

Evaluating The Performance of Arabic Language Teachers and Female Teachers in The Light of The Evaluation Criteria Based on Performance for The Preparatory Stage

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ABSTRACT

The aim of the current research is to know (evaluating the performance of Arabic language teachers and female teachers in light of the evaluation criteria based on performance for the preparatory stage). For the academic year 2021-2022, their number is (2007) a teacher and a teacher, The researcher randomly chose the research sample, which amounted to (90) teachers and schools distributed over the six districts by (15) teachers and schools from each district. A group of arbitrators, and the note card included (58) criteria, distributed over four areas: Planning (15) standards, teaching aids, educational techniques, and educational activities (12) standards, implementation and interaction within the classroom environment between teacher and student (17) standards, evaluation, processes and outcomes (14) standards, and after data collection and statistical analysis of results using weighted mean and percentage weight. The researcher reached several results, including: The evaluation domain, processes and outcomes (ranked first with a weighted mean of (2.17)), and weight percentile (72.07), the field (educational means, techniques, and educational activities) ranked last with A weighted mean (1.99), and a percentile weight (66.25), and in light of the results, the researcher reached several conclusions, including: The performance of the preparatory stage represented (55.17%) of the evaluation criteria based on performance, The criteria are not achieved in evaluating the performance of Arabic language teachers and female teachers in the light of the evaluation criteria based on performance for the preparatory stage, a percentage of (44).

Keywords: evaluation criteria based on performance

Research problem

Many of our educational institutions suffer from several problems, most notably the weak numbers of male and female teachers, their low educational and scientific capabilities, and their failure to keep pace with the movement of development and progress in developed countries, which negatively affected their professional performance (Al-Bahadli, et al., 2009: 11).

Among the reasons for the weakness in the performance of Arabic language teachers and female teachers is due to the weak preparation programs in the educational colleges from which these male and female teachers graduated. He is unable to deliver the scientific material to the student, and his role is limited to preparing the children educationally only. That is why Arabic

language teachers and teachers should build preparation programs that include all the requirements of the teaching profession and that the teacher preparation system has faced a lot of criticism because of the interest of these programs in the cognitive aspect without paying attention to the performance aspect, especially In teaching methods (Zayer and Iman, 2014: 26).

The process of preparing the teacher has become a confrontation with the education crisis because the curricula, teaching aids and school buildings, as important as they are, remain limited if the qualified teacher is not available to perform his task. The poor level of education in our schools is a result of the teacher's preparation at a poor level so that he is not able to possess the required performance skills in a way that will enable

him to perform the role required of him in the fullest manner (Al-Tamimi, 2000: 908).

Recent research and studies have shown that performance evaluation for Arabic language teachers is still dominated by the traditional character and there is a weakness in the use of modern evaluation methods, including evaluation based on performance, which caused the evaluation process to separate from the teaching and learning processes. Evaluation in improving the performance of the teacher and raising the scientific level of his students has a useless effect (Abbas: 2005: 61).

The researcher believes that the lack of training courses held by the preparation and training centers in order to familiarize the teacher with the latest special developments performance. The job of the teaching profession and work to raise its level in line with this development, and that the process of improving or developing the teacher's performance cannot take place unless there is a process of evaluating their performance according to criteria that will diagnose weaknesses in their performance to treat it.

the importance of research.

Based on the foregoing, the importance of the current research is as follows:

- 1- The importance of education as a fundamental force in the well-being of humanity and the preparation of good generations for society.
- 2- The importance of language as it is the link that binds the members of society.
- 3- The importance of the Arabic language as the language of the Noble Qur'an, as it is the cornerstone in building and cohesion of the Arab and Islamic nation.
- 4- Adopting modern standards in evaluating the performance of male and female teachers.
- 5- The importance of the preparatory stage because it is an important stage in education because it creates the right basis for the student to continue his university education.

The purpose of the research

The current research aims to "evaluate the performance of Arabic language teachers

and female teachers in light of the evaluation criteria based on performance".

Research Limits:

The current search is determined by:

- 1- Arabic language teachers and female teachers in secondary and middle schools in government day schools affiliated to the six directorates in Baghdad governorate for the academic year 2021-2022
- 2- Evaluation criteria based on performance.

Fifth: Define terminology

First: calendar-performance

A-Language

Calendar:

It was mentioned in Lisan al-Arab: "I made a thing stand upright, so it stood" meaning uprightness, and uprightness is the moderation and levelness of a thing (Ibn Manzur, 2005: 225).

the performance:

It was mentioned in Lisan al-Arab that "the performance (noun) and the verb from it (performed) and the source (performance), and he gave the thing he delivered, and he fulfilled the trust by extending the thousand, he returned it, and he paid his debt, he paid that which he judged. From it, and the news leads to it (Ibn Manzur, 1994: 30).

b- idiomatically performance-based calendar

He was known by:

- 1- Al-Dosari as "a set of strategies for applying knowledge, skills and work habits during the teacher's performance of specific tasks that he implements in a practical manner that is related to the reality of life and meaningful to him" (Al-Dosari, 2004: 44).

c- Procedural definition:

A set of indicators that the researcher will adopt in evaluating the performance of Arabic language teachers and female teachers.

Second: Standards:

A - language

It was stated in Lisan Al-Arab: "The standard: measures are not, and the caliber is what the measures are calibrated with, so the standard is correct, complete and sufficient, it was calibrated by any of its equivalent, which is the caliber and the standard, and (caliber) a lot of coming and going in the land (Ibn Manzur, 2005: 350).

b- idiomatically Known by:

2- Al-Imam and others as "the scales of the performance level of a group in choosing what is used to judge the level of performance of an individual in relation to it." To perform The group to which he belongs" (Al-Imam et al., 1990: 212).

the definition procedural:

They are statements that describe the performance of Arabic language teachers and female teachers in the preparatory stage and through which we arrive at a judgment on the level of their performance.

Third: Preparatory stage:

It is the stage of study that follows the middle stage in Iraq. The duration of study in the preparatory stage is three years, and the specialization is scientific or literary. This stage consists of the fourth (scientific or literary), fifth (scientific or literary) and sixth (scientific or literary) grades (Republic Iraq, Ministry of Education, 2008: 18).

The Iraqi Ministry of Education has not issued a recent definition of the new divisions adopted in the scientific branch of the preparatory study, which divided the scientific branch into two sections, biological and applied.

Chapter II

Theoretical aspects and previous studies

First: School performance:

The teacher is one of the most important elements of the educational process, as any weakness in his capabilities and performance leads to failure in the educational process and failure to achieve the desired goals. Therefore,

it has become necessary to evaluate him permanently with the aim of improving and developing his performance. By evaluating each of these elements in the educational institution and determining how close or far away from the goals desired To achieve the goals set by the school during a specific period of time, it is necessary to multiply the evaluation tools and methods in order to give an integrated and clear picture of evaluating each element, and for the evaluation of school performance to be objective, honest and transparent (Al-Zayber, 2015: 310).

The process of evaluating school performance is a process that aims to obtain data and facts that will help in understanding, analyzing and evaluating the teacher's performance of his behavior and work in the classroom and knowing the teacher's efficiency in carrying out the responsibilities and duties assigned to him (Al-Mansour, 1979: 32).

The importance of evaluating school performance lies in the fact that it works on:

- 1 - Improving teachers' performance and developing their capabilities.
- 2- Notifying teachers of their responsibilities and raising their morale.
- 3 - Evaluate the methods of tests and training used by the teacher.
- 4 - To reveal the latent energies and capabilities of teachers.
- 5 - Continuing to monitor and supervise the teachers' performance.

Methods of evaluating teacher performance:

There are many methods for evaluating teacher performance, and these methods vary according to the variety of areas of evaluation. The teacher may be subject to tests, standards, or personal interviews. The most important methods for evaluating teacher performance are:

1- Work analysis: The teacher's behavior in the classroom and the tasks and skills associated with his work are analyzed.

2- Interaction analysis This method depends on analyzing the verbal and non-verbal interactions in the classroom and determining the linguistic style of the teacher

and the movements, gestures and gestures that he emits during teaching.

3- Teacher's note:

It is one of the most important methods in evaluating the teacher's performance and what is related to his behavior and teaching performance, as organized observation is one of the most accurate educational methods in evaluating the procedures and behavioral aspects of the teacher's performance in the classroom (Shehata and Mohsen, 2018: 36).

Second: Standards - their concept:

Its use has spread in most developed and developing countries alike. This term (standards) in developed and some developing countries referred to the educational reform that had become a national concern about progress and comprehensive development in various aspects of life (Al-Saadawi and Saleh, 2016: 22-27).

The concept of standards also indicates that it is a pattern or judgment used to balance qualitatively and quantitatively, or what the teacher should know and what he can perform in terms of practical and mental skills, and the behaviors and values that he acquires.

The concept of standards is a set of conditions that have been agreed upon, and through their application, the strengths and weaknesses in the educational process can be identified and judgments are passed on the persons, institutions or programs to be evaluated (Mohammed and Abdel Azim, 2011: 21-23).

A- Importance of Criteria:

The use of standards has led to these standards being a social contract not between teachers and educational authorities, but between students and parents on the one hand, and teachers and educational authorities on the other hand. We can summarize the importance of these standards as follows:

1 - Setting desirable, expected and agreed standards for educational performance in all its aspects.

2 - Provide a common goal and a common language to follow up the achievement of teachers.

3- Demonstrating the teachers' ability to balance the students' levels (Al-Bilawi, et al., 2008: 23).

4 - It provides teachers with a set of goals by which they can direct their education towards them and provides a guide for students and teachers to benefit from.

5 - Teachers' use of benchmark tests, and this leads to a continuous review of the students' level and, consequently, their education level (Mohammed, Abdel Azim, 2011: 21-22).

B- Components of Standards:

1 - Domain: It is what the teacher should master of skills that can be formulated in a short performance declarative sentence.

2 - Indicator: through which it can be verified that the standard has been achieved and formulated in measurable performance sentences.

3- Rating Scales: An evaluation tool for measuring performance for the approved indicators.

4 - Reference marks: It is an easy and quick indicative work that passes through certain conditions, which are the levels of comparison (Al-Khudair, 2014: 6).

C-Areas of Standards:

1 - Input standards: They are used to identify the input sources for each school, such as the percentage of teachers, class sizes, and numbers of students. These standards can be used as requirements or determinants (criteria).

2 - Operations standards: This type of standards is concerned with the quality of educational performance, the nature of educational operations, and the quality of services provided.

3- Outcome standards: Learning outcomes or academic achievement standards are important issues in all educational systems, and all educators strive to raise the level of learning outcomes. : 28)

Third: The performance-based evaluation strategy. (Performance Based Assessment)

A- The concept of performance-based evaluation strategy.

Performance-based evaluation is the most important evaluation approach in modern educational institutions, and it means the performance of employees in educational institutions and their behavior within their institutions, measuring their efficiency and suitability to carry out the burdens of educational institutions and holding them responsible for the jobs assigned to them to reach a higher level (Aziz, 2005, 117-116).

The teacher's performance evaluation is linked to professional practices that are reflected in his performance, in building concepts, and in completing tasks that represent challenges and problems that must be solved. (Al-Dosari, 2004, 61).

B- Performance-based evaluation strategy activities

The performance-based evaluation strategy includes several activities:

1- Demo Demons tration

It is a practical or oral presentation made by the teacher to show the extent to which he possesses a specific skill or set of skills.

2- Effectiveness of Presentation Presentation

It is an organized presentation of a specific and planned topic that the teacher undertakes to show his ability to present one or several concepts in a clear language and method using educational aids and educational technologies such as computers, projectors, electronic slides, graphics and images.

3- Practical performancePerformance

It is the process of teacher performance of specific skills that are implemented in practice to demonstrate skills, knowledge and attitudes.

4- ShowroomExhibition

It is the process of the teacher presenting his ideas and scientific information at an agreed time and place and demonstrating his ability to employ his skill in a specific field to reach specific results (Al-Absi, 2010: 48).

5- HadithSpeech

When the teacher talks about a specific topic during a specific period, such as assigning students to describe a trip they took in terms of place, time and events that accompanied the trip to show the teacher's ability to summarize, express and link ideas (Al-Absi, 2010: 48).

6- Debate/discussionDebate

It means that the teacher raises an issue and conducts a debate or discussion between two groups of students, where each of the two teams adopts a different point of view from the other team. To communicate, persuade, and manage the discussion well (Al-Absi, 2010: 49).

7- Role-playingRole-Playing

In it, the teacher leads a discussion or dialogue accompanied by gestures or movements required by the role in situations similar to the situations of daily life to show the performance and cognitive skills as well as knowing the extent of the teacher's ability to make decisions and solve problems (Al-Absi, 2010: 49).

C- Tools of the performance-based evaluation strategy

1- Monitoring lists/ cross outCheck List

Checklists or checklists include a list of behaviors or actions that the teacher performs when implementing one or more learning skills. The responses to the items are monitored with a test.oneEstimates (true or false) or (yes orno)or(OKor changeOK)(Bani Odeh, 2015: 20).

2- Ladder of appreciationRating Scale

Rating scales divide the educational skill or the skill to be evaluated into a set of skills or partial tasks that make up the required skill. In a way that shows the extent to which the teacher possesses this skill according to a scale from five toFourLevels representing the presence or absence of skill (National Evaluation Team, 2004: 88).

3- The verbal rating scaleRubric

This tool allows the teacher to divide the skill levels to be evaluated into several levels, where an accurate description of the students' performance level is specified..

4- Record a description of the learning process Learning Log

It is the student's expression of things he has learned, seen or read in writing. This provides the teacher with knowledge of the students' opinions and responses through a record describing the students' learning history and linking what they have learned with their previous experiences. This tool needs a teacher who encourages his students to express everything they feel without hesitation or fear of the negative effects of what they write on their level of achievement (The National Team, 100: 2004).

5- The story record Anecdotal Records

This tool provides a clear picture of the aspects of the overall growth of the student by writing an ongoing description of what is observed for students' performance and provides the teacher with a very clear picture through which he can identify the student's personality, interests and skills (Bani Odeh, 2015: 21).

C- Characteristics of the performance-based calendar

Performance-based evaluation is characterized by a set of characteristics:

- 1- The teacher gives an active and positive role by searching for and processing a number of information from multiple sources.
- 2- An integrated evaluation based on evaluating processes, content and outputs.
- 3- A realistic and direct evaluation of the roles, as it simulates the real life in which the performance, cognitive and emotional skills are evaluated.
- 4- The teacher's participation in setting appropriate standards to evaluate his performance.
- 5- The teacher can carry out the process of self-evaluation during the implementation of the skill.
- 6- The evaluation based on performance provides the teacher with areas to defend his

performance with evidence and arguments (Bani Yassin, 2012: 521).

H- Objectives of the performance-based evaluation

Performance-based evaluation has several objectives:

- 1- It makes the teacher think to be able to solve the problem facing him.
- 2- It makes the teacher self-reliant.
- 3- Making the teacher an effective and productive member in his school and society.
- 4- It works to provide teachers with basic concepts and principles for all fields of knowledge.
- 5- It works to connect the parts of knowledge (Mahidat and Al-Mahasna, 2009: 37)

G-Steps of designing a performance-based calendar

The performance-based evaluation process goes through the following steps:

- 1- Determine the purpose of the calendar.
- 2- Determining the performance, cognitive, emotional and social skills to be evaluated, and identifying the problems to be solved.
- 3- We arrange the results in order of importance.
- 4- Codify the final skills and processes to be evaluated.
- 5- Determine the appropriate time for the calendar.
- 6- We define the criteria in light of which the evaluation is carried out.
- 7- Determining the tool and methods of measurement used in the evaluation.
- 8- Determining the required tools, devices and materials according to the conditions and conditions of performance (Al-Khurasat, 2013: 302).

Tenth: Aspects of benefiting from the theoretical background

The researcher's statement from the theoretical side can be summarized as follows:

- 1- The theoretical aspect helped the researcher to become familiar with the concepts and their aspects of tools and activities.

2- The researcher was able to prepare the appropriate tool for his research, which is the note card.

3- The theoretical side helped the researcher in interpreting the results.

The second axis: previous studies:

Table (1)

Results	Statistical means	Method and tools	the sample	Objectives	the address	er's name and
<p>Biology teachers do not have the quality of teaching performance according to the note card.</p> <p>Biology teachers possess the comprehensive quality related to the personal, educational and social aspects.</p>	<p>Arithmetic mean</p> <p>Percentages</p> <p>Pearson correlation coefficient</p>	<p>1) The descriptive approach</p> <p>2) Note card and resolution</p>	<p>35 teachers of biology</p>	<p>Evaluating the performance of biology teachers in the light of total quality standards</p>	<p>Evaluating the performance of biology teachers in the light of comprehensive quality standards and its relationship to the achievement of their students</p>	<p>Jubouri 2013 Iraq</p>
<p>1) Style display more styles</p> <p>The learning progress log was the least used tool.</p> <p>2) There are no statistically significant differences in the average degrees of use due to the variables of gender and educational qualification.</p>	<p>The mean, standard deviation, and analysis of variance</p>	<p>1) The descriptive approach</p> <p>2) resolution</p>	<p>177 Mathematics teachers for the primary stage in the First Directorate of Education in Irbid</p>	<p>Statement of the degree to which mathematics teachers of the basic stage use the patterns and tools of the performance-based assessment</p>	<p>The degree to which mathematics teachers use the performance-based assessment strategy in the basic stage</p>	<p>Ghunaim at and morning 2017 Jordan</p>

Chapter III

Research Methodology and Procedures

First: Research Methodology:

The curriculum is the method or method that the researcher uses in determining the characteristics of the research and its general features, in order to reach more accurate results that can be relied upon and generalized (Abdul-Hadi, 2001: 179).

The researcher followed the descriptive approach in his research procedures, as it is the method that suits the nature of his research, as it is a widely used method for various scientific purposes. Because he monitors the phenomenon or behavior accurately and in a quantitative or qualitative manner in a specific time period or several periods in order to identify the phenomenon or behavior in terms of content and content to reach results and generalizations that help him understand the problem (Melhem, 2010: 179).

Second: the research community:

The research community is defined as all the people, vocabulary or things who carry the apparent data that the researcher seeks to study and can be observed (Al-Asadi and Daoud Abdel Salam, 2015: 113), and the current research community is represented by teachers of Arabic language and female teachers in secondary schools and government day prep affiliated to the general directorates for education in Baghdad governorate, which are: (Karkh First Directorate of Education, Karkh Second Directorate of Education, The third Karkh Education

Directorate, Rusafa First Directorate of Education, Rusafa Second Directorate of Education, Rusafa Third Directorate of Education).

The researcher visited the six districts, bringing with him the book “Facilitating the Mission” issued by the College of Basic Education, Al-Mustansiriya University.

The aim of the visit to the six directorates of education is to know the total number of secondary and middle schools, and to know the preparation of Arabic language teachers and female teachers for the preparatory stage in government day schools for the academic year (2021-2022) in Baghdad governorate after the researcher was provided with a task facilitating book, from Al-Mustansiriya University, College of Basic Education entitled to The six directorates of education in the province of Baghdad.

The researcher also visited the Preparation and Training Department, the Research and Studies Division, and the Planning Department for all six directorates. After all the required information and data, the researcher found the following:

The total number of secondary and preparatory schools for girls and boys reached (669), and the total number of Arabic language teachers and female teachers for the preparatory stage in government schools for the academic year (2021-2022) in Baghdad Governorate (2007) was a teacher and a school and Al-Jawaleen)2) And the(3They explain:

Schedule (2)

Preparing middle and secondary schools in the six general directorates of education in Baghdad governorate

the total	high school girls	high school boys	Preparing girls	Preparatory boys	General Directorate of Education	T
107	48	19	12	28	Karkh First Directorate of Education	1
157	57	31	29	40	Karkh Second Directorate of Education	2
110	43	33	15th	19	The third Karkh Education Directorate	3

104	32	24	22	26	Rusafa First Directorate of Education	4
140	53	24	24	39	Rusafa Second Directorate of Education	5
51	9	11	15th	16	Rusafa Third Directorate of Education	6
669	242	142	117	168	the total	

Schedule (3)

Preparing Arabic language teachers and female teachers for the preparatory and secondary levels in the six General Directorates of Education in the Baghdad Governorate

the total	secondary		preparatory		General Directorate of Education	T
	number of teachers	number of teachers	number of teachers	number of teachers		
321	144	57	36	84	Karkh First Directorate of Education	1
471	171	93	87	120	Karkh Second Directorate of Education	2
330	129	99	45	57	The third Karkh Education Directorate	3
312	96	72	66	78	Rusafa First Directorate of Education	4
420	159	72	72	117	Rusafa Second Directorate of Education	5
153	27	33	45	48	Rusafa Third Directorate of Education	6
2007	726	426	351	504	the total	

Third: the research sample

the sampleShe is a model., includes a part or part of the units of the original community and is its representative, so that it bears its common characteristics. This model or part enriches the researcher from studying the units of the original community, especially in the case of difficulty in studying those units. The sample is chosen according to agreed scientific methods (Kandilji, 2017: 145).

The selection of the research sample according to its objectives and problems, and the generalization of the results to the original community depends on the extent to which the research sample represents this community in

real terms, and the good sample is the one in which the characteristics of the original community are represented (Bahi, 2002: 58).

After the researcher identified the original community for his research of Arabic language teachers for the preparatory stage, which numbered (2007) teachers and schools, the researcher randomly selected part of the sample, which consisted of (15) teachers from each of the six directorates of education in the province of Baghdad, as shown in schedule (4) Schedule (4)

The research sample is distributed over the six general directorates of education affiliated to Baghdad governorate

The percentage of the research sample out of the total	The research sample	Total number of male and female teachers	secondary		preparatory		General Directorate of Education	T
			number of teachers	number of teachers	number of teachers	number of teachers		
4.67	15th	321	144	57	36	84	Karkh First Directorate of	1

							Education	
3.18	15th	471	171	93	87	120	Karkh Second Directorate of Education	2
4.54	15th	330	129	99	45	57	The third Karkh Education Directorate	3
4.80	15th	312	96	72	66	78	Rusafa First Directorate of Education	4
3.57	15th	420	159	72	72	117	Rusafa Second Directorate of Education	5
9.80	15th	153	27	33	45	48	Rusafa Third Directorate of Education	6
	90	2007	726	426	351	504	the total	

Third: the search tool

Since the goal of the research is (evaluation of the tool of Arabic language teachers and their teachers in light of the assessment criteria based on performance for the preparatory stage), the researcher adopted the observation card because it is the performance that suits the goal of the research as it provides the essential elements for the researcher, which are the facts, the observation made by the researcher during the multiple stages From his research to reach the facts that help him identify and identify the problem through his use of the sense of sight and hearing (Mahjoub, 2007: 273). In the absence of a ready-made note card that includes the evaluation criteria based on performance, the researcher prepared a (note card) following the scientific method in its construction to achieve the goal of his research and this necessitated the following procedures:

A - Determine the purpose of the note card.

The observation card aims at evaluating the performance of Arabic language teachers and teachers in the light of performance-based evaluation criteria

B - Theoretical foundations of the note card

1 - Examining the literature and sources in research methods, methods of teaching Arabic language, measurement and evaluation.

It shows the areas of the calendar note card and the number of its criteria

2 - Review the previous studies that approved the note card.

3- Reviewing previous studies in evaluating performance in the light of standards.

4- View the educational and professional performance standards.

5 - Guidance and advice from experts and specialists.

6- Interviews with specialized supervisors and Arabic language teachers and teachers.

7 - View the Arabic language teachers' evaluation form for supervisors.

8- Interviews conducted by the researcher with a number of male and female teachers and knowledgetheir opinions.

9 - Directing the open questionnaire to experts and arbitrators to know the criteria for evaluation based on performance.

10 - Preparing an initial list of criteria for evaluating the performance of Arabic language teachers and female teachers.

11- Presenting the standards in their initial form to experts and arbitrators in Arabic language curricula, methods of teaching, measurement and evaluation.

C - Determining the areas of the note card

After the researcher determined the areas of the note card and the number of criteria in a field in the initial format, the note card included (4) areas and (58) criteria as shown in the table (5)

Schedule (5)

Standards	fields	T
15th	planning	1
12	Teaching aids, educational technologies and educational activities	2
17	Implementation (interaction within the classroom environment between the teacher and students).	3
14	Calendar (Processes and Outputs)	4

D - Identifying alternatives:

The researcher relied on three alternatives (estimated grades) to evaluate the performance of Arabic language teachers and teachers, which are (verified, somewhat verifiable, not achieved) and matched them

with the following grades (3, 2, 1) as shown in the table (6).

Schedule (6)
Shows the grades for the note card

unverified	Somewhat verified	verified
1	2	3

E-Determining the shape of the final note card.

The upper part of the note card includes the name of the teacher/school triple, the name of the school, the date of the visit and the name of the subject in which they did, then place the fields of the note card. Each field contains a number of criteria, each criterion corresponds to a field of grade levels to mark (true) in front of the criterion in the level field chosen by the researcher.

Stability means the accuracy of the scale or its consistency, and that the research tool has a high degree of agreement and accuracy with the data it provides us about the sample of the research (Majid, 2014: 66), and there are several methods to find Reliability coefficient, including re-testing, equivalent images, and segmentation filtering (Al-Dulaimi and Al-Mahdawi, 2005: 129), and the researcher has agreed between him and himself over time. This method is based on applying the tool to one group of individuals twice in a row on two different days and within an interval ranging from It lasted two weeks, so the researcher applied the observation card to the performance of (20) teachers and schools in two observations for each of them, separated by a two-week time difference. It is a good stability coefficient, as the stability refers to the ability of the tool to give the same or similar results if The test was not re-applied to the same sample during a period of time and under similar conditions (Alwan, 2016: 162).

Fifth: The validity of the tool

Honesty is one of the most important conditions that must be provided in the research tool because it determines the importance of the tool as it measures the goal for which it was set and the appropriateness of the paragraphs of this tool with the main purpose of the study and the absence of these conditions indicates the invalidity of the scale and the impossibility of adopting its results (Al-Labban, 2016: 279), and to verify From the validity of the tool, the researcher presented the observation card to a group of arbitrators specialized in the field of research methods, methods of teaching Arabic language, measurement and evaluation. to express their opinions Regarding the validity of the note card, the researcher took their observations, made the necessary amendments and reformulated some of its phrase in a more clear manner according to those opinions and observations.

Seventh: Application of the tool:

After verifying that the search tool (note card) is ready for application and before starting this application go run The researcher does the following:

- 1 - Visiting the principals of the applied sample schools and interviewing each principal and handing him a letter facilitating a task issued by the directorate to which the school belongs to inform him of the purpose of the visit.

Sixth: The stability of the tool

2- Interviewing Arabic language teachers and female teachers in the applied sample schoolsto let them knowThe purpose of the visit is to serve scientific research.

3- Informing Arabic language teachers and teachers that the researcher's visit has nothing to do with the evaluation to estimate the teacher's and school's grade.

4 - Meet the Arabic language teachers and female teachers in person and get acquainted with their schedule in teaching Arabic language branches.

Tool application method:

The researcher started applying the search tool on Tuesday, 16/11/2021, and ended on Monday, 22/3/2022, noting that the researcher noticed a section of the sample before the exams of the first course (half-year).and completeNote the remainder of the sample after the mid-year vacation, and the application period took (3) months.

- 1 - The researcher presented as a visitor.
- 2 - The researcher took a place at the end of the class to sit, keeping silent and meticulously observing the teacher or school.
- 3 - Marking the observed performance by placing (true) in the field that fits the performance of the teacher or school for each of the evaluation criteria based on the performance that was observed by the researcher.

Eighth: Statistical means.

For the purpose of data processing and analysis, the researcher used

- 1- Pearson correlation coefficient (Pearson) to extract the stability value of the note card.
- 2- Weighted mean: to calculate the paragraph intensity of the note card.
- 3- Percentile weight: a statement of the relative value of each paragraph of the tool (observation card), knowing its degree and arrangement, and benefiting from it in interpreting the results.
 - 1 - Pearson's correlation coefficient (Pearson: to extract the stability value of the resolution
 - 2 - Weighted mean: to calculate the paragraph intensity of the note card.
 - 3- Percentile weight: to indicate the relative value of each item (note card) and to know its

degree and arrangement and to benefit from it in interpreting the results:

- 4 - T-test (t-test) for one sample

The Fourth Chapter:

Presentation and interpretation of results

In this chapter, the researcher will present the results he reached in his research, and interpret these results in the light of achieving the objective of his research marked (evaluating the performance of Arabic language teachers and female teachers in light of the evaluation criteria based on performance for the preparatory stage) after the researcher viewed the teachers and filled out the prepared observation form For this purpose, the researcher sought to:

- 1 - Calculating the frequencies of evaluating the performance of Arabic language teachers for each paragraph of the observation card according to the triple scale and emptying the repetitions into a form prepared for this purpose and treating them statistically.
- 2 - Adopting the weighted mean equation and the percentile weight as statistical means to determine the achieved and unrealized standards in each of the areas included in the note card.
- 3- Calculating the average score of the scale, which is (2) arbitrary to separate the achieved and unrealized criteria, as the criterion that obtained a weighted mean (2) and a percentage weight (66%) and above is considered an achieved criterion, while the criterion that obtained a weighted mean is less than (2) A weight percentile less than (66%) is not achieved.
- 4 - Arrange the observation card criteria in descending order from the highest weighted mean and percentile weight to the lowest weighted mean and percentile weight.

The results of the research can be interpreted according to the goal of (evaluating the performance of Arabic language teachers and female teachers in light of the evaluation criteria based on performance for the preparatory stage) and for each of the fields, as follows:

Presentation and interpretation of results:

The researcher arranged the weighted means and the percentage weights of the four domains of the note card, in descending order as shown in the table (7)

Table (7)

Field sequence in resolution	weight percentile	weighted mean	the field	Rank
4	72.07	2.17	Calendar	1
3	71.17	2.13	Execution	2
1	71.4	2.15	planning	3
2	66.25	1.99	Teaching aids	4

The following explains it in detail:

First place: calendar (processes and outputs)

This field includes (14) criteria, as it ranked first among the fields of evaluating the performance of Arabic language teachers and teachers.8)

Schedule (8)

Weighted means, percentile weights, and ordered criteria for the evaluation domain (processes and outputs)

sequencing in resolution	weight percentile	weighted mean	Standard	Rank
6	84	2, 54	Develops questions with clear content and wording	1
4	82	2, 48	He takes into account the set time for his questionsfor the test	2
1	82	2, 48	Makes the evaluation methods go towards achieving the desired goals	2
13	81	2, 44	It varies between oral and written exams, both objective and essay	3
7	80	2, 40	When formulating the tests, individual differences are taken into account and link between theory and practice	4
10	79	2, 38	Makes the tests commensurate with the students' abilities and mental preparations	5
5	79	2, 34	The teacher views choices as a means, not an end	6
9	77	2, 33	The examination system used reveals the level of both creative and retarded students	7
11	77	2, 32	Makes tests contribute to the development of students' abilities in academic subjects	8
8	64	94, 1	It works on formulating test questions in a scientific manner related to the study material.	9
2	62	86, 1	Makes tests characterized by comprehensiveness, continuity, accuracy and objectivityand honesty	10
12	58	76, 1	That the tests he prepares motivate students to think	11
3	53	60, 1	Possesses knowledge of recent trends in test design	12
14	51	53, 1	The content of the test questions contributes to getting students to review external sources and encourages them for scientific research	13
	72.7	2.17	General Average	

It is clear from the previous table that the achieved standards numbered (9) standards, and the unrealized standards numbered (5) standards.

Second place: implementation (interaction within the classroom environment between the teacher and students)

This field includes (17) criteria, as it ranked second in the sequence of fields evaluating the performance of Arabic language teachers and teachers.9).

Weighted means, percentile weights, and ranked standards in the field of implementation (interaction within the classroom environment between teacher and student)

Schedule (9)

sequencing in resolution	weight percentile	weighted mean	Standard	Rank
15th	84	2, 52	His language should be correct, expressive and appropriate to the level of students	1
1	84	2, 52	It works to achieve the behavioral goals of the students	1
6	83	2, 50	Use the board correctly in terms of organization and arrangement	2
17	83	2, 49	respondfor questionsStudents' inquiries in a way that encourages them to participate in the lesson	3
3	82	2, 46	It takes into account the individual differences of students and their level of mental and age maturity	4
10	82	2, 46	It is characterized by sound pronunciation, strength of character and self-confidence	5
5	81	2, 45	Presents ideas in a way that facilitates application, analysis and transmissionEffectStudents' experience	5
16	81	2, 45	Builds friendly relations that increase interaction between him and the students and among the students themselves	6
14	81	2, 44	Improves the use of physical and moral reinforcement methods, signs, suggestions, looks and smiles	7
4	80	2, 42	It raises the students' attention and motivation and motivates them to participate positively in the lesson	8
13	78	2, 34	It develops the spirit of organized teamwork among students	8
8	65	1, 86	Improves the formulation and directing of questions	9
12	63	1, 89	Moves between students when necessary calmly and balanced	9
7	59	1, 79	The constructive democratic atmosphere respects the opinion and the other opinion in class discussions.	10
9	54	1, 62	He is concerned with solving students' problems and guiding them educationally	11
2	53	1, 60	He is keen to clarify the interrelationship between the subject he is studying and other subjects	12
11	51	1, 53	He takes care of shy and hesitant students and follows them up	13

71.17	2.13	General Average
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It is clear from the previous table that the achieved standards are (11) standards, and the unfulfilled standards are (6) standards

Third place: planning

This field consisted of (15) criteria, as it ranked third in the fields of (evaluating the performance of Arabic language teachers and teachers in the light of performance-based

evaluation criteria), as the researcher calculated the frequencies, weighted mean, and percentage weights for each criterion in the field and arranged them in descending order as shown in the table(10)

Schedule (10)
Weighted means, percentile weights, and rank order of criteria in the field Evaluation (planning)

sequencing in resolution	weight percentile	weighted mean	Standard	T
9	86	2, 58	The ability to link the previous topic to the new topic.	1
1	85	2, 57	The ability to manage time and distribute it to the lesson steps.	2
8	85	2, 56	Knowing the scientific importance of the subject he is studying.	3
4	85	2, 55	The ability to achieve logical sequence in the presentation of the study material	4
3	83	2, 51	The strategy or method adopted by the teacher achieves positive interaction between him and the students in the classroom and encourages discussion and dialogue	5
10	83	2, 50	Puts students at the center of the educational process	6
7	80	2, 42	Adopting teaching strategies, methods and methods capable of stimulating classroom interaction	7
11	80	2, 41	Follow-up homework for students and practice classroom and extra-curricular activities	8
14	75	2, 27	Keeping up with everything that is new and developed in his scientific material and teaching methods	9
15th	65	95, 1	Designs various tasks that encourage students to learn in a team spirit	10
2	63	90, 1	His plan ensures goals of various levels and is flexible and adjustable during the lesson	11
6	61	83, 1	Familiarity with the educational and psychological principles on which the course is based	12
5	57	73, 1	The ability to motivate students, their inclinations and interest towards learning and give them positive attitudes	13
12	54	63, 1	Ensure clarity of the study material and work on developing students' thinking	14
13	52	56, 1	Emphasis on the theoretical and practical applications of the material being taught	14
71.4	2.15	General Average		

It is clear from the previous table that the achieved standards numbered (9) standards, and the unfulfilled standards numbered (6) standards.

Fourth place / teaching aids, educational techniques and educational activities.

This field consists of (12) criteria, as it ranked fourth in the fields of (evaluating the performance of Arabic language teachers and teachers in light of the evaluation criteria based on performance).(11).

Schedule (11)

sequencing in resolution	weight percentile	weighted mean	The second field: Teaching aids, educational technologies, and educational activities	T
9	78	2, 34	The educational means, techniques, and educational activities he uses shall be clear, simple, and free from ambiguity	1
1	77	2, 32	Employs educational means, techniques and educational activities that achieve educational goals	2
12	74	2, 22	Encourages students to produce and use teaching aids to support the teaching process	3
5	72	2, 18	The educational means, techniques and educational activities are in harmony with the content of the scientific material.	4
7	72	2, 17	Employs educational means and techniques and educational activities that work on students' acceptance of the scientific subject	5
6	71	2, 15	The educational means and techniques and the educational activities that he uses give quick feedback and make the learned experiences lasting.	6
8	65	96, 1	It works to ensure that educational activities are sensitive to individual differences and reveal students' tendencies, attitudes and skills	7
11	62	1, 88	It has the ability to use more From a method and technique in presenting the topic of the lesson	8
2	62	88, 1	Be able to use educational tools and techniques	9
3	59	79, 1	Employing educational means and techniques and educational activities that stimulate students' motivation towards learning	10
10	54	63, 1	The ability to create an appropriate learning environment that enables the use of teaching aids and educational techniques, as well as carrying out educational activities	11
4	49	47, 1	He is keen to provide books and various resources that students need in their studies.	12
	66.25	1.99	General Average	

It is clear from the previous table that the achieved standards numbered (7) standards, and the unfulfilled standards numbered (5) standards.

Chapter V

(Conclusions recommendations and suggestions)

This chapter includes a presentation of the most important conclusions reached by the researcher through the results of the research, recommendations derived from the results, and suggestions to make Later studies.

First: the conclusions

In light of the research results, the researcher reached the following conclusions:

- 1 - The standards achieved in evaluating the performance of Arabic language teachers and female teachers in light of performance-based evaluation standards for the preparatory stage account for (55.17%) of the performance-based evaluation standards.
- 2 - The unrealized standards in the performance of Arabic language teachers and female teachers in the light of performance-based evaluation standards for the preparatory stage accounted for (44.38%) of the performance-based evaluation standards.
- 3 - The field (Evaluation, Processes and Outputs) was the one that achieved high positivity, as it reached a weighted mean of (2.17) and a weight percentage of (72.07%).
- 4 - The field of (educational means, techniques and educational activities) is the one that achieved a weak positivity, as the weighted

mean was (1.99) and the weight percentile (66.25%).

Second: Recommendations:

Based on the research results, the researcher recommends the following:

- 1 - Adopting the performance-based evaluation criteria (note card) that were prepared in this research by the specialized supervisors and using them in evaluating Arabic language teachers and female teachers for the preparatory and intermediate stages.
- 2 - Working to open continuous courses to train Arabic language teachers and female teachers due to the lack of these courses and to benefit from the evaluation criteria based on performance (observation card) reached by the research when preparing training courses programs.
- 3- Informing Arabic language teachers and teachers of the performance evaluation criteria and using it in self-evaluating their performance.
- 4 - The process of evaluating the performance of Arabic language teachers for all aspects of the educational process should be objective and far from personal opinions.

Third: Suggestions

In light of the results of the study to which the current research relates, and to complement the aspects that were not addressed in the current study, the researcher suggests conducting the following studies:

- 1 - Conducting descriptive studies similar to the current study to determine the weaknesses and strengths in evaluating the performance of Arabic language teachers and teachers for the intermediate and primary levels.
- 2 - Conducting research and evaluation studies on the effectiveness of the educational performance of Arabic language teachers and female teachers.
- 3- Building a program to develop the performance of middle school teachers in light of the evaluation criteria based on performance, and the program will be an integrated program to obtain a successful teacher.
- 4 - Conducting a study to evaluate the performance of the applicators in the Arabic language departments in the colleges of

education in light of the evaluation criteria based on performance.

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