



A Proposed Training Program Based on the Integration of the Requirements of Professional License and Human Capacity Development Program and Measuring its Impact to develop teaching skills and motivation for achievement Primary school teachers

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Abstract: The research aimed to prepare a proposed training program based on integration between professional licensing requirements and the human capabilities development program and measure its impact on developing teaching skills and motivation to achieve among primary school teachers, and to reveal the correlation between teaching skills and motivation to achieve among them, and to achieve this goal, a list of requirements for a professional license and a human capacity development program required to develop teaching skills and motivation for completion among primary school teachers was prepared, and a training program was prepared based on these requirements. An exploratory qualitative approach was used to reach the proposed training program, and an experimental approach with a quasi-experimental design to identify the impact of the program on developing teaching skills and completion motivation among primary school teachers, and as well as the correlation between teaching skills and motivation for completion among female teachers. The research tools consisted of an observation card for the extent to which teaching skills were achieved in light of the list of requirements for teaching practices, and a questionnaire to measure their motivation through pre- and post-measurement on two independent and interconnected control and experimental groups. The research sample was composed of (36) female teachers, several results were reached, the most important of which are: the presence of statistically significant differences at the level of significance ($0.05 \geq \alpha$) between the average ranks of teaching skills and motivation for completion among primary school teachers between the two independent and interconnected groups in favor of the post-application of the experimental group, there is a positive and statistically significant correlation between the teaching skills of primary school teachers and motivation for completion. In light of these results, many recommendations and proposals were made.

Keywords: licensing standards - human capacity development program-teaching teaching skills - motivation for completion.

Received: 08 July 2024 **Revised:** 19 August 2024 **Accepted:** 03 September 2024

Research Introduction

Due to the emergence of many changes and developments in various aspects of life, which undoubtedly affected education so that it does not become strange and limited after a period of its application, in its lack of many social, psychological, scientific and technological developments, and therefore the

importance of preparing the learner to face them through the school curricula "(Ambusaidi and Mazyadi, 2012)

Therefore, the education policy in the Kingdom of Saudi Arabia called in a number of its articles (165-170-172-196-197-198) for continuous training through attention to innovative programs to acquire modern knowledge and consolidate expertise (Al-Mutairi, 2012). Especially with the previous education no longer useful, and methods must be adopted that prepare the learner to be effective, which in turn returns to the roles of the teacher Riendra; Syafii & Nursal,) (2015) .

Since the Kingdom is taking serious and rapid steps towards the goals of achieving Vision 2030 by setting a specific framework and a flexible monitoring system for its transformational programs, directing the teacher's skills was in the light of tight scientific standards, which means in one way or another that he possesses the basic ingredients for developing his teaching skills and thus achieving future goals, but in a cautious and thoughtful manner, we find the steps of its programs that target teacher development, interim pre-service andAfter that, it was the provision of educational and educational standards in the educational field, in order to unify teaching practices of planning, implementation and evaluation in the direction of specific goals, and therefore the professional license was adopted by the Education and Training Evaluation Commission, which aimed to evaluate the knowledge, skills and educational trends of the teacher (educational and specialized field), in the light of educational philosophies and theories Modern teaching and learning, and since it is one of the new standards in the field of education, the professional license has been linked to employment for the new teacher and the teacher on the job with the annual allowance and the classification of educational ranks, in being one of the ways to achieve development plans through the teacher's development of his skills continuously, and to ensure that they are acquired every (4) years, except for being a diagnosis in itself of what he ownsPublic education is one of the educational and educational components (Education and Training Evaluation Commission website, 2019), and accordingly, the focus was on education as a noble profession that requires development and addressing deficiencies through educational components that guaranteed the learner's right to an efficient education (Al-Ghathbar, 2020), and these components were represented in (3) main areas: values, professional responsibilities, professional knowledge and professional practices, and are measured through (10) main criteria adopted in measuring their extent On (3) ranks for teachers, practitioner, advanced and expert, in light of a number of requirements in addition to the professional license test points (Al-Wadaei and Al-Safran (2021)), which targeted all teachers of public education in all disciplines, and thus the authority obtains digital data for the extent of the teacher's commitment to achieving the main areas of the professional license, thus ensuring at least the teacher's development of his knowledge and skills on an ongoing basis, and accordingly, scientific research began to continue in evaluation, evaluation and development in the light of the professional license since the start of its adoption (17/7/2019), including Study: Al-Zahrani (2022); Al-Ghathbar (2020); and Al-Wadi'i and Al-Safran (2021).

However , professional requirements achieve complementarity if integrated with the requirements of development and national plans that determine their direction and objectives , which include efforts to reach specific comprehensive goals, and this is what was built on the program launched by Crown Prince Mohammed bin Salman bin Abdulaziz on (15/9/2021), which was prepared by (11) members of ministers and advisors representing the main institutions and bodies in the Kingdom of Saudi Arabia in a comprehensive view of the requirements of human capabilities in all fields, and the program included (12) strategic goals, (3) main goals of the vision of the Kingdom of Saudi Arabia (2030) (Al-Etrebi, 2021), and this program targeted the category of children, youth and adults, in a detailed look at the roles assigned, and has put in the program (20) commitment in teaching and learning, and (9) of educational challenges in public education, but it is in its strategy Three main pillars have been identified in the implementation of the program: developing a flexible and solid educational foundation for all, preparing for the labor market locally and globally, providing lifelong learning opportunities, relying heavily on education in achieving the goals of Vision (2030), and it has targeted the development of educational human capabilities; values, knowledge and skills to produce outputs that carry: (9) of basic values, and

(3) basic skills, and(3) Future skills, and the requirements of the general education teacher in light of that: various and many requirements included the teacher's ability to diversify attractive learning strategies and focus on raising the previous values of the learner and on everything that strengthens him in reading, arithmetic and language, And attention to the development of his thinking skills through a stimulating environment such as laboratories, simulation programs, e-learning, increasing innovation spaces, paying attention to gifted students, dealing with all types of learning, and paying attention to the application of the code of conduct and attendance continuously (Human Capacity Development Program Plan, 2021), provided that this plan is implemented during the period between (2021-2025).

We find that the human capabilities program constitutes an integration with the requirements of the professional license in determining the direction of the standards required to be met by the teacher in light of specific national requirements, which requires focusing on them more than others in values, skills, and knowledge to achieve development directions (Human Capacity Development Program Plan, 2021) due to the need for them in the labor market, which makes the human capacity development program a determinant of the direction of the professional license often through: Determining the goals required of the general education teacher, the many strategies required of him, and a number of ways in which the teacher can develop his performance, and thus through which the efforts of the most important organizations that serve the labor market can be directed towards the active citizenship that the program seeks to achieve, represented by a globally competitive citizen (Al-Etrebi, 2021).

Since the primary school teacher has a great burden, as this stage is the first step in the student's path to science and knowledge, officials see it as a basic stage for raising and qualifying young people, to have the ability to interact with society and agree with it, it is the stage of the second environment for the student after the family and it is the beginning stage in his personal formation from the age of six the beginning of the assignment to the twelfth age of discrimination, it includes middle childhood and late childhood (Al-Enezi, 2022), This stage is the beginning of the scientific and intellectual inscription in the mind of the student, who continues with him throughout his life, and as much as interest in this stage, the individual becomes able to contribute to the progress and advancement of society, hence the stage of entrepreneurship and educational renaissance in the community environment (Al-Oufi, 2021), and therefore interest in it is necessary for success in the rest of the school stages, which is proven by a study: (Al-Otaibi, 2018; Al-Awfi, 2022; Al-Maliki, 2015).

Therefore, the development of teacher skills and motivation for achievement in the light of standards and programs approved by the higher authorities responsible for education, is in fact one of the most realistic and reassuring standards, to be applied in the classroom, where they have been studied and harmonized in the light of the local environment and its requirements and in the light of achieving national visions and future plans, and thus we can expect their effectiveness in theoretical and field work.

Search problem

The research problem is the following questions:

- 1- What are the requirements of the professional license and the human capacity development program required to develop teaching skills and motivation for achievement among primary school teachers?
- 2- What is the training program based on integration between the requirements of the professional license and the human capacity development program to develop teaching skills and motivation for achievement among primary school teachers?
- 3- What is the impact of the training program based on the integration between the requirements of the professional license and the human capacity development program on the teaching skills of primary school teachers?

Research Objectives

The research aims to:

- 1- Preparing a list of professional license requirements and the human capacity development program required to develop teaching skills and motivation for achievement among primary school teachers.
- 2- Building a training program based on integration between the requirements of the professional license and the human capacity development program to develop teaching skills and motivation for achievement among primary school teachers.
- 3- Measuring the impact of the training program based on integration between the requirements of the professional license and the human capacity development program on the teaching skills of primary school teachers.

Importance of research

The importance of research is summarized in:

- 1- Provide a list of requirements for the professional license and the human capacity development program required to develop teaching skills and motivation for achievement among primary school teachers for teachers, educational supervisors and researchers.
- 2- Providing a training program for educational development institutions, based on the integration of the requirements of the professional license and the human capacity development program to develop teaching skills and motivation for achievement among primary school teachers.
- 3- Providing tools to measure teaching skills and motivation for achievement for researchers and curriculum evaluators in light of the requirements of the professional license and the human capacity development program.

Search terms

Teaching Skills :

Shaheen (2012) defined it as "the processes carried out by a teacher or faculty member to achieve previously defined goals by planning for them, implementing practices inside or outside the classroom, and evaluating their achievement" (p. 27).

The researcher defines them procedurally: they are those skills contained in the axis of teaching practices - in the public domain with a professional license and integrated with the corresponding skills in the human capacity development program and used by the primary school teacher to achieve specific and directed goals through the processes of planning, implementation and evaluation and measured in this research through an observation tool that relied on (4) categories to measure the level of mastery or not (strongly mastered (expert teacher) - mastered moderately severe (advanced teacher) - mastered (practice teacher) - not proficient).

Motivation for achievement :

Judges (2015) defined it as "the desire to do a good job and succeed in it, and this desire is characterized by ambition, enjoyment in competitive situations, an unbridled desire to work independently in facing and solving problems, and a preference for tasks that involve medium risks" (p.12).

Human Capacity Development Program :

The Human Capacity Development Program Guide (2021) explained that the Human Capacity Development Program appeared in the form of a plan to prepare and qualify human capabilities in the Kingdom of Saudi Arabia, develop the human capacity development system from early childhood to lifelong learning, develop education outputs to align them with the current and future labor market needs, and localize high-skilled jobs through the rehabilitation and training of citizens.

The researcher defines it procedurally: it is a set of requirements (from the primary school teacher) to achieve knowledge, values, basic skills and future skills of the student, which are contained in the form of

ambitions, challenges and initiatives contained in the guide of the Human Capacity Development Program, which concerns the teaching and learning processes.

Professional License :

The Education and Training Evaluation Commission defined the professional license standards (2020) as "the values, responsibilities, knowledge and practices that the teacher should represent, know and master to carry out his tasks" (p. 11)

Professional License and Human Capacity Development Program Requirements:

The researcher defines it as "a set of values, knowledge and skills based on the standards of the professional license and its equivalent in the executive plan of the Human Capacity Development Program, which is concerned with teaching and learning, and contained in the guide in the form of ambitions, challenges and initiatives, which are integrated with the requirements of the professional license specifically, description, focus or clarification."

Training Program:

Ahmed and Suleiman (2012) defined a training program as " a plan designed for the purpose of education and training in a coherent manner, and an independent structure of the set of skills to be communicated to the trainee, which is formulated according to an organized manner, starting with setting goals and ending with the evaluation process in order to develop the trainee's performance in a way that suits his field. (p. 395)

Accordingly, the researcher defines the training program based on the integration of the requirements of the professional license and the human capacity development program procedurally as:

A comprehensive written plan with general and detailed objectives, with cumulative content, and sequential steps, represented in a set of strategies, activities and evaluation methods, based on the integration between the requirements of the professional license and the human capacity development program to develop teaching skills and motivation for achievement among primary school teachers.

Search limits

Search is limited to the following limits:

Objective limits:

-Limited to the educational field in the professional license (due to the researcher's specialization - curricula and general teaching methods-):

Professional values and responsibilities - professional knowledge - professional practices for nine main criteria (exclude the criterion of knowledge of the content of the specialization) and 30 sub-criteria (contained in the Standards and Career Paths Guide on the Education and Training Evaluation website (<https://www.etec.gov.sa/ar/productsandservices>))

And on the initiatives of the Human Capacity Development Program related to the roles of the teacher to achieve (9) key values and (3) key skills (arithmetic, reading and digital skills (general)) and (3) future (higher thinking skills, social and emotional skills, practical and physical skills (classroom and extra-curricular activities)) for the student, which appeared in the description of the roles of general education teachers in a number of areas in the program plan guide from p. (62) to p. (68) and benefit from the challenges, indicators and ambitions contained in the guide; in activities, justifications and content Knowledge of the program in integration with the requirements of the professional license to prepare the proposed training program.

-Studying its effectiveness on teaching skills: planning, implementation and evaluation (in light of the requirements for professional practice contained in the professional license and its equivalent in the

human capacity development program) and achievement motivation for primary school teachers, which are specified in four areas: perseverance - perceived competence - goal setting - level of ambition.

Human and spatial limits:

A sample of primary school teachers (lower and upper grades) in the city of Najran in Najran region randomly (to provide them with diversity in specialization, experience and qualification), where this diversity was observed in most schools in the region by virtue of the work of the researcher in educational supervision) in order to represent society in all its categories for primary school teachers and the fact that the standards of the general professional license and the human capacity development program target all categories of teachers.

Time limits:

The study took place during the academic year 1444 AH (after the completion of the arbitration of tools, building the program, and solidarity with the commitment of the Human Capacity Development Program to implement the requirements of the program before the year (2025).

Teaching skills for primary school teachers

It requires the primary school teacher to adhere to the proper methods of classroom practices within the classroom, teaching performance is an art in itself, mastered only by those who have that integration between his correct knowledge about what is implemented, and his attitudes about what he is implementing, and the implementation itself, and therefore teaching skills consist of (3) main components as mentioned by Badr (2005); Shanin (2016)

First: The cognitive component:

The primary school teacher must be familiar with the psychological, mental and linguistic characteristics of the stage, except for the requirement to understand, analyze the objectives of the educational and educational stage and identify modern teaching methods and familiarity with linguistic, quantitative and digital skills, the stage is the stage of developing the basics, it must be taught to possess the most important of them:

A- Familiarity with the general characteristics and objectives of the primary stage:

Psychologists have divided the stages of childhood into five stages, and this division is based on the physical development of the child, and the accompanying psychological characteristics and mental and linguistic development and these stages are:

- 1) The first stage of childhood: It starts from birth until the age of three years.
- 2) Early childhood (second childhood): three to six years.
- 3) Middle childhood (third childhood): from six to nine years.
- 4) Late childhood: It extends from the age of nine to twelve.
- 5) Adolescence: which begins from the age of thirteen.

Second: Skill Component:

Which is achieved through (3) areas that are in fact teaching skills:

First Area: Teaching Planning :

The teaching process is like any process that in turn calls for pre-drawn planning procedures as it constitutes in itself a system that has inputs, processes and outputs; and its success may require standing on these plans, monitoring, reviewing and evaluating them effectively Teaching Zaitoun (2017) defines teaching planning as a set of procedures and measures taken by the science teacher to ensure the success of the educational process and planning for teaching includes the following sub-skills (Zeitoun, 2017; Al-Huwaidi, 2012):

- Analyze learners' characteristics, needs and tendencies.
- Analysis of the procedural objectives specified in the content and careful planning of the corresponding procedures, teaching methods and evaluation, except for the possibility of flexibility in their gradation in the light of what he deems appropriate for his students. - Analyze the content in the light of the objectives, their accumulation, the level of basic and expansive perception, and planning to manage it chronologically
- Determine the requirements of the lesson, including: identifying the basic concepts and skills in the lesson, determining teaching strategies and educational activities to achieve the goals, as well as determining the evaluation methods that the teacher will employ in the lesson

The second area is the implementation of teaching

Al-Tanawy (2013) defines "teaching implementation skills as all the procedures and steps taken by the teacher during the implementation of the lesson in order to help learners to understand and absorb the concepts and information contained in the lesson and to emphasize their good follow-up to the lesson and increase their motivation to learn" (p. 66).

Third Area: Teaching Calendar :

Evaluation is one of the most important ways through which it is possible to identify the achievement of goals or not and the extent to which efforts agree with the results and diagnose the reality of the pros and cons in order to enhance or address and defines the evaluation of teaching as a means of it is an organized effort that includes a description of the service system and the evaluation of the consequences of its procedures in order to provide information and useful feedback, to take appropriate decisions, regarding the achievement of the desired goals (Shubbar, Jamel and Abu Zeid, 2014).

The importance of developing teaching skills and motivation for achievement for primary school teachers

As this research is looking at one of its objectives for the relationship between teaching skills and motivation for achievement empirically and its amount, but the literature has theoretically proven the existence of this relationship from the principle of integration in the cognitive structure, skill and directional human and its role in putting things in the circle of attention and thus achievement In other words, the scientific and psychological aspect of the teacher is necessary should not be tolerated so as not to prevent or discourage him from performing his tasks, in any way, many teachers They withdrew from their profession for these reasons, and this is what we see in the study of Denham Steve (1992), so the achievement of values and professional responsibility and the achievement of knowledge and specialized requirements is reflected in turn on the three teaching skills: planning, implementation and evaluation, which in turn is also reflected in the trends towards the profession performance, ambition and success, except that the motivation for achievement in turn helps the teacher to develop his performance continuously and this is what is required by theThe educational process of continuous modernization so that it can keep pace with scientific and technological development, and this is proven by the Professional License Guide on the Training and Education Evaluation Commission website (2021) by measuring all previous requirements in its general and specialized field, except for what the Human Development Program Guide shows in its description of national and professional values, responsibilities and skills required of the public education teacher in the Kingdom of Saudi ArabiaNor to achieve its strategic objectives to achieve the vision; the conviction in what the teacher possesses cognitively and skillfully is reflected in his directions that help him to self-learning, continuous development and the search for the best educational mechanisms, and this is indeed proven by studies in which teaching skills have been associated with motivation to achieve in any way, such as the study of Ushuri, A. H. (2016), whichThe study of motivation for achievement among primary school teachers and the study of its causes aimed at selecting a total of (450) teachers, where four hundred teachers were selected using the questionnaire, and the study found poor motivation for achievement as a result of a number of reasons, including: Poor teacher development as well as the study of Lavie (2019), which aimed to study the impact of a proposed program based on the self-organized learning strategy in the development of planning adequacy For

teaching and motivation for achievement on (40) student teachers using a test of planning competencies and a measure of motivation for achievement through the adoption of the semi-experimental approach, which resulted in the positive result of the program's impact on planning competencies and motivation for achievement, and the study of Rehab (2020) in studying the effectiveness of using brainstorming in developing the concepts and teaching skills of female students teachers in the kindergarten department and its relationship to motivation for achievement Using the semi-experimental approach by relying on the experimental methodology on two samples of (130) female students using a note card and a measure of motivation, which proved the positive impact of the program in improving concepts, teaching skills and motivation for achievement, and a study (Abu Khaled, 2021), which aimed to study the impact of a training program based on mental concepts of growth on improving teaching practices and motivation for achievement among teachers of Islamic education, which using the semi-experimental curriculum and relying on measurement on two scales Their distribution to the sample targeted (22) male and female teachers, which proved the positive impact of the program in improving all areas of teaching practices and motivation for achievement.

From the first axis, we find that there is a close link between the skills of the primary school teacher and her motivation for achievement, the development of her values and professional responsibilities, the development of specialized and general knowledge, the development of her teaching practices and the improvement of her attitudes towards the profession, and if we can prove this experimentally, it may contribute in one way or another to achieving the visions of the Kingdom of Saudi Arabia and its development goals, God willing.

Second Theme: Recent Efforts to Develop Educational Capabilities

In the Kingdom of Saudi Arabia, there are many standards to achieve educational efficiency to ensure outputs that comply with the requirements of achieving development plans, which included employment for educational competencies and criteria for entitlement to bonuses for educational competencies, which paralleled development programs to develop and stimulate educational skills, and in this context, the Ministry of Education proceeded with fixed plans to achieve development and evaluate it for every (4) years by adopting the professional license as a requirement to raise the teacher's entitlement:

Professional license for teachers in the Kingdom of Saudi Arabia

Education experts always seek to raise the levels of teaching and learning, as well as what is produced by educational studies and theories to benefit from them and increase their confidence in those jurisprudence that unites efforts, and therefore the balance always tends to those lists of studied standards, and agreed on their success, especially with regard to the teacher to direct his efforts without working randomly and improvisationally.

The professional standards movement is not new in the educational arena, as the reform movement based on professional standards has emerged in the United States of America since (1963).

Teachers seek to obtain the license for further development and professionalism, because the license helps at least to achieve the minimum quality standards in the educational process (Sass, 2011).

The Kingdom of Saudi Arabia has proceeded with work and evaluation in the light of professional standards in a number of its sectors, including the education sector, since it established a specialized body in this, namely: the Evaluation and Training Commission in (2013), which issued the fourth version of the educational professional standards in (2017) (the first version was issued by the Ministry of Education in (1421), the second version in (1428) and the third version accompanying the King Abdullah Project for Curriculum Development in (1443)), and the start of its application since (2019), which In light of which the professional license for male and female teachers is issued (Evaluation and Training Commission, 2019).

Professional Standards for Primary School Teacher

The primary school teacher applies to him what applies to middle and secondary school teachers what they must know and practice in accordance with the values and responsibilities of the teaching profession, and this is determined in the documents of standards and career paths issued by the authority, and the authority relies in measuring the availability of professional standards on the general and specialized testing system (in light of the specializations of qualifications for the fourth grades, fifth, sixth and the general specialization test for the primary grades):

General Educational Test:

The website of the Evaluation and Training Commission proved that the general educational test is only a "codified evaluation tool to measure the extent to which the general educational standards of the applicant for the professional license are met", and the general educational test covers the following areas:

First: Professional Values and Responsibilities:

This area, as stated on the website of the Evaluation and Training Commission, focuses on the teacher's professional responsibilities in the classroom learning environment and beyond, and includes values such as:

Ethical values and encouraging adherence to them, strengthening national identity, respecting cultural diversity, and emphasizing the professional development of the teacher in the light of the deep understanding and analysis of the standards and career paths of teachers, while ensuring the formation of positive relationships with learners, the professional and local community and parents, and involving them in the process of planning the educational process, applying educational policies and regulations, and contributing to the school's educational mission, which includes three basic standards. Contain:

- Commitment to moderate Islamic values, professional ethics and strengthening national identity

- Continuing Professional Development:

- Professional interaction with educators and the community:

Second: Professional Knowledge:

- Knowledge of the learner and how to learn it:

- Knowledge of general teaching methods:

Third: Professional Practice:

- Planning and implementation of teaching:

- Create interactive and supportive learning environments for the learner:

- Calendar:

The importance of a professional license

The professional license is proof that the teacher was able to demonstrate his competence and that it is possible to look at other areas of study to raise and develop them, and when the teacher relies on the standards of the professional license in developing his work mechanisms, he unifies teaching procedures in the Kingdom of Saudi Arabia, and is thus able with his colleagues who have obtained the professional license to achieve the higher goals of teaching and learning and to achieve this he must start, awareness of these standards Mayer's study has proven, Mitchell, Bell & Macdonald (2005) that the teacher's awareness of professional standards that determine what he is expected to know or master helped improve his professional practice has proven the support of teachers for this as they explained the support of their participation in the use of professional standards for their professional development The study found that teachers see a positive impact of this framework in multiple ways they have, from: Gain in-depth knowledge of these standards, increase personal professional knowledge and improve teaching performance in the classroom.

Human Capacity Development Program

The program, which is one of the requirements for achieving the goals of Vision 2030, seeks for the citizen to have capabilities that enable him to compete globally, through the development of knowledge, the promotion of values, the development of basic skills and future skills, and the program focuses on developing a solid educational foundation for all by targeting children, youth and citizens in general in terms of: its contribution to instilling values from an early age, preparing young people for the local and global future labor market, enhancing their work culture, and developing the skills of citizens by providing learning opportunities For life, and supporting the culture of innovation and entrepreneurship, based on the development and activation of policies and enablers to enhance the Kingdom's leadership (Guide to the Crown Prince Program for Human Capacity Development - Vision 2030), and has been prepared through a committee under the supervision of the Crown Prince and consisting of (11) members:

First: Program Premises:

The program's website explained that it aims to achieve (16) strategic objectives directly related to (3) goals of Vision (2030) and (18) goals indirectly related to (6) goals of Vision (2030) through the development of (3) basic capabilities characterized by adaptability, flexibility and capabilities to meet the labor market as in Figure (2-4):

Second: Program Aspirations:

The program's website explained that the program will achieve, God willing, a positive impact on the different segments of society in terms of:

Children: Foster a solid foundation of values, core skills and twenty-first century skills and inspiring teachers with diverse experiences and expertise and flexible learning opportunities through diverse extracurricular and community activities, innovative teaching methods and distance learning.

Youth: Providing flexible and diverse educational opportunities that suit the needs of the labor market and diverse teachers with specializations.

Relevant process and digital, career guidance for labor market needs and various educational opportunities to enhance national belonging and develop entrepreneurship.

Adults: providing opportunities for skills development and rehabilitation, involving the community and the private sector in supporting professional development, appropriate learning models and providing distance learning, guidance to care, pride and dissemination of the Arabic language, and benefiting from the multiplicity of experiences, skills and innovation opportunities.

By targeting human capacity development for:

- 1- Workers in the education and training sector:
- 2- Parents and Community:
- 3- Employers and employees:

Fourth: Program Strategies:

The program's strategies touched on relying on the pillars of the program:

Develop a strong, solid and resilient educational foundation for all by achieving:

Instilling values, national belonging, global citizenship, instilling the values of moderation and counter-terrorism, building a solid foundation for twenty-first century skills, providing high-quality education for all, and providing different pathways to the secondary level.

Preparing for the future labor market locally and globally by achieving:

Engage professionals working in the educational process so that students gain relevant practical experience, promote a culture of innovation, and encourage and support career choices.

Enable lifelong learning by:

Encourage continuous skills development, spread and enhance the Arabic language, and provide training opportunities for individuals outside the labor market.

Developing the capacity of primary school teachers in the light of the human capacity development program:

Within the human capacity development program, there is a clear targeting of primary school students and teachers through a number of requirements.

- Instilling the values of moderation and combating extremism
- Instilling values, national belonging and global citizenship

Social and emotional skills: -

- Professional Development:
- Teacher Rehabilitation:

Research hypotheses

In the light of studies and literature, the research concluded the following hypotheses:

- 1) There are statistically significant differences at the level of significance $\leq (0.05)$ between the average ranks of the levels of primary school teachers for the control and experimental groups for the dimensional application of the observation card for teaching skills in favor of the experimental group.
- 2) There are statistically significant differences at the level of significance $\leq (0.05)$ between the average ranks of the levels of primary school teachers for the pre- and post-application of the experimental group of the observation card for teaching skills in favor of the post.
- 3) There are statistically significant differences at the level of significance $\leq (0.05)$ between the average response ranks of the primary school teachers of the control and experimental groups for the dimensional application of the achievement motivation questionnaire in favor of the experimental group.
- 4) There are statistically significant differences at the level of significance $\leq (0.05)$ between the average response ranks of primary school teachers to the pre- and post-application of the experimental group for the achievement motivation questionnaire in favor of the post.
- 5) There is a positive correlation between teaching skills and motivation for achievement

Research Methodology

Due to the nature of the current research, the mixed approach (qualitative research method - quantitative experimental method) has been adopted:

Research Community

The research community consists of all primary school teachers in the Kingdom of Saudi Arabia, and the selection of the entire community is due to confidence in the standards and plans studied by the planning, development and evaluation officials in the Kingdom of Saudi Arabia included in the program variables as basic variables:

- Professional license standards.
- Human Capacity Development Program.

Research Sample

The research sample was selected randomly to represent a cluster of clusters of primary school teachers in the Kingdom of Saudi Arabia, then the entire Najran region and then the city of Najran. Determined randomly (by determining a list of schools in the region), so that one of them is an experimental group, and the other is a control and the number of the two groups (36) teachers by (18) teachers for the control group, and (18) teachers for the experimental group, and has been initially adopting a list of schools in the region and numbered (20) schools representing the primary stage were selected from the reality of (73) primary school affiliated with the office of central Najran (adopting randomness ((lottery)) (The number of the sample was chosen in the light of the average number of teachers who can be approved to attend the training program (from the literature, the Department of Training and Scholarships, as well as the number of visits compatible with the possibility of the researcher (80 visits (40 pre-visits and 40 post-visits)) and then communicate with school principals to nominate one of their teachers and obtain her approval (after clarifying the requirements - taking care of the diversity of disciplines, qualification and experience in the sample as much as possible), and accordingly was selected random sample (20) parameters for the experimental group and after studying the data of parameters from the specialty and province of the work area and experience of the experimental sample was selected a control sample to match the data (work governorate, specialization, experience and qualification) to ensure the greatest homogeneity between the two groups - which was confirmed to be equal in the variables of the research dependent through the pre-test - but it was withdrawn two parameters from the experimental sample in the second week (direct training) and the two corresponding parameters were apologized

Search variables

- Independent variable:

The independent variable in this research is the training program based on the integration between the requirements of the professional license and the human capacity development program.

- Dependent variables:

The first dependent variable in this research is: the teaching skills of primary school teachers, and the second dependent variable: is the motivation for achievement among primary school teachers.

-Adjust extraneous variables:

The homogeneity was confirmed by selecting an intended sample corresponding to the sample that was selected from random schools (governorate of work, specialization, experience and qualification) The results were returned to the proposed training program by verifying the results for two independent and interrelated groups.

Research Tools

To achieve the objectives of the current research, the following tools were used:

- 1- A note card for planning, implementation and evaluation skills (teaching skills - depending on the requirements of teaching practice according to the standards of the professional license and its corresponding from the Human Capacity Development Program)
- 2- A questionnaire to measure the motivation for achievement among primary school teachers.

Observation card for teaching skills

It was prepared according to the following procedures:

-Determine the goal of building the tool: The tool aimed to identify the teaching skills that should be available to primary school teachers.

-Identify the sources of building the list: The teaching skills required in the field of professional practice have been approved in the professional license guide for the following reasons:

- Being the practices required of teachers in the classroom, where they are evaluated in the license test by (39%) of the test standards.
- Its link to the field of knowledge and to professional values and practices (the first and second fields) is the executive field for them.
- The agreement of the Ministry of Education with the Evaluation and Training Commission in its importance by being part of the requirements of the professional license associated with the teacher's allowance and rank.

Hence, a number of indicators are integrated with their counterparts in the human capacity development program, such as:

Adopting a number of strategies contained in the Human Capacity Development Program in the implementation of teaching, such as:

Learning by play - work-based learning - learning by projects.

Set the note card:

The truthfulness and consistency of the note card has been verified as follows:

A. Authenticity of the observation card:

The list was presented to a group of arbitrators specialized in curricula and teaching methods, and they were asked to express an opinion in terms of:

- Drafting Safety
- Phrase affiliation to the axis
- Measurability of the phrase.

Based on the opinions of the arbitrators, a number of phrases were amended

B - Calculation of the stability of the observation card:

The stability of the observation card was verified by applying it and re-applying it by the researcher, on (5) parameters, and the Holisti coefficient was used to calculate the coefficient of agreement between the two analyzes according to the following equation: (Mufti and Agent, 2020, 241)

$$\text{Coefficient of agreement} = \frac{n(xy)}{Q1 + P1} \times 100$$

Whereas:

n = number of times analyzed.

xy = number of values that match in the two analyses.

Q1 = Values that resulted from the analysis the first time.

Y1 = Number of values that resulted from analysis the second time.

The results were as follows:

Table No. (3-8)

Frequencies and the coefficient of agreement between the researcher's first and second analysis of the teaching skills observation card

Skills	Repetition in the	Repetition in the	Number of times	Coefficient of
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	researcher's first analysis	researcher's second analysis	agreement	agreement between the two analyses
Planning	109	114	102	91.5%
Implementation	168	165	159	95.5%
Calendar	69	72	66	93.6%
Total	346	351	327	93.8%

It is clear from the previous table that the coefficient of agreement between the researcher's analysis in the first and second time for planning, implementation and evaluation skills was (91.5%, 95.5%, 93.6%) respectively, and the agreement coefficient for all skills reached (93.8%), which indicates the stability of the analysis to a high degree.

Parity in the level of teaching skills:

The Man-Whitney test was used to find out the level of teaching skills for the control and experimental group to ensure the equivalence of the experimental and control groups in the level of teaching skills, and the results were as shown in the following table :

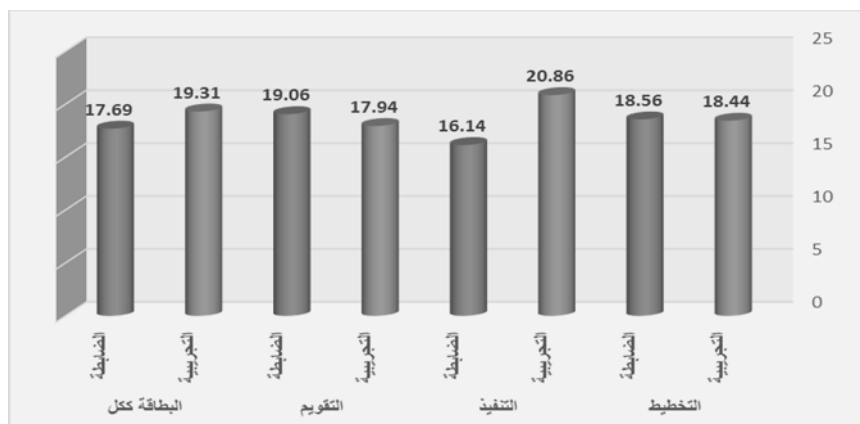
Table No. (3-9) Significance of the difference between the average scores of the two research groups in the tribal application of the observation card using the Man test Whitney Mann- Whitney

Skill	Groups	nu n	Averag e ranks	Total ranks	U	Z	Level of significanc e	Conclusio n
Planning	Experimenta l	18	18.44	332.0 0	161.0 0	- 0.03 2	0.975	Non- function
	Adjuster	18	18.56	334.0 0				
Implementatio n	Experimenta l	18	20.86	375.5 0	119.5 0	- 1.35 6	0.175	Non- function
	Adjuster	18	16.14	290.5 0				
Calendar	Experimenta l	18	17.94	323.0 0	152.0 0	- 0.31 8	0.750	Non- function
	Adjuster	18	19.06	343.0 0				
The card as a whole	Experimenta l	18	19.31	347.5 0	147.5 0	- 0.46 1	0.645	Non- function
	Adjuster	18	17.69	318.5 0				

Figure (3-2)

The difference between the average ranks of the scores of the two research groups in the pre-application of the observation card

It is clear from the results of Table (3-10) that the Z value for the card axes and the card as a whole was (0.032).



It is clear from the results of Table (3-10) that the Z value for the axes of the card and the card as a whole amounted to (0.032-1.356-0.318-0.461) respectively, and the value of the significance level was (0.975-0.175-0.750-0.645), which is less than the significance level (0.05), which indicates that there is no statistically significant difference between the average ranks of the experimental and control group scores in the pre-application of the teaching skills observation card, and thus the equivalence of the two research groups in the level of teaching skills.

3.6.2 Motivation tool for achievement

1- Determine the goal of building the tool:

2. Specify the content of the tool menu:

4. Adjust the menu:

- Arbitrators' Validation:

The tool was presented to the arbitrators and arbitrated in terms of:

- Drafting integrity
- Clarity of phrase
- Achievement of the phrase of the objective of the questionnaire
- Belonging to the dimension.

Based on the opinions of the arbitrators, a number of phrases were amended

.Table No. (3-10) Quantitative description of the statements belonging to the dimensions of the achievement motivation questionnaire before and after arbitration

Dimensions of the resolution	Number of statements before arbitration	Number of statements after arbitration
Goal setting	7	5
Level of ambition	5	6

Perseverance	10	9
Perceived efficiency	9	6
Total	31	26

- **Honesty of the internal consistency of the achievement motivation questionnaire:**

The internal consistency of the paragraphs of the achievement motivation questionnaire was calculated by calculating the Pearson correlation coefficients between each paragraph and the total score of the questionnaire, by applying to an exploratory sample of (15) parameters, which is shown in the following table:

Table (3-11) Correlation coefficients of achievement motivation questionnaire statements (n=15)

M	Dimension correlation coefficient	Correlation coefficient in the achievement motivation questionnaire	M	Dimension correlation coefficient	Correlation coefficient in the achievement motivation questionnaire
Perseverance			14	0.533**	0.402**
1	0.646**	0.308*	15	0.606**	0.311*
2	0.700**	0.593**	Goal setting		
3	0.757**	0.673**	16	0.508**	0.445**
4	0.719**	0.455**	17	0.593**	0.509**
5	0.683**	0.632**	18	0.518**	0.373*
6	0.894**	0.658**	19	0.455**	0.407**
7	0.607**	0.708**	20	0.632**	0.581**
8	0.804**	0.604**	Level of ambition		
9	0.865**	0.329*	21	0.658**	0.316*
Perceived efficiency			22	0.708**	0.518**
10	0.646**	0.683**	23	0.449**	0.341*
11	0.700**	0.894**	24	0.637**	0.557**
12	0.757**	0.607**	25	0.714**	0.306*
13	0.319*	0.458**	26	0.689**	0.529**

* Function statements at the level of 0.05 or less.

** Function statements at the level of 0.01 or less.

From the previous table, it is clear that all statements are a function at the level of $(0.01 \geq \alpha)$ and some of them are a function at the level of $(0.05 \geq \alpha)$, which shows that all the paragraphs that make up the questionnaire have a high degree of validity, making them suitable for field application.

- Stability of the motivation questionnaire for achievement:

To verify the stability of the vocabulary of the achievement motivation questionnaire, the Cronbach alpha coefficient was used by applying to an exploratory sample of (15) and the results were as shown in the following table:

Table (3-12) Cronbach alpha stability coefficients (n=15)

Dimensions of the achievement motivation questionnaire	Number of ferries	Cronbach's alpha stability coefficient	Half Fractionation Plants
Perseverance	9	0.892	0.871
Goal setting	5	0.814	0.779
Perceived efficiency	6	0.845	0.806
Level of ambition	6	0.839	0.802
Total stability coefficient	26	0.918	0.878

Through the results shown above, it is clear that the value of the Cronbach alpha coefficient for questionnaire skills ranged between (0.814 to 0.892), and the value of the total stability coefficient was (0.918), while the value of the half-fractional stability coefficient ranged between (0.779 to 0.871) and the value of the total stability coefficient was (0.878), which are high stability values that show the validity of the research tool for field application.

Top search results

The research reached the following results:

1. The existence of statistically significant differences at the level of significance $(0.05 \geq \alpha)$ between the average ranks of the levels of primary school teachers for the control and experimental groups of the dimensional application of the observation card for teaching skills in favor of the experimental group.
2. The existence of statistically significant differences at the level of significance $(0.05 \geq \alpha)$ between the average ranks of the levels of primary school teachers for the pre- and post-application of the experimental group of the observation card for teaching skills in favor of the post-.
3. The size of the effect (r) for the planning skill amounted to (0.89), for the implementation skill amounted to (1.00), for the evaluation skill amounted to (0.78), and for all the skills of the observation card amounted to (0.88), which is a value greater than 0.7, and less than 0.9, which shows that there is a significant impact of using the training program based on integration between the requirements of the professional license and the human capacity development program in developing all teaching skills among stage teachers Primary.
4. The existence of statistically significant differences at the level of significance $(0.05 \geq \alpha)$ between the average ranks of the levels of primary school teachers for the control and experimental groups of the dimensional application of a questionnaire for motivation to achieve in favor of the experimental group.
5. The existence of statistically significant differences at the level of significance $(0.05 \geq \alpha)$ between the average ranks of the levels of primary school teachers for the pre- and post-application of the experimental group of the motivation questionnaire for achievement in favor of the dimensional.

Research recommendations

Based on the results of the research, the following recommendations were made:

- Using the training program based on integration between the requirements of the professional license and the human capacity development program in training female teachers due to its proven positive impact on the development of teaching skills and the level of motivation for achievement among primary school teachers.
- Preparing the field for modern requirements by intensifying attention to these training programs, which contributes to increasing teachers' awareness of knowing their importance in the educational process and their role in achieving development goals (especially primary education due to the gap between what has been previously learned and what has been newly reached)
- Paying attention to the integration of programs that concern the teacher and the teacher to focus the goals and shorten the efforts
- It is necessary to absorb the values and knowledge associated with the profession before practice in order to avoid jurisprudence and alternative perceptions.

Acknowledgments

"The authors extend their appreciation to the Deanship of Study and Graduate Studies at King Khalid University for funding this work through Large Study Project under grant number RGP2/501/45"

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