation in Egypt and its programs in some contemporary international experiments”⁽¹²⁾ which found that there is inadequacy in the preparation represented in the predominance of the theoretical nature over the practical one and a less interest in the cultural aspect. The study of Ola Abdul Rahim Ahmed: “Improving the Teacher Preparation Programs in the Education Faculties in the Light of Some Overall Quality Standards”⁽¹³⁾. The study found some problems that prevent Education Faculties from achieving their objectives. The study of Ahmed Ali Kanan: “Amending of Kindergarten Teachers’ Preparation and Rehabilitation according to the Requirements of Quality Systems”⁽¹⁴⁾. This study found that there is a

lot of deficiency and inadequacy in the kindergarten teachers’ preparation and the importance of setting criteria to select the student teachers of kindergarten. The study of Abdul Al –Salam Mostafa and others: “The effectiveness of developing the educational preparation of the student teachers in the faculty of qualitative education and its effect on their performance in the field training”⁽¹⁵⁾. The study found that there is an inadequacy in the female students’ performance in the field training and the teaching skills. The study of Mahmoud Abdul Satar Salem and others: “Professional competencies of some special education teachers in the light of overall quality standards”⁽¹⁶⁾. This study found that there were no statistically significant differences in the dimension of cognitive, emotional and performance competencies for the “intellectual, audio, and visual” categories. Finally, the study of Khaled Ibn Mohamed Al-Aseemy: “The Modern International Variables and Their Effect in Teacher Formation”⁽¹⁷⁾. This study reached that it is important to increase the educational awareness of the teacher, to develop his/her abilities and to integrate all the psychological and educational departments in one academic department.

At the meantime, there have been few studies that approached the one-room class teacher preparation such as: Veveaman Simon and John Rimekerz’s study “Long - term Effects of a Staff Development Program for Teachers in Multi-grade Classes on Effective Instruction and Classroom Management”⁽¹⁸⁾. The study found that the training program is effective and has positive effects on the teachers and students.

There is also Paul Alen Lockwood’s study: “Classroom Teacher in Elementary Schools in England, Scotland and Wales”⁽¹⁹⁾. The study found that it is necessary to pay attention to the teachers’ preparation, their proficiency of the basic skills of learning writing and reading and that they have the distinctive traits that agree with the nature of these schools. The study of Rauf Azmi Tawfiq “Effectiveness of a Suggested Program in Educational Technology for One-classroom Teachers”⁽²⁰⁾. The study developed a training course, designing and producing low-cost instructional technology tools.

The study of Gamal Farghaly Ismaeil is entitled : “Some Personality Characteristics of a Sample of One-classroom school teachers with various competencies”⁽²¹⁾. The study found that there are difference among them in the personality traits and teaching skills.

Ali Zaki Thabet’s study: “The Required Management Skills for the Success of One-room School Female Teacher in Managing her

Classroom”⁽²²⁾. It also found that it is important to provide them with the artistic and management skills and to establish departments for these skills in education faculties to prepare the female teachers of the cultural aspect of these schools.

Noha Mohamed Zakria Al-Asi’s study: “The Internal Competence of the Preparation System of the One-classroom School Teacher: A field study⁽²³⁾. They study found some suggestions through which the internal quantitative and qualitative competence of the preparation system for the one-room school teacher could be increased.

The study of Salwa Helmy Ali Yousef: “The Professional Development of the One-room School Female Teacher in the Light on the Societal Variables”⁽²⁴⁾. The study found that there is no enough time for female teachers to join training courses and that the available professional development opportunities are weak.

BadryaAl-Mofargat^{et al.} study: “Contemporary Trends in Teacher’s Preparation and his/her Professional Development”⁽²⁵⁾. The study put a suggested vision to develop the teacher preparation and professional development in Kuwait in the light of the most important modern trends. Ekram Abdul Sattar’s study: “Developing the One-room School Teacher Preparation System in Egypt in the Light of Some Countries’ experiences: A comparative study”⁽²⁶⁾. The study found that there is a big inadequacy in the process of preparing the one-room school teacher and that the USA and England experiences’ should be benefited from in the preparation process in Egypt.

Out of the previous studies, it becomes clear how much attention is has the teacher’s preparation gained in general and the one-classroom school teacher in particular and he is the one who was assigned to teach in the one-room schools only in the time when there are only few studies that paid attention to prepare the multi-grade teacher of the first three grades and the community education teachers in his/her various forms despite the bad qualitative and quantitative need for them.

In the context of the development and modernization of Egyptian education, the late years of the 20th century have witnessed the establishment of the qualitative education faculties in Egypt. They aimed to prepare the qualitative teacher and instructional technology specialist and educational media as well. Among these faculties was Zagazig qualitative education faculty which was established with the ministerial resolution No. 147 on 13/3/1991. It included 8 departments that included one-room school teacher to graduate the teachers of these schools.

In the light of what was discussed from statistics and previous studies, it becomes clear that there are great numbers of students in the first three grades of the elementary education and one-room schools and community education. They exceed 5 million students without special institutions to prepare a teacher to teacher for them on pedagogical and scientific fundamentals, especially after making sure of the poor internal and external competence of the one classroom teacher department”⁽²⁷⁾. In addition, the female students who are reluctant to join this department to the extent that there was no female student joined the department in some academic years such as 2008/2009 and 2010 / 2012⁽²⁸⁾. Probably, this was the main cause behind issuing a ministerial resolution in 2013 concerning the amending the name of one classroom teacher department to the one classroom and community education teacher in the Faculty of qualitative Education in Zagazig⁽²⁹⁾ which is considered the only department in the qualitative education faculties in Egypt. The department aims to prepare the classroom and community education teacher qualitatively and quantitatively for all the community education schools and the first three grades of the elementary education. Perhaps this may contribute in reducing the dropping out and failure in these schools and subsequently eradicating of illiteracy in Egypt.

The Problem of the Research

In the light of the above, it is quite plain that there are great numbers of students and classrooms desperately need an outstanding and capable teacher who can play multiple various roles, be able to cope up with the international information revolution and the local variables and meet the hopes and increasing ambitions of students who want a better life in a continuous way. Moreover, there are big challenges that face the preparation in the classroom and community education teacher and perhaps this makes it necessary to identify the way of preparing these categories’ teachers in the proper quantity and quality for these variables.

Therefore, the research problem concentrated on the following main question:

How to prepare the classroom and community education in the light of the information revolution?

The following sub-questions are derived from the previous question:

1. What is the effect of the information revolution on the preparation of the classroom and community education teacher in Egypt?

2. What is the reality of preparing the classroom and community education teacher in the faculty of qualitative education Zagazig University?

3. What are the challenges that face the classroom and community education teacher preparation?

4. What are the most important mechanisms and procedures that should be followed in order to activate the department role in the classroom and community education teacher in Egypt?

The Objectives of the Research

The present research aims to:

- Identifying the most important features of the information revolution and its effect on the classroom and community education teacher preparation.

- Revealing the reality of the classroom and community education teacher preparation in the qualitative education faculty in Zagazig.

- Identifying the most important challenges that face the classroom and community education teacher preparation.

- Identifying the most important traits of the classroom and community education teacher that suit his/her tasks and responsibilities.

- Suggesting some mechanisms and procedures through which we can improve and develop the preparation of the classroom and community education teacher.

The Significance of the Research

The significance of the present research is originated from:

- Draw the attention to the importance of the classroom and community education teacher's role in eradicating of illiteracy and achieving the comprehensive development.

- Shedding the light on the reality of the classroom and community education teacher and the most important features of the information revolution.

- Raising awareness of students, pupils and parents of the importance of joining the community schools especially the first three grades of the elementary education.

- Contributing in identifying the most important traits of the classroom and community education teacher that fit his/her tasks and responsibilities.

- Draw the attention of the officials in the education faculties to the importance of choosing the classroom and community education teachers due to the seriousness of their role.

- Emphasizing the importance of providing the human and materialistic resources to achieve the highest levels of quality in the classroom and community education teacher preparation.

- Emphasizing the importance of the qualitative and quantitative expansion the classroom

and community education teacher preparation in all Egyptian governorates.

The Methodology of the Research

The present study uses the descriptive analytical method to collect, observe, diagnose, analyze and explain the data, information and statistics of information revolution and the process of the classroom and community education teacher preparation in the qualitative education faculty of Zagazig. The study uses also the case study method in order to focus deeply on the reality of the educational process in the department and the way of preparing the classroom and community education teacher in it.

The Tools of the Research

The research uses an interview form that was conducted with 30 inspectors in the community education schools in order to identify their opinions in the level of the female classroom and community education teachers who graduated from the faculty.

The Terms of the Research

The classroom and community education teacher

Due to the problems that faced the one classroom teacher department and concerning the development and improvement of this department, a ministerial resolution No (86) was issued on 13/1/2013 to change the name of the department to the classroom and community education teacher department in order to graduate the teachers of the first three grades of the elementary education and all the schools parallel to the elementary education stage.

In the light of the above, it becomes quite clear that this department with its new name is different from the one classroom department which was graduating the one classroom female teacher. Therefore, the classroom and community education teacher in this research means: the teacher who is prepared in the classroom and community education teacher department of the qualitative education university in Zagazig University in order to teach the first three grades of the elementary education and all the forms and models parallel to it such as "the one-room schools , community schools, the friendly schools for teachers in difficult circumstances , the small school, the friendly schools for girls and other similar forms and models.

The information revolution

Today, the world faces a group of various and huge challenges in different fields of life. "On the top of these challenges are the communication revolution and the technical and cognitive explosion. These universal developments imposed by the chute education present reality dictated the education to renew its structure, objectives and methodologies in order to respond to these challenges" (30). Information

is defined as "it is not just a development made by the communication technology but it is a revolution in all sense of the word and will have extremely deep cultural, economic and political effects" (31).

The informative change indicates "the intensity and speed of knowledge and information exchange with low cost and the development of the electronic control science, its programs and its correlation with the modern communication technology and its unlimited possibilities (the internet network) (32). Therefore the information revolution depends on the great development in the fields of space, information, electronic minds and genetic engineering. This caused deep change in the human being concepts, his/her life styles and ambitions and in all aspects of daily life" (33). All of this has affected the educational systems in general and the teachers' preparation institutions in particular. Thus, the information revolution in this research means the cognitive and informative product that is produced annually in different fields of science and knowledge. This product imposes on the educational system to develop its curriculums, link them with the community needs, and make the distinct education available for everyone and subsequently affecting the raising up of the contemporary humans and different fields of their daily life.

The Procedures of the Research

The research follows the following procedures:

First: the research problem and its importance, objectives, methodology, tools and terms.

Second: the information revolution and its effect in teacher preparation.

Third: classroom and community education teacher preparation in the qualitative education faculty in Zagazig.

Fourth: A Field study.

Fifth: difficulties that face classroom and community education teacher's preparation.

Sixth: research results and the most important mechanisms that should be adopted to improve the classroom and community education teacher preparation.

Information Revolution and its Effect on the Teacher Preparation

Today, the world lives a huge revolution in information and communication technologies due to the amazing development in the computer sciences, the digital technology, the information networks and the use of internet and e-mails as well. This resulted in the access of individuals to the basic information sources make the optimal utilization of it. "This revolution cause the duplication of the human knowledge , foremost among which is the technological and scientific knowledge in very short periods of time that do not exceed 2 years" (34). This

resulted in essential changes in the contemporary communities such as increasing the efficiency of "interactive conferences and other applications of digital technology which affected all different fields of life including business management, education , medicine and etc. These changes have more long-range effects than those effects resulted by the industrial and the agricultural revolution" (35).

The information technology is essentially different from the other technologies that preceded it due to its interaction with all the materialistic and unmaterialistic elements of the human community. This made the information technology a joint partner in all human activities. The information technology melted in the human community structure and appeared in a crashing media and economic revolution" (36).

The wealth and power features have changed and the information and knowledge have become the ruling criteria of the peoples and nations power because the development and productivity depend on the knowledge value more than the production materialistic factors. Moreover, its added value represents a hundredfold more than the other production returns." (37) This requires the availability of developed higher education for all the contemporary community members. It can be said that the informative community features is basically derived from the technology features itself. "They can be summed up in three points" (31):

A. The information is not for consumption, transformation, or distraction because they are accumulative.

B. The value of information is to exclude uncertainty and develop the human ability to choose the most effective decisions.

C. The secret of the deep social reality of the information technology is that it is based on focusing on the mental work (or what is called intelligence) and go deeply in the mental work (through depositing the knowledge, solving the problems, developing the various opportunities for the human being, renewing the systems' form that means developing the social system .

The information revolution imposed on the contemporary educational systems many challenges, the foremost among which are developing and improving themselves in order to take up all the new forms, concepts and new educational as well as pedagogical policies and subsequently preparing individuals who are capable to accept the change, affecting it and lead it.

This can be achieved only through focusing on the three education goals which are represented in acquiring knowledge, adaption with society and developing oneself that is determined in "learning for

work, learn to be through focusing on the personal manner and self-learning in the educational process and learn to live with others as education works on elimination of intolerance, discovering the other and developing the conversation skills and the desire in sharing with others as well”⁽³⁶⁾.

The effects of the information focus on the higher education institutions⁽³⁸⁾ are showed in many aspects such as:

- Increasing the number and the strength of ties between the educational institutions and the academics and this helped in the appearance of a universal academic community with interrelated research and scientific relationships.
 - The time and place reorganization of the educational activities as learning is whenever the students want and with the desired speed.
 - It is not a must to be physically in the classroom and there is no need for buildings and educational preparations
 - Providing the support and efficiency of the educational scientific management with its different elements
 - A movement in the general change of the educational systems toward rationality, work division, resource diversity in order to provide education with lower cost.
 - Encouraging the educational institutions to access external markets, establishing other branches, and distributing its courses to make education and training a universal market that prevails through overcoming the language and translation factor. This will make the competition on providing the education and training service to the individual anywhere in the world.
 - It weakened the importance and the resources of the traditional education and made new educational patterns that agrees with the age such as distance education, virtual education and continuous education.
- Out of the above, it is quite plain the effect of the information revolution on the higher education institutions; especially the teacher preparation institutions that requires prepare a teacher with traits and features different from the traditional teacher in the 20th century. The effect of this is showed in focusing on:
- Preparing “the knowledge teacher who has a hard scientific and knowledge background with a cognitive width and deepness. He is also liberal from separation between specialties and knowledge partition , aware of how they correlate together and has the ability to renew his knowledge and adapt the curriculum to teach his/her students and getting knowledge continuously from its sources”⁽³⁸⁾.

- Preparing the teacher who is familiar with the society culture and believing in its values. He can also convey it in an easy and gradual way that is based on an accurate diagnosis of the students' abilities, interests and attitudes in order to guide them, specify the learning environment, help learners to acquire some basic skills required for solving problems and facing the new situations. In addition to his role in planning the educational situation with what suits the learners' abilities”⁽³⁹⁾.

- Preparing the researcher teacher who believes that the knowledge is changing and relative and who is aware of the rational thinking and analyzing methods. He also should be able to practice thinking in its all types during his class teaching and use the available information to form a scientific approach toward a phenomena or a certain problem and re-explaining them”⁽³⁸⁾.

- Prepare the digital teacher who facilitate the learning process and guide the education activity. “He/she is also skillful with using computers, internet and communication skills and to communicate via them orally and written in an elegant language and rich vocabulary. He/she is able to teach through using education technology and has the ability to transform the educational content to educational activities”⁽³⁸⁾.

- Preparing the innovative and creative teacher who encourage his/her students on the continuous exposure to everything new , suggest various alternatives, choose the optimal solution to solve the problems that face them and finding out untraditional solutions to the new problems and issues.

- Preparing the positive teacher who is able to interact with his/her students and preparing of an interacting and interesting educational environment. He/she is also skillful in the methods and skills of the continuous evaluation of the various level of performance: cognitive, emotional, behavioral and intellectual.

- Preparing the leader administrative teacher who is able to perform the processes of planning, organization, coordination, guidance, following and evaluation of the educational process elements.

- Preparing the democratic teacher who believes in the freedom of speech and expression and accepts the other. He is also keen on inculcating values, principles, and the basics of the good citizenship in his children.

Out of the above, it is quite plain that for teachers in general and classroom and community education teachers in particular to be able to perform their roles perfectly, their preparation process should include many things. The most important things of them are:

- Make the opportunities of joining the department available for students who have actual desire in dealing with studies and students in the first three grades of the elementary education.
- The ability to provide a safe comfortable interesting attractive educational and pedagogical environment that encourages the continuous learning.
- Ability to self-learning and modern learning methods.
- Skillful in the subject matter that he/she teaches.
- Expertise with the nature of the students whom he/she teaches.
- Expertise with the modern teaching methods and how to apply them.
- Practical and intellectual proficiency of the new technology.
- Ability of continuous research and reading.
- Proficiency of criticism and creativity skills.
- Proficiency of the continuous evaluation process especially with the various exams.
- Desire in working in the team spirit and cooperation with others.
- Enjoying the personality traits that make him/her a role model for their students.
- Keening on inculcating and developing loyalty and belonging to the homeland and the human community.
- Help student to "discover, organize and manage science through orienting the thought not shaping it" ⁽⁴⁰⁾.
- Motivate the students to learn, innovate and affect the environment where they live.

Preparing the Classroom and Community Education Teacher in the Qualitative Education Faculty in Zagazig

The classroom and community education teacher department is considered one of the student departments in qualitative education in Zagazig and which distinguish it from the other education faculties. It was established in 1994/1995 and "the number of female students in it was 38 students then the number of students increased until it amounted to 87 in 2003/2004. After that, it decreased until no female students had joined it in 2008/2009 and 2010/2011" ⁽⁴¹⁾. Perhaps this assert that there are many problems caused this reluctance at the time when we need great number of teacher who are qualified to teach in the community schools and the first three grades of elementary education. The statistics indicate that total number of classroom school and community education teachers did not exceed 8257 teachers. In Al-Sharqia governorate, it did not exceed 1078 teachers and most of them were unqualified to teach in those schools.

The total number of the first three grades classrooms amounts to 114301 classes with the capacity for 5 million students. The total number of teachers in the elementary stage in all grades is 390749 teachers. The number of the first three grades classrooms in Al-Sharqia governorate amounts to 7923 classrooms with the capacity for 354490 students. The number of teachers in the elementary stage in all grades amounts to 28994 teachers," ⁽⁸⁾ most of them are not qualified to work as a classroom teacher in the first three grades of the elementary education.

Out of the above, it is quite plain that there is a qualitative and quantitative shortage in the classroom and community education teacher preparation in Egypt and Al-Sharkia government that may reach 40% based on the fact that the classroom needs teachers at least so this requires developing and improving this department that aims to:

- 1) Preparing the classroom and community education female teachers
- 2) Preparing classroom females teachers of the first three grades of elementary education.
- 3) Achieving the sustainable professional development to the teachers of these categories.
- 4) Contribution in solving the local community problems especially the illiteracy problem.
- 5) Preparing a teacher who enables the first three grades and community education students from the basic skills of learning reading, writing and calculations.
- 6) Preparing a teacher who can merge the students in the community schools with other students in order to be able to continue learning in higher grades.

The classroom and community education teacher is prepared through three centers as it is followed in preparing the teachers of other specialties as there is locally and universally semi-agreement that the preparation process should include three centers: the academic preparation, professional preparation and cultural preparation" ⁽⁴²⁾.

The academic preparation which aims to enable the student teacher from mastering the greatest amount of specialization subjects and all the sciences directly related to them. The relative weight of these teaching hours should not be less than 65% of the total hours.

The professional preparation which aims to provide the student teacher with the facts, information and experiences related to the educational process elements. It includes all the educational and psychological courses that are not recommended to be less than 25% of the teaching hours in general.

The cultural preparation which aims to provide the student teacher with the proper amount of knowledge, information and general culture that suits the age and the updates of the science and knowledge fields. It includes the cultural and life courses and their relative weight is not recommended to be less than 10% of the teaching hours. The universal experiments emphasized the intensifying of the educational courses more than the academic and cultural ones in preparing the kindergarten and the first stage of elementary education teachers. The

ratios ranged on average between 70% education 20 % academic and 10% cultural”⁽⁴³⁾ which is also applicable for the classroom and community education teacher and this is what the present study discusses. The National Authority for Quality Assurance & Accreditation of Education has indicated, in its issue “education faculties’ standards.”⁽⁴⁴⁾ that the ratio of distributing the centers of teacher preparation should be as shown in Table (1).

Table (1): Distribution of the ration of education faculties programs requirements

No	Science type	Science description	Range of ratios
1	The professional basic sciences 9 educational)	The sciences studied by the student and are directly related to his/her professional preparing	15%-25%
2	- The supporting and specialization sciences	Sciences studied by the student and are directly related to his specialized preparation	43%-57%
	- The computer application in his specialty	The applications related to applying the computer in teaching the specialized preparation courses	5%-7%
3	Field training	The practical application of what the student studies in teaching and professional situations whither this application was performed in the faculty or educational institutions	15%-18%
4	Cultural sciences	The sciences studied by the students and directly related to his cultural entity.	3%-7%
5	Sciences of distinguish	The specialization, educational, cultural or other sciences that the faculty chooses to distinguish itself from the other education faculties.	6%-7%

The table shows that adding new centers in the contemporary teacher preparation such as focusing on the training field in the faculty and schools because it’s the final result of the teacher preparation system, the distinct and untraditional sciences that distinguish the faculty and give it a special trait in the preparation process and this what is not available in the centers of the classroom and community education teacher preparation. This is asserted by the current study plan of the classroom and community education teacher department as shown in Table (2).

Table (2) shows that there is a great increase in the total number of the teaching hours as it amounts to 218 hours in the time that some studies demands that the number of hours in the academic program do not exceed 150 hours. This means that there are more than 65 teaching hours that exceed the ranges agreed about. There is also a great variance in the relative

weight of the three preparation centers as the specialized academic subjects rate amounts to 61.5% and the educational subjects rate amounts to 33% while the rate of the cultural teaching hours has decreased to 5.5% which negatively affects the classroom and community education teacher preparation and hinders him/her from performing his/her tasks and roles. Perhaps this makes it necessary to reset the study plan in the light of the rates and standards of the National Authority for Quality Assurance of education for education faculties and to set quickly the standards of the qualitative education faculties, especially the classroom and community education teacher department so that the faculty will be able to graduate professionally, academically and academically outstanding teacher.

Table (2): The teaching hours of the classroom and community education teacher department

Courses	Specialty		Professional		Cultural		Total hours
	Hours	%	Hours	%	Hours	%	
Grades							
First	38	70.4	10	18.5	6	11.11	54
Second	23	64	14	28	4	8	50
Third	36	62.1	20	34.5	2	3.5	58

Fourth	28	50	28	50	-	-	56
Total	134	61.5	72	33	12	5.5	218

Regarding the availability of the human and materialistic resources in the classroom and community education teacher department, the department suffers a great inadequacy in the faculty staff members and their assistants. Therefore, the department depends on the recruitment from the other faculties and this "negatively affected the educational and pedagogical process in the department and led to decreasing the educational quality and the internal competence of the faculty" (45). Moreover, the department suffers from an inadequacy in the materialistic potentials represented in the limited number of classrooms, workshops, laboratories, devices, tools, equipment and raw materials (23).

The Field Study

The field study aims to identify the opinions of the inspectors of the classroom and community education teachers in the cultural, professional and cultural preparation level. To achieve this goal, the researcher prepared an interview form that included these centers and it was presented to some gentlemen arbitrators of education, psychology and academic subjects' professors in the department. In the light of their opinions, some phrases were modified and others were omitted. It reached its final form after making sure of its validity and constancy and agreement of the professors' opinions. It was applied on a number of 30 inspectors of classroom and community education teachers, most of them are supervisors of the practical education groups in the education and qualitative education faculties in Abo Hammad, in the west of Zagazig and south of Zagazig departments in the first term 2013/2014.

Statistical treatment:

After finishing interviewing the study sample which has taken 6 days, the responses were treated on the three centers of preparation depending on the repetition and percentage of each phrase and each center in order to identify the shortage and distinction or the weakness and strength in the classroom and community education preparation process.

- Analyzing and explaining the interview results:

Through conducting the interviews with the inspectors of the classroom and community education teachers, the responds were transformed into repetitions and percentages in the three preparation centers as follows:

First: the center of the specialized academic preparation as shown in Table (3).

Out of Table (3), it is clear that there is:

- A semi-agreement among most of the inspectors on the least achieved phrases and performances in the tasks and roles of the classroom and education community teacher:

1- Poor knowledge of theories, basics and rules of reading and writing rules, they do not provide various opportunities of communication and social interaction with others and inability to link the spoken and written language with other courses (16.7%)

2- Poor ability to simplify mathematics and calculations and link them with other courses, poor ability to provide various opportunities for learning, exploration, investigation and deduction, poor encouragement of students on creativity, innovation and using untraditional solutions to solve problems, poor ability to provide various and suitable learning opportunities for his students and poor Ability to link the artistic activities with each other and with other courses (13.3%)

3- Poor Ability to provide an interesting attractive safe scientific environment that enables students from understanding the concepts and scientific phenomena, Poor ability to encourage his/her students to practice the musical activities and artistic expression in its different forms and poor ability to simplify the natural phenomena and present them in an appropriate enjoyable integral way and link them with other courses (16.7%)

Table (3): The responses of the inspectors to the specialized and academic performance phrases

No.	Phrase	Available		Available to some extent		Unavailable	
		T	%	T	%	T	%
1	Full familiarity with the theories, basics and rules of learning reading and writing.	5	16.7	10	33.3	5	50%
2	Prepare programs that develop speaking, listening and watching skills.	8	26.7	12	40%	10	33,3
3	Focus on developing the oral language skills such as the proper pronunciation and correct vocabulary	6	20	10	33.3	14	46.7
4	Focus on meaning of words and words arrangement that make the students able to compose proper sentences	6	20	9	30	15	50

5	Organize educational activities that enable the student to read and write	8	26.7	10	33.3	12	40
6	Encourage his/her students on the free expression in its different forms such as: poetry, oratory and reports	7	23.3	12	40%	11	36.7
7	Provide his/her students with various opportunities of communication and social interaction with others	5	16.7	11	36.7	14	46.6
8	Ability to link the written and spoken language with other curriculum/ courses	5	16.7	9	30%	16	53.3
9	Full familiarity with theories, basics and rules of learning the different calculations	8	26.7	10	33.3	12	40%
10	Enables his/her students from the basic principles of learning the calculations	10	33.3	12	40%	8	26.7
11	Provides his students with knowledge and concepts of numerals , numbers , shapes etc.	9	30	11	36.7	10	40
12	Gives his/her students the opportunity to apply the calculations in their daily life and in solving the problems that face them	6	20	10	33.3	14	46.6
13	Helps his/her students to understand and explore the mathematical relationships in their surrounding natural environment.	7	23.3	10	33.3	13	43.3
14	Encourages his students to understand and realize relationships more than depending on memorizing and recalling.	5	16.7	9	30	16	53.3
15	Provides students with various opportunities to solve math problems and life problems.	6	20	10	33.3	14	46.7
16	Ability to simplify mathematics and calculations and link them with other courses	4	13.3	9	30	17	56.7
17	Full knowledge and familiarity with the knowledge and basic concepts of natural environment.	7	23.3	10	33.3	13	43.3
18	Focusing on using senses and observation to get the natural knowledge and information	7	23.3	9	30	14	46.7
19	He/she is keen on motivating his students through investing the passion for questioning and exploration that this age is known for.	6	20	10	33.3	14	46.7
20	Provide various opportunities for leaning , exploration , investigation and deduction	4	13.3	7	23.3	19	63.3
21	Ability to provide an interesting attractive safe scientific environment that enables students from understanding the concepts and scientific phenomena.	5	16.7	8	26.7	17	56.7
22	Focuses on using experiments, projects and commensalism to realize the natural phenomena and explain it.	7	23.3	9	30	14	46.7
23	Encourage students on creativity, innovation and using untraditional solutions to solve problems.	4	13.3	8	26.7	18	60
24	Ability to simplify the natural phenomena and present them in an appropriate enjoyable integral way and link them with other courses.	5	16.7	8	26.7	17	56.7
25	General familiarity with social theories, concepts and variables.	9	30%	10	33.3%	11	26.7
26	Realize the economic and social differences among his students	10	33.3%	10	33.3%	10	33.3%
27	keen on inculcating the values , principles and models of the local community	8	26.7%	12	40%	10	33.3%
28	Keen on his students' acquisition of social communication skills, accepting the others and interacting positively with them.	7	23.3%	11	26.7%	12	40%
29	Keen on linking and applying the geographical	7	23.3%	9	30	14	46.6

	phenomena and Historical events with the daily events.						
30	Train students on how to do the social roles and the economic deals.	6	20	8	26.7	16	53.3
31	Keen on creating a social environment that respects the individual, groups, cultures and other religions.	9	30	10	33.3	11	36.7
32	He/she can integrate the social phenomena and link them with other course to achieve the social cohesion and coherence among students	5	16.7%	8	26.7%	17	56.7
33	Full knowledge of information and skills in the fields of fine arts and musical arts.	6	20%	8	26.7	16	53.3
34	Develop the artistic sense and Aesthetic taste of students	7	23.3	8	26.7	15	50%
35	Provide various and suitable learning opportunities for his students	4	13.3%	7	13.3	19	63.3
36	Encourage his/her students to practice the musical activities and artistic expression in its different forms.	5	16.7%	7	23.3	18	60%
37	Encourage his/her students to participate in curriculum dramatization and simplify them so that they can understand them	6	20%	8	26.7	16	53.3%
38	Ability to link the artistic activities with each other and with other courses	4	13.3%	7	23.3%	19	63.3

In the light of the above, it becomes clear that the academic preparation of the classroom and education community teacher is poor which is represented in many aspects , foremost of which is the poor ability to simplify courses and link them with each other, poor ability to provide various learning opportunities that suit the abilities of students and to provide an interesting , attractive , safe, educational environment that encourages

students to explore, investigation, deduction, creativity, innovation and various artistic activities that contribute to the preparation of the integrate personality of the student. All of this requires radical explanations in the academic courses that are taught to the students in the classroom and community education teacher department.

Secondly: the educational professional preparation center as shown in Table (4).

Table (4): Inspectors' responses to the educational professional performance

No.	Phrase	Available		Available to some extent		Unavailable	
		T	%	t	%	T	%
1	Full familiarity with the characteristics and the nature of the students' age group	12	40	10	33.3	8	26.7
2	A desire in the teaching profession and an attitude	9	30	12	40	9	30
3	The ability to use modern technological teaching aids in teaching.	12	40	10	33.3	8	26.7
4	Ability to apply and convey the knowledge and information to his/her students in an interesting and attractive way.	7	23.3	9	30	14	46.7
5	Ability to discover his/her students' tendencies, attitudes and abilities.	9	30	9	30	12	40
6	Ability to provide equal and equivalent educational opportunities to his/her students.	5	16.7	7	23.3	18	60
7	Ability to distinguish between students and considering individual differences among them	8	26.7	8	26.7	14	46.6
8	Able to provide enough opportunities of cooperative team work and work in the team spirit.	6	20	9	30	15	50
9	A desire to cooperate with colleagues, school administration and technical orientation	8	26.7	9	30	13	43.3
10	Ability to class management, control it and guide his students	5	16.7	7	23.3	18	60
11	Ability to achieve the integrate and balanced development of his students	9	30	11	36.7	10	33.3
12	Ability to use continuous various evaluation methods that suits his/her students' levels.	7	23.3	8	26.7	15	50

Out of the previous table, it is clear that there is a semi-agreement among most of the inspectors on the least achieved phrases and performances in the extent of the classroom and community education teacher's performance of his/her tasks and roles. These phrases are:

1- Poor ability to provide equal and equivalent educational opportunities to his/her students. (16.7%)

2- Poor ability to provide enough opportunities of cooperative team work and work in the team spirit. (20%)

3- Poor Ability to apply and convey the knowledge and information to his/her students in an interesting and attractive way and poor ability to use continuous various evaluation methods that suits his/her students' levels. (23.3%)

Out of the above, it is clear that there is weakness in the educational and professional preparation to the classroom and community education teacher which is represented in many forms. The most important of them is poor ability to achieve equality and equivalency in treating among students, poor ability to control guide and instruct student and encourage them to the cooperative team work in addition to the lack of suspense and attractiveness in the educational process. This may be cause by many reasons in addition to the poor preparation such as the increase in the classrooms density, lack of time, weak ties and social relationships between workers and the personality traits of some teachers.

Out of the previous table, it is quite plain that:

- There is a semi-agreement among most of the inspectors on the least achieved phrases and performances in the range of the classroom and community education teacher performance of his/her tasks and roles. These phrases are:

1- Poor ability to provide equal and equivalent educational opportunities to his/her students (16.7%).

2- Poor ability to class management, control it and guide his students (16.7)

3- Poor ability to provide enough opportunities of cooperative team work and work in the team spirit. (20%)

4- Poor Ability to apply and convey the knowledge and information to his/her students in an interesting and attractive way. (23.3%)

5- Poor ability to use continuous various evaluation methods that suits his/her students' levels.

Out of the above, it is clear that there is weakness in the educational and professional preparation to the classroom and community education teacher which is represented in many forms. The most important of them is poor ability to achieve equality and equivalency in treating among students, poor ability to control guide and instruct student and encourage them to the cooperative team work in addition to the lack of suspense and attractiveness in the educational process. This may be cause by many reasons in addition to the poor preparation such as the increase in the classrooms density, lack of time, weak ties and social relationships between workers and the personality traits of some teachers.

Thirdly: the cultural preparation center as shown as in Table (5).

Table (5): Responses of inspectors on cultural performance phrases

No.	Phrase	Available		Available to some extent		Unavailable	
		T	%	T	%	T	%
1	A continuous desire to know the new things in different fields	6	20	8	26.7	16	53.3
2	Enjoy a great deal of general culture that enables them from communicating with other	5	16.7	7	23.3	18	60
3	Able to guide his students psychologically and socially and help them to solve their problems	7	23.3	8	26.7	15	50
4	Keen on using the scientific method of his thinking behavior	6	20	8	26.7	16	53.3
5	Keen on the social and economic awareness of his students and upbringing them politically	7	23.3	7	23.3	16	53.3
6	Keen on achieving the effective communication with students' families.	4	13.3	7	23.3	19	63.3
7	Keen on contributing in solving some local community problems	7	23.3	8	26.7	15	50
8	Participate in conferences and cultural and political symposiums.	10	33.3	12	40	8	26.7
9	Participate in solving the illiteracy problem in the local community	8	26.7	9	30	13	43.3
10	Ability to deal with the social, economic and cultural difference among his students	10	33.3	10	33.30	10	33.30

Out of the previous table, it is clear that:

There is a semi-agreement among most of the inspectors on the least achieved phrases and

performances in the extent of the classroom and community education teacher's performance of his/her tasks and roles. These phrases are:

1- Losing contact between teacher and students' families (13.3%)

2- Poor general culture that reduces the interaction of teachers with others (16.7%)

3- Some teachers are not keen on continuous keeping up to date with the new things in the different fields. few teachers are keen on adopting the scientific approach of thinking and behaviors (20%).

Out of the above, it is quite plain that there is a shortage in the cultural preparation of the classroom and community education teacher. This shortage is represented in many forms , the foremost of which are: poor communication between the teacher and the students' families. Poor general culture, poor desire in continuous reading and lack of the scientific approach of thinking and behavior that is negatively reflected in the preparation, formation and raising up of students in this early and important period of their lives.

Fifth: challenges that face the process of classroom and community education teacher preparation:

There are various factors that hinder the classroom and community education teacher preparation in the qualitative education faculty in Zagazig University. The most important factors are:

- Inadequacy in the materialistic potentials represented in the limited number of classrooms, workshops, laboratories, devices, tools, equipment and materials required for the practical lessons.

- Inadequacy in the human potentials represented in the great shortage in the faculty staff members and their assistants. Therefore, the department depends on the recruitment especially in the specialized subjects.

- Not developing or updating the study regulations in the department as the current applied regulations was prepared in 1994. This means that it was prepared 20 years ago and this asserts that it is invalid and cannot cope with the modern changes.

- The management instability and depending on recruitment from outside the faculty for long periods of time which is negatively reflected on the educational process in the department.

- Unawareness of the local community with the importance role of this department graduates in the eradicating of illiteracy and proficiency of the basic skills of reading and writing learning.

- The reluctance of students to join this department for social reasons represented in the low perception of some students and local community members.

- Unavailability of postgraduates studies in the faculty and the department.

- Poor interest of the political and educational officials in the one-room schools. This resulted in negative effects on the quality of the educational process, closure of some schools and reduced the job opportunities of the department female graduates.

The Results and Recommendations of the Research Results

In the light of what was discussed in the theoretical framework and the results of the interview that was conducting with some inspectors of classroom and community education teachers, the research results can be concluded in some points such as:

- 1- There is a plain and various effects of the information revolution on the classroom and community education teachers' preparation. As it imposes on the teacher various modern roles that was not required before.

- 2- Less interest in expansion of the community schools in its different forms and the first three grades of the elementary education to accommodate the children in the compulsory age and the dropouts as well as the failure students in the elementary education

- 3- Increasing some officials' awareness of the important role played by the classroom and community education teachers in eradicating illiteracy and contribution in achieving the comprehensive development in Egypt.

- 4- There is a big shortage in the materialistic potentials in the department as there are no laboratories, workshops, materials, and special classrooms for the department student.

- 5- There is a great shortage in the faculty staff members and their assistants as the department relies on full recruitment in teaching the specialized academic courses.

- 6- There is an increasement in the total number of teaching hours of the classroom and community education teachers' preparation program as it amounts to 218 teaching hours which means about 60 extra hours and about 27.5 % more than the international rates.

- 7- There is also a great variance in the relative weight of the three preparation centers as the specialized academic subjects rate amounts to 61.5% and the educational subjects rate amounts to 33% while the rate of the cultural teaching hours has decreased to 5.5% which represent a dangerous phenomenon that has negative effects on the cultural preparation of the teacher.

- 8- There is a shortage in the hours dedicated to the field training which represents the practical aspect

and the essence of what the student studies. They did not increase than 8 hours in the study plan and are reduced to 2 hours in schools which are negatively reflected on the teacher preparation.

9- There are not any distinction courses in the study plan such as the courses of, quality and accreditation, evaluation and measurement and others to cope up with the international updates and developments in the teacher preparation process.

10-There is a qualitative shortage in the classroom and community education teacher preparation in the light of the inspectors' opinions and responses. This shortage is represented in many effects including:

A- Poor academic preparation as the average of the center achievement in the inspectors' responses is 6.4% represented in:

- Poor ability to master the basic skills of reading and writing learning and proper sentence structure and proper pronunciation as well.

- Poor ability to simplify the courses such as mathematics and others and link them with each other

- Lack of implementing the artistic activities in the educational process and link them with the courses.

- Unavailability of various and learning opportunities that suits the students' abilities and encourage them to discover innovate and create. Also there is no amusing interesting attractive safe educational environment.

B: poor educational professional preparation as the average of the center achievement in the inspectors' responses was 8%:

- Poor ability to provide equal and equivalent educational opportunities to all students

- Poor ability to class management, control it , guide the students and encourage them to the cooperative team work.

- Lack of suspense and attractiveness in the educational process

- Poor ability to use continuous various evaluation modern methods to cope up with the new technologies and the modern educational developments.

D: poor cultural preparation as the average of the center achievement in the inspectors' responses is 7% which is represented in :

- Poor general culture and poor desire in continuous reading and keeping up with the updates

- Poor ability to communicate with others.

- Lack of communication between most of the teacher and the students as well as the students' families.

- Lack of the scientific approach of thinking and behavior that is negatively reflected in the

preparation, formation and raising up of students in this early and important period of their lives.

Recommendations

In the light of the found results, we can determine some mechanisms and procedures that should be adopted in order to enable the department from the proper qualitative and quantitative preparation of the classroom and community education teacher in Egypt in the light of the information revolution: the most important recommendations are:

- 1- Expansion in establishing the classroom and community education teacher departments and transforming them to a scientific division in the qualitative education faculties or establishing special education faculties for it in the governorates that have increased rates of illiteracy in upper Egypt and agriculture remote governorates.

- 2- Bifurcation of thedivision's students in the third year to the classroom and community education teacher departments.

- 3- Provide the financial resources required for providing the departments with the materialistic potentials required for preparing a qualified outstanding classroom and community education teacher.

- 4- Meet the big shortage in the faculty staff members and their assistants through advertising to provide special financial degrees in the academic specialties.

- 5- Linking the courses with the educational process reality in the first three grades and the community education schools.

- 6- Increasing the field training hours or the practical education in order to enable the students from mastering the basic skills and educational experiences that enable them to perform their roles perfectly.

- 7- Updating and classification of the courses in the department and achieving the target learning results which cope up with the international quality standards.

- 8- Setting a new study plan that cope up with the education faculties standards prepared by the National Authority for Quality Assurance & Accreditation of Education and take into consideration the following:

- Reducing the total teaching hours so that they do not exceed 160 hours.

- Achieving balance and integration among the three preparation centers: the academic, professional and cultural

- Adding new centers of preparation such as the quality and uniqueness center as well as the social and environmental center in a way that addresses the shortcomings in the three preparation aspects.

Table (6) shows the suggested study plan to achieve this purpose.

Table (6): The suggested study plan of the classroom and community education teacher department. Grade: the first year

First term										
No.	Course	Teaching hours			Marks distribution				Exam time	
		theoretical	Practical	Total	Year works	practical	written	Total	Practical oral	Written
1.	Introduction to educational sciences	2	-	2	10	-	40	50	-	2
2.	Introduction to psychological sciences	2	-	2	10	-	40	50	-	2
3.	General geography	2	-	2	10	-	40	50	-	2
4.	Mathematics principles	1	2	3	10	10	30	50	-	2
5.	Classroom teacher (philosophy and objectives)	2	-	2	10	-	40	50	-	2
6.	General chemistry	1		1	2	10	10	30	50	2
7.	Human rights	2		-	2	10	-	40	50	-
8.	Readings in Arabic language	2		-	2	10	-	40	50	2
	Total	14		3	17	80	20	300	400	
Second Term										
1.	Field training	2	-	2	10	-	40	50	-	2
2.	Social education (philosophy and objectives)	2	-	2	10	-	40	50	-	2
3.	Introduction to education technology	2	-	2	10	-	40	50	-	2
4.	Hand and artificial skills	1	2	3	10	10	30	50	2	2
5.	Music arts	1	2	3	10	10	30	50	2	2
6.	Education and the contemporary society problems	2	-	2	10	-	40	50	-	2
7.	Family education	2	-	2	10	-	40	50	-	2
8.	Health education	2	-	2	10	-	40	50	-	2
9.	Readings in foreign language	2	-	2	10	-	40	50	-	2
	Total	16		4	20	90	20	340	450	

Class : the second year

First term										
No.	Course	Teaching hours			Marks distribution				Exam time	
		theoretical	Practical	Total	Year works	practical	written	Total	Practical oral	written
1.	Classroom management	2	-	2	10	-	40	50	-	2
2.	Writing and reading Art	1	2	3	10	10	30	50	2	2
3.	Egypt history	2	-	2	10	-	40	50	-	2
4.	Applied chemistry and Biochemistry	1	2	3	10	10	30	50	2	2
5.	Developmental psychology	2	-	2	10	-	40	50	-	2
6.	Environmental applied arts	1	2	3	10	10	40	50	1	-
7.	Playing music (Musical instrument)	-	2	2	10	10	40	50	1	-
	Total	9	8	17				260	350	

Second Term										
1.	Teaching principles	2	-	2	10	-	40	50	-	2
2.	Mathematics (Algebra)	1	2	3	10	10	30	50	2	2
3.	Foreign linguistics skills (listening and phonetics)	1	2	3	10	10	30	50	2	2
4.	Curriculum Dramatization	2	2	4	10	10	30	50	2	2
5.	Educational quality	2	-	2	-	10	40	50	-	2
6.	Field training	2		2	10		40	50	-	2
7.	Environmental studies	2	-	2	10	-	40	50	-	2
8.	Egypt geography	2	-	2	10	-	40	50	-	2
	Total	14	6	20	60	50	280	400		

Class : third year

First term										
No.	Course	Teaching hours			Marks distribution				Exam time	
		theoretical	Practical	Total	Year works	practical	written	Total	Practical oral	written
1.	Educational psychology “ learning theories”	2	1	3	10	10	30	50	2	2
2.	Methods	2	-	2	10	-	40	50	-	2
3.	Teaching Methods (classroom teacher)	2	-	2	10	-	40	50	-	2
4.	Social foundation of educational	2	-	2	10	-	40	50	-	2
5.	Mathematics (geometry)	2	2	4	10	10	30	50	2	2
6.	Arabic language (grammar and morphology)	2	-	2	10	10	30	50	2	2
7.	Education history	2	-	2	10	-	40	50	-	2
8.	Field training	-	4	4	-	-	-	-	-	-
	Total	14	7	21	80	30	250	350		
Second Term										
1.	Education system in Egypt	2	-	2	10	-	40	50	-	2
2.	Cultural foundations of education	2	-	2	10	-	40	50	-	2
3.	Educational technology in the specialty field	1	2	3	10	10	30	50	2	2
4.	General sciences (Physics)	1	2	3	10	10	30	50	2	2
5.	Sustainable development of the teacher	2	-	2	10	-	40	50	-	2
6.	Adults education (philosophy and objectives)	2	-	2	10	-	40	50	-	2
7.	Foreign language (grammar and writing)	1	2	3	10	10	30	50	2	2
8.	Field training	-	4	4	40	60	-	100	-	-
	Total	11	10	21			250	450		

Class: the fourth year

First term										
No.	Course	Teaching hours			Marks distribution				Exam time	
		theoretical	Practical	Total	Year works	Practical	written	Total	Practical oral	written
1.	Methods	2	-	2	10	-	40	50	-	2
2.	Classroom teacher's Teaching methods	2	-	2	10	-	40	50	-	2
3.	Psychological health	2	-	2	10	-	40	50	-	2
4.	Biology	1	2	3	10	10	30	50	2	2
5.	Arabic language (literature and rhetoric)	2	-	2	10	-	40	50	-	2
6.	Food and nutrition basics	2	-	2	10	10	30	50	2	2
7.	Modern History of Egypt	2	-	2	10	-	40	50	-	2
8.	Comparative education	2	-	2	10	-	40	50	-	2
9.	Field training	-	4	4	-	-	-	-	-	-
	Total	15	6	21	80	20	300	400		

Second Term										
1.	Philosophical foundations of education	2	-	2	10	-	40	50	-	2
2.	Educational psychology (Intellectual capacities)	2	1	3	10	10	30	50	2	2
3.	Applied mathematics	2	2	4	10	10	30	50	2	2
4.	Social psychology	2	-	2	10	-	40	50	-	2
5.	Educational management	2	-	2	10	-	40	50	-	2
6.	Contemporary trends in the social education	2	-	2	10	-	40	50	-	2
7.	Environmental education	2	-	2	10	-	40	50	-	2
8.	Field training	-	4	4	-	40	60	100	2	-
	Total	14	7	21	70	60	320	450		

Conclusion

In conclusion, the students who are selected to this department should have the real desire to work with pupils and students. They should have also the outstanding scientific level and the stable personality traits.

The graduates of this department should be assigned to work immediately after graduation in the first three classes and the community schools. They should be given a rewarding bonus and incentives as nature-to-work allowance because they deal with young children and students in community schools. The sustainable professional development should be achieved to cope with the age through providing them with free opportunities of post-graduate studies that the Ministry of education and Ministry of higher education bear the cost of the study.

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