

The Sultan Qaboos University College of Education students' views in the acquisition of competencies related to curriculum

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Abstract

This study aimed at investigating the College of Education students' views regarding their acquisition of competencies related to curriculum and examining the effects of gender and major in these views. Therefore, a questionnaire comprising a list of 56 competencies related to curriculum was built. The items were divided into five categories: (1) definition, (2) foundations and influencing factors, (3) elements, (4) processes and (5) curriculum of subject matter. The questionnaire was judged for validity and reliability and then distributed among a sample of 235 students in seven specializations.

The study revealed that students consider that their acquisition of the competencies related to curriculum is moderate. A significant difference between students' responses was found in the category of "foundations and influencing factors" in the favor of female students. Regarding the effect of major, significant differences were found in three categories: (1) In elements, differences were found between Arabic and other majors except Islamic Education in favor of Arabic and between Science and Social Studies in favor of Science; (2) In processes, differences were found between Arabic and other majors in favor of Arabic, between

Physical Education and Mathematics in favor of Physical Education and between Science and Mathematics in favor of Science; and (3) In curriculum of subject matter, differences were found between Islamic Education and Science in favor of Islamic Education, between Social Studies and Mathematics in favor of Mathematics and between Science and Mathematics in favor of Mathematics.

In the light of the findings, the study proposed a number of recommendations focused on considering the competency based approach in describing and evaluating the courses included in the teacher education programs as well as linking these courses to the conceptual frame work and carrying out more studies in this area

For the paper in Arabic see pages (527-560)