

University Curriculum and its Role in Preparing for the Teaching Profession and Professional Motivation

Ali Jerad Yousif

Abstract--- *The present study aims to identify the role of university curriculum in preparing for the teaching profession with its aspects (specialized-educational and psycho-cultural). It also examines its role in the professional motivation among students at the University of Kufa's College of Education for Girls, according to two variables: major (pure-social-human sciences) and type the study (morning-evening). Two scales were built according to the fundamental scientific procedures, and in light of the appropriate statistical means to conclude the results. The results are: (The curriculum plays a significant role in preparing for teaching with its specialized and cultural sides, and a distinct improvement in the educational and psychological aspects. Moreover, it has a distinctive role in professional motivation. However, there are no significant statistical differences for the research variables except for the bilateral interaction between the two variables of major and type of study for the scale of preparation for the teaching profession in favor of human evening study). The research concluded with a set of recommendations and suggestions.*

Keywords--- *Professional Motivation, Role in Preparing, University Curriculum.*

I. RESEARCH PROBLEM

Students at the colleges of education assume heavy responsibilities towards their profession (teaching). Curricula contribute to their professional preparation and their future professional motivations during the preparation period. Therefore, this contribution may be negative or positive in conducting the expected professional duties. The researcher believes, as far as his readings go, that this topic has not attracted researchers' attention. The researcher's feeling of the problem also stems from being a member of the faculty at the College of Education for Girls. A difference has been observed in the performance of (students / teachers) during practicums in secondary schools, and the variation of their professional motivations. Accordingly, the problem of the study can be framed by the following question: What is the role of the university curricula in preparing for the teaching profession and professional motivation?

II. SIGNIFICANCE OF RESEARCH

The developed countries and most of the developing countries paid attention to education, because of its importance in the development of society. Education builds the human personality to make them active members in society (Ibrahim, 2004: 12). Since education is the means for achieving the society goals, then method for education is through the curriculum in educational institutions (Al-Shibli, 2000: 5). Since the educational institution seeks to achieve long-term educational goals, it must follow a solid plan of which curriculum is an important part. Therefore,

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educational systems in most countries of the world have paid attention to studying their curricula on a regular basis, because criticism of the educational process is usually directed to the curriculum. Therefore, if there is a decline in the level of graduates and defect in their preparation for the labor market, this is due to the curriculum in many cases, and accordingly, studying the role of the curricula is an important process, it is frequently attributed to the curricula. Thus, studying the curricula is as important as building and implementing them (Yunus et al., 2004: 14).

Today's world is witnessing a notable development in various fields. Hence, there is an urgent need to study the reality of educational institutions to prepare qualified individuals that safeguard the progress of society (Esan et al., 2007: 95). On top of these institutions is the university, for its unique role in knowledge publicity in community service. Specific educational programs are to be followed to prepare students for their professional careers in the different fields, including the teacher training programs in secondary educational institutions through colleges of education (Al-Musawi, 2005: 12). The colleges of education are among the important scientific institutions to support the educational process by preparing secondary school teachers with different majors. The tools for achieving this are the academic curricula. For each major, students study an academic curriculum which related to that major to provide students with topics that help them accomplish their tasks correctly, general cultural foundations to carry out their professional roles appropriately, and educational and psychological curricula to prepare them for their educational professions. Hence, the educational process cannot be directed an appropriately the teacher's knowledge of the characteristics of the behavior and how to impart information (Abujado, 2003: 34).

The teacher is the main factor upon which the success of educational institutions depends on in achieving their goals. The teacher training for the profession is one of the most important factors that affect the professional capabilities, because if the teaching profession is an imposed job, it leads to failure to perform appropriately. Also, for the teacher to be able to perform his real duties, he must have a motivation towards the teaching profession, because motivation is an acquired response that forms as a result of passing through multiple situations that the individual interacts with. Thus, if the motivation is positive, the performance is good (Bellulah, 2014, p. 14). Motivation is important to understand the nature of behavior, and through which it is possible to direct the behavior towards specific targets in the educational institutions through curricula, which may contribute to good preparation and the creation of motivation or vice versa. Studies indicated that low motivation may lead to problems in proper preparation of the profession, and its impact on professional work in the future (Muhammad, 2016: 173). This is because individuals who have a high level of professional motivation, they excel in their work, and vice versa. Therefore the task of providing professional motivation depends on many factors including the curricula (Santrock, 2003, p 295). The significance of study further appears as it includes colleges of education students, starting from their important role in achieving the goals of educational institutions as future teachers.

III. RESEARCH OBJECTIVES

- Measuring the role of curricula in preparing for the teaching profession.
- Determining the role of curriculum in preparing for the teaching profession in its aspects (specialized–professional-cultural):

- Determining the significance of difference for the professional preparation scale according to the two variables of major (pure, social, human sciences) and type of study (morning-evening).
- Measuring the role of the curriculum in professional motivation.
- Determining the significance of difference for the professional motivation scale according to the two variables of major (pure-social-human sciences) and type of study (morning-evening).

IV. LIMITATIONS OF STUDY

The study is limited to the (College of Education for Girls), in the academic year (2019-2020) on the sample (senior female interns or (student) teachers in secondary schools / morning and evening studies).

Defining terms

- **Curriculum:** It is the "total educational experiences that a school prepares for with the intention of helping students to achieve comprehensive development" (Al-Tamimi, 2009: 22).

The researcher defines it theoretically as the educational experiences that educational institutions provide to learners in order to develop their abilities and skills.

- **Professional preparation:** It is "the preparation that includes the academic side (specialized, cultural, educational, and psychological) as well as the practical skills in the fields of education" (Al-Mousawi, 2005, p. 23).

The researcher defines it procedurally as the process of preparing teachers to perform their professional roles in educational institutions, which is associated to the response of individuals in the research sample to the items of the preparation scale for the teaching profession (specialized - educational and psycho-cultural) by calculating the total score obtained of the respondents.

- **Occupational motivation:** It is "the internal forces that motivate professional behavior towards carrying out job duties" (Al-Fadhli, 2013: 14).

The researcher defines it procedurally as the organizational behavior in the performance of teachers of different levels, negatively or positively, which is associated to the response of the individuals of the research sample to the items of professional motivation scale by calculating the total score of the respondents.

V. THEORETICAL ASPECTS

Curricula and their basis: A curriculum has two concepts, the old concept which refers to "the courses taught to learners in the form of information and cultures prescribed to them", and modern concept which means "the experiences prepared and supervised by school for learners to help them achieve comprehensive growth" (Mahmoud, 2006: 10). The following constitutes the basis of curricular foundations: the philosophical foundations: for each curriculum, an educational philosophy in the light of which the curriculum is designed, implemented and developed. The philosophy of education is the intellectual framework that addresses educational issues in its social context reflecting the thought of society (Jamil, 2000: 46). The cognitive foundations which are an essential aspect of human development because the view to knowledge and the methods of obtaining it and its functions affect to a varying degree the designing, planning and implementing the curriculum. On the other hand the psychological

foundations take into consideration the human nature, growth and way of his interaction. The social foundations of the curriculum are represented by the cultural heritage of society, the values and principles, and problems that society attempts to solve (Mahmoud, 2006: 97).

Curriculum theories: There are a set of theories of on curriculum, including: the basic theory, in which it is emphasized that the essentials are the basis which should be known by everyone through awareness of their cultural heritage, and caring about mental education first. The encyclopedic theory which indicates that "every person must learn comprehensive education and builds on solid basis in all matters" (Al-Samarrai et al., 2001: 150). The pragmatic theory views that the acquisition of knowledge is through human experience and not authoritarianism. This theory was influenced by the progressivism Movement in the United States. The needs of the students should be considered on the one hand and their environments on the other. The polytechnic theory emphasizes on breaking the barriers between education and vocational training, and the need to combine learning and productive work (Madkor, 1997: 297).

Curriculum and the teaching profession: The concept of teaching differs according to educational philosophy. The traditional approach views teaching as merely transferring knowledge to learners. Whereas modern curriculum, considers teaching as efforts made to help learners to grow integrally according to the circumstances and preparations (Mahmoud, 2006: 281). The profession is a collection of responsibilities whose accomplishment requires certain competencies that must be mastered and trained in certain institutions for success (Ahmed, 2007: 58). As for teaching, it is a deliberate process that takes place according to certain procedures by the teacher and his students under the supervision of school to help them achieve comprehensive growth (Mahmoud, 2006: 283).

Professional preparation in colleges of education: the teaching profession can only be performed by those who have prepared for it well. Professional preparation includes educational and training programs for specialized knowledge and practical experiences in the fields of education and general culture. And this is the main role of colleges of education in preparing secondary school teachers in various specializations. Their programs are not limited to specialized and academic aspects only, but rather preparing teachers for the teaching profession requirements in the general educational, psychological, social and cultural aspects, as well as increasing their motivation towards the profession during the four years of study (Al-Musawi, 2005: 148).

Motivation, its types and functions: Motivation is the internal or external actions that move behavior, direct it and maintain its continuity towards achieving the goal. The motives are varied into innate and acquired. Motivation has four functions: (excitability-expectation-motivational-punitive). Curriculum can have an important role in investing these functions to invest these functions and direct behavior and its continuation towards the desired goals (Nashwati, 2005: 212).

Theories of motivation: The **psychoanalytic theory** stresses that the human personality consists of the systems (id, ego, and the supreme ego) through which an individual has motives towards things, with an emphasis on childhood experiences and their impact on behavior, whereas the **behavioral theory** concentrates on the external motives for behavior provided that there is an enhancer that ensures their repetition. On the other hand the **cognitive theorists** believe that motivation is an internal excitement that moves the individual in a particular situation to

satisfy his motives, and it is based on the principles of education in the formation and motivation of motives (Melhem, 2005: 322). Maslow classifies the individual's motives hierarchically, starting with the physiological motives, and ending with self-actualization where students can achieve their motives when actualizing the achievement of their needs though partially (Nashawati, 2005: 212).

Motivation towards the teaching profession: These are the situations that motivate the teacher to accomplish her work, direct her behavior and maintain its continuation until the educational goal is achieved. For teachers to be able to do their job well, they must have a positive motivation towards their profession. The teacher's motivation towards the teaching profession is very important as it represents the basis for success of education (Al-Fadhli, 2013: 16).

VI. LITERATURE REVIEW

- Dreb (2013) investigated the role of curriculum in developing positive thinking and memorizing skills among female students at the College of Education for Girls. The two scales were applied to a sample of (360) students. The results indicated that the curricula failed in developing inferential thinking and memorizing skills.
- Balloula (2014) aimed to identify the motivation of primary school teachers of the basic stage towards the teaching profession. After applying the tool, the study revealed that the level of teachers' motivation towards the teaching profession is high, and statistically, there are no significant differences according to the type.
- Hussein (2016) examined the level of professional motivation for teaching among mathematics teachers. The professional motivation scale was used on a sample of (213) individuals in the preparation stage in colleges of primary school teachers, and the results revealed that the levels of professional motivation to be from medium to high.
- Hameed (2018) looked into the role of university curricula in liberating from the penitential (takfirist) ideology of post-ISIS Iraq. The tool was applied to the study sample of (96) male and female professors. The results concluded that there is a clear role for the curricula in liberation of takfirist Ideas.

VII. RESEARCH PROCEDURES

First: Community and sample: The research community consisted of all female students of the College of Education for Girls at the University of Kufa. A random sample of students from the scientific departments was selected according to major (the UNESCO classification). Table (1):

Table 1

community				sample			
No	major	Department	Students' No.	Students' No.			percentage
				evening	morning	total	
1	pure	(Physics-chemistry-biology-mathematics)	340	57	57	114	%33
2	social	(educational and psychological education)	114	18	18	36	%31
3	human	(Arabic-history-geography)	312	50	50	100	%32
total	3	8	766	125	125	250	%32

TWO: The research tools: Two scales were constructed to suit the research sample:

A- The goal of the scales: Determine the role of curriculum in preparing for the teaching profession and professional motivation according to the procedural definition reached by the researcher for the concepts of professional preparation and professional motivation.

B- The foundations of the scale:

- Type of measurement: The score of the examined subject was compared to the general average scores, because it fits the scales, in addition to its objectivity, and validity and consistency in many ways.
- Method of measurement: The method adopted the declarative statement, because it is the most common and objective, and applicable to a large group with minimal effort and time.
- Method of measurement: Displaying the items of the scale as verbal situations on (Likert) style. Several alternatives were placed along with each item, and respondents were asked to choose the alternative that they consider appropriate. The alternatives for each scale are (Always applicable-Often applicable-Occasionally applicable-Rarely applicable - Not applicable) and point of weights (5-4-3-2-1). The total score is calculated by the sum of all alternatives chosen.

C- Defining the majors: After reviewing the literature and previous studies, and the opinions of arbitrators, the following aspects were identified: (Specialized - educational and psycho-cultural) for the scale of preparation for the profession only.

D- Preparing the items of the scales: An exploratory study was conducted on a random sample of (40) students, by means of an open-ended questionnaire. The responses were collected and some were used in preparing some items, as well as reviewing previous studies and literature, and new items were built based on the views of arbitrators.

E - The number of items of the scales: The items of the scales were primarily (37) items for the scale of preparation for the profession and (35) items for the scale professional motivation.

F- The validity of scales: The following types of validity were estimated:

- The face validity: the scales were treated to the arbitrators, and a consistency of (80%) or more of their views were adopted. In the light of these, deletions, adjustments and additions were made, and the number of items of the scale of preparation for the profession was (30), and (28) for the professional motivation scale.
- Construct validity: The scales were applied to a survey sample of (150) students, because the ratio of the statistical analysis sample to the items of the scale is no less than (5--1) individuals (Nunnally, 1978, P: 263). Moreover, to ensure clarity of the two scales in terms of language, time and instructions which turned to be clear. The response time for each scale ranged (8 to 14) minutes in an average of (11) minutes. Correlation coefficients were calculated by SPSS between the points of each item in the scale and the total score using the Pearson correlation coefficient. Correlation coefficients ranged between (0.22-0.61) for the professional

preparation scale and (0.24-0.72) for the professional motivation scale. All the items were acceptable compared to the tabular values of (0.208), at a significance level (0.01), and a degree of freedom of (148).

The correlation coefficients between the points of each item and the points of major for the scale of professional preparation only were calculated. The results showed that the items were in one direction with the major to which they belong. Also the correlation coefficients between the points of each major and the total points of the scale of professional preparation only, and the score of majors with each other, were all found to be significant, since the calculated Pearson correlation coefficient values were higher than the tabular value of (0.208).

G- Determining the psychometric properties of the scales:

The discriminatory power of item: On the same exploratory sample, the points were arranged in descending order for each scale, and the highest (27%) scores and lower (27%) scores were considered to represent the two extremes of groups. The number of the two groups were (81) responses, and using the T-Test for two independent samples through the SPSS program, the discriminatory power was calculated for the items of the professional preparation scale. Hence, the scores of the upper and lower groups ranged (2.89-10.19) and the scores of the upper and lower groups of the professional preparation scale ranged (3.07 - 11.79). Thus, all items have a discriminatory power for both scales, as they are greater than the tabular value of (0 .282) at the degree of freedom (79) and significance level (0.01).

Consistency: The researcher used the following methods of consistency:

1- Repetition method: the scale was re-applied to a random sample of (30) students in (two weeks) interval between the second and first application. Pearson correlation coefficient was used in SPSS, and it reached (0.79) for the professional preparation scale and (0.81) for the professional motivation scale.

2- Alpha-Cronbach coefficient: On the same exploratory sample and by (SPSS), the consistency was (0.80) for the professional preparation scale and (0.82) for the professional motivation scale.

J - The final version of the two scales: After completing the previous procedures, the number of items of the professional preparation scale reached (30) items, and the professional motivation scale (28) items. Table (2).

Table 2

aspects	number	Professional preparation	percentage
specialized	10	(The curriculum in my department qualifies me to teach in my field-specialization curricula provided me with the information I need for my professional work-the lessons I learned in my department are essential to my professional work-the sequence of specialization curricula in the stages of study contributed a lot to the success in my work-complementation in the specialized curricula made me the ability to teach-I sought to obtain all the specialized knowledge to develop my professional work-my specialized curricula helped me in the scientific research of my professional work-the curricula in my department opened up for me-the horizons of specialized knowledge and professional creativity-the specialized information is modern and keep pace with the development of professional work-diversity in my departmental curricula enabled me to develop my information to teach effectively)	%33.33
professional	10	(I can utilize my educational knowledge to teach students after I looked at them in the educational foundations curriculum-drawing the attention of students and directing their cognitive motivations became part of my skills through the	%33.33

		educational psychology curriculum-the growth psychology curriculum enabled me in my profession to realize that each age group has certain growth characteristics-I discovered through the planning subject that classroom management is essential in the success of my work-through the measurement and evaluation curriculum I use different types in students' evaluation to determine their levels-I have the ability to guide and direct students through the psychological counseling curriculum-the curriculum of educational guidance information enabled me to identify students' problems and solve them-curriculum of teaching methods enabled me to use diverse methods of teaching, according to the educational situation-learned through teaching methods subject how to diversely use appropriate teaching methods-I learned from educational planning curriculum how to I avoid mistakes in teaching through the planning subject)	
cultural	10	(The English language curriculum contributed a lot to my work as a teacher-I can speak Arabic properly with students by benefiting from the Arabic language curriculum-I learned the basics of English and it is essential to my professional work-I feel that the Arabic language curriculum is necessary for the teaching profession-I can use computer programs in my professional work-The computer facilitates the teacher's job in his work-I learned to observe time and pay attention to my appearance-Information about professional ethics made me more knowledgeable about the profession - I can treat students fairly and honestly-I learned rules and regulations pertaining to educational institutions)	%33.33
total	30		%100
items	number	Professional motivation	percentage
Positive items	15	(The curricula made me proud and proud of my profession-I learn, and my attachment to my profession increases-The curriculum made me talk confidently about my profession-I learned that the teaching profession provides psychological stability-The curriculum information raises my motivation towards excellence in the profession - I learned that I will maintain a suitable job-The curriculum was a reason behind respecting my teaching profession-I learned in college to respect many of those working in this profession-through the curriculum information, I feel that the teaching profession will give me good social relations-when I study the curriculum I have a strong desire for professional work-I learned that teaching is important for the development of society-I pay attention to my college study to become a successful teacher - my classes were gave me the desire to be the best among my colleagues-curriculum information gave me willingness to work in any educational institution in the future)	%50
Negative items	15	(After I read the curriculum, I would advise others not to join colleges of education-the curricula in college is a heavy burden that does not fit the profession-I understood from the curriculum that there are many problems facing the teacher in his work-the information I learned did not give me satisfaction in the teaching profession-I read the curriculum and felt disappointed because I found out that my future career is not consistent with my real tendencies-the curriculum does not allow me to show my own talents in the professional work-the curriculum revealed to me that the teaching profession is much less than other professions-I read my lessons and feel uncomfortable because the teaching profession is tiring and exhausting-I study the subjects only to succeed because I do not look forward to professional work-I think my lessons do not give me much practical benefit for my future career-I discovered through the practicum in schools that my professional work is not respected-through my study, I realized that the curriculum does not qualify me for my professional work-I have no desire to teach practical education curriculum lessons-the difficulty of the curriculum made me think about transferring from college)	%50
total	30		%100

Presentation and interpretation of results

The first objective: Measuring the role of the curriculum in preparing for the teaching profession: To achieve this objective, the researcher calculated the arithmetic and hypothetical mean of the scale, then compared the two means by means of the T-test for one sample. Table (3).

Table 3: One-Sample Test

variable	Test Value = 90			
	t	df	t-values	Sig. (2-tailed)
Professional preparation	16.231	249	1.96	0.05

This result indicates that the curriculum had a role in preparing for the teaching profession, and this consistent with the result of (Hamid, 2018) that the researcher addressed. The researcher believes that the members of research sample believe that studying the curriculum contributed to their professional preparation. Hence, the preparation of learners appropriately to the job market is often attributed to the essential role of curriculum (Younes et al., 2004: 14).

The second objective: Measuring the role of the curriculum in preparing for the teaching profession regarding (specialized-professional-cultural). To achieve this, the researcher calculated the arithmetic mean of these aspects and compared them. Table (4), figure (1).

Table 4: Frequencies

Statistics		specialized	educational	cultural
N	Valid	250	250	250
	Missing	0	0	0
Mean		33.0440	38.3000	33.3080
Std. Deviation		6.11158	6.16783	6.49228

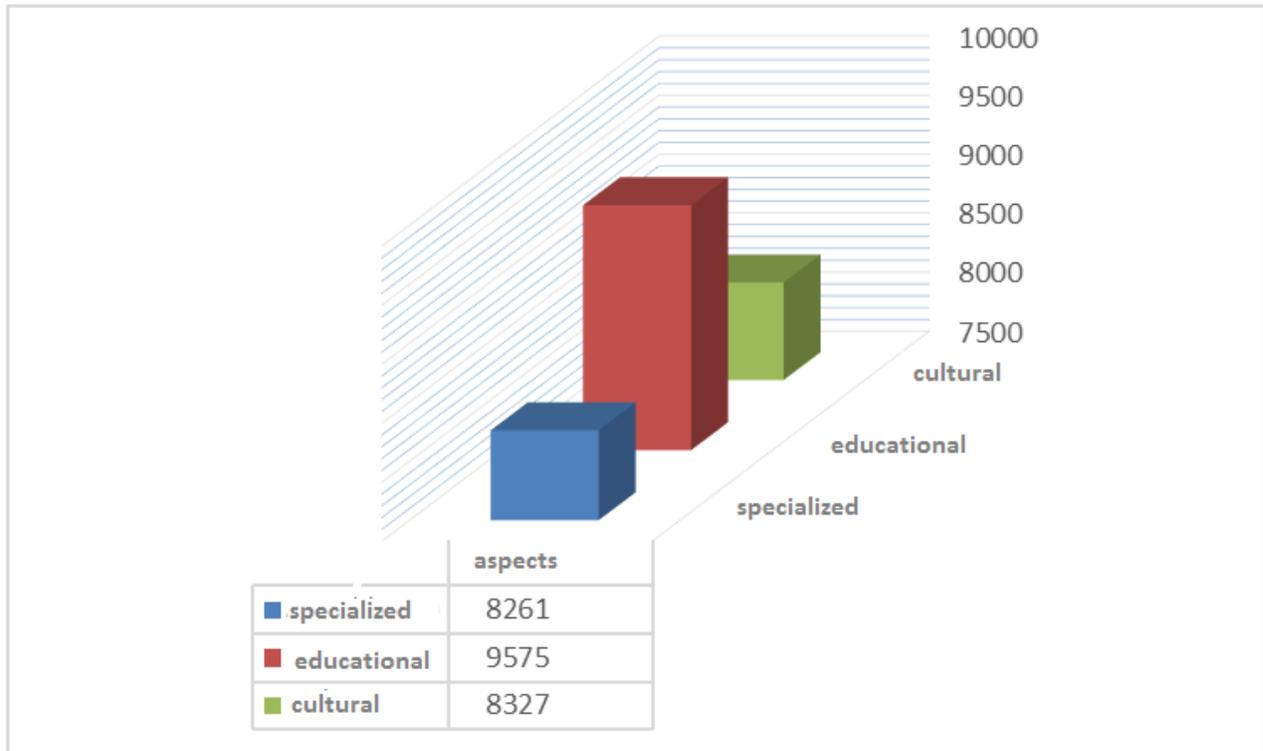


Figure 1

The result indicates that all aspects of the curriculum had a role in preparing for the teaching profession, and the educational and psychological curricula had the most significant role. Hence, education could not be properly directed unless the teacher know the characteristics of the behavior and how to convey knowledge to students (Abu Gado, 2003: 34).

The third objective: Determining the significance of difference of professional preparation according to the variables of major and type of study. For that, the researcher used the two-way analysis of variance. Table (5).

Table 5: Univariate Analysis of Variance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Study type	0.103	1	.103	0.001	0.05	insig
major	33.696	2	16.848	0.084	0.05	insig
Study type * major	1730.154	2	865.077	4.312	0.05	sig
Error	48948.583	244	200.609			
Total	2789448.000	250				
Corrected Total	50809.776	249				

1. The difference according to the type of study variable: Statistically it is clear that there is no significant difference between morning and evening study, because the calculated F-value is less than the tabular value of (3.86) in degrees of freedom (1-248). Figure (2).
2. The difference in major: Statistically it is clear that there is no significant difference between the majors, because the calculated F-value is less than the tabular value, as in Figure (2).
3. The interaction of type and major: it is clear that the difference between the two variables (type of study and major) according to the bilateral interactions amounts to the level of statistical significance, because the calculated F-value is greater than the tabular value, as in Table (6) and Figure (2).

Table 6

comparison	* Study type major	Arithmetic mean	Means difference	Scheffé value		Sig. level 0.05	Difference tendency
				critical	calculated		
1	Morning-pure	105.3333	2.12	3.86	1.323	Insig.	
	evening-pure	103.2105					
2	Morning-social	107.9444	5.55	3.86	3.462	Insig.	
	evening-social	102.3889					
3	morning-humanitarian	101.1600	7.54	3.86	4.698	sig	In favor of evening-humanitarian
	evening-humanitarian	108.7000					

Table (6) shows that the source of the differences according to the bilateral interactions between the two variables (type of study and major) is due to the statistically significant differences between morning and evening students (humanitarian specialization) in favor of the evening study in light of the arithmetic mean. This is because the calculated Scheffé value is greater than the tabular and what is in Figure (1).

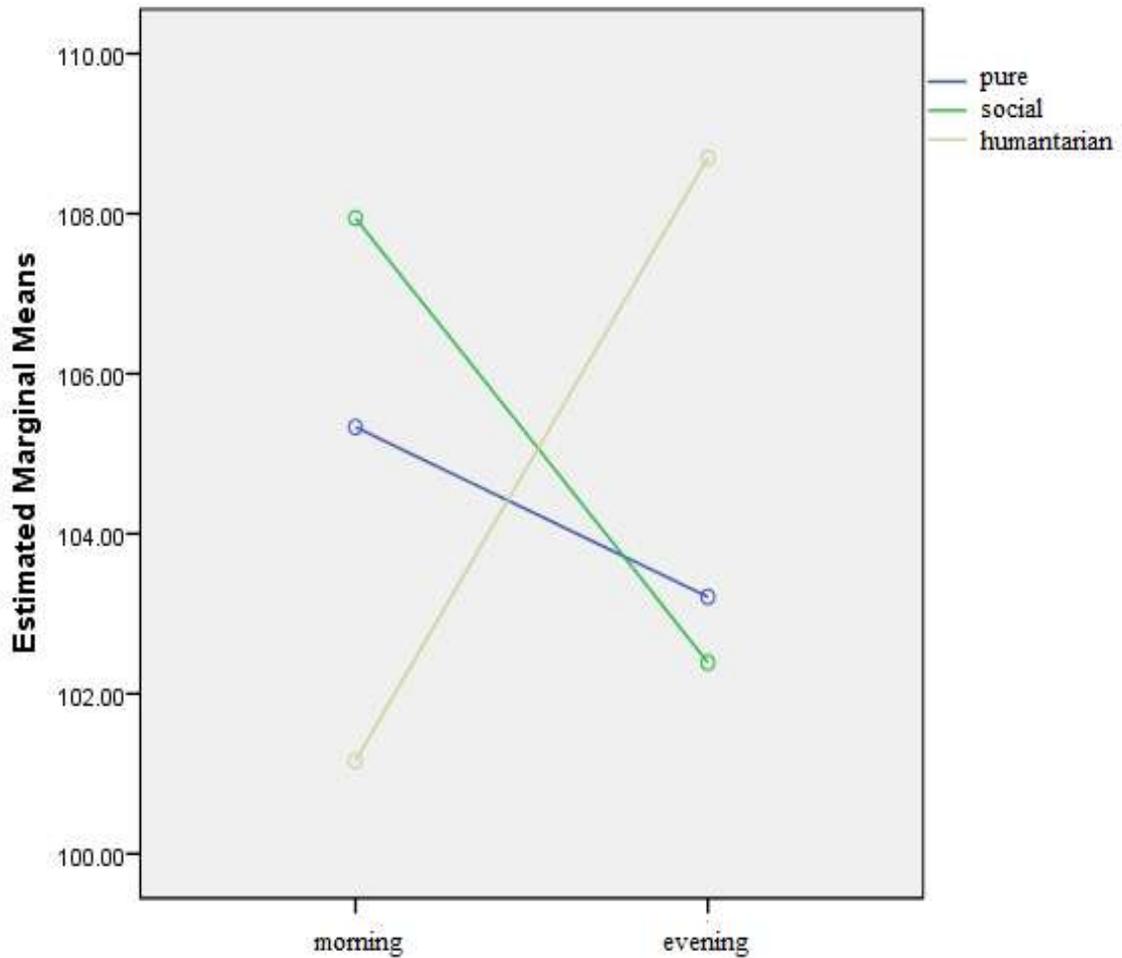


Figure 2: Profile Plots

The statistical indicators for the scores of the responses of the basic research sample were calculated. They indicate that the distribution in the scale of professional preparation was moderate. See Figure (3):

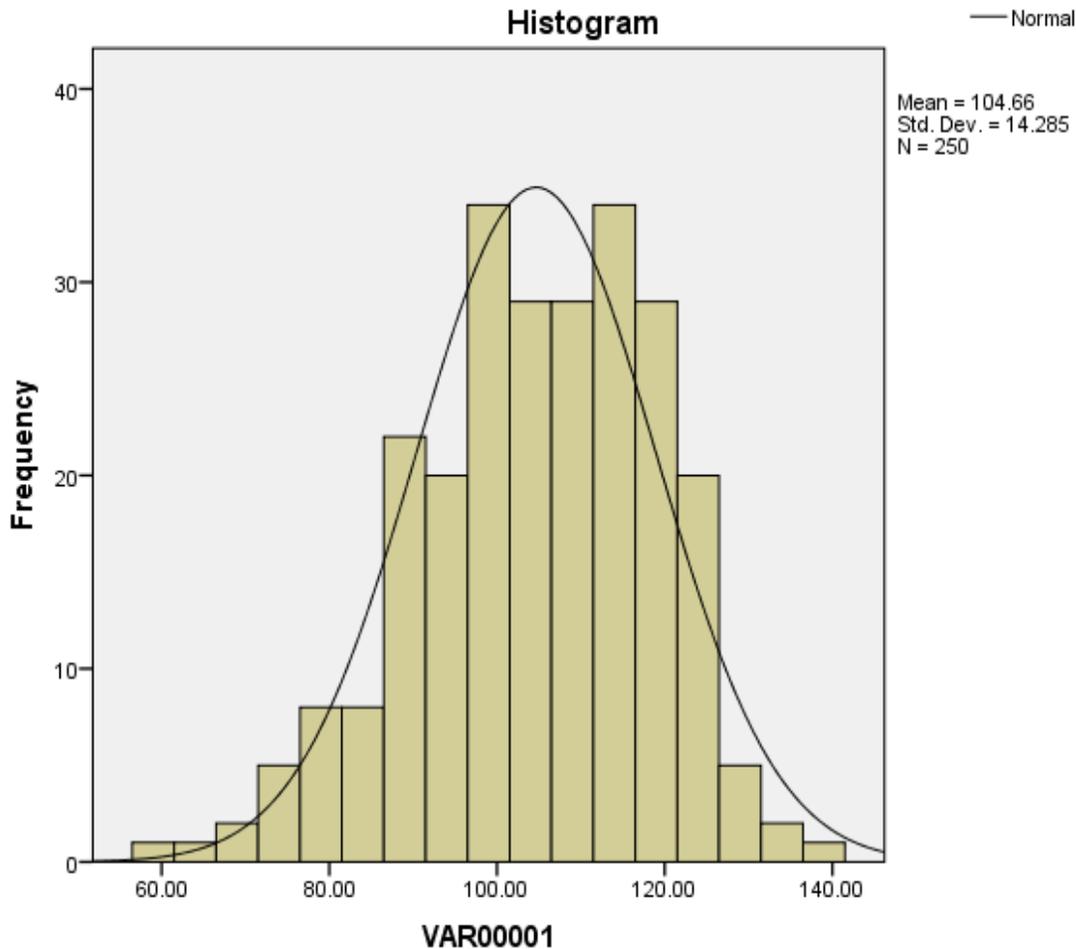


Figure 3

Fourth Objective: Measuring the role of curriculum in professional motivation. To achieve this, the researcher calculated the arithmetic and hypothetical mean of the scale, then compared the two means using the T-test for one sample.

Table 7: Illustrates this

Table (7): One-Sample Test				
variable	Test Value = 84			
	t	df	t-tabular	Sig. (2-tailed)
Professional motivation	18.629	249	1.96	0.05

This result indicates that students feel motivated towards their professions. This corresponds to the results of (Balloula, 2014) and (Hussein, 2016) mentioned in this research. The researcher believes that the significant role of curricula in preparing for the profession is reflected in the high motivation of students towards their professions, as curriculum affects learners' motivation (Muhammad, 2016: 173).

Fifth Objective: Determining the significance of difference for the professional motivation scale according to the variable of major and type of study.

Table 8: Univariate Analysis of Variance (جدول)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
نوع الدراسة	54.310	1	54.310	0.144	0.05	غير دالة
التخصص	1457.509	2	728.755	1.936	0.05	غير دالة
نوع الدراسة * التخصص	83.073	2	41.536	0.110	0.05	غير دالة
Error	91841.290	244	376.399			
Total	2947023.000	250				
Corrected Total	93540.276	249				

1. The difference according to the type of study variable: It is clear that there is no statistically significant difference between morning and evening study, because the calculated F-value is less than the tabular value of (3.86) with degrees of freedom (1-248), as in Figure (4).
2. The difference in major: It is clear that there is no statistically significant difference between the majors, because the calculated F- value is less than the tabular value, as in Figure (4).
3. The interaction of type and major: It is clear that the difference between the two variables (the type of study and major) in light of bilateral interactions is statistically insignificant, because the calculated F- value is less than the tabular value. Figure (4).

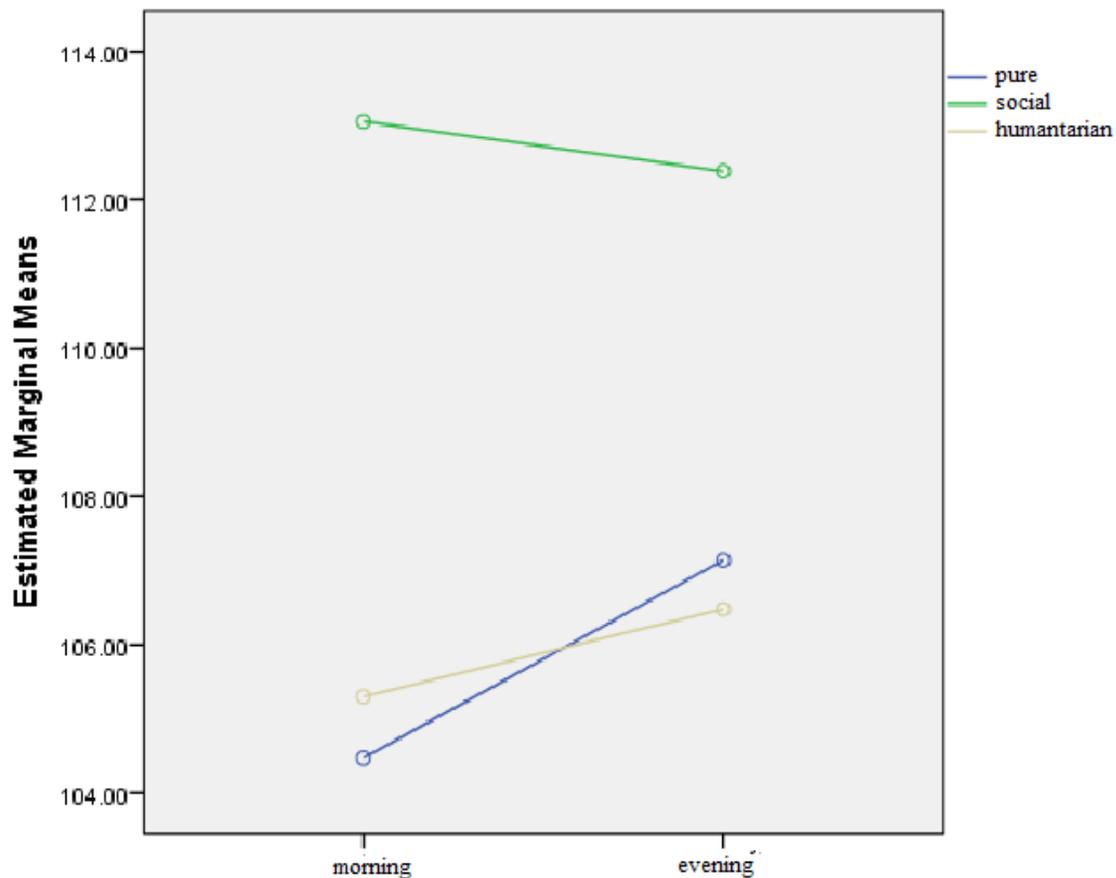


Figure 4: Profile Plots

Statistical indicators were calculated for the scores of the responses of the basic research sample. They indicate that the distribution in the professional motivation scale is closer to be moderate, as in Figure (5):

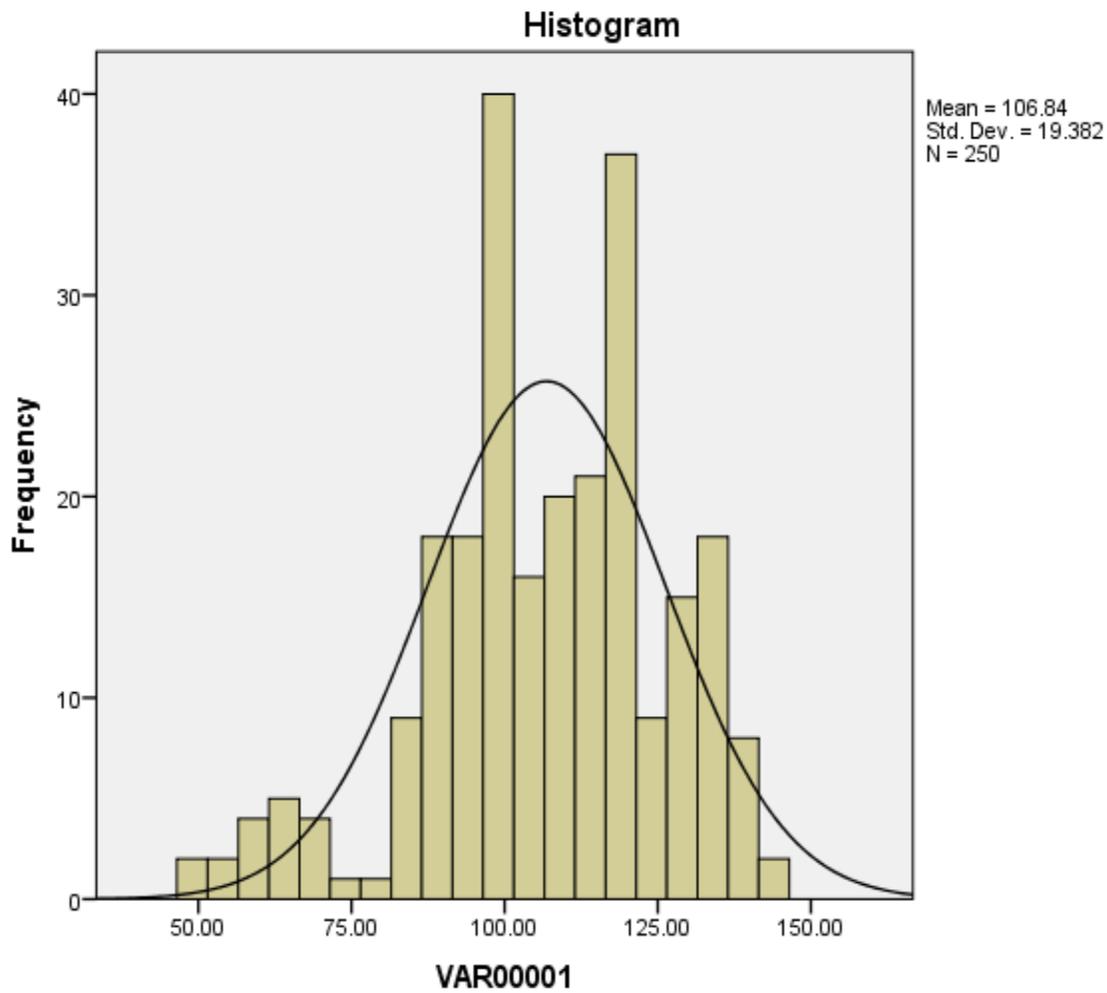


Figure 5

VIII. RECOMMENDATIONS

1. Stressing the role of the curricula in preparing for the teaching profession and professional motivation in colleges of education by workshops and scientific seminars for teachers.
2. Notifying officials about the experiences of developed countries and benefiting from them in building university curricula for colleges of education.
3. Augmenting interest in all aspects that assist students in preparing for the profession in their comprehensive preparation program, especially the educational and psychological aspects.
4. Ensuring that the curriculum is built in a manner appropriate to the importance of professional preparation and developing motivation towards the profession.

IX. SUGGESTIONS

1. Conducting study on the role of curriculum in other variables (tendency to specialization-motivation of learning-scientific achievement).
2. Conduct study in other educational institutions and universities.

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