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A Comparative Study of Teacher Preparation Programs between Iraq , Japan and South Korea

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Article information	Abstract
Accepted: 4/2/2025	<p>The present study aims to compare teacher preparation programs in Iraq with those in Japan and South Korea to identify the similarities and differences between them. The researcher uses the comparative analysis approach to achieve the aims of the study . The study tool is a comparison card, which includes the following aspects: (Bodies supervising teacher preparation programs, duration and system of teacher preparation, criteria of student admission , aspects of the teacher preparation program and evaluation system and tests. One of the most prominent findings of the study was Iraq's disagreement with the two comparison countries in that the Ministry of Higher Education and scientific Research is the body responsible for teacher preparation programs in Iraq , while in both Japan and South Korea is Ministry of Education. Moreover , the admission plan in Iraqi colleges is different from that in the two comparison countries in that it does not include any tests for accepting students in colleges of education ; whereas there are formal tests in both Japan and South Korea</p>
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Keywords	
Teacher Preparation Programs, Comparative Education, Admission Tests, Admission Criteria, Ministry of Higher Education	
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Based on the results, the researcher presents a number of important recommendations, the most one is including admission tests in the admission plan of Iraqi colleges.

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دراسة مقارنة لبرامج إعداد المدرسين بين العراق و كل من اليابان وكوريا الجنوبية

ماجد عبد المحمد جاسم

مديرية تربية ميسان - العراق

معلومات الارشفة	الملخص
تاريخ القبول : ٢٠٢٥/٢/٤	تهدف الدراسة الحالية إلى مقارنة برامج إعداد المدرسين في العراق مع تلك الموجودة في اليابان وكوريا الجنوبية للتعرف على أوجه التشابه والاختلاف بينهما. واستخدم الباحث منهج التحليل المقارن لتحقيق أهداف الدراسة. أداة الدراسة التي استخدمها الباحث هي بطاقة المقارنة والتي تضمنت الجوانب التالية: (الجهات المشرفة على برامج إعداد المدرسين ، مدة ونظام إعداد المدرس، معايير قبول الطلاب، جوانب برنامج إعداد المدرس ونظام التقييم والاختبارات).
تاريخ النشر : ٢٠٢٥/٧/٣١	ومن أبرز النتائج التي توصلت إليها الدراسة اختلاف العراق مع دولتي المقارنة على أن وزارة التعليم العالي والبحث العلمي هي الجهة المسؤولة عن برامج إعداد المدرسين في العراق، بينما في كل من اليابان وكوريا الجنوبية هي وزارة التربية. كما أن العراق، خلافاً لدولتي المقارنة، لا تتضمن خطة القبول في الكليات أي اختبارات لقبول الطلاب في كليات التربية؛ بينما توجد اختبارات رسمية في كل من اليابان وكوريا الجنوبية وفي ضوء النتائج يقدم الباحث عدداً من التوصيات المهمة أهمها إدراج اختبارات القبول في خطة القبول في الكليات العراقية.
الكلمات المفتاحية : برامج إعداد المدرسين، التربية المقارنة، اختبارات القبول، معايير القبول، وزارة التعليم العالي	
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1.Introduction

Education is one of the basic pillars of life, so educational systems in various countries of the world pay specific attention to the teaching profession and the processes of preparing and training teachers, based on the important role of the teacher and the impact they have on the quality and level of education. As teacher preparation programs play a significance role in finding teachers capable of performing their roles perfectly , university colleges for teacher preparation are established. The UNESCO report (2014) indicates that qualified teachers are the focus of any high-quality educational system. The quality of any educational system is measured by the level of its teachers. Al-Khaibari (2016:150) states that it has become necessary to prepare teachers using advanced and modern programs due to global changes, contemporary challenges, and new technology which imposes a rapid change in educational needs and skills of human resources on education.

There is no doubt that the process of preparing modern and well qualified teachers occupies the educators and psychologists' interests to a great extent based on the pivotal and essential role of teachers in achieving the goals of educational institutions successfully , as preparing, qualifying, and developing them professionally has become among the basics of improving teaching and learning Kalimullin, and Valeeva (2024:219) . One of the most important things recommended by education experts , in order to get advance in education and achieve high global ranking among the most distinguished and educated countries, is the need to review the programs and the system of preparing and training teachers with the aim of providing a qualified educational framework to lead the educational process and enable students to acquire knowledge and skills Musa (online: 2022)

All paths in the educational system ultimately lead to a teacher, who is influential and decisive in either success or failure of the educational process Bastick (2000:343). For the qualified teacher to be successful in performing their role, they must be knowledgeable with the objectives of the curriculum, be aware of their roles in dealing with modern educational technologies and be attentive that their role is no longer indoctrination and stuffing the minds of learners with information and they must be skilled and up to date with everything new in their field of specialization (Attiya, 2013)

Despite the attention given by the Ministry of Higher Education and Scientific Research in Iraq, there is a set of challenges facing education in achieving Iraq's Vision 2030 , such as teachers' reliance on traditional teaching methods and their weak

evaluation skills (UNICEF, 2021), and this naturally leads to a reconsideration of teacher preparation programs for qualifying and training them.

1.2.Problem of the Study :

It is noted that traditional teacher preparation programs (henceforth TPPs) in Iraq do not meet the needs of the labor market sufficiently, and this has been confirmed by many studies and reports, including, but not limited to, the study of Alkarwi(2019),Al and the study Sabaawi(online:2022) , which emphasize the problem of poor good preparation for teachers lies in the quality of the programs used in these institutions and the methods of implementing them and evaluating their outcomes. The pedagogical and educational reality in public education in Iraq faces many challenges and problems in the various pedagogical and educational components – according to studies, research, and local and international reports -. "Most notably: the poor preparation of educational and teaching bodies, the outdated teaching methods, as well as the need to review pedagogical and educational legislation, and other problems and challenges"(Mosa, 2022).

The report of the Regional Center for Quality and Excellence in Education of UNESCO confirmed that teacher preparation programs in Arab countries are unable to attract distinguished students to enroll in them, and that Iraqi colleges education lags behind in issues of quality and academic accreditation that would develop educational programs, as a large percentage of them do not have accreditation, whether locally or internationally. This “impels those who develop teacher preparation programs in colleges of education to adopt leading international practices in the field of preparing distinguished teacher preparation programs so that they can benefit from them” not only in developing colleges of education, but also in achieving the economic and social renaissance of education in Iraq for any country.

Since the teacher is one of the most important inputs to the educational process, attention is paid to programs for his preparation and development to promote and improve the educational process and its outcomes. Using comparative education is a means to understand the problems that education faces in different countries, where its aspects are analyzed and the different solutions that others countries have followed to face similar problems (Al-Khaibari, 2016). Japan, and South Korea are both chosen in the study as comparative countries because they are highly ranked in all categories of the TIMSS 2015 test and obtaining points above the global average of (500) points, Therefore, the current study imposes the following main question: **How can we benefit from Teachers preparation programs(TPP) in Japan and South Korea in developing teacher preparation programs in Iraq ?**

Study questions:

The problem of the study can be defined in the following main question: How can TPPs in Japan, and South Korea be benefited from in developing TPPs in Iraq? Two questions can be subdivided from the main question :

1. What is the reality of TPPs in Japan, South Korea, and Iraq ?

٢. What are the similarities and differences between TPPs in Iraq and the comparison countries ?

1.3 Aims of the Study

The current study aims to:

1. Explain how to benefit from TPPs in Japan and South Korea in developing the TPPs in Iraqi through:

identifying the reality of TPPs in Japan, South Korea, and Iraq

finding the similarities and differences between TPPs in Iraq and comparison countries

1.4. Significance of the Study :

The significance can be summarized as follows :

١- It comes in response to the most prominent challenges facing education in Iraq , namely teachers using of the traditional teaching methods and their weak evaluation skills, by benefiting from the experience of comparison countries in the process of preparing teachers and developing their abilities and skills.

٢. It may be useful to shed light on the strengths and weaknesses of TPPs in Iraq through comparison with Japanese, and South Korean experience to develop pioneering development preparation programs inspired by these experiences and eliminate the negatives of the present ones .

3. The researcher hopes that the results of the study will benefit the governance of educational administration and all efforts made to reform education in order to stop wasting wealth, resources and efforts.

٤. The study may represent a qualitative addition; It enriches the scientific library in Iraq and all Arab countries, and may also open horizons for researchers to have the opportunity to conduct further studies and transfer other useful experiences

1.5 The Limits of the Study:

The study is limited to the following :

1. **Objective Limits:** TPPs will be limited to the following aspects (the bodies responsible for preparation programs , the duration and system of TPPs , criteria of students admission , aspects of TPPs, evaluation and testing system)
2. **Spatial Limits:** The current study takes Japan, and South Korea as countries to compare with Iraq in their TPPs
3. **Time Limits:** The first semester of the year 2023/2024

1.6. Definitions of Basic Terms :

Teacher preparation:

Ibrahim, A. & Johnson, S. (2021). define it as: " A program for pre service **teachers** or post-baccalaureate candidates that leads to a professional teaching certification in a specified content area (e.g., English Education, Social Studies Education, Secondary Education, or Early Childhood Education) after meeting all academic requirements required by the awarding institution".

Teacher preparation program: it means “a State-approved course of study, the completion of which signifies that an enrollee has met all the State's educational or training requirements for initial certification or licensure to teach in the State's elementary or secondary schools". Jackie HeeYoung Kim, et.al (2015:20)

Teacher preparation program can be defined operationally as “the programs offered by institutions responsible for preparing teachers with the aim of graduating well prepared teachers in Japan, South Korea and Iraq "

1.7. Previous Studies :

Jerry, Khudair Abbas, and Fad Jassim Mansour (2004):

This study aims to evaluate the history teacher preparation program at the College of Basic Education, Al-Mustansiriya University from a point of view teaching staff and the students .To achieve aims of the study , the researchers relied on the descriptive method and a number of procedures that included: two questionnaires the first for

teaching staff , consisting of (55) items. The second is for students, consisting of (55) items. Some statistic tools are used such as the weighted means , the percentage weight, and the correlation. In light of the research results, the researchers resorted to several recommendations, including: strengthening the admission methods used in the department , the necessity of announcing the general aims and goals for students and teachers, and increasing the numbers of hours allocated to cultural materials, and the establishment of ongoing training courses that address the first modernization topics in teaching history in the primary stage, completing exams, and making them an incentive for the student's learning process .

Saberi (2003)

The study aims to evaluate the curriculum of professional preparation in teacher training institutes from the point of view of teachers and students in Iraq. To achieve the research aims, the researcher followed a number of procedures including determining the population .The researcher adopts the questionnaire as a means of research, prepared in the light of previous literature and studies, and an exploratory sample. It consists of (26) male and female teachers and (145) male and female students, to identify the paragraphs that represent the seven areas. What was included in the evaluation process was (objectives, content, management plan and accompanying activities, Educational techniques, evaluation, practical education, training and application) .The researcher made sure of the accuracy and reliability of the instrument, The questionnaire for male and female teachers contains (145) items distributed among the seven aforementioned areas, and a questionnaire The students consisted of (151) classes distributed among the seven areas(Educational techniques, training, application, evaluation, and examinations). The researcher uses the percentage weight, and correlation treatment . A number of recommendations are included : renewal and purification of educational and psychological books on the basis of evaluating it, taking into account teachers' suggestions, observing them, and seeking their opinions on textbook topics is necessary

Hussein , Muhammad Jassim (2023) .

The study aims to identify the basic education teacher preparation system in Iraq and Egypt and to show the similarities and differences in the basic education teacher preparation system in both Iraq and Egypt in order to benefit from the basic education system in Egypt in developing the teacher preparation in Iraq. The study also helps to provide a proposed system for the preparation of basic stage teachers in Iraq in light of

the experience of the comparison country, Egypt. The researcher uses the descriptive analytical method, as this method relies on studying reality, describing the studied phenomenon accurately, collecting information and data about it, classifying and arranging this data, and expressing it quantitatively and qualitatively in order to understand the relationships of the phenomenon with other phenomena.

Al-Jamil, Abdullah Hammoud. (2020)

This study aims to compare teacher preparation programs in both the College of Education at Hail University and the College of Education at Qatar University. The researcher used the descriptive approach, where the researcher built the study tool “the questionnaire”, and its validity and reliability were verified. It included The study tool in its final form consists of (66) statements distributed over five fields : (admission and registration policies, study plan, student activities and research centers, financial incentives and support services, benefit from the field training program), and then applying the study tool to a sample. The study consisted of: field training students at the College of Education at Hail University and Qatar University, where their number reached (232) male and female students. The results of the study revealed that all the responses of the study sample’s opinions were positive towards the five fields, except that there were statistically significant differences at the significance level ($\alpha \geq 0.05$) between the averages of the responses of the opinions of the study sample due to the variable (location of the college) in favor of the averages of the responses of the opinions of field training students in the college. Education at Qatar University

Hamawil and Al-Anadi (2015)

This study aims to develop teacher preparation programs in the Kingdom of Saudi Arabia in light of the Japanese and Finnish experiment .The researcher used the comparative analysis approach, and one of the most prominent results of the study was the large numbers of students who are given admission to the colleges of the Kingdom of Saudi Arabia compared to the colleges of Japan and Finland due to the weakness of admission standards in colleges of education, which leads to the weakness of their outcomes in addition to the weak focus of teacher preparation programs in the Kingdom on providing student teachers with research skills. One of the most prominent recommendations was to review the admission plan for colleges of education in the Kingdom in order to give admission only to those who possess skills and abilities that are corresponding with the teaching profession.

Commentries

Comment on previous studies:

By reviewing previous studies, the researcher finds that the current study is consistent with the study of Al-Hazza (2018), and the study Al-Khaibari (2017), the study of Abu Hamid (2015), the study of Huymel and Al-Anadi(2015), and the study of Al-Thuwaini (2010) in using the comparative analysis approach, and it differs with the study of Jerry, Khudair Abbas, and Fad Jassim Mansour (2004) which used the descriptive survey method, and the study of Saberi (2003) and Al-Suhaibani. 2018) which used the descriptive analytical method.

It is also clear from reviewing previous studies that there is a similarity in the general objective of the studies, which is developing TPPs through comparisons or providing future visions and standards for preparation. The current study benefits from previous studies in determining the appropriate approach to the study, defining the questions and objectives of the study, as well as identifying the topics in light of which comparisons are made. The current study is distinguished by its adoption by two leading countries in education to compare their TPPs to the Iraqi ones

2.Methodology and Procedures- :

The current study uses the comparative analysis approach due to its suitability in achieving the aims of the study, as it is based on : Collect, analyze and compare data to identify similarities and differences and then provide the most important recommendations learned. So the steps of the procedures are as follows:

١. Description of TPPs in Iraq ,Japan, and South Korea.
٢. A comparative study to identify the similarities and differences between TPPs in Iraq and the two comparison countries.
3. Develop recommendations to improve TPPs in Iraq .

2.1. Study Tool

A card is built to determine the fields of comparison between TPPs in the Iraq and in the comparison countries which consists , in its initial form, of (the responsible bodies of TPPs , duration and preparation system , Student admission criteria ,

Aspects of the TPP Evaluation and testing system .After presenting it to a group of jury members and experts , this aspect (professional licenses) was excluded because the supervisors of the TPPs are not the entity responsible for providing or granting these licenses.

2.2 . Presentation and Discussion of Results :

2.2.1.First Question Presentation and analysis of the result

The first question reads: “What is the reality of TPPs in Iraq , Japan and Korea ?” This question will be answered by reviewing the various program fields as follows:

■ The Responsible Body of TPPs :

The report of the UNESCO Regional Center for Quality and Excellence in Education (2017) states that the Ministry of Education in Japan and South Korea are responsible for all aspects of teacher preparation and certification to license to practice teaching . Ingersoll (2007) mentions that all processes associated with recruiting, training and qualifying teachers in issuing their certificates and appointing them is the sole responsibility of the Ministry of Education. As for Iraq , the Agency for University Education (2019) indicates that Ministry of Higher Education and Scientific Research in Iraq supervises Iraqi universities, represented by colleges of Education and basic Education , which seek to implement goals and policies of the Ministry .

■ TPPs system:

In Japan and South Korea , teachers receive integrated preparation in all aspects (Madhi , 2013) .Intermediate colleges prepare kindergarten and primary school teachers for two or three years after high school, and colleges of education affiliated with universities prepare intermediate and secondary school teachers for four years. In Iraq colleges of education and basic education are responsible for preparing teachers in Iraq .Both colleges provide integrated preparation for teachers in all aspects of teaching qualification

■ Duration of preparation programs:

In Japan, the duration of the TPPs varies according to the type of certificate obtained by the teacher, as Yamasaki (2016:19-28) mentions that there are three types of certificates offered by teacher preparation programs: advanced certification, which

grants the holder a master's degree and is offered by higher institutes, first-level certification (class1 certification), which grants the holder a bachelor's degree in education and is offered by educational colleges in universities. While there are second level certificates (class 2 certification) which grant the holder an assistant's degree and are offered by intermediate colleges. It is mentioned by Al-Thuwaini (2010:4) that the duration of the advanced certificate is no less than five academic years, and the duration of the first-level certificates is up to Four years, while the duration of second-level certificates is only two years. The graduation requirements in Japanese curriculum usually consists of 125 credit hours: 26 hours for general culture courses and 99 credit hours distributed among specialization courses (20 hours), educational courses (22 hours), courses in teaching methods (12 hours), educational courses electives (40 credit hours) and field training (5 credit hours) (Madhi , 2013).

In South Korea, colleges of education offer TPPs that last four years with a total number of hours of study required to obtain a bachelor's degree is 130 to 150 hours as , graduation requirements in South Korea include for example, at least 42 credit hours are studied in the field of specialization, 14 credit hours in general education, 4 credit hours in special curricula and teaching methods, and 80 credit hours in elective courses. (McNamara, O. Murray, J and Jones, M. 2014). TPPs in Korea grant graduates Bachelor's degree at the second level (grade 2 certification). After serving for three years and passing an exam (competitive employment test), the teacher is granted a first level certificate (grade 1 certification) (Im, Yoon, and Cha,2016).

In Iraq colleges of Education offer a four year TPPs where a graduate is granted a bachelor degree .Four academic years, eight semesters should provide qualified teachers for primary and secondary schools .

■ Criteria of Students Admission

In Japan, teacher training institutions are keen to accept the best applicants to join them through: A set of admission tests that guarantee the acceptance of teachers capable of performing their educational mission (Abdul Azim and Abd Al-Fattah, 2017). Al-Zubaidi (2011) indicates that the conditions for admission to colleges of education in Japan are as follows:

1. High school certificate
2. An academic file about the student that includes his cumulative GPA in the previous educational stages.
3. Personal interview by specialists in educational colleges.
4. Written tests offered by colleges of education in general education and specialization.
5. NCUEE (National Center for University Entrance) test, which is a national test held every year for all those interested In enrolling in Japanese universities.

As for admission plans in South Korea , The Korean Ministry of Education (Korean Ministry of Education, 2019) indicates that requirements for admission to Korean universities include:

1. Obtaining a high school diploma accompanied by the academic record in the secondary stage.
2. The CSAT test is a standardized test that measures an individual's abilities for university study and contains several sections Korean language, mathematics, English language, and social studies.
3. College admission tests.

The exams for educational colleges are in two stages. The first stage is a written test, 20% of which is in educational sciences and 80% in the field of specialization. The second stage includes writing a scientific article, a practical test, and a personal interview (Al-Zubaidi, 2011:50-53)

As for admission plan in colleges of education in Iraq depends mainly on the national central admission which accepts preparatory school graduates only ; the educational colleges depend mainly on the student's graduation grades , age , desire, and capacity of colleges , in addition to the interview conducted for accepting students.No admission tests are included in the criteria of acceptance students in colleges of Education in Iraq.

■ Aspects of the TPPs

In Japan, TPP includes several aspects, and students receive various courses in pedagogy ,politics , educational studies , theories and courses related to the specialization. Students spend several weeks in practical education during the year third and fourth (Huang and Oya-Baldwm, 2015). Yamasaki (2016) adds that in addition to specialized subjects, students study courses covering topics related to curricula, teaching methods, and student learning. The focus of these topics varies according to the educational program. They are as follows:

- **Significance of Education:** It covers aspects of the importance of education, and the role and duties of the teacher.
- **Basic Theory of Education:** This topic covers the theories and history of the philosophy of education in addition to the processes of students development learning
- **Curriculum and teaching methods:** It covers aspects of organizing the curriculum and teaching methods.
- **Student Guidance and Educational Counseling:** Covers the theories and methods of student guidance and educational counseling .\
- **Practium :** This includes training in schools and seminars on field education. Arimoto (2002)adds that the duration of practium is four weeks for primary school teachers, and two weeks for secondary school teachers.

As for programs in Korea , TPPs include several aspects such as required courses in all TPPs in Korean universities, and these courses include: educational psychology, philosophy of education, classroom management and practice of teaching (Balbay, and Kilis, 2018). Im, Yoon, and Cha, (2016) state that the aspects of TPP in South Korea are multiple and seek to prepare The teacher in an integrated manner is as follows:

- **Courses in the liberal arts:** including humanities, sports, music, art, and foreign language.
- **Courses in education and pedagogy:** such as the history of education, philosophy of education, curricula and teaching methods, science educational psychology, educational administration, teaching ethics.
- **Practical courses:** such as sports, music, computers.

- **Specialized courses:** They cover the student's main specialty, such as mathematics and science.
- **Practical training:** Part of it is in teaching assistance, part in teaching practice, and part in administration school, and part of educational volunteer programs.

The duration of practicum period varies according to the stage of study for which the teacher is nominated. The practical training is usually from nine to ten weeks for primary school teachers, and for secondary school teachers usually four training weeks (National Center Education and Economy, 2019)

In Iraq, Standards of the National Council for Accreditation of Teacher Preparation Programs NCTAE (2016- 2017) indicate that TPP consists of several aspects, including:

- **Educational foundations:** provides the student with what helps him understand the aspects of learning, cognitive development, and the ability to manage the classroom .
- **Teaching the field of learning:** provides the student with what enables him to gain familiarity with teaching knowledge and how to integrate educational technologies with teaching .
- **Learning assessment:** helps the student apply assessment strategies, analyze data and understand learning outcomes and feedback levels.
- **Research project requirements:** The research project focuses on practices in the educational field and issues related to the profession of teaching that is specific to the primary school teacher track and the middle and high school teacher track
- **Cognitive field:** It is specific to the early childhood teacher track and includes religious education, the Arabic language, mathematics and science.

■ **Evaluation and Testing Systems:**

Elervik,(2012), Huemmel and Al-Anadi (2015), and study in Korea (2019) indicate that final exams for each course, in addition to monthly tests and student work such as homework and progress presentations are methods of evaluating students' performance, and tests vary between written and oral in teacher preparation programs in Japan , South Korea, and Iraq

2.2.2. Second Question Presentation and Analysis of the Results:

The second question states:

What are the similarities and differences between TPPs in Iraq and the comparison countries? his question will be answered through a comparison between TPPs in Iraq and the comparison countries and show the similarities and differences in all fields as follows:

■ The Responsible Body of TPPs :

Both Japan and Korea agree that the Ministry of Education is the body responsible for supervising TPPs while in Iraq the Ministry of Higher Education and Scientific Research is the body responsible for supervising the TPPs , which gives these programs academic strength, as TPPs seek to implement goals and policies of the Ministry of higher education in Iraq and Ministry of Education in the comparison countries. In return, the ministries of education provide support to universities through supervision guidance and monitoring the performance of universities. This is consistent with the findings of Al-Hazza's study (2018) and Abu Hamid's study (2015) that the Ministry of Education is the body supervising TPPs.

■ TPPs Systems :

Iraq agrees with South Korea and Japan in following an integrative system in their TPPs . The integrative system means that the teacher is prepared in an educational institution (college of education) or a teachers' college or higher institute to prepare teachers for a number of years determined by the nature of the stage and its level, where the student obtains the components of his integrated preparation from the cultural aspects , academic and educational professional preparation that occur simultaneously, in a concomitant manner, and in varying proportions The student then obtains a bachelor's degree. Academic preparation often takes the largest share. So, it is in order for teacher preparation to acquire professional status, the balance of the preparation program should take into account its three fields academic, professional and cultural, focus on applied concepts and skills practicality, familiarity with the values of his society, and recognition of the characteristics and variables of the era,

■ Duration of TPPs:

Iraq agrees with both South Korea and Japan on the duration of study that grants a bachelor's degree in education not less than four years of study. Iraq is unique in its two-year program, which grants its holder a professional master's degree in Teaching . Japan on the other hand is unique in offering a program of no less than five years that

grants its holder a master's degree. It is noted from the above that there is a common factor between Iraq and both of the comparison countries, there are programs that grant a bachelor's degree in education for a period of no less than four years, but the difference is in programs that grant diplomas or master's degrees in education, this difference is due to the educational policies followed in these countries and its need for a certain type of output of TPPs.

■ **Criteria of Students Admission:**

Admission criteria vary from one country to another, but there is an agreement on the personal interview as one of the admission criteria. Both South Korea and Japan agree on having benchmark tests at the state level whereas in Iraq there is no standard tests as a condition for students admission to educational colleges ; the researcher points out that the only admission criteria for TPPs in Iraq are previously the student's graduation grades in the preparatory school and the capacity of college . These criteria are not strict compared to those of South Korea and Japan . Therefore, the researcher suggests that the Ministry of Higher Education and Scientific Research in Iraq should raise the level of admission criteria as including standard tests to ensure good outcomes of its colleges . This is consistent with the findings of Saberi (2003) regarding the necessity of reconsidering the criteria for admission plans in colleges of education and their TPPs .

■ **Evaluation and testing system:**

Iraq and the two comparison countries agree that the final exams for each course in addition to monthly tests and student participation , such as presentations, are the method of evaluating students' performance, and this is what is done in most countries of the world, and some countries use continuous evaluation instead of final exams like Finland and this is what is indicated by Al-Huwaimel and Al-Anadi (2015).

By presenting the similarities and differences between TPPs in Iraq and the comparison countries ,South Korea and Japan, it is clear that the current TPPs in Iraq are very similar to those in south Korea and Japan and the weakness in the outcomes of Iraqi TPPs is due to the admission criteria that are not strict .

3.Recommendations and suggestions.

The study provides some recommendations that can be used in developing TPPs in Iraq:

1. Benefiting from TPPs in the comparison countries South Korea and Japan through the inclusion of standard test in the admission plans to colleges of education in Iraq.
2. Partnership with some international universities to enable students to exchange experiences and learn about new experiences ; it is useful to improve the outcomes of TPPs in Iraq and benefit from Japanese and South Korean 's experience in this field
3. Benefiting from TPPs in South Korea by dividing the practicum training period into teaching assistance, teaching practice, school administration, volunteer programs and educational and community partnership
4. The researcher also suggests conducting studies on the following topics:
 - Conduct a similar study to compare TPPs in Iraq and countries with high performance in the Pisa Test (PISA).
 - Conduct a similar study to compare TPPs in Iraq and the countries that rank first according to the classification Pearson Education Pearson
 - Conduct a similar study to compare TPPs in Iraq and the Arab Gulf countries.

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