

The Availability Degree of Libya's Mathematics Teachers' Didactic Competencies and Their Relationship with Educational Qualifications

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Abstract:

The current study aimed to reveal the availability degree of educational competences of Mathematics teachers and its relationship with the educational qualifications in Libya.

The researchers used the Description Correlational Method due to its appropriateness to the nature of this study, where the community of the study included all Math teachers of 7th and 8th grades from the preparatory stage who were deployed in the schools of two regions of Abu Sleem and Al Andalus quarter in Tripoli city in Libya. A random sample was chosen from the original study community: 66 male and female teachers. The researchers used a note card to measure teaching and learning competences which included 38 competences distributed in four fields which are (preparation and lesson planning competences, lesson implementing competences, choosing aids and activities competences and evaluation competences.) Which applied on individual of the study sample? Appropriate statistical means were used to explain the results. The study came up with the following results:

1. The availability degree of Mathematics Teachers Learning Competencies is (2.46) which lies in the medium range.
2. There is no correlational relationship at significance level of ($\alpha=0.05$) between teaching competences of Math teachers and their educational qualifications.

In the light of the result .The study concludes the following recommendations:

1. Reconsidering the programs of preparing Math teachers in teacher's preparation colleges and institutes and developing these programs in the light of the competences based education.
2. Activation of in-service training system for Math teachers and improving their teaching competences.

Key words: Educational competencies for teachers of mathematics, educational qualification.