

## The 21<sup>st</sup> century skills of the female students of practical education in the Department of Kindergartens in Faculty of Education - King Faisal University

**Dr. Aidah Deep Mohammad**

Associated Professor

Kindergarten Department –King Faisal University

**Dr. Asma Margeni Hussien**

Assistant Professor

Kindergarten Department –King Faisal University

### Abstract

This study aims at realizing the degree of acquiring the 21st century skills by the female students of practical education in the department of kindergartens at the Faculty of Education in the University of King Faisal, and ranking the acquisition of the skills by the female students. To achieve the objectives of the study, the researcher adopted the descriptive analytical approach, and the application of the study's tool, namely the questionnaire that consists of (40) items divided into five skills: 1. Communication and participation. 2. Information culture. 3. Lifeskills. 4. Learning and creativity. 5. Emotional intelligence. After confirming its validity and reliability, it was applied to the study's sample, which consisted of (245) female students. The results showed that the degree of acquiring the 21st century skills by the sample members was very high with an arithmetic mean (4.38), and with a standard deviation (0.438). The third field "life skills" was in the first place with an arithmetic mean (4.53) and a standard deviation (0.442) with a very high degree. The fourth field "learning and creativity" which was in the second place with an arithmetic mean (4.48) and a standard deviation (0.496) with a very high degree. The first field "communication and participation" was in the third place with an arithmetic mean (4.41) and a standard deviation (0.457) with a very high degree. The fifth field "emotional intelligence" was in the fourth place with an arithmetic average (4.26) and a standard deviation (0.632) with a very high degree. The second field "information culture" was in the last place with an arithmetic mean (4.23) and a standard deviation (0.561) with a very high degree. The study recommended the importance of incorporating the 21st century skills into the program for preparing kindergarten teachers, and working on developing professional development programs for the teacher in a way that suits the changes and developments of the current era.

**Key words:** Future skills, practical education, communication and participation, twenty - first century, information culture.

### INTRODUCTION

Education is one of the important methods that enables individuals to possess the skills and performances that push them towards achieving sustainable development in their societies in light of the renovations and changes that occur in the era of the knowledge and informatics explosion in addition, the teacher preparation programs play the largest role in qualifying an efficient, creative, critical and innovative teacher who is capable of living, learning and working in light of these renovations and changes, with his new skills and mechanisms that are

keeping pace with the era in which he lives. Therefore, many educational institutions seek to compete and achieve quality by empowering and modernizing their personnel to possess the twenty - first century skills.

The process of teaching and preparing, qualifying and developing the teacher play a role in learning and teaching the 21<sup>st</sup> century skills because of the knowledge, activities and experiences are required by this education that makes him an educated teacher who is aware and able to keep pace with the labor market. Thus, the educational institutions seek to increase interest in developing and improving the teacher by creating and developing programs that keep pace with scientific and technological progress, because the teacher is the basis for educational reform and renewal, with the skills he possesses, which qualify him to do his job perfectly.

The North Central Regional Educational Laboratory (NCREL) has reached a set of important 21<sup>st</sup> century skills which are (digital skills, network communication skills and digital technology, creative thinking skills, effective communication skills, higher - order thinking skills and teamwork or teaming, personal, productive and social skills) (Halaby, 2014).

Hefei (2015) adds that the contemporary world constitutes five main variables: cognitive, information technology, economic, political, and cultural variables. Each of them includes a scientific and ideological debate, and even affects each other, ultimately forming the environment surrounding the educational system and its components, and the most important is the "Teacher ". These global variables impose profound and many implications and impacts related to the education systems and teacher preparation. The most prominent of these impacts are research and development, informatics, economic competitiveness, democracy and citizenship, normativity and cultural pluralism. These are impacts and challenges affecting the components and elements of the educational system, and affect the formation and preparation of the teacher culturally and professionally.

Pencil (2007) states that there is a problem that lies in the low efficiency of current teachers as a result of accelerating changes in the twenty - first century because of their weak ability to keep pace with these changes. He affirms that the teacher preparation programs should strive to develop the skills required by the teachers to be able to transfer these skills to their students so that they can succeed in their future lives.

In this field, the role of the Kingdom of Saudi Arabia emerged when the Kingdom's vision (2030) sought to work on restructuring the education sector and modernizing the system of the instructions and rules that control the process of qualification and enrollment of the teacher in the educational field. The vision also targeted the curriculum development process and the inclusion of targeted skills in education standards, teacher training programs, and curricular and extracurricular activities. Therefore, the 21<sup>st</sup> century skills play a role in fulfilling the requirements of learners to become successful individuals in their professional lives and to achieve the visions and aspirations of their societies.

The 21<sup>st</sup> century skills are defined as " the practices that enable the learner to interact and deal with life developments in the twenty - first century such as thinking skills in its multiple

patterns, taking responsibility, ability to solve problems, adapting to changes, and skills that develop values, attitudes, and aspects of appreciation (Raphael and Joseph, 2001).

Because of the importance of the 21<sup>st</sup> century skills, The North Central Regional Educational Laboratory (NCREL, 2003) divided the 21<sup>st</sup> century skills into four groups, after reviewing the previous literature and the research results that dealt with the characteristics of the workforce in the twenty-first century and the followers of the Internet as follows:

1. **Digital - Age Skills / Digital - age literacy:** these include life and work skills in the knowledge society and the ability to use digital technology, networks and communication tools, and it includes the scientific, digital, technical, visual and information cultures and literacy.
2. **Creative Thinking Skill "Inventive Thinking ":** It includes the skills of higher-order thinking, adaptability/managing complexity, risk taking, curiosity and self-direction.
3. **Effective communication skills:** These include personal responsibility skills, social and civic Responsibility skills, teaming, collaboration skills, and interactive communication.
4. **High Productivity Skills:** these include the skills of collaboration, problem solving, task completion, prioritizing Planning and managing for results, and skills of using technology tools in the real world or the effective use of real-world tools of communication.

To achieve the objectives of the study, the following skills will be addressed:

**Communication and participation skill:** it refers to the interactive and reciprocal process that occurs between the sender and the recipient and includes an activity that targets an idea or a set of ideas through the transmission of information between the parties to the communication process using the standard symbols they have (Al-Jami and Hassan, 2007).

**Information culture skill:** It is the set of abilities that contributes to helping individuals determine the need for the information required and its locations to extract it evaluate it and use it effectively (Shahen, 2017).

**Life skills:** They are a set of capabilities that the learner can acquire intentionally by passing through methodological experiences that contribute to helping him face situations and challenges, and adaptability of living, and they include several skills. (Communication, self-awareness, problem solving, commitment to order, and time management) (Sadden, 2007).

**Learning and creativity:** The set of capabilities and performances that distinguish the learners who are preparing to keep pace with the developments of life and work in the twenty-first century, which aims to develop their capabilities and motivate them towards personal and professional success by finding new ways of thinking and solving problems using modern and unfamiliar methods (Muhammad, 2015).

**Emotional Intelligence:** An organized set of competencies and skills in the personal, emotional, and social aspects that affect the individual's ability to face the demands and pressures of life and the environmental pressures, being an important factor in determining the individual's ability to succeed in life (Said, 2008).

## **THE IMPORTANCE OF THE 21<sup>ST</sup> CENTURY SKILLS FOR THE TEACHERS IN SAUDI ARABIA**

The teacher in the twenty - first century is considered a main component of the educational learning process, because he is the facilitator, developer and organizer of the teaching and learning process, and he is responsible for making the required changes in the personality of the learner, in all aspects. The teacher plays the biggest role in developing the skills of learners and developing their critical thinking through targeted practices and strategies in the learning and teaching processes. Therefore , those responsible for the education system in the Kingdom of Saudi Arabia are intensifying their efforts towards caring for the higher education system and its quality and raising its role in development in its comprehensive concept through the great development in the field of education and the development of programs aimed at achieving a balance between quantity and quality and linking their goals and plans with the changing and renewable labor market and pushing towards the desired qualitative shift . This matter was confirmed by the vision of the Kingdom (2030) in this field in order to create an educated generation. Thus , the teacher preparation programs in the Kingdom of Saudi Arabia are working to prepare the twenty - first century teacher who has the ability to take responsibility and to make the future decisions , and who is prepared and qualified academically and professionally, according to the required 21<sup>st</sup> century skills in order to be able to practice his profession effectively . These programs contribute to building the future learner in the light of the era of knowledge economy and the rapid changes by his possession of a set of skills, including: higher - order thinking skills, life skills, technological and educational skills, and how to manage the teaching process.

### **LITERATURE REVIEW**

As far as they know, the two female researchers mentioned some studies related to the topic of this study and presented them in chronological order, from the oldest to newest, as follows:

Obaid at and Saadeh study (2010) aimed at measuring the degree of acquiring the skills of communication, technology and creativity among the students of Jordanian public and private universities. The researchers used the questionnaire as a tool to collect data. The study's sample consisted of (228) male and female graduates. The study results showed that the students' degree of acquiring skills was convergent. The study recommended the importance of incorporating skills into the study plans for the undergraduate students.

- The study of Al - Ashwell and Al - Harari ( 2012 ) aimed at identifying the availability of some critical thinking skills among the talented students in the cities of Sana'a and Taiz . The study's sample consisted of ( 121 ) students . The researchers used the Watson / Glaser scale to measure critical thinking skills among the students . The results indicated that the degree to which the study sample members have the skills of critical thinking did not reach the educationally acceptable limit . The study recommended the importance of raising the level of care for the students and providing them with enrichment activities that contribute to raising the level of the all kinds of thinking .
- The study of ( Alozie , Dreeski . Gueber , 2012 ) aimed at identifying how to develop the 21<sup>st</sup> century skills using activities and through cooperative groups and workshops , where the teachers were trained on these skills . The results of the study indicated that the strategies , which had been used in the study , played an important role in providing students with the necessary skills for the success in work and life .
- Al - Harby Study ( 2013 ) aimed at identifying the skills that should be available to the

teacher of the twenty - first century . The researcher used the descriptive analytical approach to know the opinions of teachers and supervisors about the importance of skills. The study's sample consisted of ( 323 ) teachers and supervisors . The results indicated that there were no expected differences in the skills required in the twenty - first century from the viewpoint of teachers and supervisors , as both of them unanimously agreed on the importance and necessity of incorporating the skills in the curricula .

- The study of ( Fong, Sidhu&Yuenfook; 2014 ) aimed at achieving the 21<sup>st</sup> century skills amonggraduate students at the University of Malaysia . The study's sample consisted of ( 59 ) students and ( 4 ) lecturers . The researchers used the questionnaire as a tool to collect data . The results showed that there was a lack in the degree to which the students possess the 21<sup>st</sup> century skills in spite of the measures taken by the government and the higher education institutions to produce students who possess the characteristics of success in the labor market .
- The study of ( Ahonen&Kinnunen ; 2015 ) aimed at identifying the future skills that students need in the twenty - first century . The study's sample consisted of ( 718 ) students who were asked to evaluate and arrange the listed skills according to the importance from their point of view . The results indicated that the social skills were in the first place , and the students needed the skills of information and communication technology more than other skills .
- The Toby and FawairStudy ( 2016 ) aimed at identifying the role of higher education institutions in the Sultanate of Oman in providing graduates with the skills of the twenty - first century . The researchers used the questionnaire as a tool to collect data from a sample of ( 70 ) male and female students . The results showed that the role of higher education institutions in the Sultanate of Oman was medium , and the higher education institutions' role in providing students with 21<sup>st</sup> century skills was the life and career skills , followed by information technology skills . The study recommended the importance of incorporating andincluding the 21<sup>st</sup> century skills into the university courses and programs .
- The study of ( Batout ; 2017 ) aimed at identifying the extent of the 21<sup>st</sup> century skills acquisition by the male and females graduates of the art education department in the Faculty of Arts at Taibah University . The female researcher used the questionnaire as a tool to collect data . The study's sample consisted of ( 71 ) male and female graduates . The results of the study indicated that the degree of skills acquisition by male and female graduates varied between often and sometimes . The degree of self - skills and academic skills were with a high degree while the technology skills were with a medium degree .
- The study of ( Mahdi ; 2018 ) aimed at revealing the role of smart learning in providing the students of Al - Aqsa University with some skills of the twenty - first century . The researcher identified the skills that the student should possess as learning with innovation and digital technology skills . The researcher used the descriptive and

experimental approaches after he built the study scale that was applied to a sample of ( 45 ) male and female students chosen in the intentional way . The results of the study indicated the effectiveness of smart learning strategy in acquiring the skills of the twenty - first century .

- The study of ( Al - Khashti ; 2019 ) aimed at identifying the degree of Arabic language teachers in Jordan possessing the skills of the twenty - first century . The researcher used the descriptive method for a sample of ( 85 ) principals and ( 12 ) male and female supervisors and supervisors chosen in the intentional way . The researcher used the questionnaire as a study tool . The results showed that the degree of Arabic language teachers in Jordan possessing the 21<sup>st</sup> century skills was medium , and life skills were in the first place with a high degree while the skill degree of digital culture came was low .

### **The association of this study with the literature review :**

This study agreed with the study of ( Obaidat & Saada ; 2010 ) in the method of choosing the sample and the tool used , and in the result that indicated to the role of higher education institutions in acquiring the 21st century skills among their students , and with the study of ( Ahonen & Kinnunen ; 2015 ) that unanimously agreed that the social skills which are a part of the life skills , were with high degree , and the most important skills that the students need to possess were the skills of communication and information technology .

The results of this study differ from the literature review such as the study of ( Fong , Sidhu and Yuenfook ; 2014 ) , which showed the lack in the degree of the sample students possession of the 21st century skills . This study was characterized by its sample that included the all female students of practical education to know the degree of their skills of the twenty - first century .

### **The study's problem and its questions :**

The issue of teacher preparation in the twenty - first century is one of the important topics of discussions in conferences and meetings to ask questions about the effectiveness of this preparation? What is its ability to bring about the required changes in the field of competitiveness and the achievement of the criteria for evaluating performance in educational institutions? , and the identification of the obstacles that prevent teachers from being creative and possessing the 21<sup>st</sup> century skills , and the areas with some shortcomings or those that need more enrichment? Hence , the problem of this study crystallizes around the degree of acquiring the 21<sup>st</sup> century skills among students of practical education in the Department of Kindergarten in the Faculty of Education at King Faisal University , in addition to know the order of skills in terms of the degree of acquisition of these skills by female students , and therefore this study sought to answer the following questions :

- What is the degree of acquiring the 21<sup>st</sup> century skills among the female students of practical education in the Kindergarten Department , Faculty of Education , King Faisal University?
- What is the order of the degree of acquiring the 21<sup>st</sup> century skills among the female students of practical education in the Kindergarten Department of the Faculty of Education at King Faisal University?

### **The importance of studying:**

The importance of the current study stems from the following:

- The importance of the topic that it covered .
- The results of this study may contribute to the evaluation and development of kindergarten programs in universities in the Kingdom of Saudi Arabia .
- This study may provide indicators of the most important skills available to kindergarten female students , and the skills that need to be enriched for female students .
- This study may open the way for more research and studies that try to find ways to benefit from developing future skills for the beneficiaries in the educational institutions .

### **OBJECTIVES OF THE STUDY**

This study aimed at verifying the following :

- The degree of acquiring the 21<sup>st</sup> century skills among the female students of practical education at the Kindergarten Department , Faculty of Education , King Faisal University
- Arranging the degree of acquiring the 21<sup>st</sup> century skills among the female students of practical education in the Kindergarten Department , Faculty of Education , King Faisal University .
- The proposed measures to increase the degree of acquiring the 21<sup>st</sup> century skills among the female students of practical education in the Kindergarten Department , Faculty of Education , King Faisal University .

### **THE LIMITS OF THE STUDY**

This study was limited to the following :

- **Objective limits** : Five of the skills of the twenty - first century , which are communication and participation , information culture , life skills , learning and creativity , and emotional intelligence .
- **Humanlimits** : The female students of practical education in the Bachelor of Kindergarten program , who are ( 245 ) female students .
- **Spatial limits** : College of Education , Department of Kindergarten , King Faisal University .
- **Time Limits** : The first semester of the year 1440/1441 AH .

### **PROCEDURAL DEFINITIONS**

#### **The 21st century skills**

Procedurally defined as a set of practices related to communication and participation , information culture , life skills , learning and creativity , and emotional intelligence , which are measured by the degree to which the female student gets examined by responding to the items of the study tool .

#### **Practical education**

It is defined as the field of professional education for the student in the preparation phase so that he can practice teaching for a long time , take responsibility , and coexist in the school atmosphere in all its dimensions so that the experiences become a part of his personal growth , and the formation of his direct experience , which is the main factor for increasing teaching competence in the future ( Saad , 2007 ) .

Procedurally, it is defined as the course in which practical training in teaching is conducted, and it is supervised by the Curricula and Teaching Methods Department, with the aim of providing the opportunity for the female student teacher to apply practical theoretical information that she studied during her practical teaching assignments in the field training schools under the careful educational scientific supervision.

### **Kindergarten program**

Procedurally defined as one of the scientific programs of the Faculty of Education at King Faisal University, it seeks to prepare specialized female teachers in the field of kindergartens to raise their scientific, professional and cultural levels in accordance with National Commission for Academic Accreditation and Assessment (NCAAA). This program supports students in four main components: the cultural component, the educational component, and the specialist component, in addition to the field experience component. It also seeks to conduct scientific research, and to provide technical advice for the families, and for those who work in the field of kindergartens, for the community integration, and academic promotion, and the contribution to the development of the Saudi educational community.

### **THE STUDY POPULATION AND SAMPLE**

The study population consisted of all female students in the practical education course at the Faculty of Education in the Department of Kindergarten at King Faisal University, which consisted of (245) female students. To achieve the goals of the study, the sample was chosen intentionally by the desire of the two researchers to verify the extent to which the students of the study sample possess the skills of the twenty-first century.

### **The study's tool :**

The study tool was designed after referring to educational literature and the needs of the labor market, and the previous studies related to the topic such as the study of (Batout, 2017) and the study of (Mahdi 2018) and the study of (Al - Khashti, 2019). This tool is a questionnaire consisting of (40) paragraphs distributed on five skills that are: (Communication and participation, information culture, life skills, learning and creativity, and emotional intelligence).

### **The validity of the study's tool :**

The validity of the arbitrators: To verify the validity of the tool, a questionnaire was built to measure the 21st century skills among practical education students in the Department of Kindergarten of the Faculty of Education at King Faisal University and it was presented to (10) arbitrators in the field of kindergarten, measurement, evaluation, curricula and teaching methods to verify the appropriate items of the study subject and the language to be free from errors, and the association of items with the axes of the study tool. The percentage of arbitrators' agreement was (85%) to maintain the items. The study tool consisted of (40) items, distributed in (5) fields according to the five-step scale (very high degree, high degree, medium degree, low degree, very low degree).



**Validity of consistency :**

To verify the consistency , the measure of the twenty - first century skills of the female students of practical education at the Kindergarten Department was applied to an exploratory sample consisting of ( 30 ) female students from outside the study sample .

*The Pearson's correlation coefficient* was calculated between the item and the field to which it belongs , and between the item and the field with the total score of the tool . (See table. 1) below:

**Table1 The Pearson's correlation coefficient among the items of the twenty - first century skills scale of the education students in the Department of Kindergarten , Faculty of Education , King Faisal University .**

Field - item		Item correlation with field	Significance level	Item correlation with the total degree	Significance level
<b>Communication and participation</b>				<b>. 689 **</b>	<b>0</b>
1	I share with my colleagues the knowledge, experiences and the group works that lead to accomplishing missions .	. 728 **	0	. 466 **	0 . 009
2	I express my thoughts and opinions clearly and fluently and I respect others .	. 663 **	0	. 620 **	0
3	I arrange my thoughts when exchanging dialogue and discussion with others	. 517 **	0 . 003	. 614 **	0
4	I send skillfully the ideas and information in writing to others	. 649 **	0	. 547 **	0 . 002
5	I use facial expressions and body language ( non - verbal communication ) as a way to communicate with others	. 582 **	0 . 001	. 602 **	0
6	I listen carefully when talking to others	. 611 **	0	. 501 **	0 . 005
7	I focus on the content of the ideas to understand them perfectly	. 552 **	0 . 002	. 728 **	0
8	I possess the ability to negotiate and convince when talking to others	. 596 **	0 . 001	. 437 *	0 . 016
<b>Information culture</b>				<b>. 779 **</b>	<b>0</b>
9	I access the required information quickly and efficiently through the World Wide Web .	. 663 **	0	. 372 *	0 . 043
10	I use the information in a legal and ethical manner	. 391 *	0 . 033	. 399 *	0 . 029
11	I deal with different types of information efficiently in light of the revolution of knowledge explosion	. 487 **	0 . 006	. 453 *	0 . 012
12	I specify exactly the information that I need on the web .	. 717 **	0	. 451 *	0 . 012
13	I use the trusted electronic search engines and tools to get the information that I need	. 541 **	0 . 002	. 462 *	0 . 01
14	I have the ability to process information using computer software	. 635 **	0	. 370 *	0 . 044

15	I evaluate the information that I get from the scientific network in a scientific way	.606 **	0	.613 **	0
16	I use the Blackboard and distance learning system effectively	.563 **	0.001	.539 **	0.002
<b>Life Skills</b>				<b>.838 **</b>	<b>0</b>
17	I deal democratically with my children in kindergarten	.384 *	0.036	.455 *	0.012
18	I make the right decision on a specific topic at the right time	.619 **	0	.552 **	0.002
19	I cooperate with university and kindergarten presidents with respect and affection	.543 **	0.002	.462 *	0.01
20	I take responsibility for my role as a female teacher without hesitation	.523 **	0.003	.466 **	0.009
21	I have continued enthusiasm and perseverance in my role as a female teacher	.487 **	0.006	.458 *	0.011
22	I identify alternative solutions to my problems efficiently	.747 **	0	.572 **	0.001
23	I can make a judgment about a situation I have been in	.740 **	0	.642 **	0
24	I do my work effectively in the team	.729 **	0	.552 **	0.002
<b>Learning and creativity</b>				<b>.767 **</b>	<b>0</b>
25	I create an educational environment that helps children explode their creative energies	.541 **	0.002	.426 *	0.019
26	I use multiple ideas that grab children's attention	.646 **	0	.545 **	0.002
27	I provide new ideas to my colleagues that will increase the performance effectiveness	.739 **	0	.460 *	0.011
28	I receive and reinforce unfamiliar thoughts and answers from children	.831 **	0	.512 **	0.004
29	I arrange topics and educational activities according to specific considerations	.768 **	0	.595 **	0.001
30	I connect between the cause and the result of a particular event that happens in my life	.625 **	0	.681 **	0
31	I interpret the information that I get to produce new and unfamiliar ideas	.689 **	0	.472 **	0.008
32	I invest the potential in the education process to achieve the desired goals	.665 **	0	.468 **	0.009
<b>Emotional Intelligence</b>				<b>.844 **</b>	<b>0</b>
33	I understand my personal feeling in different situations	.551 **	0.002	.630 **	0
34	The self - motivation drives me towards achieving the goals I aspire to achieve	.652 **	0	.574 **	0.001
35	I have successful social relationships with those around me	.626 **	0	.662 **	0

36	I think perfectly before issuing any judgment on different situations	.788 **	0	.507 **	0.004
37	I identify the causes and triggers of anger and excitement among others	.849 **	0	.683 **	0
38	I bear the stress of working with self- control .	.845 **	0	.709 **	0
39	I manage difficult situations wisely and with contemplation .	.844 **	0	.637 **	0
40	I effectively face everyday challenges and situations	.838 **	0	.702 **	0

Table ( 1 ) shows that the Pearson's correlation coefficients between the items of the twenty - first century skills scale of the female students of practical education in the Kindergarten Department and the total score of the field and between the items and the field and the overall scale , are statistically significant either at the level ( 0 .01 ) or ( 0 .05 ) , which indicates the verification of the consistency of the scale of the twenty - first century skills of the female students of practical education in the Department of Kindergarten , Faculty of Education , King Faisal University .

### Reliability of the study tool :

To verify the reliability of the study tool , it was applied to a sample other than the study sample consisting of ( 30 ) female students . The Internal consistency reliability was calculated through the Cronbach's Alpha ( see : Table ( 2 ) below :

**Table 2: Internal consistency reliability through the Cronbach's Alpha**

	Field	Cronbach's Alpha Coefficient
1	Communication and participation	28 . 0
2	Information culture	84 . 0
3	Life Skills	87 . 0
4	Learning and creativity	83 . 0
5	emotional intelligence	88 . 0
6	The tool as a whole	92 . 0

Table(2) shows that the reliability coefficients of the fields are ranging from ( 0 .82 – 0 .88 ) and of the tool as a whole is ( 0 .92 ) which are suitable values that indicate reliability of the study too.

### Statistical processing:

Arithmetic means , standard deviations and ranks were extracted to answer the first and the second questions . What is the degree of acquisition of 21<sup>st</sup> century skills among the female students of practical education in the Kindergarten Department of the Faculty of Education at King Faisal University? What is the order of the degree of acquiring the 21st century skills among the female students of practical education in the Kindergarten Department , Faculty of Education , King Faisal University?

To identify the degree of acquiring the 21st century skills among the female students of practical education , the following grades were adopted :

- 1 . 80 : very weak degree
- Greater than 1 . 80 - 2 . 60 : weak degree
- Greater than 2 . 60 - 3 . 40 : Medium degree
- Greater than 3 . 40 - 4 . 20 : high degree
- Greater than 4 . 20 - 5 . 00 : very high degree

**THE RESULTS OF THE STUDY AND ITS DISCUSSION**

The results of the first question : Which states : What is the degree of acquiring the 21st century skills among the female students of practical education in the Department of Kindergarten , Faculty of Education , King Faisal University?

Arithmetic means and standard deviations were extracted for the degree of acquisition of skills of the twenty - first century among the female students of practical education in the Department of Kindergarten , Faculty of Education at King Faisal University . (See: Table ( 3 ) below) :

**Table 3: Arithmetic means and standard deviations were extracted for the degree of acquisition of skills of the twenty - first century among the female students of practical education in the Department of Kindergarten , Faculty of Education at King Faisal University , for the fields and the tool as a whole**

The Field - The Item		Arithm etic means	Standa rd deviati ons	Degr ee
<b>Communication and participation</b>		<b>4 . 41</b>	<b>0 . 457</b>	<b>Very high</b>
1	I share with my colleagues the knowledge , experiences and the group works that lead to accomplishing missions .	4 . 67	0 . 601	Very high
2	I express my thoughts and opinions clearly and fluently and I respect others .	4 . 37	756	Very high
3	I arrange my thoughts when exchanging dialogue and discussion with others	4 . 42	758	Very high
4	I send skillfully the ideas and information in writing to others	4 . 25	0 . 868	Very high
5	I use facial expressions and body language ( non - verbal communication ) as a way to communicate with others	4 . 41	0 . 772	Very high
6	I listen carefully when talking to others	4 . 56	0 . 655	Very high
7	I focus on the content of the ideas to understand them perfectly	4 . 52	0 . 676	Very high
8	I possess the ability to negotiate and convince when talking to others	4 . 0 4	0 . 874	high
<b>Information culture</b>		<b>4 . 23</b>	<b>0 . 561</b>	<b>Very high</b>
9	I access the required information quickly and efficiently through the World Wide Web .	4 . 27	0 . 791	Very high

10	I use the information in a legal and ethical manner	4.59	0.632	Very high
11	I deal with different types of information efficiently in light of the revolution of knowledge explosion	4.29	792	Very high
12	I specify exactly the information that I need on the web .	4.34	0.838	Very high
13	I use the trusted electronic search engines and tools to get the information that I need	4.36	0.813	Very high
14	I have the ability to process information using computer software	3.93	1.018	high
15	I evaluate the information that I get from the scientific network in a scientific way	3.9	0.981	high
16	I use the Blackboard and distance learning system effectively	4.18	1.005	high
<b>Life Skills</b>		<b>4.53</b>	<b>0.442</b>	<b>Very high</b>
17	I deal democratically with my children in kindergarten	4.54	681	Very high
18	I make the right decision on a specific topic at the right time	4.44	0.774	Very high
19	I cooperate with university and kindergarten presidents with respect and affection	4.73	0.536	Very high
20	I take responsibility for my role as a female teacher without hesitation	4.79	0.533	Very high
21	I have continued enthusiasm and perseverance in my role as a female teacher	4.6	0.625	Very high
22	I identify alternative solutions to my problems efficiently	4.31	715	Very high
23	I can make a judgment about a situation I have been in	4.35	754	Very high
24	I do my work effectively in the team	4.5	0.7	Very high
<b>Learning and creativity</b>		<b>4.48</b>	<b>0.496</b>	<b>Very high</b>
25	I create an educational environment that helps children explode their creative energies	4.4	0.708	Very high
26	I use multiple ideas that grab children's attention	4.55	0.649	Very high
27	I provide new ideas to my colleagues that will increase the performance effectiveness	4.61	0.649	Very high
28	I receive and reinforce unfamiliar thoughts and answers from children	4.57	667	Very high
29	I arrange topics and educational activities according to specific considerations	4.45	0.76	Very high
30	I connect between the cause and the result of a particular event that happens in my life	4.43	0.77	Very high
31	I interpret the information that I get to produce new and unfamiliar ideas	4.38	0.764	Very high
32	I invest the potential in the education process to achieve the desired goals	4.46	782	Very high
		<b>4.26</b>	<b>0.632</b>	<b>Very high</b>

Emotional Intelligence				
33	I understand my personal feeling in different situations	4.62	721	Very high
34	The self - motivation drives me towards achieving the goals I aspire to achieve	4.58	0.67	Very high
35	I have successful social relationships with those around me	4.39	0.851	Very high
36	I think perfectly before issuing any judgment on different situations	4.16	892	high
37	I identify the causes and triggers of anger and excitement among others	4.02	1.056	high
38	I bear the stress of working with self - control .	4.07	0.973	high
39	I manage difficult situations wisely and with contemplation .	4.05	0.996	high
40	Effectively , I face everyday challenges and situations	4.2	0.945	high
<b>The Overall scale's score</b>		<b>4.38</b>	<b>0.438</b>	<b>Very high</b>

Table ( 3 ) showed that the degree of acquiring the 21st century skills among the female students of practical education in the Department of Kindergarten in the Faculty of Education at King Faisal University was very significantly with an arithmetic mean ( 4 . 38 ) and a standard deviation ( 0 . 438 ) and this may be attributed the containment of the Bachelor's Program in Kindergarten in the Faculty of Education at the King Faisal University of a variety of courses covering all aspects of life ( educational , cultural , professional and informatics ) , in addition to the availability of qualified academic staff with expertise , subspecialties and enrichment courses that are able to keep pace with the developments of the current era in addition to having personal , mental , psychological , social , and professional characteristics related to the professionalism and values of educational work , as well as providing an effective educational learning environment , and other supporting services that contribute to finding the prepared female teacher based on the competencies and skills of teaching and learning . This result is consistent with the result of the study of ( Mahdi ; 2018 ) that confirmed that the teacher and the teaching strategies play an important role in providing the female student with the skills of the twenty - first century . In addition , it differed from the study of ( Al - Harby ; 2013 ) that indicated there were no expected differences of the skills required in the twenty - first century from the viewpoint of teachers and supervisors , and from the study of ( Fong&Sidhu&Yuenfook , 2014 ) . The results showed that there were no lacks in the degree of the female students possessing the 21st century skills despite the measures taken by the government and the higher education institutions on behalf of the graduate students who have attributes of success in the job market.

The results of the second question , which states : What is the order of the degree of acquiring the 21st century skills among the female students of practical education in the Department of Kindergarten , Faculty of Education , King Faisal University ?

Therankswere extracted for the degree of acquisition of skills of the twenty - first century among the female students of practical education in the Department of Kindergarten , Faculty of Education at King Faisal University . ( see : Table ( 4 ) below :

**Table (4) Ranks for the 21st century skills among the female students of practical education at the Kindergarten Department , Faculty of Education , King Faisal University , according to the arithmetic means on the field's level**

Rank	Skill	Arithmetic means	Standard deviation
3	Connect and share	4 . 41	0 . 457
1	Life Skills	4 . 53	0 . 442
2	Learning and creativity	4 . 48	0 . 496
5	Informational culture	4 . 23	0 . 561
4	emotional smartness	4 . 26	0 . 632

Table ( 4 ) showed that the life skills were in the first place with an arithmetic mean ( 4 . 53 ) and a standard deviation ( 0 . 442 ) and with a very highdegree . Through the experience of the female scientific and practical researchers , the researchers attribute this to the fact that the life skills are among the most important practical education requirements that enable the female student to be qualified and she enjoys the democracy and vitality in dealing with the children , and she has the ability to make decisions about different situations and topics in a timely manner , and she takes the responsibility for her role as a female student teacher and she is able for cooperating with bosses in the workplace , working within a team , and finding alternative solutions to the problems she faces . This is what is available in the nature of the courses that were studied by the female student of practical education in the kindergarten program and what it included of the opportunities of implementing the active learning strategies and the academic activities that she practiced , in addition to the courses containing assignments , duties and cooperative work . The result of this study is consistent with the result of the study of ( Toby and Fawair ; 2016 ) , whichits results emphasized the role of higher education institutions in providing students with life skills . The second and the field was the information culture with arithmetic mean ( 4 . 23 ) , and a standard deviation ( 0 . 561 ) with a very high degree . Although it is very high degree , it occupied the last stage . This may be attributed to the fact that the female students in the study sample did not enjoy the advanced level of information culture , which is represented in the efficiency in dealing with the web , processing and computerizing information , using educational techniques available effectively , and taking into account the ethical and legal aspects in using technological information.

Because information culture may not be one of the priorities of their school life , as it is not available to the required level in their daily plans . In addition to increasing the burden of the roles played by the female student as a mother or a female student , as most of the female students in the study sample are married and have children , and the smart devices and the Internet may not be accessible to all female students of practical education . In addition to that , the information culture , which is one of the requirements of the current era , is changing and developing rapidly and may not provide an opportunity to accompany it in the academic program

### **Results of the third question. What are the proposed enrichment procedures to increase the degree of acquisition of 21st century skills among the female students of practical education at the Kindergarten Department of the Faculty of Education at King Faisal University ?**

In light of the previous results , the female researchers suggest the necessity of continuing to enrich the kindergarten program - across the curricula - with the skills of the twenty - first century , especially the skills of information culture , and the use of active learning methods and strategies that include learning with innovation , critical thinking and problem solving . Holding enrichment training courses and group workshops that help students of practical education increase the degree of acquisition of the skills of the twenty - first century .

In addition to the continuation of work in order to enable and qualify faculty members to use modern technical tools , devices and teaching aids and keep pace with the developments of the current era , and to activate the capabilities available by the university to the maximum extent , for example , “ the blackboard and banner system “ that would help the female students and motivate them to increase their acquisition of these skills . This was further confirmed by the results of the study of ( Alozie , Dreeski , & Gueber ; 2012 ) , which indicated that the strategies used played an important role in providing students with the skills necessary to succeed in the work and life . In addition to the study of ( Ahonen & Kinnune ; 2015 ) which indicated that the most needed skills for the students were ICT skills

Recommendations :

- Incorporating and including the 21st century skills into the programs for preparing kindergarten female teachers .
- Working on developing professional development programs for the teacher in line with the changes and developments of the current era .
- Benefiting from the results of some of the experiences of leading countries in applying the principle of lifelong learning and developing the professional performance of teachers .
- Conducting scientific studies on the subject of 21<sup>st</sup> century skills , to address other educational skills and institutions .

### **References**

- Al - Ashwal , Al - Taf , and Al - Harby Dawood ( 2012 ) The availability of some critical thinking skills among talented students in the secondary schools in the cities of Sana'a and Taiz , the Arab Journal for the Development of Excellence , University of Science and Technology , Sana'a ( 5 ) 2 - 11 .*
- Atout , Safa Belkacem ( 2017 ) , The extent of acquiring the 21st century skills from the point of view of male and female graduates of the Department of Art Education at Taibah University , Journal of Arab Studies in Education and Psychology , Arab Education Association , 331 - 348 .*
- Tobi , Abdullah bin Saif and Al - Fawa'ir , Ahmad Muhammad ( 2016 ) The role of higher education institutions in the Sultanate of Oman in providing their graduates with the skills and knowledge of the twenty - first century , Journal of the International Institute for Study and Research , volume ( 2 ) No. ( 2 ) .*
- Hefni , Maha Kamal ( 2015 ) Skills of a 21<sup>st</sup> century teacher , the Twenty - fourth Scientific Conference : Teacher Preparation Programs in Universities for Excellence , Egyptian Curricula and Teaching Methods Association , Cairo .*
- Al - Harby , Ali bin Saad ( 2013 ) , a diagnostic study of the skills of 21<sup>st</sup> century teachers from the point of view of teachers and supervisors in the Kingdom of Saudi Arabia , Shaqra University Magazine . November 39 - 51*



Al - Khashkati, Ali Khalaf ( 2019 ) , *the degree of Arabic teachers in Jordan possessing the 21st century skills from the viewpoint of school principals and educational supervisors . Unpublished Master Thesis , Faculty of Graduate Studies , Al Al - Bayt University , Jordan .*

Saad Al - Din, Hoda ( 2007 ) , *life skills included in the tenth grade technology course and the extent to which students are provided by these skills , unpublished Master Thesis , Islamic University , Gaza .*

Saad , Mahmoud Hassan ( 2007 ) , *practical education between theory and practice , Dar Al - Fikr , Amman , Jordan .*

Saeed , Souad Jaber , ( 2008 ) , *the emotional intelligence and unlimited energy psychology . Jordan : Modern Book World , Jidar for Publishing and Distribution .*

Shalaby, Nawal ( 2014 ) : *a proposed framework for incorporating twenty - first century skills into science curricula of basic learning in Egypt , The International Educational Journal , Volume ( 3 ) No. ( 10 ) 8 - 35 .*

Shaheen , Sherif Kamel ( 2017 ) . *Information culture in universities . Academic Journal of Humanities and Social Sciences , No. ( 14 ) 6 October University , Egypt .*

Obaidat , Usama and Saadeh Saadeh ( 2010 ) *Skills available in Jordanian learning outcomes , as required by the local labor market , The Arab Journal for Quality Assurance of University Education , Volume ( 3 ) No. 5 , 47 – 95 .*

Al - Ajmi Mohammed , Hassan Hassan ( 2007 ) , *Educational Administration , Dar Al - Masira for Publishing and Distribution , Amman : Jordan .*

Mahdi, Hassan Ribhi ( 2018 ) , *strategic effectiveness in smart learning based on project learning and Google services in providing student teachers of Al - Aqsa University with some skills of the twenty - first century , Journal of Educational Sciences, King University , Volume ( 30 ) No. ( 1 ) 101 - 128 .*

Muhammad , Aida Theeb ( 2015 ) , *the degree of effectiveness of story strategy in developing some life skills for children , International Journal of Islamic and Humanitarian Research , Volume 5 , No. 8 .*

Alozie . Nonge M : Guebuer . David . DerskiO . Mary ( 2012 ) *Promoting 21st - Century skills in the Science Classroom by Adopting Cook Book Activities : The Case of DNA Extraction of Wheat Germ . American Biology Teacher . 74 ( 7 ) 485 - 489 .*

Ahonen , A k . & Jinnunen P ( 2015 ) *how do students value the importance of twenty – first century skills? Scandian Journal of Educational Research 5494 ) 395 - 421 .*

Bansal , H , ( 2007 ) *Modern Methods of Teacher Training Delhi : APH . Publishing Corporation .*