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The educational efficiency of the early childhood teachers in Al-Ahsa Governorate from their point of view

by

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Abstract

The aim of the study was to identify the degree of efficiency of female teachers in the early childhood education stage of the educational efficiency in Al-Ahsa Governorate from their point of view in light of the variables (educational stage, subordinate to the educational institution and years of experience). For the academic year 1441/1440 AH, the study was consisted of (250) female teachers, and used a questionnaire that included (43) educational efficiencies. The results of the study showed that the degree of female teachers(the study sample) possessing educational efficiency ranged between (2.99 -2.13) positively to the field of planning and the absence of statistically significant differences in the degree of teachers possessing educational efficiency due to the variables of type of kindergarten and subordinate to the educational institution. And the presence of statistically significant differences attributable to the variable of years of experience and in favor of those whose experience exceeds (10 years).

Key words :(educational efficiency, education stage and planning).

Introduction

Evidences indicate that the main reasons for poor learning outcomes for children are the scarcity of the efficient teacher, as the task of effective teaching and education has been assigned to the efficient teachers, and the teacher prepared before and during the job according to efficiency program is more success in performing his educational tasks, and that the teacher's educational efficiency is based on his knowledge of the teaching principles, laws and theories. And educational institutions have become seeking to develop the efficiencies, skills and competencies of their

teachers, Relying on educational and teaching capabilities and skills pushes educational institutions to pay attention to the development of teacher's performance.

It has become one of the general goals of education to prepare high-level educational efficiencies, and those with specialized competencies who contribute to the quality of education in various areas of life. In order for education to fulfill its mission, it must be an evolving education in its curricula, methods and tools, an education that generates generations of educated people with open minds and high morals and characterized by a spirit of creativity and innovation (Mernadeq, Al-Faqih, 2008).

The importance of studying and knowing the educational efficiency and their components in terms of planning, implementation and evaluation gives many benefits to the teacher, as it helps him to create a high educational level, and helps him to obtain high productivity of performance and accurate achievement of work and with high efficiency to complete many educational tasks. There is no doubt that the interest in preparing teachers scientifically and educationally will lead to its reflection on the educational process by producing a generation capable of success and excellence. Just as educational efficiencies are considered one of the basic tasks of the teacher that should be developed and be considered to give it to the teachers because it is one of the indicators that corresponds to the effectiveness of the educational process. Therefore, educational institutions work to make the efficiencies of their teachers more effective in teaching performance by enrolling them in training courses related to their specializations (Tyler & Walderip, 2002). Therefore, this study came to know the degree to which teachers of early childhood education possess educational efficiencies in schools in Al-Ahsa Governorate from their point of view in light of the variables (educational stage, type of program, and years of experience) and their practice with them.

The study problem and its questions:

The problem of the study revolves around the degree to which teachers in the early childhood education phase possess educational efficiencies in Al-Ahsa governorate from their point of view, in addition to knowing the extent to which teachers understand the importance of educational competencies in teaching at a stage that depends on the future of children. Accordingly, this study came to answer the following questions:

- 1) What is the degree of owning of female teachers in early childhood education efficiencies in Al-Ahsa Governorate from their viewpoint?
- 2) Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of possession of female teachers in the early childhood education stage for educational efficiencies in Al-Ahsa Governorate, according to their point of view is attributed to the variable of the educational stage?
- 3) Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of possession of female teachers in the stage of early childhood education for educational efficiencies in Al-Hofuf schools in Al-Ahsa from their point of view attributed to the variable of the subsidiary educational institution (government - private - foreign education)?
- 4) Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of possession of female teachers in the stage of early childhood education for

educational efficiencies in the governorate of Al-Ahsa from their viewpoint attributable to the variable of years of experience?

The importance of the study

The importance of this study stems from the theoretical and applied aspects. From the theoretical point of view, the importance of the study lies with its hosting of new information and knowledge that enriches the Arab Library, and with regard to the possibility of using and employing educational competencies in teaching and education. As for the applied aspects, it is expected that the results of the study and through the recommendations contribute to improving the educational efficiencies of early childhood education teachers, and using this use to solve their behavioral and educational problems.

Objectives of the study:

The study sought to achieve the following goals:

1. Knowing the degree of possession of female teachers in the stage of education of early childhood for educational efficiencies in schools in Al-Ahsa Governorate from their point of view .
2. Knowing the role of each of the variables (educational stage, subordinate to the educational institution, years of experience) in the degree of possessing the teachers of the early childhood stage of educational efficiencies in schools, Al-Hofuf in Al-Ahsa from their point of view.

The limits of the study:

The study included the following limits:

- 1) The subject limits: for the educational competencies of the teachers of early childhood education.
- 2) Spatial limits: Early childhood education schools in Hofuf, Al-Ahsa.
- 3) Time limits: the first semester of the academic year 1440/1441 AH.
- 4) Human frontiers: parameters of early childhood education.

Procedural definitions of the study:

- **Educational efficiencies:** It is the sum of responses of female teachers in the early childhood education stage in Al Hofuf schools in Al Ahsa during their teaching, on the following paragraphs of the performance areas used in teaching: (planning, implementation, and evaluation).

- **Early childhood education stage:** It is the educational stage that includes children from the age of 3 years who are enrolled in kindergarten and children in the first three grades of the Education Department in the Kingdom of Saudi Arabia for the year 1440/1441 AH.
- **Early childhood teachers:** They are all teachers working in the teaching of early childhood children, in educational institutions in Al-Hofuf, Al-Ahsa, and in the administration of education.

Literature review

Educational efficiencies are one of the most important pillars of the learning and teaching process that male and female teachers perform to achieve the desired mission of education, and that working to perfect them and their good performance requires advanced educational preparations, capabilities and skills capable of planning, implementation and evaluation, in addition to having educational and personal competencies such as sincerity, piety and capacity of knowledge, good appearance and balanced personality, Enthusiasm in teaching, dream and firmness, honesty in word and action, and in order for education to fulfill its mission, it must be a targeted education in its curricula, the subjects it studies, its strategies, and its educational tools, which reflects positively on learners to nurture a generation of creativity, innovation, constructive criticism, and represented by ethics and academic values (Mornadaq, Faqih, 2008, p. 28), Thus comes the importance of the educational, teaching and personal competencies of the teacher as indicators indicating the preparation of the competent teacher who can make the desired changes in the behavior of learners in the light of the desired educational goals.

Educational efficiencies are defined as the capabilities and skills of male and female teachers in designing, implementing, and evaluating the educational process to achieve more effective learning (Barakat and Hassan, 2011), which is "the individual's ability to perform a certain amount of skills" (Matroa and Mwangi, 2002, p. 49), It is defined as "the ability to achieve the desired results with an economy in effort and time" (Al-Fatlawi, 2003, p. 28), and it is defined as "the set of information, experiences, skills, activities and different patterns of behavior that the Arabic language teachers possess in the secondary stage, which they are supposed to perform during the teaching, It is defined as "the set of information, experiences, skills, activities and different patterns of behavior that Arabic language teachers possess at the secondary level, which they are supposed to perform during teaching It can be observed and measured by adopting the tool that the study will demonstrate (Hamadanah, 2001), and adequacy in teaching is "that integrated capacity that includes the totality of the vocabulary of knowledge, skills and attitudes required to perform a task or an interconnected set of tasks successfully and effectively" (Al-Fatlawi, 2003, p. 28), It is "the set of skills, information, and behaviors that a teacher must have in order to be able to fulfill his teaching role" (Kamal and Al-Hur, 2003, p. 40).

Areas of educational efficiencies

Educational competencies are one of the main aspects of evaluating a teacher's professional performance, on an ongoing basis, in order to confirm and support strengths and address them. The educational efficiencies of teachers vary in planning, implementation and evaluation according to their experience and their educational qualifications, and due to the diversity of

teachers owning the teachers for the educational competencies and from one educational institution to another, therefore, these institutions strive to make the competencies of their teachers more effective in the teaching performance through their participation in training courses (Waldrup & Trip), 2002. As the job preparation for the teacher before and during the service has become one of the basic competencies for teaching, by adopting these competencies as controls in judging teachers 'professional performance, in the following three areas: planning, implementation, and evaluation. (Zain Adine, 2007).

Planning efficiencies are represented by the teacher's knowledge of the annual and daily plans and the general educational goals related to the academic research that he is teaching. Setting goals is the most important priority of the teaching process, with the necessity of having educational skills in the cognitive, skill and emotional aspects, and analyzing the content of the academic topic into its essential elements, The efficiencies related to the implementation of the lesson came to determine the degree of diversification of the procedures of strategies of teaching methods and methods, teaching activities, and procedures for motivating learners to learn, and developing methods of thinking and its intellectual levels (Rashid, 2005).

efficiencies in the field of evaluation focused on realizing the strengths and weaknesses in teaching strategies, using evaluation strategies for student performance, in terms of preparing and designing tests and codifying them, identifying the required enrichment or treatment programs, setting scientific standards in the light of student evaluation, and providing feedback to students.

Through the researchers 'knowledge of many previous studies, and within the limits of their knowledge, there are no studies that dealt with the educational efficiencies of early childhood education teachers, so the following studies came out, which are relevant to the subject of the study, which include:

- Al-Jaanini study (2000), which aimed to know the basic competencies of teachers in the secondary education stage in Jordan from their point of view, and the study sample consisted of (420) female teachers distributed in (14) districts, The results of the study showed the relative importance of the fields, which are, respectively: commitment to professional ethics, teaching and class management skills, class planning skills, cognitive competencies, evaluation skills, and communication skills, and their results also indicated the presence of statistically significant differences in the variable of educational experience in favor of teachers with higher experience , On the field of cognitive competencies and lesson planning.
- Al-Hamadanah study (2001) which aimed to determine the educational efficiencies necessary for the performance of Arabic language teachers in the basic stage in learning some grammars of the Arabic language, reading and expression, and building a program to develop the performance of Arabic language teachers based on the competencies that must be available to them in the light of the evaluation results, The study sample consisted of (35) male and female teachers, and the study tool consisted of four lists of the educational efficiencies necessary for the performance of teachers, and each list consisted of (76) educational sufficiency to teach the rules, and the results of the study concluded that the teachers performed well in class management, preparation, and lesson planning. In the areas of implementation of the lesson and evaluation, the performance was poor.

- A study of Voneschenbach & Pavlak (2004) that aimed to reveal the necessary efficiencies of teachers in the primary and secondary levels, and to know the factors associated with the ability of these teachers to practice these efficiencies. The study sample consisted of (152) teachers, and the results of the study showed that there are no significant differences Statistic between the scores of the study sample in terms of their acquisition of the educational efficiencies necessary for education.
- Hamadenah study (2006) that aimed to know the extent to which Arabic language teachers possess the educational efficiencies necessary to teach literary texts in the secondary stage in Jordan and their practice of it from their point of view in light of variables, the educational qualification, and educational experience, and the study sample consisted of (74) teachers They are studying the Arabic language for the secondary stage in the Directorate of Education for the Kasbah of Mafraq, and the study tool consisted of a questionnaire consisting of (83) items, and the study concluded that the teachers possess (76) educational competence to a large degree, (2) a medium degree, and (5) a weak degree, And there were no statistically significant differences ($\alpha= 0.05$) The ownership and practice levels are attributable to gender, educational qualification and educational experience.
- Varma Study (2007) aimed at improving the quality of education through competency monitoring Vocational teachers of comprehensive education, if the results of the study indicated the need to train teachers on Use methods of teaching based on the needs of the learner, and that they provide facilities to facilitate their infrastructure in their educational institutions, and work to subject junior teachers to in-service training programs, and provide them with skills, strategies and competencies that enable them to provide learners with the skills that enable them to satisfy their needs.
- Al Qudah Study (2011), which aimed to identify the degree of knowledge of the teaching competencies necessary for secondary school history teachers and the extent of their practice therein, and the study consisted of (28) male and female teachers, and they used a cognitive test researcher directed to high school history teachers to find out the level of their knowledge of the competencies of teaching history, and the ability to observe this knowledge, and the ability to learn this knowledge. The study showed the existence of statistically significant differences between the arithmetic level of knowledge and practice for teachers of history for the secondary stage and between the educationally acceptable level for the benefit of Educationally acceptable.
- Al-Derghali Study (2011) aimed to determine the performance competencies necessary for kindergarten teachers in the use of educational activities, and to review the availability of these competencies in kindergarten teachers, and to know the relationship between their educational qualifications and training courses and availability of their competencies. The study used the descriptive, analytical and observational method as a data collection tool applied to a reported sample of (40 female teachers), the results of the study indicated that the level of performance of kindergarten institutions for the performance competencies of using educational activities is poor. There are no statistically significant differences between kindergarten teachers in relation to their level of competency according to variable experience and training courses.
- The Conrad Study (Conrd. 2015), which aimed to analyze the competencies and professional behaviors of kindergarten teachers who work with gifted children and the

- study used the questionnaire as a study tool and the results indicated that kindergarten teachers lack the competencies necessary to deal with gifted children and that they have a need for training in these competencies.
- Qudaimat study (2018) that aimed to reveal the competencies that must be provided by kindergarten teachers from the viewpoint of teachers and managers in the city of Zarqa in the light of the academic and educational qualification. The study sample consisted of (120) female kindergarten teachers who work in the Directorate of Special Education in the city of Zarqa. The study used a questionnaire containing (6) fields and a list containing the competencies expected to be practiced in the classroom, The results of the study showed that the competencies that are required for kindergarten teachers from the point of view of the teachers in light of the academic and educational qualifications came medium, and that the most important ones respectively were (professional, evaluation and evaluation, planning, implementation, general knowledge, specialized knowledge), and as for the viewpoint of teachers Schools were arranged (evaluation and evaluation, planning, professionalism, implementation, specialized knowledge, general knowledge.
 - Asiri study, (2019) that aimed to identify the competencies of kindergarten teachers in teaching scientific concepts and limited to competencies (planning, implementation and evaluation) The study used the descriptive approach and the questionnaire as a research tool and the results concluded that the availability of the competencies of planning, implementation and evaluation to a large extent, but they vary depending on the variable Years of experience, and the results also indicated that the competencies of female teachers are better at the implementation level compared to the level of planning and evaluation.

Summary of previous studies: The current study agreed with the previous studies on the importance of female teachers possessing educational competencies as a study (Al-Jaanini 2000, Al-Hamadanah, 2001, Hamadanah, 2006.

The current study is deffer from previous studies by identifying the educational efficiencies necessary for early childhood education teachers of the Department of Education in Al-Ahsa Governorate in the areas of (planning, implementation, and evaluation).

Method and procedures:

This study is considered descriptive survey studies, which aimed to determine the basic educational efficiencies of early childhood teachers in Al-Ahsa Governorate.

Study Approach:

The present study relied on the descriptive analytical approach.

Study community:

The study population consisted of all early childhood teachers in Al-Ahsa Governorate, for the academic year 1440/1441 AH, as they numbered (1037) female teachers, working in (122) educational institutions that include governmental and private kindergartens and foreign education.

The study sample:

The sample of the study was chosen by the stratified random cluster method, whereby the researchers selected (20) schools from the schools that have early childhood education programs attached to them, and they selected (250) female teachers in the Kindergarten and the first three grades, and Table (1) shows the distribution of the study sample according to variables studying.

Table (1)

shows the distribution of the study sample according to the study variables

| Variables | Category | Number | Percentage |
|---|-------------------------|--------|------------|
| The education stage | Kindergarten | 123 | 49.2% |
| | The first three classes | 102 | 40.8% |
| Affiliated with the educational institution %26 | Governmental | 89 | 35.6% |
| | Private | 96 | 38.4% |
| | Foreign | 65 | 26% |
| Experience | Less than 5 years | 35 | 14% |
| | From 6-10 | 130 | 52% |
| | More than 11 | 85 | 34% |
| Total | | 250 | 100% |

Study tool:

To achieve the purpose of the study and to answer its questions, the researchers designed a tool to measure the educational competencies that the study sample possesses, after reviewing the literature of research in this field, taking advantage of the measures attached in the study of each of the (Voneschenbach & Pavlak, 2004, Asiri, 2019 Al-Jaanini, 2000, Hamadenah, 2006) Based on the Rensis Likert scale, The study tool consisted of (45) items in its primary form, distributed into three areas, namely: planning, (15) items were allocated to it, implementation The study tool consisted of (45) items in its primary form, distributed into three areas, namely: planning, (15) items were allocated to it, implementation was allocated (15) items, and the calendar was allocated (15) items was allocated to it , and (15) items was was allocated to the calendar.

The tool validity:

After preparing the study tool in its initial form, it was presented to ten viewers specialized in measurement, evaluation, curricula, teaching, educational supervision, and the Arabic language. , Where the researchers took their observations and suggestions about the formulation and clarity of the tool's paragraphs, and their suitability for the dimensions that were listed under them, and after making the necessary adjustments to the tool's paragraphs, the number of the tool's paragraphs in its final form reached (43) items, of which (14) are paragraphs of the planning field, and (16) A paragraph for the scope of implementation, and (13) paragraphs for the field of evaluation.

The correlation coefficient of the sum of the scores of the field paragraphs with the total score of the instrument was calculated, as the correlation coefficient between the sum of the scores of the first field with the total score of the tool (0.88), and the correlation coefficient between the sum of the scores of the second field with the total score of the tool (0.87), And the correlation coefficient between the sum of the scores of the third field and the total score of the tool (0.85), and the correlation coefficient was calculated between the sum of the scores of the three domains (planning, implementation and evaluation), where the correlation coefficient between the fields of planning and implementation (0,82), and between the fields of planning and evaluation (0 , 84), and between the fields of implementation and evaluation (0,79).

Tool stability:

Stability coefficients were extracted by testing and re-testing, by re-applying the tool to a pilot sample of (50) male and female teachers outside the study sample, with an interval of two weeks, and the Pearson correlation coefficient between the two application times for the tool as a whole was extracted The stability factor is (0,88). The stability coefficient was calculated using the Alpha Cronbach equation, and the coherence coefficient for the instrument as a whole was (0.90). from the above, it becomes clear to us that the study tool has high sincerity and reliability indications that make its use for the purposes of this study acceptable.

Correcting the tool responses:

To correct the responses of the study tool, the researchers adopted the following grades for the assessment categories as follows:

Grade (1), the third level (weak).

Grade (2), the second level (intermediate).

Grade (3) First level (high).

The researchers adopted the following standard for the existence of sufficiency when female teachers:

A) The degree of sufficient adequacy at a weak level if the mean is ≤ 1 .

B) the degree of adequacy at an intermediate level if $(1 < \text{average} \leq 2)$.

C) the degree of adequacy at a high level if the average is < 2 .

The results of the study and its discussion:

Firstly: Results related to the first question:

What is the degree of the teachers' level of education in the early childhood stage of educational efficiencies in schools in Al-Hofuf in Al-Ahsa from their point of view?

To answer this question, the arithmetic averages and the standard deviations for the instrument's paragraphs as a whole were extracted, as shown in Table (2).

Table (2)

Arithmetic averages and standard deviations of the extent to which female teachers possess educational competencies are in descending order.

| Category | Paragraph number | paragraph | Arithmetic mean | standard deviation | Efficiency degree |
|----------|------------------|--|-----------------|--------------------|-------------------|
| .1 | 10 | Learning outcomes are derived from the subject of the lesson | 2.99 | 0.27 | high |
| .2 | 28 | Using teaching strategies appropriate to the educational situation | 2.97 | 0.20 | high |
| .3 | 38 | Diversity using assessment strategies that consider individual differences between children | 2.96 | 0.27 | high |
| .4 | 24 | Teaching plans emanate from the educational philosophy of the Kingdom | 2.96 | 0.21 | high |
| .5 | 4 | Prepare appropriate means for learning topics | 2.95 | 0.28 | high |
| .6 | 34 | Diversity in educational productions according to areas of cognitive, emotional, and performance goals | 2.93 | 0.31 | high |
| .7 | 37 | Planning for cooperation in the implementation of various activities by children. | 2.91 | 0.28 | high |
| .8 | 1 | Modify the wrong behavior of children through educational guidance methods. | 2.88 | 0.35 | high |
| .9 | 27 | Employing theoretical knowledge in classroom practical applications | 2.78 | 0.21 | high |
| .10 | 15 | Prepare a viable alternative plan for emergency situations | 2.86 | 0.29 | high |
| .11 | 8 | Relying on the teacher's guide to prepare the teaching plans | 2.85 | 0.33 | high |
| .12 | 16 | Take into account the developmental characteristics of students when planning | 2.84 | 0.28 | high |
| .13 | 22 | Taking into account the conduct of teaching according to the time distribution of study plans | 2.83 | 0.23 | High |
| .14 | 30 | Experiment with the effectiveness of the educational media before presenting it in the educational situation | 2.80 | 0.28 | High |

| | | | | | |
|-----|----|--|------|------|------|
| .15 | 2 | Adherence to time allotted for class periods | 2.79 | 0.32 | High |
| .16 | 14 | Inspiring children to learn educational positions interesting to learn | 2.78 | 0.32 | High |
| .17 | 36 | Use the interactive technology in the room | 2.77 | 0.22 | High |
| .18 | 33 | The gradient displays the educational material for children | 2.76 | 0.33 | High |
| .19 | 32 | Children's participation in managing educational situations | 2.75 | 0.41 | High |
| .20 | 31 | Employment educational environment in educational situations | 2.74 | 0.31 | High |
| .21 | 18 | Using the structural evaluation during the course of the class session | 2.70 | 0.35 | High |
| .22 | 17 | Linking the practical side to the theoretical aspect of the learning topic | 2.68 | 0.26 | High |
| .23 | 35 | Hire ongoing events to prepare for the lesson | 2.66 | 0.34 | High |
| .24 | 9 | Attention to the learner while learning | 2.64 | 0.25 | High |
| .25 | 39 | Distribution, implementation of tasks, descriptive duties and children's capacities | 2.58 | 0.32 | High |
| .26 | 21 | Diversification using educational methods appropriate for the educational situation Audio, visual ... | 2.55 | 0.27 | High |
| .27 | 13 | Consider elements of prevention when using educational aids | 2.51 | 0.40 | High |
| .28 | 11 | The participation of children in employing educational methods efficiently. | 2.43 | 0.39 | High |
| .29 | 20 | Invest local environment resources to make the teaching aids | 2.40 | 0.28 | High |
| .30 | 26 | Attention to the educational environment and its preparation before implementing educational situations | 2.38 | 0.24 | High |
| .31 | 5 | Diversifying the use of educational aids appropriate to the educational situation | 2.35 | 0.30 | High |
| .32 | 29 | Training students on self-evaluation strategies | 2.33 | 0.34 | High |
| .33 | 7 | Preparing enrichment activities for outstanding students in academic achievement | 2.31 | 0.30 | High |
| .34 | 40 | Diagnosing the students' level before the beginning of the school year. | 2.28 | 0.41 | High |
| .35 | 6 | Formulating achievement test questions in light of the specifications table | 2.25 | 0.32 | High |
| .36 | 19 | Updating teaching strategies in light of the results of scientific research | 2.22 | 0.29 | High |
| .37 | 3 | Diversity in essay and objective test strategies | 2.19 | 0.36 | High |
| .38 | 23 | Analyze children's performance results to determine strengths and weaknesses | 2.15 | 0.36 | High |
| .39 | 12 | Consider inclusivity in the evaluation process | 2.13 | 0.21 | High |

| | | | | | |
|-----------------------------------|----|--|------|------|------|
| .40 | 25 | Diversity in the evaluation strategies used in the teaching process | 2.11 | 0.30 | High |
| .41 | 42 | Communicate with parents in school periodic meetings | 2.29 | 0.28 | High |
| .42 | 43 | Use of technology interactive media in the classroom | 2.48 | 0.41 | High |
| .43 | 41 | Diversity in sources of knowledge related to the subject of the lesson | 2.72 | 0.29 | High |
| The first field (planning) | | | 2.69 | 0.31 | High |
| The second field (implementation) | | | 2.67 | 0.28 | High |
| The third field (evaluation) | | | 2.73 | 0.23 | High |
| efficiencies as a whole | | | 2.68 | 0.27 | High |

It is clear from Table (2) that the degree of arithmetic mean for the ownership of female teachers for teaching efficiencies ranges between (2.99-2.11), and that the standard deviation of these efficiencies ranges between (0.21-0.41), and the table also indicates that the arithmetic mean of the degree of female teacher ownership of all educational efficiencies has reached (2.68) and the standard deviation for it (0.27), where the arithmetic mean for the efficiencies of the first field (planning) is (2.69) and the standard deviation for it (0.31), while the arithmetic mean for the efficiencies of the second field (implementation) (2.67) and the standard deviation for it (0.28) , As for the efficiencies in the third field (evaluation), they reached an average of (2.73) and their standard deviation (0.23), which indicates that the degree of female teachers' acquisition of educational efficiencies was high, This may be attributed to the early childhood teachers being able to achieve these educational efficiencies, given the cumulative experiences that they had in teaching, in addition to the scientific competence represented in the professional culture in the areas of planning, implementation and evaluation that are always enriched through holding the enrichment courses for the teachers, Also, the follow-up of female teachers 'performance and student achievement is done continuously, and their questions are in case of poor results, which leads them to distinguish with a high level of competence to continue their work. This result is consistent with the study of (Hammadneh study, 2006) in that teachers possess (76) educational adequacy significantly from (83) items, and somewhat with the results of the Varma study (2007), which indicated the need to train teachers to use teaching competencies based on the needs of the learner.

It is clear from Table (2) that the highest efficiency of female teachers came to the paragraph "Deriving the educational outcomes from the subject of the lesson" with an average of (2.99), and with a standard deviation (0.27), followed by a paragraph "Using the teaching strategies appropriate to the educational situation" with an average of (2.97), With a standard deviation (0.20), then followed by the paragraph "diversity using assessment strategies that takes into account the individual differences between students" with an mean (2.96), and a standard deviation (0.27), This may be attributed to the awareness of the parameters of the importance of the efficiency system in a logical sequence in importance: (planning, implementation, evaluation), the highest of which was the adequacy of planning represented in the paragraph "Deriving educational outcomes from the subject of the lesson", followed by the adequacy of implementation represented in the paragraph "Using the appropriate teaching strategies for the situation" Educational ",

followed by the adequacy of the evaluation represented in the section “Diversity using assessment strategies that take into account the individual differences between students”.

Table No. (2) indicates that the least educational efficiencies of teachers and male teachers were the paragraph "diversity in the sources of knowledge related to the subject of the lesson" with an average of (2.11) and a standard deviation (0.30). This may be attributed to the commitment of female teachers to the scheduled textbook more, as parents and students are treated with the textbook only in the case of studying and preparing for exams, which reduces the interest of the study sample in other sources of knowledge, The paragraph that stated, "The use of technology interactive media in the classroom" came in (second) with an average of (2.13), and with a standard deviation (0.21), and may be attributed to the lack of continuous interactive media in the classroom and the large number of faults in it if available, As for the “Communication with Parents in School Regular Meetings” paragraph, it came in third place with an average mean of (2.15) and a standard deviation (0.27).

Secondly: Results related to the second question:

Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of completion of the teachers of early childhood education for educational competencies in schools in Al-Hofuf in Al-Ahsa from their point of view attributed to the variable of the educational stage?

Table (3): shows the arithmetic averages and standard deviations of the female teachers for the efficiencies as a whole and for each of the areas of the competencies distributed according to the educational stage

| Fields Variables | | Kindergarten | Early childhood female teachers | The total |
|-----------------------|--------------------|--------------|---------------------------------|-----------|
| Planning | Arithmetic mean | 2.68 | 2.72 | 2.70 |
| | standard deviation | 0.28 | 0.30 | 0.29 |
| Implementation | Arithmetic mean | 2.80 | 2.76 | 2.78 |
| | standard deviation | 0.20 | 0.22 | 0.21 |
| Evaluation | Arithmetic mean | 2.74 | 2.70 | 2.72 |
| | standard deviation | 0.28 | 0.32 | 0.30 |
| Efficiency as a whole | Arithmetic mean | 2.74 | 2.73 | 2.73 |
| | standard deviation | 0.25 | 0.28 | 0.27 |

It is clear from Table (3) that there are apparent differences in the arithmetic mean for the degrees of male and female teachers having educational competencies, according to the variable of the educational stage, The mathematical average for the grades of kindergarten teachers (2.74), and the standard deviation (0.25) on the list of competencies as a whole, while the mean for the scores of early childhood teachers (2.73), and the standard deviation (0.28), To find out whether these differences in the arithmetic mean are statistically significant, use the triple variance analysis test to show the effect of the educational stage, the subordinate to the educational institution, and years of experience on the degree of early childhood teachers' possession of efficiencies, as shown in Table (4).

Table (4) shows the three-way analysis of the impact of the educational stage and the subordinate to the educational institution and years of experience on the degree of female teachers possessing competencies.

| Source of contrast | Sum of squares | Degrees of freedom | squares average | (p) Value | Statistical significance |
|---|----------------|--------------------|-----------------|-----------|--------------------------|
| Educational stage | 0.019 | 1 | 0.021 | 0.0638 | 0.38 |
| the subordinate to the educational institution | 0.025 | 2 | 0.14 | 3.70 | 0.012 |
| Years of experience | 0.07 | 1 | 0.09 | 2.17 | 0.013* |
| The error | 5.97 | 93 | 0.032 | | |
| Whole | 6.31 | 97 | | | |

* Function at the significance level ($\alpha = 0.05$)

Table (4) shows that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of female ownership of educational efficiencies attributable to the impact of the educational stage and the subordinate to the educational institution and years of experience on the areas of educational efficiency ownership (planning, implementation, and evaluation), , Mathematical averages and standard deviations for the degrees of female ownership of these efficiencies have been extracted in each of the competency fields according to the variable of the educational stage, to identify the significance of these differences, a triple contrast analysis test was used to detect the effect of the educational stage and the subordinate to the educational institution and years of experience on each of the three efficiency areas, as shown in Table (5).

Table (5):

Shows the results of the multivariate triple variance analysis to reveal the effect of the educational stage and the subordinate to the educational institution and years of experience on each field of educational efficiencies.

| Source of contrast | Dependent variables | Sum of squares | Degree of freedom | Average of squares | (p) Value | Statistical significance |
|--|---------------------|----------------|-------------------|--------------------|-----------|--------------------------|
| Education stage | Planning | 0.03 | 1 | 0.03 | 0.39 | 0.46 |
| | Implementation | 0.004 | 1 | 0.003 | 0.03 | 0.62 |
| | Evaluation | 0.23 | 1 | 0.22 | 2.93 | 0.176 |
| The subordinate to the educational institution | Planning | 0.38 | 2 | 0.24 | 3.98 | 0.03 |
| | Implementation | 0.14 | 2 | 0.07 | 2.87 | 0.04 |
| | Evaluation | 0.25 | 2 | 0.13 | 2.06 | 0.9 |
| Years of experience | Planning | 0.09 | 1 | 0.10 | 2.42 | 0.61 |
| | Implementation | 0.02 | 1 | 0.02 | 2.16 | 0.01* |
| | Evaluation | 0.14 | 1 | 0.09 | 2.04 | 0.40 |
| The error | Planning | 7.78 | 92 | 0.07 | | |
| | Implementation | 4.93 | 92 | 0.02 | | |
| | Evaluation | 10.89 | 92 | 0.05 | | |
| The whole | Planning | 8.68 | 97 | | | |
| | Implementation | 4.57 | 97 | | | |
| | Evaluation | 12.49 | 97 | | | |

* Statistically significant

Table (5) shows that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of teachers owning educational efficiencies due to the variable of the educational stage on each of the three areas of educational competencies, as the value of (P) calculated at the field of planning (0.39), Its statistical significance (0.46), the calculated value of (F) at the field of implementation (0.03) and its statistical significance (0.62), whereas the value of (F) calculated at the field of evaluation (2.93) and its statistical significance (0.176), This may be due to the similarity of the educational environment in the two phases, in addition to the supervisory class visits and the intensive training courses that the teachers receive in both phases.

Third: Results related to the third question:

Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the degree of possession of female teachers in the early childhood education stage in educational efficiencies in schools in Al-Hofuf in Al-Ahsa from a viewpoint attributed to the variable of the dependency of the educational institution?

Table (6):

It shows the arithmetic averages and the standard deviations of the parameter scores on educational efficiencies as a whole and on each of the efficiency fields distributed according to the subordinate to the educational institution.

| subordinate to the educational institution field المؤهل العلمي | Planning | | | Implementation | | | Evaluation | | | Efficiency as a whole | | |
|--|-----------------|--------------------|---------------|-----------------|--------------------|---------------|-----------------|--------------------|---------------|-----------------------|--------------------|---------------|
| | Arithmetic mean | standard deviation | Sample volume | Arithmetic mean | standard deviation | Sample volume | Arithmetic mean | standard deviation | Sample volume | Arithmetic mean | standard deviation | Sample volume |
| Public | 2.68 | 0.28 | 40 | 2.76 | 0.22 | 40 | 2.44 | 0.20 | 40 | 2.63 | 0.23 | 40 |
| private | 2.70 | 0.26 | 28 | 2.70 | 0.26 | 28 | 2.46 | 0.24 | 28 | 2.62 | 0.25 | 28 |
| Foreign Education | 2.46 | 0.25 | 21 | 2.46 | 0.24 | 21 | 2.76 | 0.22 | 21 | 2.60 | 0.23 | 21 |
| Total | 2.69 | 0.27 | 89 | 2.73 | 0.24 | 89 | 2.45 | 0.22 | 89 | 2.63 | 0.24 | 89 |

It is noted from Table (6) that there are differences in the arithmetic averages of the degree of female teachers having educational efficiencies according to the variable of the subordinate to the educational institution. As the mean of the scores for the teachers of government grades on the efficiencies fields as a whole (2.63), with a standard deviation (0.23), while the mean was the mean for the degrees of the teachers of the private classes and on the competencies fields as a whole (2.62), with a standard deviation (0.25). Foreign education (2.60), with a standard deviation of (0.23). However, it is clear that the differences were minimal and this may be due to the fact that all teachers receive follow-up and professional development through enrichment courses to increase their efficiency in work.

Fourth: Results related to the fourth question:

Are there statistically significant differences at the level of significance ($\alpha= 0.05$) in the degree of completion of female teachers in the stage of early childhood education for educational efficiencies in schools for students in Al-Ahsa from a point of view that is attributed to the variable of years of experience?

Table (7):

It shows the arithmetic averages and the standard deviations of the female teachers' degrees on educational efficiencies as a whole and on each of the efficiencies fields distributed according to years of experience.

| Field experience | Planning | | | Implementation | | | Evaluation | | | Efficiency as a whole | | |
|-------------------|---------------|-------------------|---------------|----------------|-------------------|---------------|----------------|-------------------|---------------|-----------------------|-------------------|---------------|
| | Arithmet mean | Standard division | Sample volume | arithmeti mean | Standard division | Sample volume | arithmeti mean | Standard division | Sample volume | arithmeti mean | Standard division | Sample volume |
| Less than 5 years | 2.70 | 0.19 | 20 | 2.70 | 0.21 | 20 | 2.68 | 0.25 | 20 | 2.69 | 0.22 | 20 |
| From 6 -10 | 2.73 | 0.20 | 40 | 2.78 | 0.24 | 40 | 2.74 | 0.27 | 40 | 2.75 | 0.14 | 40 |
| More than 11 | 2.79 | 0.12 | 38 | 2.80 | 0.15 | 38 | 2.81 | 0.17 | 38 | 2.80 | 0.15 | 38 |

Table (7) shows that there are differences in the arithmetic mean for the degrees of female teachers having educational competencies according to the variable of years of experience of female teachers. as the arithmetic mean for the degrees of female teachers, whose educational experience is less than (5) years, and on the efficiencies fields as a whole (2.69), has a standard deviation (0.22), while the mean of the female teachers whose educational experience ranges between (6-10) years (2.75)) With a standard deviation (0.24), and the mean for the degrees of female teachers on the list of efficiencies as a whole, who have more than 10 years of experience (2,80) with a standard deviation (0.15). To find out if these differences in the averages are statistically significant, use the triple variance analysis test for the effect of the educational stage and the subordinate to the educational institution and years and experience on the degree of the teachers owning the educational efficiencies, Table (8) shows that there are statistically significant differences at the level ($\alpha = 0.05$) between the average experience (more than 10 years) and the average experience less than 5 years, and experience (6-10 years), in favor of experience (more than 10 years), Which may be attributed to the fact that female teachers with more than 10 years of experience possess more and better educational competencies as a result of cumulative experiences in practicing planning, implementation and evaluation skills, and they have become a reference in these competencies for the rest of the experiences, which makes many educational supervisors use them in preparing model classes for presentation. In front of the rest of the female colleagues Also, the academic knowledge and professional experience available to female teachers with years of experience (more than 10 years) due to training courses and contribution to educational meetings and participation in educational activities in the areas of curriculum planning, textbooks implementation, and evaluation. Makes them more possessions of these efficiencies, This result was in agreement with the study of Al-Ja'enini (2000) whose results indicated that there are statistically significant differences for the variable of educational experience in favor of teachers and teachers with higher experience, and the results of this study conflicted with the findings of each of the Hamadenah study (2006), which indicated that there were no differences

Statistical significance for male and female teachers' acquisition of teaching and learning skills due to variable of years of experience.

CONCLUSION.

Recommendations:

In light of the results of the study, the tow researchers recommend the following:

- **Holding training courses for new teachers in the early childhood education stage, with educational efficiencies related to the implementation of the classroom.**
- **Providing means for exchanging visits between new teachers and long experience in education, and following up the educational supervision department in the Education Department.**
- **Developing an early childhood teacher evaluation tool to include evaluation based on the educational efficiencies required of the teacher.**

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