



Teaching Competencies required for Students Applying to schools - Department of Art Education - Open College of Education

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Abstract

The research plan was divided into four chapters. The first included its problem, importance and need for it, followed by the research objective: identifying the teaching competencies necessary for students applying in schools - the Department of Art Education - the Open College of Education, and the limits of the research for the academic year (2024-2025). The chapter ended with a definition of terms, followed by the second chapter dedicated to the theoretical framework, and consisted of three topics. The first was entitled Competency - Educational Competency (its concept - its classifications), the second was entitled Fields of Teaching Competencies Necessary for the Applied Art Education Teacher, and the third topic was entitled The Importance of Evaluating Students of the Department of Art Education Applying in Primary Schools. The chapter ended with the indicators that the theoretical framework concluded. The third chapter represented the research procedures that included the research community and represented by the fourth-year students of the Department of Art Education in the Open College of Education / Babylon Study Center, whose total number is (14), with (4) males and (10) females. The research sample was taken in full, i.e. (14) models that were dealt with in a way that the intentional, as for the research methodology, the descriptive approach was adopted, using the survey method, as it is consistent with the research objective. As for the research tool, it was a questionnaire that included (6) main fields, and each field branches into (3) sub-fields derived in an accurate, clear and specific manner in order to reach scientific and logical results that achieve the research objective. The questionnaire was formulated in its initial form, and the coefficients of validity and reliability were applied to it. After that, it came out in its final form and became ready for statistical analysis. Then, the fourth chapter comes with the results, including: The teaching competencies necessary for the students applying in schools - the Department of Art Education - the Open College of Education related to the field of educational objectives are good, followed by the conclusions, including: There are a number of teaching competencies that were not applied well by the students applying in schools - the Department of Art Education - the Open College of Education, which creates a deficiency that results in the disruption of the teaching process. Then, the chapter concluded with recommendations and suggestions, and the research ended with a list of sources.

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Keywords: Necessary Competencies, Teaching, Teaching

Methodological Framework of the Research

First: The Research Problem, its Importance and the Need for it

There is no doubt that the continuous development of the educational process is the first step in reforming society. The most important step contributing to the success of the educational process is developing the quality of teaching. The person responsible for this important task is the teacher. Hence, it is imperative for them to develop their intellectual, sensory, and technical skills

to achieve a high level of professional competence that qualifies them to raise distinguished children. They will then be able to ensure the success of the educational process. Based on this, the process of preparing teachers is a collective responsibility, as well as a serious one, given the serious nature of the society with which the teacher deals, as a community of students. The teacher is an educator whose preparation requires comprehensive preparation in all academic, professional, and cultural aspects. In order for the student applying in schools - Department of Art Education - Open College of Education - Babylon Study Center to be able to have the necessary teaching competencies to perform his duties well inside the classroom, he must be prepared scientifically and educationally to qualify him to bear the responsibility of preparing a conscious generation and raising it mentally, emotionally and skillfully to the best levels. Based on this, the need to conduct this research and define its problem with the following question:

What are the teaching competencies required for students applying to schools - Department of Art Education - Open College of Education?

The Importance of this research stems from its response to this question, which highlights the teaching competencies required for students applying to schools—the Department of Art Education—at the Open College of Education. The urgent Need for this research is evident through the following:

1. Field investigation of the teaching competencies required for students applying to schools—the Department of Art Education—at the Open College of Education.
2. Helping students applying to schools develop their skills in writing annual and daily lesson plans and implementing them comprehensively.
3. The research scale in this study serves as a scientific model that can be used in teaching competency tests.
4. Supporting the library of the General Directorate of Education in Babylon.

Second: Research Objective: To identify the teaching competencies required for students applying in schools - Department of Art Education - Open College of Education.

Third: Research Limits

Temporally: The academic year (2024-2025).

Spatially: Fourth-year students in the second academic year/Art Education Department/Open College of Education/Babylon Study Center, who are applying in their primary schools distributed throughout the center of Babylon Governorate and its districts (Al-Musayyib, Al-Mahawil, Al-Hashimiyah, and neighboring villages) affiliated with the General Directorate of Education in Babylon.

Subjectively: The teaching competencies required for students applying in schools - Art Education Department - Open College of Education - Babylon Study Center.

Fourth: Definition of Research Terms:

Sufficiency/linguistically: It was mentioned in the Intermediate Dictionary of the Arabic Language Academy from (kafahu) something - sufficiency. In the Noble Qur'an,

"And sufficient is Allah as a Reckoner" and "And sufficient is Allah as a Witness." - And so-and-so undertook the matter: he undertook a task in it, and it is also said: he sufficed him with his burden. In the Qur'an, "Then Allah will suffice you against them." (Iktifa) with something: he was satisfied with it, and was content with the matter: he undertook it. (13: 793)

Teaching competencies/terminologically: Al-Duraij defined them as acquired abilities that aid behavior and action in a specific context. As for their content, they consist of a set of knowledge, skills, abilities, and attitudes integrated in a complex manner. The individual who acquired them stimulates, mobilizes, and employs them with the aim of confronting a problem and solving it in the best possible way. (2: 81)

Teaching competencies/procedurally: It is a scale that determines the degree of competence of students applied in schools - Department of Art Education - Open College of Education - Babylon Study Center. It was formulated in the form of a form and consists of six main areas as follows: (1- Educational objectives 2- Lesson planning 3- Lesson presentation 4- Classroom management 5- Motivation 6- Personal characteristics) and each of these areas branches into (3) sub-areas derived in an accurate, clear and specific manner in order to reach scientific and logical results that achieve the research objective.

Necessary /Linguistically: It is mentioned in the Intermediate Dictionary of the Arabic Language Academy from (Necessary) something - Necessary): to be established and to last, and (Necessary) something means to establish and to continue it. And someone made something obligatory for him, and (Necessary) is to adhere to it, and (Necessary): to persist in it, and (Necessary) something or the matter: to make it obligatory for himself, and (Necessary) something: to consider it obligatory. (13: 823)

Necessity/Technology: The Philosophical Dictionary of the Arabic Language Academy defines it on two levels: First, mathematically: a result that necessarily follows a proven theory. Second, philosophically: a proposition deduced directly from another proposition according to the laws of logic. (14: 158-159)

Necessity/Procedurally: It is the sum of teaching competencies represented by the following six areas: (1- Educational objectives 2- Lesson planning 3- Lesson presentation 4- Classroom management 5- Motivation 6- Personal characteristics) that must be present in students applying to schools - Department of Art Education - Open College of Education - Babylon Study Center.

Practical/Procedural Students: This group of students are basically non-specialized teachers affiliated with the Art Education Department, Open College of Education, Babylon Study Center. They work in primary schools affiliated with the General Directorate of Education in Babylon and continue in their field of work. The day designated for their study presence at the Open College of Education is the two holidays (Friday and Saturday) and (Sunday) only. They are released from their schools for this day through an official letter from the college that includes addressing the General

Directorate of Education. The students aim to attend the Open College of Education to develop themselves through studying for four years to obtain a (bachelor's) degree, so that they become university teachers. After graduation, they specialize in the field of teaching art education, becoming more developed as a result of their academic studies. The students applying in the current study are specifically fourth-year students who are applying in their schools during the second semester.

The Department of Art Education (*)/Procedurally: It is one of the departments of the Open College of Education/Babylon Study Center. It has multiple tasks and activities, including field supervision of students applying in schools through the work of a specialized teaching staff represented by the department supervisor and its professors, who hold advanced degrees from the Ministry of Education. The researcher invested her time supervising the students by applying the teaching proficiency test scale to the applying students.

The Open College of Education/Technology: An educational institution established pursuant to Law No. 169 of 1998, as the only academic (university) institution in the Ministry of Education that awards the bachelor's degree granted by Iraqi universities affiliated with the Ministry of Higher Education and Scientific Research. This institution is based on a vision to develop the primary education sector and to achieve the Ministry of Education's strategy for preparing and developing university teachers. For more information, see the electronic link: (17)

Theoretical Framework

The First Topic

Competence - Educational Competence (Concept - Classifications)

The scientific roots of the term "competency" and its general use go back to behavioral psychology. When it first emerged and became widespread in the fields of employment, professions, and human resource management, the concept was associated with a new concept in scientific language, whether in psychology or educational sciences. The prevailing discourse was on capabilities, aptitudes, tendencies, and personality traits as the psychological characteristics that distinguish individuals. (6: 304) The concept of competency is not much different from similar concepts such as skill, experience, good performance, and ability. Furthermore, it has two conceptualizations: the behavioral conceptualization and the cognitive conceptualization. The behavioral conceptualization defines competency through the actions and tasks an individual is capable of accomplishing, while the cognitive conceptualization views competency as a strategy and system composed of knowledge. Competence is defined as the ability to accomplish certain tasks and functions and perform certain

actions. (6: 306)

As for educational competence, it is defined as: a set of skills and abilities that an individual (teacher or supervisor) must possess, necessary to be able to practice the teaching profession efficiently and effectively. It is also defined as the sum of performance skills, academic knowledge, and mental abilities that an individual must acquire during their preparation period, so that they become part of their behavior and can be successfully applied during practice. It is also defined as the art education teacher's possession of the knowledge, skills, and ability to perform the teaching behavior they practice in the educational situation to achieve the objectives of that situation, which can be observed and measured by specific standards. Furthermore, it is the ability to perform a job or a set of jobs, requiring the availability of the elements of academic background and scientific and practical experience. Many researchers and specialists in the field of education have classified it into main types and categories, from which secondary or sub-competencies are derived. It is divided into: (4: 13)

General competencies: These include competencies in psychological and social adaptation, such as a sense of self-satisfaction and the possession of methods for self-development psychologically, culturally, professionally, and socially.

1. **Specialized competencies:** These include sufficient knowledge of the subject matter to be taught at a level that enables the teacher to successfully perform their teaching role.
2. **Professional educational competencies:** These include possessing the knowledge and skills to address problems, understanding the developmental characteristics of each age group, understanding general and specific teaching methods, and being able to use educational tools and perform assessment processes.
3. **Social and cultural competencies:** Knowledge of the society's culture and trends, and understanding the concepts of development and progress and their economic, social, and cultural implications.
4. **Professional self-development competencies:** These include the use of self-learning.

They are also divided into:

1. **Cognitive competencies:** These refer to the educational information and skills necessary for the individual teacher to perform in all aspects of their work (teaching and learning).
2. **Performance competencies:** These refer to the performance competencies demonstrated by the individual teacher, including psychomotor skills. The performance of these skills depends on the individual teacher's previous acquisition of cognitive competencies.
3. **Productive competencies:** They refer to the impact of the teacher's performance of previous competencies in

* Names of the teaching staff members of the Department of Art Education - Open College of Education - Babylon Study Center:

-Assistant Professor Dr. Sadiq Kazim Abbas, Department Supervisor, Specialization: Theatrical Arts Teaching Methods
 -Assistant Professor Dr. Khawla Ali Abdullah, Lecturer, Specialization: Art Education - Fine Arts (Researcher)
 -Assistant Professor Dr. Samira Fadel Muhammad Ali, Lecturer, Specialization: Fine Arts - Drawing

-Assistant Professor Dr. Ahmed Hassan Abboud, Lecturer, Specialization: Fine Arts - Pottery
 -Assistant Professor Dr. Jassim Hamza Sayel, Lecturer, Specialization: Fine Arts - Drawing
 -Assistant Professor Dr. Rafel Mohsen Shaker, Lecturer, Specialization: Fine Arts - Pottery

the field (education), i.e. the impact of competencies on learners and the extent of their adaptation in their future learning or in their task.

The Second Topic

Areas of Teaching Competencies Required for the Applied Art Education Teacher

The concept of teaching competencies is reflected in the various capabilities associated with the tasks and roles of the art education trainee teacher. These competencies can be found at the theoretical level, as demonstrated through lesson planning and preparation for required daily activities, or through the trainee's professional behavior or actual performance within and outside the educational institution. This reflects the true impact of the training process, coupled with functional competence and effectiveness. The areas of teaching competencies required by art education teachers can be classified according to the following:

First: Educational objectives: There is no doubt that knowing and distinguishing the educational objectives (general and specific) for art education teachers represents the starting point for classroom teaching, as they are the primary guide for all other areas of teaching competencies. This is because objectives help coordinate, organize, and direct work to achieve greater goals and build the student (mentally, emotionally, and "skill-wise" in particular). Furthermore, they help ensure the effective implementation of the art education curriculum in terms of organizing teaching methods and approaches, and organizing and designing various assessment tools and methods. (12:13)

Second: Lesson Planning: The art teacher begins planning the lesson by carefully and systematically preparing teaching plans and tasks in advance, according to a theoretical model with sequential steps and stages. This model specifies educational and learning objectives and teaching strategies based on behavior or performance. This model consists of four elements: (objectives, content, activities, and assessment). The importance of adequate lesson planning is evident in helping the art teacher organize their efforts, as well as those of their students, and in managing time and investing it effectively and profitably. It also ensures that classroom work proceeds toward achieving the desired goals and utilizing all methods, procedures, and activities that facilitate the completion of artistic works. (5:29)

Third: Lesson Presentation: The adequacy of lesson presentation is represented by the set of regular, educational, social, and technical behaviors possessed by the art teacher within the lesson. This adequacy is characterized by integrated performance through the teacher's ability to convey technical information to students and facilitate its practical application in the classroom. Therefore, the art teacher must explain skills in as simple a manner as possible, in addition to taking the lead and assuming the role of leader and guide for students' performance of technical skills. They must also not fail to promote successful educational situations.

Fourth: Classroom Management: Classroom management adequacy represents both a science and an art, as it is a highly developed skill that requires leadership charisma, which distinguishes the art teacher through their approach to dealing

with students. This is achieved through organization, time management, maintaining order in critical situations, avoiding sarcasm and mockery toward students, and encouraging collaborative artistic work among students. (11: 223)

Fifth: Stimulating Motivation: The axis around which the entire educational process revolves is the student, as the fundamental pillar. Their active participation plays a very important, positive role. Based on this, the teaching process cannot be successful unless appropriate educational methods are in place to stimulate students' interests and motivate them during art lessons. This will stimulate and motivate them, making them engaged in learning. The art teacher must place their students in situations that make them feel engaged, as well as encourage them to participate in making certain decisions, and allow them to use what they have learned in an activity they enjoy. (1: 226)

Sixth: Personal Traits: One of the most important teaching competencies required of an art teacher is an influential personality in all its dimensions, including elegance of appearance, choice of colors in clothing, cooperation, and fairness in dealing with students. This is because personal traits represent one of the psychological and physiological foundations, as they determine a teacher's behavior as a result of their interaction with the educational environment. Personal traits vary among art teachers, as they are a characteristic of behavior characterized by a degree of stability and continuity. These traits can be physical, mental, emotional, or social, and are a relatively stable general predisposition or tendency toward a specific response in similar situations. (10: 355)

The Third Topic

The importance of Evaluating Art Education Students in Elementary Schools

Evaluation is the primary guiding force in the teaching process for art education students in elementary schools, beginning with classroom management, continuing through enriching student learning and academic progress, and ultimately improving educational outcomes (9:13). This is because it represents a systematic procedure intended to assess the extent to which specific educational objectives have been achieved (8:16). Furthermore, it is a judgment on the extent to which the desired objectives have been achieved, as defined by those objectives, for the purpose of improvement, modification, and evaluation (7:158). The desired goal of the evaluation process is to help students in art education determine their success in performing their tasks, as well as to assess the progress they have achieved as a result of the quality of their teaching, and to assess the appropriateness of their artistic activities at school. It also extends to the impact of these artistic activities on changing student behavior and acquiring various artistic skills. Evaluation, in its simplest form, represents an important means for guiding the educational process and keeping it on the right track. It is essential for selecting the best methods to achieve the desired goals. Furthermore, it measures the scope of artistic work and the quality of works that have been completed or are in the process of being completed, assesses their processing methods, and determines their artistic level. It also provides a means for accurately identifying the

learner's personality and their unique, independent character, which distinguishes them from others. It also reveals the specific, qualitative skills that result from the artwork. It represents an organic, indivisible analytical unit, demonstrating the interconnectedness of artworks to form a single whole. All other elements should serve this unity when defining artistic beauty. (3: 169) Based on this, evaluation is a process whose tasks include measuring students' awareness of the artistic problems they face and their attitudes toward solving them using available practical means. Proper evaluation should not conflict with the policy of change and the philosophy of development, as it is a fundamental factor guiding understanding of the nature of the artwork and deepening our present and future aesthetic experiences. (3: 170)

Educational evaluation also has other functions, including training and preparing students in the art education department for quality teaching and learning. This is achieved by selecting the best educational methods and techniques to serve the educational process, and monitoring the academic progress of students in elementary schools and determining their achievement level (9: 34).

The utmost importance of modern educational evaluation stems from its application in various areas of life. This importance stems from the urgent need to rely on it to measure and assess the extent to which the desired objectives of each process and in each field are achieved, and its success in the field of education. Its importance is demonstrated through the following: (7: 158)

1. Any correct and successful educational process cannot be achieved unless it has an evaluation based on sound foundations.
2. It represents a fundamental pillar in developing curricula.
3. Both teachers and students need it to understand the progress made in schoolwork.

Theoretical framework indicators

1. Competency in setting educational objectives is one of the teaching competencies required for practicing students. It involves knowing and distinguishing educational objectives (general and specific), as well as emphasizing the psychomotor (skill) objective.
2. Competency in lesson planning is one of the teaching competencies required for practicing students. It involves the teacher's keenness to prepare and implement educational plans, monitoring time allocation according to the plan, and ensuring the lesson is delivered in a sequential manner.
3. Competency in presenting the lesson is one of the teaching competencies required for practicing students. It involves explaining skills in a simplified manner, taking charge and assuming the role of leader and guide for students' performance of technical skills, and not

forgetting to promote successful learning situations.

4. Competency in classroom management is one of the teaching competencies required for practicing students. It involves maintaining order in critical situations, avoiding sarcasm and mockery toward students, and encouraging collaborative artistic work.
5. Motivational competence is one of the teaching competencies required for practicing students. It involves placing students in situations that make them feel engaged, encouraging them to participate in decision-making, and encouraging them to use diverse learning situations while learning skills.
6. Personal trait competence is one of the teaching competencies required for practicing students. It includes a good overall appearance, an influential and likeable personality, and the ability to be cooperative and fair.

Research Procedures

First: Research community: Represented by fourth-year students in the Art Education Department at the Open College of Education/Babylon Study Center, totaling (14), comprising (4) males and (10) females.

Second: Research sample: Given the small size of the research community, it was taken in its entirety, i.e. (14) samples, which were treated intentionally.

Third: Research methodology: The descriptive approach and survey method were adopted, as it was consistent with the research objective.

Fourth: Research tool: A test scale represented by a questionnaire that included (6) main areas, each area branching into (3) sub-areas derived in a precise, clear, and specific manner. These sub-areas represent the teaching competencies necessary for the good performance of students applying to schools - the Art Education Department - the Open College of Education - Babylon Study Center. These sub-areas were formulated in their initial form.

Fifth: Validity of the Tool: The scale was presented to experts (*) to measure its applicability. Using Cooper's equation, the researcher reached an agreement rate of (91%). After making some changes, modifications, deletions, and additions, the scale was ready for sample testing.

Sixth: Reliability of the Tool: To achieve reliability, the analysts (**) analyzed two models outside the sample scope. The researcher then analyzed the sample twice in a row. After (17) days had passed between the first and second analyses, and by calculating the agreement coefficient using the (Scott) equation, the agreement rate was extracted according to Table No. (1):

* Dear Experts:

- 1- Prof. Dr. Mohammed Awda Sabti, Lecturer / University of Babylon / College of Fine Arts
- 2- Prof. Dr. Fatima Imran Raji, Lecturer / University of Babylon / College of Fine Arts
- 3- Prof. Dr. Bushra Kadhim Salman, Lecturer / University of Babylon / College of Fine Arts
- 4- Asst. Prof. Dr. Raad Matar Majeed, Lecturer / University of Babylon / College of Fine Arts

5- Asst. Prof. Dr. Hadeel Hadi Abdul Amir, Lecturer / University of Babylon / College of Fine Arts

** They are:

Prof. Dr. Enas Mahdi Ibrahim, First Analyst/Lecturer/University of Babylon/College of Fine Arts
 Prof. Dr. Israa Hamid, Second Analyst/Lecturer/University of Babylon/College of Fine Arts

Table 1: Represents the stability rate of the tool.

S.	Type of stability	Agreement rate
1	between analysts (first and second)	90%
2	between the first analyst and the researcher	91%
3	between the second analyst and the researcher	90%
4	between the researcher over time	93%

Seventh: Statistical Methods**A. Cooper's equation**

$$Pa = \frac{Ag}{Ag+Dg} \times 100 \quad (27:15)$$

Where: Pa: percentage of agreement Ag: (number of those who agree) Dg: (number of those who disagree)

B. Scott equation:

$$Ti = \frac{Po - Pe}{1 - Pe} \quad (87:16)$$

Where: Ti: reliability coefficient PO: (those who agree) Pe: (number of those who disagree)

Eighth: Presentation of tables and data analysis as in Table No. (2):**Table 2:** Represents the statistical analysis of the sample

S.	Main teaching competencies areas	Sub-fields of teaching competencies	Calendar	Repetition	%	Statistical Analysis
1	Educational objectives	Knows the general objectives of art education	good	10	72%	The paragraph (good) had the highest frequency (10) and a percentage of (72%), while the paragraph (weak) had the lowest frequency (zero%). This means that most of the students applying from the Art Education Department know the general objectives of Art Education well.
			Medium	4	28%	
			weak	0	0%	
			Total	14	100%	
		Distinguish between the general and specific objectives of art education	good	10	72%	The paragraph (good) obtained the highest frequency (10) and a percentage of (72%), while the paragraph (weak) obtained the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department distinguish between the general and specific objectives of Art Education well.
			Medium	4	28%	
			weak	0	0%	
			Total	14	100%	
		Emphasizes the psychomotor (skill) goal	good	8	57%	The paragraph (good) got the highest frequency (8) and a percentage of (57%), while the paragraph (weak) got the lowest frequency (2) and a percentage of (15%). This means that most of the students applying from the Art Education Department deal with the psychomotor (skill) objective well.
			Medium	4	28%	
			weak	2	15%	
			Total	14	100%	
2	Lesson planning	He is keen to prepare educational plans and implement them.	good	10	72%	The paragraph (good) had the highest frequency (10) and a percentage of (72%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department are keen to prepare educational plans and apply them well.
			Medium	4	28%	
			weak	0	0%	
			Total	14	100%	
		Monitors time distribution according to plan	good	5	36%	The paragraph (average) got the highest frequency (9) and a percentage (64%), while the paragraph (weak) got the lowest frequency (zero) and a percentage (zero%). This means that most of the students applying from the Art Education Department are able to distribute time according to the plan in an average manner.
			Medium	9	64%	
			weak	0	0%	
			Total	14	100%	
		He is interested in presenting the lesson in a sequential manner.	good	12	86%	The paragraph (good) got the highest frequency (12) and a percentage of (86%), while the paragraph (weak) got the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department are interested in producing the lesson in a sequential and good way.
			Medium	2	14%	
			weak	0	0%	
			Total	14	100%	
3	View the lesson	Explains skills in a simplified manner	good	13	93%	The paragraph (good) had the highest frequency (13) and a percentage of (93%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department are able to explain the skills in a simplified manner well.
			Medium	1	7%	
			weak	0	0%	
			Total	14	100%	
		Takes the role of leader, guide and mentor for students' performance of skills	good	3	21%	The paragraph (average) got the highest frequency (11) and a percentage of (79%), while the paragraph (weak) got the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department take on the role of leader, guide and advisor for the students' performance of skills in an average manner.
			Medium	11	79%	
			weak	0	0%	
			Total	14	100%	
		Promoting successful learning situations	good	5	36%	The paragraph (average) had the highest frequency (9) and a percentage of (64%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department are promoting successful educational situations at an average level.
			Medium	9	64%	
			weak	0	0%	
			Total	14	100%	
4	Classroom	Maintains order in	good	9	64%	The paragraph (good) had the highest frequency (9) and a percentage

5	management	critical situations	Medium	4	29%	of (64%), while the paragraph (weak) had the lowest frequency (1) and a percentage of (7%). This means that most of the students applying from the Art Education Department can maintain order in critical situations well.
			weak	1	7%	
			Total	14	100%	
		Avoid mockery and sarcasm towards students	good	13	93%	The paragraph (good) had the highest frequency (13) and a percentage of (93%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department avoid sarcasm and mockery towards students in a good way.
			Medium	1	7%	
			weak	0	0%	
			Total	14	100%	
		Encourages collaborative artwork	good	2	14%	The paragraph (average) had the highest frequency (12) and a percentage of (86%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department encourage collaborative artistic work on an average basis.
			Medium	12	86%	
			weak	0	0%	
			Total	14	100%	
6	Motivation	Puts students in situations that make them feel engaged	good	3	21%	The paragraph (average) had the highest frequency (10) and a percentage of (72%), while the paragraph (weak) had the lowest frequency (1) and a percentage of (7%). This means that most of the students applying from the Art Education Department are able to put students in situations that make them feel an average level of interaction.
			Medium	10	72%	
			weak	1	7%	
			Total	14	100%	
		Encourages students to participate in making some decisions.	good	1	7%	The paragraph (average) had the highest frequency (12) and a percentage of (86%), while the paragraph (weak) had the lowest frequency (1) and a percentage of (7%). This means that most of the students applying from the Art Education Department encourage students to participate in making some decisions on an average basis.
			Medium	12	86%	
			weak	1	7%	
			Total	14	100%	
		Uses a variety of learning situations while learning skills.	good	3	21%	The paragraph (average) had the highest frequency (10) and a percentage of (72%), while the paragraph (weak) had the lowest frequency (1) and a percentage of (7%). This means that most of the students applying from the Department of Art Education use diverse educational situations while learning skills on an average basis.
			Medium	10	72%	
			weak	1	7%	
			Total	14	100%	
6	Personality traits	The overall appearance is good.	good	11	79%	The paragraph (good) had the highest frequency (11) and a percentage of (79%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department care about their general appearance in a good way.
			Medium	3	21%	
			weak	0	0%	
			Total	14	100%	
		An influential and likable character	good	3	21%	The paragraph (average) had the highest frequency (11) and a percentage of (79%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students who applied from the Art Education Department had an influential and likable personality on average.
			Medium	11	79%	
			weak	0	0%	
			Total	14	100%	
		cooperative and fair	good	5	36%	The paragraph (average) had the highest frequency (9) and a percentage of (64%), while the paragraph (weak) had the lowest frequency (zero) and a percentage of (zero%). This means that most of the students applying from the Art Education Department are cooperative and fair on average.
			Medium	9	64%	
			weak	0	0%	
			Total	14	100%	

First: Results and discussion:

1. The teaching competencies required by students applying to schools - the Department of Art Education - at the Open College of Education, related to educational objectives, are good.
2. The teaching competencies required by students applying to schools - the Department of Art Education - at the Open College of Education, related to lesson planning, are generally good, but time allocation is average.
3. 3-The teaching competencies required by students applying to schools - the Department of Art Education - at the Open College of Education, related to lesson presentation, are good in explaining skills in a simplified manner, but are average in their role as leaders, guides, and mentors for students' skill performance, and in promoting successful learning situations.
4. The teaching competencies required by students applying to schools - the Department of Art Education - at the Open College of Education, related to classroom management, are generally good, but are average in the

distribution of collaborative artistic work.

5. The teaching competencies required by students applying to schools - the Department of Art Education - at the Open College of Education, related to motivation, are average.
6. The teaching competencies required for students applying to schools - Department of Art Education - Open College of Education related to the field of personal characteristics are good in the matter of general appearance, but they are average in the matters of influential personality, cooperation and justice.

Second: Conclusions

1. There are a number of teaching competencies that have not been well applied by the students applying in schools - the Art Education Department - the Open College of Education, which creates a deficiency that results in the disruption of the teaching process.
2. The starting point of lesson planning is related to the educational objectives.
3. 3-All other teaching competencies are linked to the skill

of lesson planning.

4. A student who applies the concept of lesson planning grows more confident and assured when their lesson is well planned.

Third: Recommendations:

1. Involve students applying in schools - the Art Education Department - and the Open College of Education in training courses and workshops on art education to develop their teaching competencies.
2. Benefit from the teaching competencies scale in this study by the Head of the Art Education Department, with the aim of issuing a ministerial order to circulate it to other centers and branches in Iraq's governorates.

Fourth: Proposals:

Educational competencies required for faculty members in the Art Education Department—all centers and branches—at the Open College of Education.

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