

تقويم مادة علم النفس التربوي التي تُدرس في كليات التربية للعلوم الانسانية  
من وجهة نظر اساتذتها المتخصصين

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كلية التربية / الجامعة المستنصرية

**Evaluating the subject educational psychology that taught in the Faculties of  
Education for human sciences from the viewpoint of professors**

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**Abstract**

The current study aims to evaluate the subject of educational psychology that taught in colleges of education for human sciences from the point of view of their professors. the study sample Examined (20) professors from the subject of educational psychology Who study in college of education for human sciences, and they were chosen randomly. while the study tool is The questionnaire form, which consisted of (6) areas, are: (its educational goals, subject topics, masters of the subject, method of teaching the subject, educational aids, evaluation of the subject), and the number of items reached (35) items distributed over the six areas, and the validity of the tool was extracted by The apparent honesty after presenting the items of the questionnaire form to a group of experts specialized in education psychology, measurement and evaluation. As for the stability of the questionnaire tool, the researchers relied on the test-retest method, where the stability reached (86%), and the researchers used the weighted mean and percentage weight as a means Statistics to extract the results of the study through the social bag of human sciences (spss), and the researchers concluded from their descriptive analytical study that professors of educational psychology at the university of Education for Humanities affirm that the subjects of the subject of educational psychology are diverse and can be beneficial from students, and in light of the findings of the current study, the researchers recommend the necessity of informing the professors of the subject of educational psychology in the colleges of education for the human sciences of the educational goals and following them up every academic year, and suggested The two researchers carry out similar future research in any subject of psychology in all its branches.

**key words:** Evaluating - subject of educational psychology - Faculties of Education for social Humanity - Specialized Professors.

**مستخلص باللغة العربية:**

تستهدف الدراسة الحالية تقويم مادة علم النفس التربوي التي تُدرس في كليات التربية للعلوم الانسانية من وجهة نظر اساتذتها المتخصصين، بلغت عينة الدراسة (20) استاذ من اساتذة مادة علم النفس التربوي من المتعنين في كليات التربية للعلوم الانسانية، وتم اختيارهم عشوائيا، اما اداة الدراسة فهي استمارة الاستبانة، وتألفت من (6) مجالات، هي (اهدافها التربوية، موضوعات المادة، اساتذة المادة، اسلوب تدريس المادة، الوسائل التعليمية، تقويم المادة)، وبلغ عدد الفقرات (35) فقرة موزعة على المجالات الست، وتم استخراج صدق الاداة من طريق الصدق الظاهري بعد عرض فقرات استمارة الاستبانة على مجموعة من الخبراء المتخصصين بالتربية وعلم النفس والقياس والتقويم، اما ثبات اداة الاستبانة فقد اعتمد الباحثان على طريقة اعادة الاختبار (Test-Retest))، حيث بلغ الثبات (86%)، واستعمل الباحثان الوسط المرجح والوزن المئوي كوسيلة احصائية لاستخراج نتائج الدراسة من طريق الحقيبة الاجتماعية للعلوم الانسانية (spss)، واستنتج الباحثان من دراستهما الوصفية التحليلية ان اساتذة مادة علم النفس التربوي في المرحلة الجامعية من اساتذة كليات التربية للعلوم الانسانية يؤكدون على ان موضوعات مادة علم النفس التربوي متنوعة ويمكن الافادة منها من قبل الطلبة، و في ضوء استنتاجات الدراسة الحالية يوصي الباحثان بضرورة اطلاع اساتذة مادة علم النفس التربوي في كليات التربية للعلوم الانسانية على الاهداف التربوية ومتابعتها كل سنة دراسية، ويقترح الباحثان اجراء بحوث مستقبلية مماثل في اي مادة من مواد علم النفس بفروعها كافة .

**الكلمات المفتاحية:** التقويم - مادة علم النفس التربوي - كليات التربية للعلوم الانسانية - الاساتذة المتخصصين .

**The problem of the study:** Despite the importance of the curricula in all the academic stages, the Arab seminar in which the Republic of Iraq participated in planning and developing the curricula was held in the Jordanian capital Amman in the period 7/8/1984 that the curricula The study suffers from weakness in its scientific and educational content, lack of interest in analyzing the information provided by this curriculum, weak element of suspense and excitement and method of presenting its subjects, focus on the cognitive aspect only, lack of consideration of the language level in its body, weak technical output, and lack of coordination between the authors of curricula and its authors (Ministry Education 1984, 111). as well as the thirteenth annual scientific conference held in Baghdad in 2011, emphasized to a number of recommendations, including the necessity to continue developing curricula to include (development, goals, content, methods, techniques and teaching strategies). (Al-Mustansiriya University, 2011, 11-17). as the curricula with their various elements require continuous evaluation throughout the Academic year in terms of form and content, and then improve and develop them in the light of the foundations and the correct educational standards . Where curricula are a major system in education, and then all changes that occur in education are reflected in it, and all the effects that extend to it. as it is a subsystem of a more comprehensive system which is society, and the curricula above all this is the primary means by which the educational philosophy is translated into teaching methods. (Taima, 1999, 39), The researchers believe that there are deterministic problems in the subject of educational psychology that are directly related to the content of the curriculum, and are closely related to the way it is taught. since the vast amount of diverse information makes determining what should be studied by students is very difficult, then the choice of the subject that is taught for one of the stages is an important problem In addition to all of the what mentioned before, the subject of educational psychology and What it's have is important, as it must be a modern material that associated the vocabulary of the age and the accompanying developments in its content. Today is the epoch of technology, and all of these challenges make it possible to subject the study materials by their vocabulary to study and review. And the continuous evaluation for it from time to time, and in response to the voices by specialists in education and psychology that advocate the evaluation of its subjects at all levels of study. and Until university books every year and continuously. so the researchers conducted this study to reveal the strengths and weaknesses in the content of the subject of psychology Educational in colleges of education for human sciences, especially those taught for second stage students. for which the problem of the current study lies in the following question: Q / What are the most important strengths and weaknesses in The content of educational psychology subject from the point of view of its professors? .

**the importance of the study is Represented in the following:**

- 1- The importance of the subject of educational psychology because of its importance in communicating the information available to it to students, which is the effective means in sharing the scientific subject in forming the student's personality.
- 2- The importance of evaluation and evaluation is to pass judgment on something, or on it. The importance of evaluation is highlighted in its ability to identify aspects of strength and weakness, and to reveal the reality of work, whether it is successful or not, and evaluation is a tool for analyzing the curriculum.
3. The importance of the university stage, as they will join after their graduation from this stage to their jobs according to their specialization. Which students may wish to enter into is broader than that, and that they higher education studies within the field of educational psychology, whether they are in colleges of education or in colleges of arts that study and study psychology for its various branches.
4. The importance of studying the evaluation of books in general and the book of educational psychology in particular in each academic year.

**Study limits:** Professors of educational psychology for the academic year 2017-2018.

**aim of the study:** The present study aims to evaluate the subject of educational psychology taught in the Faculties of Education for Social sciences from the viewpoint of its professors, and emerged from the following hypothesis study aim.

**Procedurally, researchers definition this:** revealing the strengths and weaknesses of the subject of educational psychology by the masters of the subject who are actually studying this subject through their response to the questionnaire addressed to them.

**Background and previous studies:**

**Evaluation:** The concept of evaluation: the word evaluation means in its linguistic origin, appreciation of the thing, giving it some value, judgment, and repaired warp, and in the Holy Qur'an says: "(We have created man in the best evaluation)" (Surat Al-Teen, Verse 4) referred to what God specialize out for man from Reason, understanding and erection of stature. and the difference between evaluation and Calendar lies in the fact that Calendar is limited to indicating the value of something only, whereas evaluation is more than that of modification, correction and education. just as evaluation in educational reform means the process by which it is judged on the extent to which educational goals can be achieved, and the extent of content appropriateness The study is the quality of teaching methods, activities and evaluation methods, and as such it occupies a prominent and worthy of study to reveal aspects of strength and weakness in the educational process, support for strengths and address weaknesses towards developing the educational process in general. (Al-Ahmad and Hutham, 2003, 12). There are two concepts of evaluation, an old concept that is equivalent with the concept of the exam, which is usually at the end of the school year, and it selects students who move from one year to another and from one stage to the next. and its only concern is to measure the cognitive aspect without paying attention to the other aspects of the student. and a modern concept that includes an element What is new is the translation of the results obtained by various methods and means into a plan aimed at guiding students and developing them cognitively, skilfully and emotionally, Considering that the student represents an essential axis of the educational process and thus we find that the evaluation process is organically linked to the goals of education and philosophy (Abu Jalala, 1999, 25).

**The importance of evaluation:** The evaluation process is an essential pillar of the educational process, as it is a standard diagnostic, preventive and therapeutic process undertaken by the individual or group to know the extent of success or failure in achieving the general goals that the curriculum includes and determining the Strengths and limitations so that the desired goals can be achieved in the best possible way. and the importance also lies Providing the teacher with information about the degree achieved by the students in their results and helping him to reformulate goals, which leads to determining the most successful way to improve learning. It also helps officials in identifying the effectiveness of study programs and checking the presence of strength and weakness in the course, and works to identify the strengths and weaknesses of teachers in order to reward them, or work to advance their levels, and balance the results of the teaching and learning process between educational institutions. but its importance for students It provides them feedback that restricts them in treating deficiencies first-hand, and develops their belief in good performance, encourages them to improve it, and knows what is important for them to learn . (Al-Shibli, 2000, 225)

**Evaluation domains:**

- 1- **Curriculum Evaluation:** The curriculum is essentially a plan to help students in learning, and that the curriculum evaluation process is not designed to diagnose reality only, that is, to know the strengths and weaknesses, but rather that, reinforce strengths and treat weaknesses and avoid them, thus ensuring its validity to achieve the desired goals better picture, and it is known that the curriculum evaluation deals with two main aspects, which are the planning side and the implementation side, as it must be taken into account that whatever effort is made in building the curriculum and whatever is taken into account from sound foundations when planning, it will not be possible to issue a correct judgment unless it is put into practice, and it is evaluated In light of the goals for which it was set and then

reorganized on the basis of what appears from the results of the evaluation process, the following comes a brief presentation of the evaluation of each of these two aspects .

- **Curriculum planning evaluation:** This is done through the experiment of each component of the program and in light of the criteria and conditions that must be met, and the process of evaluating the curriculum planning begins from the goals and then all the other elements.
- This process includes the teaching methods, textbooks and social relations, etc. The methods used to evaluate these aspects differ depending on the objectives expected of them.
- 2- **Student's work evaluation:** The evaluation of students 'work means judging the extent of their progress towards the goals to be achieved in the various fields of cognitive, emotional and psychic. and evaluation of this aspect is one of the most important things that the evaluation process should be concerned with due to its benefits, such as estimating the effectiveness of learning And know the problems experienced by students, and determine the levels of students in their abilities and readiness. (Indian and Others, 1999, 209)

### **evaluation functions:**

1- Diagnostic: teaching is a process of interaction between the teacher and the student, and the learning environment that the teacher prepares in the educational situation and the questions are part of the evaluation activities.

### **Diagnostic procedures:**

Readiness, directs them to the right direction.

Determine the strengths and weaknesses of the curriculum.

The cultural environment of students is known, they come from many different levels and different social class levels.

2- My treatment: The evaluation contributes to treating a number of false behaviors, and clarifies vague concepts, including:

Correct misconceptions: especially those words that have more than one meaning.

Correcting mistakes: students learn certain things, but sometimes they do not mastery what they have learned, they need to improve their performance and correct their mistakes.

Goals development: Goals are not achieved in one sentence, but are intended for a long time.

Modify of procedures: By creating Appropriate the classroom and providing the school.

3- Preventive: In order to determine the appropriate treatment through:

Determining the methods of success and shortcomings in the teaching process: For example, a student who has difficulty in studying a specific subject can collaborate with the course teachers and find appropriate solutions to this problem.

A . feedback: It is the process of providing the teacher with information or data about the performance of his performance and the balanced response to his actual performance, and what has been achieved from his planned goals through his teaching and his activities so he avoids what was negative and reinforces what was positive. so we cannot imagine that there is a stable and rigid teaching Always does not respond to what is required by the factors of change and development, so teaching development is an essential part of the teaching educational process.

p . Awareness the community about the importance of education and participating in solving its problems: when proclamation the results of the evaluation, this allows the community to realize the importance of the educational efforts undertaken by educational institutions and is not intended proclamation the results is to mention numerical numbers and percentages, but rather analyze the factors that affect the progress of the educational process and its progress, Either in terms of the curriculum, the teaching staff, or the physical procedures in order to reassure the community about the progress of the educational process and push it forward by addressing the weakness and strengthening of the positive aspects (Al-Lokani and Abdul-Jawad. 1989, 423)

### **evaluation types: includes four types:**

**Introductory evaluation:** Before the start of applying the educational program, it is carried out to obtain the basic Initial information that influences its application, that is, to define the previous concepts, principles and skills of the learner.

**Structural evaluation (formative):** what happens during the formation or build of student learning and this type of evaluation takes place during the learning process and periodically . as it provides us with continuous information on the progress of the educational process and its development and aims to define different learning methods in order to develop them for the better, and this is a kind of The evaluation is a diagnostic evaluation, and it aims to provide the student with feedback during the teaching process about his position on the extent of achieving the goals, and helps the learner to shape his behavior and in an optimal way to get him to what he wants.

**Tracking evaluation:** The teacher uses diagnostic tests and observational methods to determine the structural evaluation that did not succeed in overcoming them and put the necessary plans to address weaknesses and enhance the aspects of strength. This process targets students at levels through survey tests of the skills that students are supposed to be mastered and preferably conducted in The beginning of the school year . It may be its look into through the results of the previous school year or by direct observation inside the classroom and through oral discussions. It is related to skills, it is not related to information, nor to values or trends, and it is focused on thinking, not on remembering.

**Final (final) evaluation:** It is carried out at the end of the school year to determine the extent to which educational goals were achieved at the end of a unit of study, semester, or academic year. It seeks to establish numerical grades or estimates to issue a decision granting certificates or transfer to a higher grade and to judge the appropriateness of the course objectives and the effectiveness of learning methods.

And the functions achieved by this evaluation, monitoring students' final marks, determining students' success or failure, judging teaching efforts, judging the educational process. (Salama, 2002, 202)

### **First: Presenting the previous studies:**

**Al-Nuaimi Study 1982:** The study aims to evaluate the teaching of Arabic literature in secondary education schools in the Libyan Arab Republic, and the researchers chose a sample of teachers that reached (60) teachers and a sample of mentors amounted to (20) mentors, and a sample of professors reached (20) professors, and a sample Of the lessons amounted to (20) lessons, the researchers used a number of tools are the questionnaire addressed to teachers, mentors and professors, and a note form in which the researchers extracted steps for teaching literature from research and books that dealt with methods of teaching literature, building a standard to evaluate the content of the literature book at the secondary level, and used The two researchers as a percentage as a statistical means in analyzing the results, and the researchers reached results, which we mention that the teachers did not give the attention required to read the text and its methods, and they only used the blackboard as an educational method. (Al Nuaimi, 1982, 54-57)

**Abd Aoun study 1989:** The study aims to evaluate the teaching of the subject of expression in middle schools in Iraq from the viewpoint of teachers and Professors. The two researchers chose a sample of his research from four governorates after he divided the country into three regions (North, Central, South), so he chose from (the Northern Governorate Al-Tamim) As for the central region, it chooses two governorates: (Babylon and Qadisiyah). The governorate of Dhi Qar was the study sample from the southern region. Note that the sample included schools within the governorate centers, and the number of schools selected was (71) middle schools, including (42) schools for boys and (29) For girls, they comprise (200) teachers and schools, and by (111) teachers and (89) schools. The researchers adopted two tools in his research: the interview and the questionnaire that were designed in light of the interview, exploratory study, previous studies and literature, which included five areas containing (67) A paragraph and at the end of each field an open question that includes proposals and solutions that teachers of the subject see suitable for the development of teaching subject matter within each field of

study, and the researchers used the following statistical methods Pearson correlation coefficient and percentage and the Kai square, and the two researchers concluded that there were (12) items in which there were statistically significant differences at the level (0.05%) and the degree of intensity (2) and the tabular value was (5.99%). (Abd Aoun, 1989, 10-194)

**Al-Jubouri Study, 1996 AD:** The study aims to evaluate the teaching of spelling in the elementary stage from the teachers point of view, through the diagnosis of strengths and weaknesses in light of some criteria and to the proposals to improve it. The researchers chose his sample randomly, so it was (31) elementary schools from schools located in The Babylon Governorate Center, and also chose a random method (55) teachers who teach Arabic in schools covered by the study, and the researchers used the questionnaire as a tool for his research and built this tool through standardizing the answers to the survey questionnaire as well as literature and previous studies, personal interview and field viewing of a number of teachers of the Arabic language and be The final questionnaire of (58) items distributed over six areas: goals, teaching methods, subjects, teachers, pupils, exams. and the researchers used the following statistical methods, the Pearson correlation coefficient and the percentage and the Fashr equation. The researchers reached a conclusion that the highest degree of severity of the items regardless of the fields ranged between (2.8) and (1.04), the number (2) was the standard between the strengths and weaknesses of the vertebrae, as I counted all items got more than two degrees on the side of strong items, and each items got less than two degrees on the side of weak items. (Al-Jabouri, 1996, 201-219)

### **Second: Indications from the previous studies:**

**Study place:** A study (Abd Aoun 1989) and a study (Al-Jubouri 1996) were conducted in Iraq except for the study (Al-Nuaimi 1982) which was conducted in Libya.

**Objectives:** The goal came from the study (Aoun 1989) and the study (Al-Nuaimi 1982) in the form of questions except for the study (Jubouri 1996) where it was formulated in the form of points.

**The sample:** The sizes of the samples differ from one research to another and the largest sample in previous studies, including the study (Abd Aoun 1989), as it reached (200) teachers and schools, i.e. (111) teachers and (89) schools, and (71) middle schools, including (42) School for boys, (29) schools for girls, and the smallest sample included in the study (Al-Jubouri, 1996), as it reached (55) teachers and (31) primary schools.

**Gender of the sample:** The study (Abd Aoun 1989) used both sexes, whether they were students, teachers, teachers, teachers, or supervisors, as is the case in the current study except for the study (Al-Naimi 1982) and the study (Jubouri 1996), as they used only males, and the studies differed in the type of sample Some of them used a sample of teachers supervisors, professors and lessons as a study (Al-Nuaimi 1982), including what was a sample of teachers as a study (Jubouri 1996), and some of them were a sample of teachers as a study (Abd Aoun 1989).

**Tool:** The instrument was used in most of the previous studies (the questionnaire) as in the study (Jubouri 1996). Including what was used as well as the questionnaire is another tool such as the interview as a study (Abd Aoun 1989 AD), including what was used in as well as the questionnaire, a note form as a study (Al-Naimi 1982)

**Statistical means:** (percentage, weighted mean, percentage weight, Chi square, T-test)

### **Study methodology and procedures**

**Study methodology:** The two researchers followed the descriptive, analytical study approach because it is appropriate and the aim of the study.

**Study community:** The current study community includes all professors of educational psychology who study them at the second stage students in the Faculties of Education for Social humanity.

**Study Sample:** The two researchers chose their research sample in a simple random way distributed among some of the professors who are actually studying the subject of educational psychology in the College of Education, and the study sample reached (60) professors.

### Study Tool: Questionnaire:

- 1- Asking an open question distributed to the professors of educational psychology who study them with the second stage students in the Faculties of Education for Social humanity for the purpose of obtaining a set of items that fit the questionnaire and the questionnaire.
- 2- Interviewing a number of professors of the subject of educational psychology to ask their opinions and collect the primary data of the questionnaire in order to determine the strengths and weaknesses of the subject of educational psychology with the aim of placing the items of the questionnaire prepared for this article.
- 3- The researchers reviewed some of the available literature and previous studies that are relevant to the subject of the current study in order to obtain other items as well as to what they get from the interviews and the open questionnaire.
4. Consult some experts in the field of measurement and evaluation for the purpose of lighting in their opinions on building the questionnaire form.
5. Consult some of the professors specializing in the methods of psychology in Iraqi universities to fit the content of the items of the questionnaire form to evaluate the subject of educational psychology taught by students of the second stage in the Faculties of Education for social Humanity.

**Prepare the questionnaire form in its primary form:** Based on the steps and procedures that the researchers followed to define items of the questionnaire form, the questionnaire form was prepared in its initial form and included (35 items distributed between (6) fields are (educational goals, subject topics, masters of the subject, method of teaching the subject, educational means, evaluation Subject).

**Validity of the questionnaire:** The questionnaire was presented in its initial form to a group of experts and specialists in the field of education, psychology, measurement and evaluation for the purpose of achieving the validity of the questionnaire and after clarifying their opinions and suggestions in items and their suitability to achieve the goal of the study, the experts made some adjustments and additions to the questionnaire form, and it was not done Delete any field or items from the questionnaire, and an agreement (80%) or more has been adopted to accept the items. Therefore, the questionnaire form is valid for application.

**The stability of the questionnaire form:** The researchers relied on the test-retest method to extract the stability, whereby the questionnaire was distributed to a sample of (50) professors of educational psychology who were not included in the original study sample, and then the same questionnaire was re-applied to The same sample after two weeks have passed, and the Pearson correlation coefficient was used as a statistical method to extract the stability, where the stability reached (86%), as it reached (80%) and more, it is a good stability coefficient and this means that the stability is appropriate for the current study as seen by specialists in the field Measurement and evaluation.

**The questionnaire form in its final form:** After the validity and reliability were extracted, the questionnaire form became ready for application, which included in its final form (6) areas and includes (35) items.

### **Procedures for applying the questionnaire:**

- 1- The researchers distributed the questionnaire to professors of educational psychology after completing the vocabulary.
- 2- The first classroom of the questionnaire assigned special instructions for answering the items of the questionnaire form.
- 3- The researchers asked the study sample not to mention their names and that their answers will only be used for the purposes of the scientific study.
- 4- The questionnaires were collected and their answers examined before dispersal. The researchers did not exclude any of the questionnaires

5- Answers are examined by the appropriate statistical means. Statistical means: The researchers used the social bag of humanities (spss) to extract the results of the study, as well as in the current study procedures.

### Presentation and discussion of the study results

#### First: Presentation of the study results:

1-: The results of the answer to the aim of the study: evaluation of the subject of educational psychology taught in colleges of education for the social humanity from the viewpoint of their professors, to answer this goal, the researchers used the weighted mean and the percentage weight as a statistical means to extract the results of the study, and table (1) shows The results of the answer to the first goal.

Table (1) Shows the weighted mean results and the percentage weight of the questionnaire distributed to teachers of educational psychology

L a t e r	Previous ly	items of the questionnaire	weighted mean	percentag e weight
<b>The first field: its educational goals:</b>				
1	1	Its goals benefit students in facing career situations after their graduation	99.43	3.01
3	2	Its objectives are clear in terms of its accuracy, comprehensiveness and complementarity	89.39	2.49
2	3	Its goals relate to attitudes, attitudes, and behavior toward education in contemporary times	84.22	2.40
4	4	Its compatibility with the current educational philosophy of society	79.48	2.33
5	5	Some of its goals are inconsistent with the nature of colleges of education students	78.39	2.11
<b>المجال الثاني: موضوعات المادة:</b>		<b>The second field: subject matter:</b>		
2	1	Its subjects are appropriate for the nature of students	99.49	3.21
3	2	Their topics are logically and sequentially arranged	88.25	2.33
5	3	Its topics are varied and numerous	87.47	2.29
1	4	Her subjects consider individual differences between students	86.39	2.13
4	5	Their topics are modern and enriched with valuable information	85.48	2.09
<b>المجال الثالث: اساتذة المادة المادة:</b>		<b>The Third Field: Masters of the Course Article:</b>		
4	1	Course teachers provide material information in a coordinated manner	99.49	3.02
3	2	He is interested in teaching educational psychology	89.27	2.22
2	3	Their style attracts student attention	89.02	2.18
5	4	It depends on traditional teaching methods	88.48	2.01
1	5	They vary in methods of teaching subject matter	67.39	1.49
<b>المجال الرابع: اسلوب تدريس المادة:</b>		<b>The fourth field: Method of teaching material:</b>		
1	1	Subject teachers consider the individual differences between students	88.47	2.19
2	2	Students are encouraged to discuss in the classroom	88.41	2.17
3	3	They use a variety of teaching methods inside the hall	88.33	2.14



4	4	Their teaching style is woven with the content of the subject	88,19	2,13
5	5	Their style is characterized by suspense by their ability to present ideas in a way that is easy to apply	87,49	2,11
		<b>المجال الخامس: الوسائل التعليمية:</b>	<b>Fifth Field: Teaching Aids:</b>	
5	1	They rely on verbal education only	88,39	2,33
1	2	Teaching aids contribute to the progress of the learning and teaching process	88,28	2,22
4	3	There are modern educational methods in teaching the subject	88,19	2,20
3	4	Teaching aids stimulate the learner mentally	88,14	2,16
2	5	There are educational methods other than blackboard	88,07	2,12
		<b>المجال السادس: تقويم المادة:</b>	<b>The Sixth Field: Article Evaluation:</b>	
2	1	Matches the time allotted for taking place in the classroom	97,21	2,07
3	2	The course is based on scientific evaluation methods	97,18	2,05
1	3	Their assessment takes into account individual differences between students	97,14	2,03
4	4	The material is evaluated in an orderly manner	97,09	2,02
5	5	Their evaluation is honest and steadfast	89,01	2,01

### **Discuss the results of the study goal:**

The first field: its educational goals: This field includes (5) items, and all the items were achieved in this field, as the weighted average degree ranged between (3,01 - 11,11) and the percentage weight ranged between (99,43 - 78,39), where the item was obtained (Its goals benefit students in facing career situations after their graduation) Firstly within the scope of its educational goals, where it obtained a weighted average (3,01) and a percentage weight (99,43). The researchers believe that the majority of professors of educational psychology confirm that the goals This article benefits students from facing various career situations, as they benefit from them after their graduation when they become masters of the subject of educational psychology, while the item (its goals are clear in terms of its accuracy, comprehensiveness, and integrity) came second in this field and got a weighted medium (99,43). And a percentage weight (89,39). Teachers of educational psychology indicate that its goals are clear and specific in terms of its accuracy, completeness, and coverage of all the goals set, while the item (its goals related to tendencies, attitudes and behavior towards education in contemporary time) ranked third in this The field where it obtained a weighted medium (2,4 0) and a percentage weight (84,22). The researchers believe that the masters of educational psychology subject who were presented with the questionnaire form confirm in their answer that they often relate to tendencies and trends in terms of acquiring habits and directing the behavior of students towards education in the contemporary time, while the items (harmony) With the current educational philosophy of society (in the fourth place within this field, where it got one weighted medium (2,33) and one centenary weight (79,48), and the reason is because the masters of educational psychology explain that the goals of the subject are consistent with the educational philosophy of society The local place in which students live, as well as their assertion that some of the goals of teaching a subject are inconsistent with the nature of students at the university level, and the item (some of its goals are inconsistent with undergraduate students) won the last rank as it received a weighted medium (2,11) and a percentage weight (78,39) This is evidence that educational psychology professors affirm that some of the goals of educational psychology are inconsistent with the nature of students, especially undergraduate students.

### **The second field: subject matter:**

This field includes (5) the items and all the paragraphs were achieved in this field, as the weighted average score ranged between (3.21 - 2.09) and the percentage weight ranged between (99.49 - 85.48)

the two items came (Its subjects are compatible with the nature of students) in the first place within this field, where it got one weighted medium (3,21) and one percent weight (99,49) .The researchers believe that more teachers of educational psychology subject confirm that the subjects of educational psychology subject are compatible with the nature of students The university stage because that helps them to acquire knowledge and concepts related to the subject matter, and the item (its subjects are logically and sequentially arranged) obtained the second rank where it got a weighted medium (2,33) and a percentage weight (88,25) and the researchers see that more of professors of educational psychology They affirm that the subjects of educational psychology subject are graded and arranged logically and sequentially in an orderly manner, while the item (its topics are diverse and multiple) came in the third rank within this field, where it got a weighted medium (2.29) and a percentage weight (87.47) and the researchers infer from these The result is that more of professors of educational psychology confirm that The subjects of educational psychology subject included in this subject matter are diverse in their subjects and the subject is divided into several topics, while the item (its subjects take into account the individual differences between students) came in the fourth place within the subject area of the subject where it got a weighted average (2,13) and weight Percentage (86,39) The researchers believe that the more of professors of educational psychology subject who were presented with a questionnaire form through their answers to them confirm that the subjects of educational psychology subject often consider individual differences between university students in terms of ease and difficulty in their subjects, and that there are Two subjects that do not easily reach the minds of students, according to what the researchers analyzed, the results of the questionnaire form and the information that was drawn from the masters of the subject of educational psychology, and the item (its topics are characterized by something of modernity and enriched with valuable information) is ranked fifth in this field, where it got a weighted medium (2,09) and a percentage weight (85,48) .The researchers believe that Professors of educational psychology subject to whom the questionnaire was presented confirm that the subjects of educational psychology are characterized by some modernity in displaying information. its rich by subjects, which are competence for students and their knowledge of information in this study material for them at this stage.

### **The third field: professors of the subject:**

This field includes (5) items, and became from clear that (4) items were achieved and one unfulfilled items as the weighted average score ranged between (3.02 - 1.49) and the percentage weight ranged between (99.49 - 67). 39) Where the item obtained (the course professors provide the material information in a coordinated manner) in the first place within this field, where it obtained a weighted average (3.02) and a percentage weight (99,49), and more of the professors of the course agree by presenting the information found in the course in a coordinated manner Students in that the subject is rich in its subjects, it gives the student information about this subject, while the item (the desire to teach the subject of educational psychology) came second in this field, where it's got a weighted medium (2.22) and a percentage weight (89,27) Therefore, the professors of the subject have a clear and acceptable real desire to teach the subject of educational psychology clearly because of its information, while the item (their style attracts the attention of students to them) came in the third place within this field where it got a weighted medium (2,18) And a percentage weight (89.02), as the researchers conclude that more of professors of educational psychology who were offered a form Depending that their style attracts the attention of students to them in terms of presenting the subjects of the subject in an interesting manner, the item (based on traditional methods of teaching) came in fourth in this field, where it received a weighted medium (2,01) and a percentage weight (88.48) .The researchers believe that The opinion of the professors of educational psychology in teaching was based on the traditional methods whose methods are based on the lecture, because this method is appropriate in their view of its ease and its shortening in time and effort, and the item (varied in the methods of teaching the subject) got the fifth rank in this field which is Of the unfulfilled items, where it received a weighted medium (1,49) and a percentage weight (67,39). This result indicates that more of teachers

of educational psychology subject to whom the questionnaire was presented are often varied in teaching their subjects, since they are originally a subject that has some kind of The difficulty is by receiving students to their subjects, but some professors of educational psychology believe that this subject stimulate the student to keep it at heart and all university students need to know their concepts, how to apply them, how they are received by the sender of Send the information, who is the teacher, and accordingly, this item came last in the unfulfilled items.

#### **The fourth field: the method of teaching the subject:**

this field includes (5) items and all the items were Achieved, as was the weighted average score ranged between (19,2 - 11,11) and the percentage weight ranged between (88,47 - 87,49) where the item came (The professors students) in the first place within the field: the method of teaching the subject, as it received a weighted medium (2,19) and a percentage weight (88,47), so the researchers included from this item and the professors of the subject of educational psychology answer that more of professors of educational psychology take into account the individual differences between students in terms of their use of the optimal method that takes Considering individual differences, and the most appropriate for all undergraduate students in teaching subjects of educational psychology subject, according to their abilities, preparations and tendencies towards the required academic subject from them, and obtained the item (They encourage students to discuss inside the classroom) in the second place, where it got a weighted medium (2,17) and a centenary weight (88,41) .The researchers Concluded that from that, professors of educational psychology at the university level always encourage students to group discussion that depends on dialogue. Purposeful, and engaging The actual activity of the organization inside the classroom, and this is evidence that teachers of educational psychology encourage students to participate actively in the lesson and involve everyone in the discussion and dialogue, according to what the results came from their responses to the questionnaire form, while the item (they use various teaching methods inside the classroom) came in the third place Within this field, where It obtained a weighted medium (2,14) and a percentage weight (88,33), the researchers believe that more of professors of the subject use a variety of teaching methods within the classroom in that if they have the flexibility to use a number of teaching methods, they provide students with positive aspects Towards the academic subject and its subjects, while the item (weaves their teaching style with the content of the subject) came in the fourth place within this field, where it got a weighted medium (2,13) and a percentage weight (88,19) .The researchers attribute the reason to the teachers of educational psychology explaining The appropriate teaching method in terms of its consistency with the academic content, according to what the researchers observed from the teachers' answers to the questionnaire form, and the item (their style is characterized by suspense in their ability to present ideas in a way that is easy to apply). To the fifth rank, where I got a weighted average (2,11) and a percentage weight (87,49). The questionnaire showed that teaching the subject is interesting in terms of its ability to present ideas in a scientific, organized, accurate and clear way away from ambiguity to facilitate the application process.

#### **Fifth Domain: Teaching Aids:**

This field includes (5) items, and it became clear that all the items were achieved in this field, as the weighted average score ranged between (2.33 - 2.12) and the percentage weight ranged between (88.39 - 88.07). Accordingly, item (they depend on verbal education only) obtained the first rank in the field of educational aids, as it received a weighted medium (2,33) and a percentage weight (88,39) .The researchers believe that more of professors of educational psychology confirm that The dialogue in the lesson It has a high interest in education, especially in the subject of educational psychology, as it is a branch of general psychology that is concerned with this important type of vocalization, while item (educational means contribute to the process of learning and education) came second in the field of educational means where it got middle Weighted (2.22) and a percentage weight (88,28). The researchers believe that the professors of educational psychology confirm that the study material for undergraduate students has high contributions, and is clear in the progress of the teaching and learning

process to what is better when employing and using educational methods in Teaching in general and teaching subjects of psychology Educational in particular, while item (there are modern educational methods in teaching the subject) came third in the field of educational means, where it received a weighted medium (2,20) and a percentage weight (88,19). This shows us that the professors of educational psychology have confirmed The lack of advanced and modern educational methods in teaching this subject in the college, such as the computer and the Internet, and this is a negative point because the employment of educational methods, especially modern ones, is important in the educational learning process as it helps the professors of the subject to communicate their ideas to their students easily and enables students to Reviewing the subject without the help of teachers, while the item (educational methods work to stimulate the learner mentally) came in the fourth place within this field, where she obtained a weighted medium (2,16) and a percentage weight (88,14). The researchers included from the opinion of professors of psychology The educational subject that educational psychology and its teaching sometimes does not stimulate and assimilate the students 'memory mentally so it came in this rank, and item (there are educational methods other than the blackboard) got the fifth rank within this field where it received a weighted medium (2,12) And a percentage weight (88,07). The researchers believe that modern educational means are not available in the first place for their use to teach educational psychology, and the lack of their presence in the classroom except for the blackboard, which is one of the common educational methods in teaching all subjects, and therefore came also in the last rank .

**The Sixth Field: The Evaluation:** This field includes (5) items, and all items were achieved, as the weighted average score ranged between (2,07 - 2,01) and the percentage weight ranged from (97,21 - 98,49) where item came (appropriate to the time into classroom) in the first place within the field of evaluation, where it obtained a weighted average of (2.07) and a percentage weight of (97,21). The researchers included from this result that more of professors of educational psychology at the university level agree with one opinion that The time allocated to the subject of educational psychology at the university level is sufficient for its procedures and covering its topics in a manner that allowed within the classroom, while the item (the material is based on scientific evaluation methods) came second in this field, i.e. the field of evaluation where this item obtained a weighted medium (2, 05) and percentage weight (97,18). The researchers see, according to the response of professors of educational psychology to the questionnaire form, confirming that the educational psychology subject is based on the methods and means of scientific evaluation in terms of conducting the evaluation process, such as daily or monthly written and oral tests, forms, and observations within classroom. Whatever come A item (the evaluation of which takes into account the individual differences between students) came third in the field of evaluation, as it received a weighted medium (2.03) and a percentage weight (97,14), and researchers can included that the teachers of educational psychology at the university level take into account Individual differences between students according to the results of their responses to the questionnaire form as an educational subject and students do not feel bored of it, as its topics are wide and varied, while item (the material is being evaluated in an organized manner) ranked fourth in the field of evaluation and within the achieved items where it obtained a middle Weighted (2,02) and a percentage weight (97,09). The researchers believe that the professors of educational psychology at the university level, as the results of their responses to the questionnaire came more of them confirming that the evaluation is carried out in an organized way inside the classroom, where there are tests for the semester The first and the second semester, distributed according to the schedule that relates to the exams assigned to students that the department administration sometimes determines, or the professor specifies at the end of the first semester and the so-called The calendar exam, while an item obtained (evaluation is marked Validity and Stability), which is one of the items achieved on the fifth rank in the field of evaluation, where it obtained a weighted average (2,01) and a percentage weight (89,01).

**Conclusions:**

- 1- The professors of educational psychology at the university level assert that the subjects of educational psychology is diverse.
- 2- The interest of most teachers of educational psychology, according to the theoretical side, and neglecting the practical side.
- 3- Confirmation by many professors of the subject that the time allocated to the subject of educational psychology is sufficient to conduct it inside the classroom.
- 4- The researchers noted, through the opinions of the masters of the subject, that modern educational methods do not exist in classroom except for the blackboard, which is one of the educational methods commonly used in educational institutions.
- 5- The researchers noted that more of professors of the subject use a variety of teaching methods in the classroom in a way that fit Aims of the subject.
- 6- The educational aims of the subject of educational psychology are sufficient to achieve the desired goal, because its aims are clear, specific, and distributed in general academic subjects.
- 7- The percentage of evaluation is good if it is in this case, which is considered by professors of educational psychology at the university level.
- 8- The responses of the professors of educational psychology were all of good and predictable information.
- 9- professors of educational psychology are aware with teaching subjects of the matter, and therefore their responses are acceptable.
- 10- The subject of educational psychology requires the formation of committees with a specialization to repeat some of its Paragraphs.

**Recommendations:** In light of the findings of the current study, the two researchers recommend the following:

- 1- The necessity of informing professors of educational psychology about educational goals and following them up every academic year.
- 2- Work on the Update and development of the subject of educational psychology in each academic year.
- 3- Giving sufficient freedom for professors of educational psychology to choose the appropriate Paragraphs for professors of educational psychology book.
- 4- Attention to oral tests, as is the case with written tests.
- 5- Increased attention and daily follow-up by providing modern educational methods.

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