

Evaluating the performance of Arabic language teachers for the secondary stage in light of job performance standards

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ONOMÁZEIN 62 (December 2023): 256-272
ISSN: 0718-5758



Abstract

The research aimed to evaluate the performance of Arabic language teachers, male and female, in light of job performance standards. To achieve the research goal, the researcher prepared a tool that included four main areas, and prepared (40) standards distributed among the four areas, and then chose an appropriate sample from the research community, which amounted to (60). School and school, and after applying the tool represented by the observation card and using appropriate statistical methods, the researcher reached various results, the most important of which are:

- The standards of the social field came in first place, then planning and implementation, and in last place came the field of evaluation.
- All planning criteria were met
- (12) standards were achieved in the field of implementation out of (20) standards
- Only two criteria were achieved in the field of evaluation out of a total of (6) criteria.
- Five criteria in the social field were achieved from a set of (6) criteria

Keywords: Theoretical aspects and previous studies

1. Introduction

Chapter One: Introduction to the research

Research problem:

The method of preparing teachers in the relevant educational colleges has an impact on the levels of preparation, which helps to create a kind of classism among teachers, and most of their concern becomes focused on graduating the largest possible number of teachers who can be said to be not fully qualified. This is what is the reason for this weakness. The program may be The person responsible for preparing the preparation is complex and crowded, and may be more concerned with the theoretical aspect than with the applied aspect, as well as neglecting the competencies and skills required for the teacher. Therefore, the researcher resorted to choosing and defining job performance standards, to evaluate the performance of Arabic language teachers in teaching the Arabic language subject at the secondary stage. (Zayer and Aez, 2014: 34) These are the standards that the researcher did not find that anyone had addressed to the best of his knowledge, especially in the Arabic language subject at the secondary level. These are the educational institutions that are concerned with preparing the normal individual, where the researcher deems it necessary to conduct a reality study. Those who teach in these preparatory schools because they must be at an advanced level of educational performance in order to graduate individuals qualified to advance society, and this vision comes from his personal experience as he was teaching the Arabic language.

The problem of the current research can be summarized by the following question: What is the level of evaluation of the performance of Arabic language teachers for the secondary stage in light of job performance standards?

Importance of research:

One of the main goals of educational studies is to develop all the mental and physical aspects of the individual in light of giving him moral and scientific values that will support him in a society in which all human structures have developed, and help him overcome problems that he may encounter in life. The trend is how he possesses the values that make him a good person among his peers. To keep pace with societies, education is the important repository and pillar of every society, as it is integrated processes that help the individual in his interaction in life and society, in addition to building the spiritual side and instilling the moral values of that society, and if we want a society to develop the talents of its children and employ their experiences and knowledge, it should He may adopt an education that enables him to advance and advance the scientific and practical reality of that society. Because through education, a conscious person can be prepared and qualified to provide society with science and knowledge, and we can notice that the difference that exists between global societies is nothing but a difference in the type of education that society received. (Zayer and Dakhel, 2015: 19.)

The researcher believes that the importance of the teacher in society cannot be hidden, as he has the forefront among the factors for the success of education and the achievement of its basic goals by preparing the citizen in the desired manner, by translating values and ideals into goals that are in turn translated into behavioral procedures that represent the required specifications .

There are strong reasons that make us say that preparing and training the teacher on teaching skills is necessary and that experience should not be given any importance in refining skills, but that is, skills that may be due to experience, not to training or preparation, and that many studies have shown little effect of experience, and that there are teachers They have been teaching for a long time, but their teaching skills are weak or routine, with no spirit of innovation or development .

The researcher believes that the school curriculum is an essential element of education and a mirror that should reflect the conditions of the society it serves, achieve its goals and meet its various needs, and as much as the changes that affect society in these areas, the same should be reflected in the educational curricula.

The importance of performance evaluation increases when it depends on determining the competencies necessary for it, and before delving into learning about performance evaluation, we must know the concept of performance, which has been known by many definitions, as it is "the effort that a person makes to actually accomplish a job according to his ability and capability." As for the field of education, Education is the process of determining the level of the teacher's accomplishment of his teaching tasks in light of the competencies necessary for that. Performance evaluation aims to evaluate the efforts of employees based on elements and rates with which their performance is compared in order to determine their level of competence in the tasks assigned to them (Al-Rubaie, 2016: 284-285(

Based on the above, the researcher can determine the importance of the research with the following points:

- 1The importance of education in general as a process of building generations
- 2The importance of language in general
- 3The importance of the Arabic language in particular as it is the language of the Holy Qur'an
- 4The importance of assessment and evaluation in the educational process
- 5The importance of Arabic language teachers.
- 6The importance of performance evaluation as the basis of the teaching profession for Arabic language teachers
- 7The importance of the secondary stage.

Research objective:

The current research aims to evaluate the performance of Arabic language teachers for the secondary stage in light of job performance standards

Research limitations:

- 1- Scientific limits: job performance standards that will be adopted in the current

research

- 2Human limits: Arabic language teachers, male and female, at the secondary level
- 3Spatial boundaries: Morning secondary schools affiliated with the General Directorate of Salah al-Din Education - Dujail Education Department.
- 4Time limits: The second semester of the academic year (2022-2023.(

Definition of terms:

Evaluation: Known by:

Arfa Abu Al-Diyar et al., 2012: "Evaluating phenomena in a way that provides an explanation of the meaning and value of learning outcomes, by collecting information through observation, recording, and documentation of the individual's abilities, and this information is the basis for methodological decisions when planning for an individual or group of individuals." (Abu Al-Diyar et al., 2012: 70.)

Theoretical definition of evaluation: The researcher agrees with Abu Al-Diyar's definition due to its suitability and the procedures of the current research

The procedural definition of evaluation: issuing a judgment on the level of Arabic language teachers and teachers at the secondary level based on specific criteria.

Performance: Known by everyone:

Defined by the Regional Government, 2009: "The verbal or skillful behavior of an individual is based on a certain cognitive and emotional background, and is usually at a certain level, from which the individual's ability to perform a job is demonstrated." (Regionalism, 2009: 101.)

The theoretical definition of performance: The researcher agrees with the definition of regionalization due to its suitability and the procedures of the current research

Procedural definition of performance: The level of the research sample of male and female Arabic language teachers at the secondary stage in light of the observation card specified for that purpose.

Performance evaluation: Defined by:

The procedural definition of performance evaluation: a score determined by adopting a specific cut-off threshold to determine the level of Arabic language teachers, male and female, in light of a number of standards or criteria.

The standard: known by everyone:

The procedural definition of job performance standards: the score obtained by members of the research sample of male and female Arabic language teachers after observing them based on the observation card prepared by the researcher for the purposes of the current research.

Chapter Two: Theoretical aspects and previous studies

Introduction:

The purpose of measurement is to reveal individual differences of all kinds. There is measurement in the cognitive field: such as measuring learning - thinking - remembering - intelligence. There is measurement in the emotional field: such as measuring inclinations - trends - values - personality traits, as well as measurement in the motor field: such as measuring speed and accuracy in completing movements and skills. As for evaluation, it is estimating the value of something and judging it (see the definitions mentioned above. It comes after the measurement stage. Collecting information about the students' heights using meters is considered (measurement), and then issuing judgments on these lengths that the student is tall, short, or average in stature, is considered (evaluation). As for evaluation, it is evaluation, and some use it synonymously with evaluation, which is a common mistake, and what is linguistically and terminologically more correct is (evaluation) and not (evaluation), so if a person says that he evaluated a commodity, that is, the price of that commodity, and gives it a known value. And if another says: He straightened the stick, which means that he straightened the stick and made it straight, that is, he made it straight

The researcher believes that at the beginning we must determine whether it is an assessment or an evaluation? Especially since the dispute over the two words has taken up a large part of the efforts of researchers, those interested in them, and those who use them in various fields, especially in the educational field.

The disagreement over the term evaluation, and the term evaluation, goes back to the verb in the Arabic language, so it is said: I evaluated something, and I evaluated the thing, as mentioned in many Arabic language dictionaries, and I evaluated the thing in an evaluation, meaning I estimated its price, and valued it. Therefore, it became widespread in the economic fields, especially the term evaluation. Principles, i.e. estimating the value and price for it, while straightening something and making it straight, i.e. fixing the thing, and treating the crooked ones, so it is used in the field of medicine, especially in orthodontics, for example, i.e. repairing, adjusting the crooked ones. The difference also regarding the words "evaluation" and "evaluation" does not originate in the Arabic language only, but also goes back to the two words in the English language as well, where we find the word "Valuation," which means evaluation, and the word "evaluation." As a solution to the linguistic disagreement, the Arabic language has permitted the use of the two words in the sense One evaluation, but that did not end the dispute between educators to some extent, and some began to see that evaluation is only a process of issuing a judgement, while evaluation means issuing a judgment on evaluating performance and product, while making decisions, developing plans and programs, and providing feedback in order to Developing and improving all components of the learning system, whether at the level of inputs, processes or outputs when practicing evaluation (Rifai, 2012: 271-272.(Based on this, evaluation is part of the evaluation, and the evaluation is more general and comprehensive and includes measurement and evaluation because they are among the processes that can be performed with the product .

Reasons for the evaluation process:

- 1It may be carried out based on an official mandate from the government or institution responsible for the educational process, either with a political goal such as making a change or modification in the established educational institutions, or with a financial goal to determine whether the educational program is worth the expenses spent on it. (Allam, 2000: 40.(
- 2It may be conducted to determine the size and type of goals that have been achieved and those that have not been achieved (educational value), and to justify the importance of the continuation of the educational program and the extent of its credibility and effectiveness in bringing about change and development.
- 3It may be conducted with the aim of diagnosing and identifying strengths to enhance, and weaknesses to treat .
- 4It may be conducted with the aim of controlling and following up the educational process, predicting problems that may appear in the future, and working to confront them. (Zayer and Hussein, 2020: 120-121.(

Calendar tools:

The evaluation uses many tools in the process of collecting and analyzing information to arrive at results. These tools are represented in the following:

- 1Observation: Observation is one of the assessment tools, through which information is collected about people and places. Among its requirements are listening skills and good attention to the details to be observed.
- 2The interview: The interview is one of the tools used in evaluation, and it is a human, technical, transactional relationship between the teacher and the student face to face, and is conducted according to a scientific method.

In an appropriate setting of experience and knowledge, the teacher tries to elicit the student's opinions and information in order to collect and analyze information to reach the set goals.

-3The questionnaire: The questionnaire is one of the frequently used tools in evaluation. It contains a certain number of questions, the answers to which are placed in a table, after converting them into numbers and distributing them to individuals so that they can answer the questions among themselves and among themselves, and then return them to the researcher .

-4The test: The test is one of the frequently used tools in evaluation, in which a set of stimuli is presented to the individual in order to elicit answers that serve as the basis for giving him a numerical score. This score is considered an indicator of the extent to which the individual possesses the characteristic measured by the test. (Zayer and Hussein, 2020: 119-120.)

From the above it is clear that the evaluation uses four tools in the process of collecting and processing information, and perhaps the questionnaire is one of the best of them because it has the advantage of shortening time and collecting a greater amount of data. Therefore, evaluation research, including the current research, uses it.

Calendar fields:

The scope of evaluation in modern schools has expanded to a great extent, so those responsible for educational affairs have taken great care of it and the means of applying it in various fields that include all elements of the educational process, as follows:

.1Curriculum evaluation

The responsibility for evaluating the curriculum falls on its authors, as they must evaluate its content and the educational materials that it used to achieve its goals. It is necessary to judge the extent of the sincerity of its content, and the extent of its value in bringing about the desired change in the students' personalities .

.2Teacher evaluation

Since the teacher is the closest person to the student and the most influential person in his educational development, his evaluation is considered one of the main fields of evaluation, and is achieved in multiple ways and methods, including:

- Estimating the teacher's competence through the impact he has on his students' achievement
- Students' appreciation of their teachers
- Evaluations of colleagues, officials, and experts of the teacher's competence
- Studying work motivation, satisfaction with work, and attitudes towards the profession
- Studying the motivations for testing the teaching profession
- Analysis of the teacher's work

.3Management evaluation

The evaluation of the administration's work includes the following aspects:

A- Evaluation of the administrative aspect, which includes:

- Educational leadership
- Education management and organization
- Students' achievement and activities

B - Evaluation of personal relationships:

It includes relations with teachers, students, and the local community. In addition, the educational supervisor, teachers, and students can contribute to evaluating the administration by using rating lists, as models are formulated based on the principal's work specifications that require improvement and evaluation of the achievement of workers in school administration.

.4Evaluation of the educational method

The method can be evaluated as follows:

- Studying the method itself and the extent of its ability to clarify the material and matching it with continuing the good educational method
- Experimenting with the teaching process (with the educational method) and re-recording the results recorded using the method .

.5Student evaluation

As a result of the development that included assessment and measurement tools, as well as the emergence of theories in educational psychology, this naturally led to serious thinking about other aspects of student development, especially after the emergence of new classifications of educational goals.

-6Collection evaluation:

This field includes providing students with information and understanding of the facts, concepts, generalizations, laws and theories that may be included in a particular field of study, and it also includes the transfer of the impact of education, that is, measuring the student's ability to apply what he has learned. The teacher often performs this function and resorts to methods Multiple standard. (Zayer and Hussein, 2020: 122-126.)

Job performance:

The researcher believes that one of the goals of teaching the Arabic language is for the learner and teacher to successfully use the Arabic language in a number of functions in order to achieve the functional performance of the language, and as Felbman sees it, the various intellectual and communicative functions such as the cognitive and graphic function; To communicate ideas, information, and cognitive content. And the exploratory function; To learn, research, discover, and think. And the restrictive function; To describe and interpret language. and self-function; To express his opinions, feelings and emotions. and social function; To interact with others, form and maintain social relationships. And the directing influence function; To influence others and direct their behavior. And the utilitarian function; To get things. (Felbman: 16.) The functional performance approach or the practical approach is based on the fact that every individual has multiple roles in his life. He is a member of a family, a member of a society that has a system that defines the rights and duties of the individual, and performs a job or function from which he earns a living. The goal of education is to prepare individuals to perform these tasks. Roles and the processes associated with them. Perhaps the basic fear regarding the approach to job performance comes from our awareness that jobs, professions, and processes are constantly evolving under the influence of scientific, technological, social, and economic factors. Hence, complete adherence to our analysis of the requirements of the profession, work, or individual and social role in its present form It means freezing life, or not preparing individuals for the future, and from here comes the importance of the future outlook on the one hand, and preparing individuals on the other hand (Labib et al., 1984: 137)(In light of the systemic view of the curriculum, the evaluation is considered a control device in

the curriculum system, and therefore it is responsible for the course of the educational process in its proper direction through the feedback it provides. In order for this control to become self-control, the evaluation must be an essential component of this system. Organically bonded with its components.

Previous studies:

Al-Karawi study 2004:

The study aimed to evaluate Arabic language teachers, both male and female, in teaching methods of teaching the Arabic language, through: identifying the teaching competencies necessary for the performance of male and female Arabic language teachers in teaching methods of teaching the Arabic language. And determining the level of performance of Arabic language teachers, both male and female, in teaching methods of teaching the Arabic language in light of these competencies. To achieve the research objectives, the researcher relied on a set of procedures that included defining the research community, as the research community was limited to Arabic language teachers, both male and female, in male and female teacher preparation institutes. The total number of teachers reached (93) male and female teachers, and because the current research aims to evaluate the performance of teachers. The Arabic language and its teachers in teaching the subject of methods of teaching the Arabic language in teacher preparation institutes, in light of the educational competencies, the researcher built a list of the educational competencies necessary for teachers' performance in teaching the subject of methods of teaching the Arabic language, based on a number of procedures. The researcher applied the observation form himself through direct observation, and after completing the application, the data was treated statistically. The researcher reached the following results:

-1 The performance of teachers in general was below the required level

-2 Teachers' performance was good in the field of human relations competencies and classroom management, and in the field of motivation arousal competencies. Their performance in the five areas (evaluation, use of teaching aids, planning and preparing the lesson, educational objectives, and implementation of the lesson) was weak.

Study by Al-Hardani 2005:

The study aimed to evaluate the performance of Arabic language teachers in general in light of the educational competencies measured by the research tool. The study was limited to female Arabic language teachers who were graduates of teachers' colleges and female teacher education institutes, and the number of members of the research community was (416) female teachers .

The researcher prepared an observation form that includes (50) educational competencies distributed among (5) areas. The researcher used the following statistical methods: Pearson correlation coefficient, the arithmetic mean and standard deviation, the weighted mean equation, the percentage weight, and the t-test for two independent samples. The current research resulted in a number of results, the most important of which is that the performance of Arabic language teachers in general was acceptable .

Chapter Three: Research methodology and procedures

First/research methodology:

To achieve the goal of the research, which is to evaluate the performance of male and female teachers of the Arabic language at the secondary stage in light of job performance standards, the

researcher relied on the descriptive approach as it is the appropriate approach to the nature and goal of the current research.

Second: The research community and its sample:

-Research community:

The original research community in the current research is male and female Arabic language teachers in the academic year 2022-2023. Those who teach the Arabic language in the Dujail District or District, which is affiliated with the General Directorate of Salah al-Din Education. Their number has reached (135) teachers and schools, and they are distributed among the middle, preparatory, and secondary schools in the Dujail District.

-Sample of male and female teachers:

After defining the original research community, approximately 44.5% of the research community were selected, with a number of (60) teachers and schools to represent the sample of the current research and from various schools in the Dujail district. This is a very appropriate number given that applying the tool requires time and field visits to the schools in which they study, which makes observing the sample as a whole difficult for the researcher. The choice was intentional by the researcher so that they accurately represent the research variables

Third/Search tool:

A- Performance evaluation note card:

One of the requirements of the current research is to prepare (an observation card in light of job performance standards), and the researcher built this card based on the scientific steps in construction. The following steps were followed in constructing the card:

-1 Identifying the main areas of job performance standards:

To determine the areas of job performance standards, the researcher followed the following procedures:

- Read Arabic language books on practical education to know what teaching this subject requires, and the educational objectives it contains.
- Getting acquainted with the objectives of teaching the subject of practical education in the Arabic language departments in the colleges of education.
- Reviewing a number of previous Arab and foreign literature, studies, and research related to the research topic, especially the studies that I discussed the topic of job performance standards, which were useful in identifying the areas that were used in the survey questionnaire, and in formulating the paragraphs. In its initial form...
- The researcher's modest experience as a result of his specialization in teaching methods; He works as a teacher of the Arabic language, in addition to his participation in a number of training courses related to job performance standards for male and female teachers.

In light of the above, the researcher found that the areas of job performance standards are represented in four main areas, which are: Planning, implementation, evaluation, and social.

.2 Determine sub-criteria for job performance areas:

After the experts agreed that these areas represent the areas of job performance standards for Arabic language teachers, and to determine the sub-criteria for the areas The four main questions: The researcher prepared a preliminary questionnaire that included a definition of the concept of job performance standards, and asked an open-ended question: "What are The job performance standards necessary for male and female Arabic language teachers, according to "your opinion?"

and according to the four areas. The open questionnaire was distributed A number of specialists in curricula and methods of teaching the Arabic language, and during the distribution process, the researcher explained to them the goal. From the research, in order to arouse their attention to answer the question clearly, which helps to achieve the goals Research, and the researcher benefited through this procedure by reviewing some of the answers revealed by the experts, which They seek it to succeed in the educational process.

The observation card, in its initial form, consisted of four fields: the planning field, the implementation field, the evaluation field, and the social field. Each field includes a number of sub-criteria, the total number of which reached (40) standards, by (8). Standards in the field of planning, (20) standards in the field of implementation, (6) standards in the field of evaluation, and (6) standards in the social field .

-3Validity of the tool (job performance standards observation card):

One of the aspects of the validity of the observation card is its predictive ability based on specific criteria. The tool is considered honest if it By clearly knowing what is intended to be measured (Al-Naimi et al., 2015: 178), the researcher presented the card to a group of experts and arbitrators. For the purpose of verifying the apparent validity of the observation card items, and verifying the suitability of each criterion for the field, the results after using the Chi-square were all positive. Acceptable...

-4Description of the job performance standards note card:

Some consider direct observation to be the best way to measure classroom teaching skills (Mahmoud, 2006: 105), as it seeks accuracy and avoids bias, and through it it is possible to reach accurate results that are closer to describing and diagnosing reality than using other research tools and observation. An important means of collecting data, it is a tool through which one can know the extent to which the desired goals of a specific educational program or approach have been achieved. Moreover, observation requires concentration, contemplation, and the participation of all senses in this. (Al-Dulaimi and Saleh, 2014: 101-102.)

Based on the above, the researcher prepared a note card for job performance standards, and the (40) standards that were previously identified constituted the content of this card.

The researcher determined the performance levels for each indicator of job performance standards, using a scale that included three alternatives in front of each standard, and one of them was selected upon observing the teacher or school. These alternatives are: (applies to a large degree, applies to a moderate degree, applies to a small degree), as He gave the alternative that applies to a great degree (3) degrees, the alternative that applies to a moderate degree (2) two degrees, and the alternative that applies to a slight degree (1) one degree only .

For the purpose of describing performance, the researcher relied on the following:

.1Review a number of literatures concerned with teaching the Arabic language

.2Meeting with a number of specialists in Arabic language teaching methods, educational supervisors, and teachers and consulting with them regarding the mechanism for describing job performance standards.

.3The researcher benefited from his modest experience in teaching the Arabic language

Based on the above, the researcher prepared a description of three levels of potential performance for each standard, with each standard corresponding to an alternative description of the alternatives to the tripartite scale contained in the card that begins with the alternative that applies to a great degree (3) degrees, and ends with the alternative that applies to a slight degree that corresponds

to the score. (1) In order to ensure the accuracy of the aforementioned description of the card, the researcher presented it to a number of experts and arbitrators, who approved their agreement on the accuracy of the description, its suitability, and its correct arrangement.

Initial application of the Job Performance Standards Note Card:

To verify the clarity of the Job Performance Standards Note Card, the possibility of applying it in a practical manner, and its suitability for the time allotted for it, the researcher applied it exploratory to five teachers, and it appeared to him that the card is characterized by clarity, and that it is appropriate for the time allotted for it, which is approximately (30 minutes). Thus, it is ready for final application

Stability of the Job Performance Standards Note Card:

Reliability means the accuracy of the tool, that is, the consistency and consistency of the measurement that provides us with information about the behavior of individuals. Reliability means consistency in the results, meaning that the research tool can be relied upon if it is characterized by stability, and if it is characterized by stability, it gives the same results. The stability of the tool means the accuracy and reliability available in The measuring tool, because the oscillating tool cannot be relied upon or its results accepted, and it is a waste of effort, time and money. (Al-Assaf, 2006: 430.431).(Calculating the reliability of any tool makes the research results more objective, and calculating reliability can be done in more than one way, so the researcher followed the following procedures in extracting the reliability of the observation card for job performance standards:

.1Agreement between the researcher and a second observer. The researcher trained one of his colleagues on the observation card and description of performance for each standard, and how to apply that card and give grades.

After the researcher confirmed that the second observer had become able to use the tool skillfully, the researcher and the second observer observed the performance of ten teachers, and each of the researcher and the second observer placed the score that he saw as appropriate for the teacher's or school's performance for each criterion in isolation and after completion. From the observation, the data was extracted, then the reliability coefficient was extracted using the Pearson correlation coefficient between the researcher's scores and the second observer's scores for each field of the observation card. The researcher found that the amounts of these coefficients ranged between (0.79) and (0.85) .(.Agreement between the researcher and himself over time, as he observed with himself the performance of the ten teachers, that is, an average of two observations for each of them, and the time period between the two observations was two weeks. The researcher found that the amounts of these coefficients ranged between (0.83), and (0.87) which are good and acceptable reliability coefficients

Fourth: Final application of the job performance standards note card:

After the researcher confirmed the validity and reliability of the research tool, he began field visits to the schools of the research sample's teachers. The visit included the following procedures:

.1Visit the teacher or school and watch him for an entire class period, and mark in the field that corresponds to the teacher's possession of each of the standards included in the job performance standards observation card.

.2Review the daily and quarterly plans in the plan notebook for each teacher or school, and mark the items that are measured from notes in the plan notebooks.

.3Each teacher had one visit to determine the extent to which each teacher or school possessed job performance standards.

Fifth: Statistical methods:

In analyzing the research results and procedures, the researcher used the social statistical package (SPSS.)

.1The weighted mean equation

.2Pearson correlation equation

.3Percentage weight equation

Chapter Four/Research results

The current research aims to evaluate the performance of Arabic language teachers for the secondary stage in light of job performance standards. The results will be presented according to the ranking of the evaluation areas reached by the current research

Evaluating the performance of male and female teachers of the Arabic language at the secondary stage according to the following areas:

It appeared to the researcher that the social field came in first place, with a weighted mean of (2.38) and a percentage weight of (79.38%), while the field of planning came in second place with a weighted mean of (2.13) and a percentage weight of (71.08%), and the field of implementation came in third place. With a weighted mean (2.07) and a percentage weight (69%), while the field of evaluation took last place with a weighted mean (1.99) and a percentage weight (66.33%), and the researcher believes that this may be due to the research sample having more social standards than the standards of the fields. The other positive result is that the sample possesses social job performance standards, while it appears that the evaluation field was not achieved as its weighted mean (1.99) did not reach the acceptable cut-off threshold, which gives a negative indication that the research sample possesses the standards of this field. As for the standards as a whole, they received an average of (2.14) and a percentage weight of (71.33), and they reached the cut-off threshold for acceptance, but they are not at the level required by teachers .

Table (1) Observation card results for job performance standards in the four areas

Rank	Fields	Weighted mean	Percentage weight
1	The social field	2.38	79.38%
2	Planning field	2.18	71.08%
3	Implementation field	2.07	69%
4	Calendar field	1.99	66.33%
The kidney		2.14	71.33%

Evaluating the performance of male and female teachers of the Arabic language at the secondary stage in the field of planning:

The number of job performance standards in this field reached (8) standards, here all of them were met and reached the cut-off threshold, and the researcher will interpret 50% of them, as follows:

-1The criterion (distributes time among the elements of the plan) came in first place, as its weighted mean was (2.42) and its percentage weight was (80.66%). This result, according to the researcher's opinion, can be attributed to the teachers' awareness of the importance of using appropriate time for the elements of the plan, and its money. It has an effective effect in increasing the effectiveness of learning

-2The criterion (the plan includes the main elements of the lesson, including the evaluation) came in second place, with its weighted mean (2.22) and its percentage weight (74%). This result can be attributed to the fact that the teachers have sufficient experience and carry out lesson planning that combines Characteristics of mastery and comprehensiveness of the elements of the lesson plan, due to the importance of the teaching plan in the learning process, and that any plan that does not contain appropriate teaching methods and techniques will not achieve the objectives of the lesson.

-3The criterion (concerns with cognitive, affective, and psychomotor goals) came in third place, with its weighted mean (2.20) and its percentage weight (73.33%). This is consistent with what has been confirmed by the literature that calls for the importance of realizing educational goals in the learning process because they play a role. It is essential in building and directing the educational process. Without it, classroom education may become lost and not lead to the results that educators envision.

-4The criterion (specifies different types of activities in the lesson plan) came in fourth place, with a weighted mean of (2.08) and a percentage weight of (69.44%). According to the researcher's opinion, this result can be attributed to teachers' awareness of the importance of educational activity. They emphasized the diversity of activities, in addition to the fact that teachers seemed to have an interest in additional resources.

Evaluating the performance of Arabic language teachers at the secondary stage in the field of implementation:

The number of job performance standards in this field reached (20) standards, and (12) of these standards were met by the research sample, while (8) standards were not met, and the researcher will interpret 50% of them, as follows:

Standards achieved:

-1The criterion (taking into account individual differences among students) came in first place, with a weighted mean of (2.6) and a percentage weight of (86.67%). This result can be attributed to the teachers' familiarity with the group system so that the student adapts according to his abilities and becomes active instead of It may be negative, in addition to the major role of the teacher who provides the student with information and the student, or as a result of crowded classrooms, which leads to a lack of assistance in diversifying activities, but the teacher is aware of individual differences.

-2The criterion (diversifies questions that stimulate students' thinking) came in second place, with a weighted mean of (2.45) and a percentage weight of (81.67). This result, according to the researcher's opinion, can be attributed to the teacher's preparation of a plan that adheres to the topics and objectives of the lesson, in addition to that The teachers did not care about formulating and directing the questions because the teacher himself was completely familiar with the subject of teaching methods.

-3The criterion (presents the material in a sequential and coherent manner) came in third place, with its weighted mean reaching (2.38) and its percentage weight (79.44%). This result, according to the researcher's opinion, can be attributed to giving a clear and satisfactory picture of

the research sample in their presentation of the material. The study is conducted in a coherent, sequential and logical manner, which is necessary for all lessons

-4The criterion (he takes care of his general appearance) came in fourth place, with a weighted mean of (2.32) and a percentage weight of (77.33%). This result can be attributed to the strength of the teachers' personality and their commitment to important standards, including acceptable dress and grooming that gives a good impression. About the teacher in the souls of his students.

-5The criterion (clarity of his voice and correct pronunciation) came in fifth place, as its weighted mean reached (2.3) and its percentage weight (76.67%). This result, according to the researcher's opinion, can be attributed to the fact that one of the important requirements of an Arabic language teacher is that his voice be clear and possesses sound pronunciation so that he can produce letters from their correct forms, which facilitates the process of comprehension and understanding for students.

-6The criterion (organizes time effectively and flexibly) came in sixth place, with its weighted mean reaching (2.27) and its percentage weight (75.67%). This is a natural result, according to the researcher, because organizing time for lessons according to the elements of the established plan is necessary, but Flexibility is required without affecting the effectiveness of the lesson in general, and this is what the researcher found in the research sample

Unmet standards:

-1The criterion (the closure is adopted at the end of each topic) came in thirteenth place, with its weighted mean (1.98) and its percentage weight (66.11%). This result, according to the researcher's opinion, could be due to the weak numbers of some teachers from the research sample. On the skill of closure, which is one of the important skills in teaching, and that possessing it gives a positive impression on students.

-2The criterion (maintains emotional balance) came in fourteenth place, with a weighted mean of (1.87) and a percentage weight of (62.22%). This result, according to the researcher's opinion, could be due to the crowded classrooms with students, and this makes the teacher's movement inside The class is difficult and specific, as moving from one place to another makes him lose control over all the students due to their large number.

-3The standard (prepares the lesson by using questions that stimulate students' thinking and are related to the lesson) came in fifteenth place, with a weighted mean of (1.82) and a percentage weight of (60.66%), and this result can be attributed, according to the researcher's opinion, to what he found in the paragraph Number 2 is not achieved, which is poor possession of a number of important teaching skills, including the introductory skill

-4The criterion (enriches the topic of the lesson (expands the application of ideas)) came in sixteenth place, with a weighted mean of (1.8) and a percentage weight of (60%). According to the researcher's opinion, this result could be due to the weakness of the teachers in the preparation stage. To expand ideas, which is a major thinking skill that a teacher must possess in order to achieve such a standard.

Evaluating the performance of male and female teachers of the Arabic language at the secondary stage in the field of evaluation:

The number of job performance standards in this field reached (6) standards, and only (2) of these standards were met by the research sample, while (4) standards were not met and did not reach the specified cutoff threshold. The researcher will explain the two standards that were achieved. And 50% of the standards are not met, as follows:

Standards achieved:

-1The criterion (the question is directed to the whole class and then the student is selected to answer it) came in first place, with a weighted mean of (2.45) and a percentage weight of (81.67%). According to the researcher's opinion, this result can be attributed to the teachers' experience in dividing lesson time. It covers all elements of the lesson, as well as encouraging students to answer new questions about the lesson topic.

-2The criterion (students are assigned homework that requires practicing thinking skills and do it) came in second place, with a weighted mean of (2.15) and a percentage weight of (71.67%). This result could be attributed to the fact that teachers realize the importance of homework in establishing Information in the minds of students

Unmet standards:

-1The criterion (linking evaluation questions to the objectives of the lesson) came in third place, as its weighted mean was (1.88) and its percentage weight was (62.77%). This result could be due to the fact that the research sample did not have sufficient knowledge of how to formulate questions and link them to the process. Evaluation is one of the necessities of professional work

-2The criterion (involving students in evaluating themselves and their colleagues) came in fourth place, as its weighted mean was (1.86) and its percentage weight was (62.22%). This result, according to the researcher's opinion, could be due to the presence of weakness among some teachers from the research sample in Peer education is one of the necessities of educational work, and students' evaluation of themselves or their colleagues gives great importance to education.

Evaluating the performance of male and female teachers of the Arabic language at the secondary stage in the social field:

The number of job performance standards in this field reached (6) standards, and (5) of these standards were met by the research sample and reached the cut-off threshold, while only one standard was not met, and the researcher will explain three standards that were met, and the standard is not Verified, as follows:

Standards achieved:

-1The criterion (he often attends the parents' council) came in first place, as its weighted mean was (2.67) and its percentage weight was (88.88%). This result, according to the researcher's opinion, can be attributed to the research sample's adherence to the instructions and they consider their attendance at the parents' councils among Their teaching tasks, which is a good thing in the interest of the research sample

-2The criterion (has an active role in social committees inside and outside the school) came in second place, along with the criterion (has an active contribution in seminars and conferences held by the school), as its weighted mean reached (2.57) and its percentage weight (85.55%), and it can be According to the researcher's opinion, this result is due to what is found in the first paragraph above regarding the commitment of teachers from the research sample to the regulations and instructions specific to their profession.

Unmet standard:

-1The criterion (asking about absent students and their names) came in sixth place, with a weighted mean of (1.78) and a percentage weight of (59.44%). This result, according to the researcher's opinion, could be due to the large number of students in the classes, and some teachers may think This matter takes up the lesson time, so it is preferable to explain and go directly to the topic while neglecting this important social standard.

2- Conclusions:

- 1 Male and female Arabic language teachers possess a satisfactory level of job performance standards
- 2 Male and female Arabic language teachers have more weakness in the field of job performance standards related to the field of evaluation.
- 3 Male and female Arabic language teachers have a great commitment to implementing job performance standards related to ministerial regulations and instructions.

3- Recommendations:

- 1 It is necessary for those responsible for evaluating teachers' professional performance to take into account the level of job performance standards, so that it is an incentive and encourages continuous knowledge and participation in training programs.
- 2 Specialists' emphasis on the need for Arabic language teachers to have performance based on possessing job performance standards.
- 3 The teacher represents the cornerstone of the educational process and its advancement. Therefore, it is necessary to pay attention to them by establishing continuing education programs and courses during service.

4- Suggestions:

In order to complete the field of current research, the researcher proposes the following:

- 1 Conducting a study on teachers' job performance standards and their relationship to critical thinking, reflective thinking, attitude, mental abilities, and others.
- 2 Conducting a study similar to the current research for Arabic language teachers at the primary level

5- Research sources:

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