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(2.79)

(31) -

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(25) -

(%43.46)

(26) -

(0.96)

(Houston,

1981)

(Competency Based Education:

CBE)

(Kennedy, 1991)

(1991)

(Hall and Houston,

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(Clay, 1994)

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(46)
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(49) (Allegheny)

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(1990) (0.95)

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(31)				
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(1)

(%35.79)	34	
(%42.11)	40	
(%22.10)	21	
(%100)	95	

(2)

2.79	(O.H.P.)	38
2.78		42
2.77		41
2.77		39
2.77		26
2.77		30
2.76		33
2.75		36
2.75	()	37
2.75		40
2.74		29
2.74		31
2.73		32
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2.72		35
2.72	/	11
2.72		12
2.72		13
2.71		10
2.70		4
2.70		6
2.69		3
2.69	/	8
2.69		7
2.69		2
2.68		1
2.68		14
2.67		19
2.67		24
2.66	/	27
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2.61		22
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2.60		49
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2.59		54
2.59		56
2.59		44
2.59		45
2.58		46
2.58		52
2.58		53
2.57		55
2.50	(Data Show)	43

(3)

2.74	(O.H.P)	38
2.73		40
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2.73	(S.P.)	42
2.73		44
2.73	(Data Show)	43
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2.71	()	37

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Educational Technology Competencies of Faculty Members in Teachers' Colleges in Saudi Arabia and the Degree of Utilizing them

*Abdul-Hafez Mohammad Salamah**

ABSTRACT

This study aimed at investigating the availability of educational technology competencies in faculty members of instructional technology at the teachers' colleges in Saudi Arabia and the degree of practising these competencies.

The sample of the study consisted of (95) members.

The researcher has prepared a questionnaire that consisted of (56) educational technology competencies.

To achieve this, the researcher raised the following questions:

- 1- To what extent do teachers of educational technology in Saudi Arabia acquire the technology competencies?
- 2- To what extent do teachers of educational technology in Saudi Arabia practice the technology competencies?
- 3- Is there any total relation between the availability of the competencies and their degree of practice?

Some of the most important competencies possessed and utilized at a very high degree are those related to primary elements of the teaching process.

There is a statistically significant positive correlation between the extent of possessing the competencies of education technology and the extent of utilizing these competencies (96.0).

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