

# Evaluating the Performance of Arabic Language Teachers in the Light of Applying the Comprehensive Quality Standards According to the Professional Supervisors

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**Abstract:** *Educational* views increased calling for the necessity of developing, training and qualifying teachers in line with the requirements of the times and keeping pace with scientific and technical progress to develop their performance in the light of comprehensive quality standards. Therefore, the current research aims at evaluating the performance of teachers of the Arabic language in the light of the application of comprehensive quality standards according to the professional supervisors and providing comprehensive quality standards to gain the performance skills of teachers. The first chapter concerns itself with the problem of research, its importance, then the goal of research and defining some terms. In the second chapter, a theoretical framework was presented in which it contains more than one dimension, in addition to a set of studies. In the third chapter, the researcher adopted the descriptive approach. As for the research community, it was represented by teachers of secondary and middle schools in the general directorates of education in the governorate of Baghdad. There are (6) six general directorates, as the number of teachers in these directorates reaches (5637) teachers and schools for the Arabic language. The researcher chose one of the general directorates to represent the main sample of the current research, as the third Directorate of Education in Al-Rusafa was chosen randomly. The number of individuals in the research sample reached (20) teachers and schools for the Arabic language from different education schools, and nine of the specialized supervisors. As for the research tool, it adopted a form counted with a group of experts from the Ministry of Education, and it applied it to teachers by supervisors at the appointed time. Then, he emptied its data using the appropriate statistical means, and this is what was presented in the fourth chapter of the research results, which seemed clear, which is the lack of teachers' culture in the field of quality and its standards, and some indicators of the standards have shown at the expense of other indicators of the standards that have been prepared.

**Keywords:** *Evaluating the Performance, Arabic Language, Comprehensive Quality Standards*

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## I. INTRODUCTION

One of the most important aspects that deserve to be reviewed by educational institutions for the purpose of quality education and its development is proper planning. It is so because it is the basis of every civilizational and educational development. Management in the educational field has been affected by what the branches of administration have experienced in other fields. With all attempts to renew, the educational systems in general are facing many problems. Education had to be developed to improve it with expert and trained in the application of management methods in light of new quality management standards that improve the quality of education in order to be able to compete in light of an evolving global education every

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day. Our educational institutions are trapped in the past and do not see things being carried out beyond tomorrow. They are not prepared to comply with all that is new and modern, even though the world around them is moving at an accelerated pace and does not resort to temporary solutions, or with modest or meager results. The feature of delay - if we do not report backwardness on scientific developments - has become attached to our teachers and schools for its failure to keep pace with what is new and provide the science movement with new and innovative additions, modernizing society and solving its problems on contemporary scientific and civilizational foundations. Therefore, the researcher sees the necessity of the urgent need for educational and educational institutions to modern quality standards that contribute to developing and improving performance, and help in developing the elements of the educational process represented (in the school environment, teacher training, curricula ... etc.)

## **II. RESEARCH PROBLEM**

The quality of educational institutions has become a necessity imposed by contemporary global variables and growing global competition. As it is the continuous review of educational institutions that qualify and prepare the teacher to improve its quality due to what imposed by contemporary global variables in challenges that occurred to societies quickly and created a clear gap between education outcomes and the requirements of the labor market.

Experts in the field of education unanimously agree that the problem of education lies in its lack of quality. Further, education is predominantly dependent on memorization, verbally, and the dominance of the traditional character. This all restricts opportunities for creativity, the absence of an integrated view on the formation of the individual and the low level of education to other defects and shortcomings. Therefore, education has become a hindrance to development rather than a tool for developing the present and facing the future. This view is consistent with urgent studies that see there are three basic features that overcome educational outcomes in our country, namely low knowledge and skill achievement and weak analytical and innovative capabilities (Al-Sayid, 2002). With the spread of the concept of total quality management, many institutions have begun to apply this concept to develop its performance and services and considered it an aid in facing difficult problems and a means to gain the satisfaction of society. These institutions have achieved great successes after the application of this concept in developed countries to be a response to the delay and obsolescence of systems (Al-Saud: 2002).

The current research aims at evaluating the performance of Arabic language teachers in the light of the overall quality standards the professional supervisors' views.

## **III. RESEARCH IMPORTANCE:**

Knowing the performance of teachers is one of the important things that contribute to developing their professional competencies and making them able to change and keep pace with important developments. Quality management teaching is a transitional process in the teaching mechanism, which is essential in adopting realistic teaching based on a set of important standards that aim to quality and reformation of education. The teaching profession is necessary because the behavioral patterns carried by each teacher have a clear impact on his students. As such, the teacher plays the role of model for them. In turn, they try to emulate and imitate him in all his actions. So the teacher can only play his role if he can adopt the required standards that lead him to lead the educational process.

The role becomes clear in enriching the educational subject and teaching it by the appropriate methods and that he has enough to face the development in knowledge and carrying out the tasks entrusted to him on a measured basis and is known in advance (Abdel Aziz: DT: 5). The evaluation of performance is a new matter for the performance of the teacher. So there must be clear activities to evaluate each field, which depends on many quality standards with its various indicators of its importance. The overall quality dimensions in the educational process are represented in the following elements:

### **Student quality.**

- (1) Student quality.
- (2) The quality of educational programs and teaching methods.
- (3) Quality of educational buildings.
- (4) The quality of the educational administration.

- (5) -The quality of the textbook.
- (6)-The quality of educational spending.
- (7)-Quality of educational performance evaluation.
- (8)- The quality of the teacher.

The quality of a teacher means its scientific qualification, competence, skill and efficacy that contribute to enriching the educational process through what the teacher provides of information and knowledge to students. That contributes to raising their competence and developing their skills (Al-Janabi and Raad Khalaf Al-Attayah, 2018, 112-113). Also, it contributes in the evaluation of performance in light of the overall quality standards which is presented by educational situations represented in the study materials represented by the teacher to see his ability to practice class management in light of many data, for example the criterion of his ability to plan the lesson, or managing his class (Zaiour: 2006: 9).

The evaluation is an essential part of the educational process due to its importance in determining the amount of educational goals that are sought or drawn. These goals are expected to reflect positively on the educated individual (Al-Hilya, 1999: 401). It is done through issuing scientific decisions based on evidence revealed by field studies which diagnoses weaknesses or shortcomings and the reasons behind them. The comprehensive quality standards in its three areas (cognitive, skill, and value) of the teacher performance are important steps for drawing the proper performance and transferring the teaching to its quality and the required quantity that society aspires to achieve its goals (Al-Azzawi: 1990: 15). The research problem is the need for teachers to keep abreast of developments by offering a helping hand and assistance in preparing and training for their scientific and professional qualification and by adopting their own standards, and based on the foregoing, the researcher found that there is an urgent need, not as a result of a practical scientific study dealing with knowledge of evaluating the performance of teachers of the Arabic language in light of the comprehensive quality standards for secondary schools according to the professional supervisors' views.

**The importance of the current research is summarized in the following:**

- 1-The importance of evaluation as it is one of the steps for development and improvement.
- 2- The importance of the teaching profession, as secondary teaching works to discover and direct students' abilities and tendencies.
- 3- The importance of the teacher as an educator, guide and mentor in class management.
- 4- The importance of comprehensive quality management standards that provide an opportunity to acquire the performance skills for teachers.
- 5- To inform the teacher of the results of this research in improving his professional and scientific adequacy, and to benefit agencies and institutions for development preparation and training program.

**The Aims**

The current research aims at:

Evaluating the performance of teachers of the Arabic language in light of the comprehensive quality standards according to the professional supervisors' views by answering the following questions:

- 1. What is the evaluation of the performance of the Arabic language teachers in light of the comprehensive quality standards according to the professional supervisors' views?
- 2. What are the comprehensive quality standards that are required to improve the performance of teachers?

**The Limits**

The current research is limited to: -

The objective limits are the comprehensive quality standards, human boundaries are secondary school teachers for the fifth grade scientific and Arabic language supervisors. The spatial limits are the secondary schools in the general directorates of education in Baghdad Governorate. While the time limits are the academic year (2018).

**Defining terms:**

First: Evaluation: There is a room for each of:

(Al-Jaghoub): It is judging the extent to which educational goals are achieved and addressing the effects of some factors and circumstances of facilitating or disrupting in order to reach these goals. (Jaghoub, 2002: 227)

(Tuaima): "It is the set of procedures by which data is collected pertaining to the scientific subject or In the project or in the phenomenon or in the individual, and studying these data in a scientific manner confirms the extent of an investigation predetermined goals for taking appropriate decisions (Tuaima, 2002: 2).

**Procedural definition of evaluation:** It is the process of passing a judgment on Arabic language teachers to show the strengths and weaknesses of it. So that it includes something of improvement, modification, or development that is based on comprehensive quality standards.

**The performance was defined by:**

(Al-Naqah): They are expressions that define standard conditions, specifications, and requirements for an object, job, or performance so that describes specific circumstances and contexts "(Al-Naqa: 2009: 502).

(Al-Shibli): "It is a set of specific phrases used to judge the quality of teachers' performance in skills.

Teaching (planning, classroom management, lesson implementation and evaluation) "(Al-Shibli: 2010: 6).

(Al-Janabi): "The daily performance of the teacher with all his movements in the classroom to achieve interaction with his students to give them knowledge , And skills, and mastery of them to reach the desired goals of education "(Al-Janabi: 2011: 9). The researcher defines the performance procedurally as: the performance of teaching teachers in the Arabic language as a result of the quality standards. The comprehensive proposed with its various indicators and be observable and measurable.

**Third: Total Quality Standards: Defined by:**

(Alimat) as: "Referring to the specifications and expected characteristics of the product and its processes and activities. Those specifications are fulfilled. "(Alimat, 2004: 17). (Al-Assaf, Laila and Khaled Amad Al-Sarayrah): It is a strategy based on a set of values that derives its freedom from Information in which it consists of investments and employment of talents and abilities (Assaf, Laila and Khaled Ahme and Al-Sarayrah, 2011: 549).

**Procedural definition of TQM standards:** The proposed scenario for TQM standards that can be applied to Arabic teachers to evaluate their performance by specialist supervisors.

**Fourth: The professional supervisor is defined by:**

(Abbas) defines him as “ An expert whose job is to help professional growth, solve problems and direct the educational process to the right direction” (Abbas, 2017: 79).

(Al-Janabi) defines him as “the educational leader with high competence and broad culture, and has a great deal of educational experience and personal qualities that qualify him for the task of supervision.” (Al-Janabi, 2018: 58).

**Chapter Two**

**IV. LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

First: A Theoretical Framework

**Principles of quality standards development for developing the educational curriculum and the performance of workers in the educational institution:**

1. Dissemination of quality culture : This requires the consolidation of a culture of quality among all workers in the educational institution, as the principles, values, and organizational beliefs prevailing among members of the same institution to make them belong to a new organizational culture. This leads to an important function in the service of new directions in the development and elevation of the educational institution, and this culture helps in achieving quality and disseminating it through training courses, giving lectures, preparing introductory bulletins for them, and preparing a guide containing its rules, standards and how to apply it (Al-Hariri: 2009: 55).

2. The interest of educational leadership in quality: the necessity of having a successful educational leadership with a firm belief in the need to achieve quality standards in all its educational institutions, in order to advance the professional realities of a teacher. The staff of these institutions (specialist supervision, those who prepare training programs, school

principals and their teachers) must have the quality advantages, in order to form an integrated educational system that achieves quality in its products that build the future (Al-Khatib: 2003: 71).

3. Strategic planning for quality: planning is vital and necessary in the success of any business; because it performs a basic function in implementing quality, its success, and defining the requirements for its application. As it is the main pillar, and the one assigned to it in facing future challenges, and what is considered to be unimportant obstacles that you may encounter. Also, planning does not allow much room for guessing. Further, it takes into account every single item, whether small or large, and its specialization to study, research and analyze in order to complete the work with great accuracy (Al-Sunbul: 2004: 93).

4. Human Resources Management: Human Resources Management is an important job. As it is concerned with planning, organizational, monitoring and development activities such as preparing employees, distributing their competencies, developing their skills, addressing their problems and strengthening cooperation relations between them and their superiors in order to achieve the overall goal of the institution (Al-Shammari: Dr. : 2002). Therefore, we believe that this matter requires the educational leadership cadres to take into account the necessity of making full use of the full capabilities of human resources and improving their quality continuously.

5. Evaluating the quality of the educational process: evaluation: a basic and important process through which to identify the extent of the success of a project, or a specific work that a person has undertaken, by which we learn about the level of quality of the institution's performance to measure the achieved results, and compare it with the set goals and identify the difficulties and challenges to explain its causes for Taking the necessary steps to overcome it, therefore, a periodic evaluation process must be adopted on a continuous basis for all authorities responsible for the teacher and its development, and evaluating their services provided to him, and through this process we learn about the weaknesses and defects (Al-Sunbul: 2004: 99).

6. Continuity of the training and development process: Continuity is an important principle to achieve quality performance. Continuous intensive training and development that aims to provide workers in the educational field with quality concepts, principles, requirements and tools, making them feel the importance of applying them in a proper way that leads to them being able to contribute to improving educational services provided to students. Training and development is the guarantee to strive in the right direction to implement quality standards at the required level (Al-Shammari: DT: 22).

7. Efficiency of performance: Efficiency is a necessary requirement to apply quality efficiently (supervisor, principal, and teacher) in the educational institution in varying their work with a high degree. In the presence of efficient performance, the educational institution's goals are achieved and ensures their ability to deal with successive changes with those around them and motivates them to provide expertise and gain skills that achieve success In dealing with beneficiaries (Attili: DT: 24).

8. Participation and delegation of authority: This emphasizes the need to involve all members of the educational institution (supervisor, director, teacher, training programs) in efforts to improve the quality of educational outcomes.

## **V. SECOND: LITERATURE REVIEW**

1. Al-Shibli Study (2010): The title of the study: The effect of total quality management on professional development programs for teachers. The study aimed at investigating the impact of total quality management on professional development programs for teachers from their viewpoint in the dimensions of planning and practice, the overall dimension and determining whether this effect is different according to gender and educational qualification variables and experience. As for the research sample, a sample of the research sample consisted of (70) male teachers and (80) female teachers from school development teams. A measurement tool was applied to them to apply total quality management in professional development programs for teachers after verifying their sincerity and consistency. As for the statistical means, averages were applied. Mathematical and standard deviations on the items of the questionnaire were high. This means, there is a clear effect of comprehensive quality management in professional development programs, planning and implementation dimensions and in the overall dimension.as

was used (T-test), which showed statistically significant differences in total quality management depending on gender in both dimensions and the overall dimension in favor of females and by using Mono-variance no significant differences emerged in the effect of applying quality management among individuals according to the variables of educational qualification and experience.

2. Sukar and Al-Khazandar study (2015): Study title: Suggested standard levels for performance competencies necessary for the teacher to face the developments of the age. The study aimed at the following: Determining the most important competencies that raise the level of the teacher, in addition to preparing a list of standard levels appropriate to judge the extent to which the teacher has these Professional competencies. As for the sample, the research sample was chosen to be representative of the community with (60) individuals. As for the research tool, the researcher adopted an open-ended questionnaire for a sample of experts, and a questionnaire included the competencies and the proposed criteria. Sufficient interactive participation and communication during the teaching process. Also, obtaining (9) sub-competencies that are considered as standard levels for the adequacy of using and employing various sources of knowledge, and in the field of adequacy of class management, which includes (20) sub-adequacy, and the field of adequacy of the multi-purpose evaluation includes (13) sufficiency.

### Chapter Three

## VI. RESEARCH METHODOLOGY

### First: Research Methodology:

The researcher adopted the descriptive approach to complete his research, which is one of the methods of scientific research used in educational and psychological sciences, and it is a survey that focuses on a specific phenomenon or issue and is actually in order to diagnose and reveal its aspects and determine the relationships between its elements or between educational, psychological or social phenomena. It does not stop at the limits of describing the phenomenon, but rather goes further than that, analyzes, interprets, compares and assesses the hope of reaching meaningful generalizations in which the balance of knowledge exceeds that phenomenon (Al-Zobaie, 1974: 51).

## VII. SECOND: THE RESEARCH COMMUNITY AND ITS SAMPLE:

Defining the research community from the methodological and basic steps in educational research is important. This step requires very careful selection, as it depends on the research and the design of its tools and the adequacy of its results. (Muhammad, 2001: 184)

A: The research community: The research community consists of teachers of secondary and intermediate schools for the subject of the Arabic language in the general directorates of education in the governorate of Baghdad. There are (6) six general directorates (1), as the number of teachers of the Arabic language in these directorates is (5637) teachers and schools among them (785) teachers and schools in the General Directorate for the Education of the First Karkh, while the number of teachers in the General Directorate of Education for the Second Karkh was (1205) teachers and schools and (780) teachers and schools in the General Directorate of Education for the Third Karkh, while the numbers of teachers in the General Directorate of Education in the first Rusafa. There were (965) teachers and schools, while the number of teachers was the secondary schools in the General Directorate of Rusafa Education II have (1209) teachers and schools. The number of school owners of the General Directorate of the third Rusafa has reached (702) teachers and schools. As for the total number of teachers of the six general directorates in Baghdad Governorate, it reached (5637), and Table (1) shows that.

**Table 1**

**Preparing Arab schoolteachers and teachers in the six general directorates in Baghdad (Al-Karkh / 1, Al-Karkh / 2, Al-Karkh / 3, Al-Rusafa / 1, Al-Rusafa / 2, Al-Rusafa / 3. who represent the research community**

No.	The Directorate	Number of Teachers	Notes
1	The directorate of Education of the first Karkh	785	

2	The directorate of Education of the second Karkh	1205	
3	The directorate of Education of the third Karkh	780	
4	The directorate of Education of the first Rusafah	956	
5	The directorate of Education of the second Rusafah	1209	
6	The directorate of Education of the third Rusafah	702	
7	Total	7The second 563	

### B: Research sample:

The choice of any sample from a community requires that this choice must be based on a correct and accurate framework for that community (Makhzoumi: 1986: 247). After the researcher described his research community in full description, the researcher chose a general directorate to choose randomly, which is the Directorate of Education of the third Rusafah representative of the research sample, whose number of teachers for the Arabic language subject is (702) teachers and schools. From the same directorate, the researcher randomly chose Arabic teachers for ten of the schools, and their number (20) teachers and schools from the above Directorate's schools are studying the fifth scientific grade, and Table (2) makes it clear.

**Table (2)**

**The school's numbers that are covered by the research sample and teachers numbers for the directorate of education of the third Rusafah**

The Directorate	The Sample	Teachers Numbers	Notes
The directorate of education of the third Rusafah	Al Amani Secondary School for girls	2	
	Al Istiqamah Preparatory School	2	
	Al-Sudair Secondary School for Girls	2	
	Al-Manaqeb Secondary School for Girls	2	
	Al-Faiha Preparatory School for Girls	2	
	Al-Mustafa Preparatory School for Boys	2	
	Baratha Secondary School for Boys	2	
	Al-Nahrawan Preparatory School for Boys	2	
	Al Afaq Secondary School for Boys	2	
	Rising Iraq Secondary School	2	

Total	(10) distributed schools (5) girls' schools (5) ,boys schools	20 female or male teachers	
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### Third: The Research Tool

The difference in the nature of research requires any researcher to use a set of tools, but not others. The questionnaire is one of the tools that are frequently used in descriptive research, such as educational and psychological research (Van Dalen, 1984: 395), and since the current research aims to evaluate the performance of teachers of the Arabic language In light of the comprehensive quality standards for secondary schools from the point of view of professional supervisors, this requires extensive information, as the researcher sees that the questionnaire is an appropriate tool for his research, knowing that the goal of using the questionnaire is to reach information and know experiences, directions and opinions that cannot be reached by traditional means The questionnaire is the most appropriate tool for gathering the information necessary to achieve the goals of the research, it allows the respondent the opportunity to freely and explicitly answer questions as well as the questionnaire is one of the most common tools for easy application to large groups in a short time, as well as for the ease of analyzing its results (Odeh, 1987: 150).

**Note card:** The research tool is determined according to the nature of the research and its requirements, because the use of the appropriate tool leads to achieving sound results, so the researcher sees that a note is one of the most appropriate means to achieve its goals to obtain information, and because the current research aims to evaluate the performance of teachers of the Arabic language in the light of Total quality standards for secondary schools from the point of view of professional supervisors, so the note card was relied upon when visiting teachers to determine their performance by specialist supervisors of the subject, knowing this form was prepared by the researcher and relying on his experience through his collaborating work In the field of quality management and institutional development in the Ministry of Education, and with this form of the three fields (knowledge and skills, and value) and its standards and various Bmahratha, and after this presentation form its image from the initial number of experts for the purpose of standing on the validity and reliability. Note that the Ministry of Education, in its evaluation of teachers by specialized supervisors, approved the form prepared by the educational supervision.

The researcher has developed his research tool which is a observation form consisting of three areas covering (20) criteria, to apply and measure the comprehensive quality standards in the general directorates of education in Baghdad governorate from the point of view of the professional supervisors of the Arabic language subject, which he developed in the light of the following steps:

- 1) Seeing the educational literature and studies related to the subject of the study.
- 2) Choosing a model to measure performance according to the comprehensive quality standards for Arabic language teachers, a model that has been applied in accordance with the recommendations of the committees formed in the Ministry of Education in agreement with the British Council.
- 3) Modifying some items to suit secondary education.
- 4) Offering a form for arbitration to a group of respected professors and experts.
- 5) Following the advice of the arbitrators and make the appropriate amendments.
- 6) Measuring the validity and consistency of the items in the notice form.
- 7) Distributing the observation form to the target group and collect it.
- 8) Carrying out the appropriate statistical analysis, producing the results and commenting on them.
- 9) Preparing appropriate recommendations in light of the results.

**Sincerity of the content:** The researcher has verified the veracity of the content of the note card by setting several indicators and for each criterion to be more realistic in the application.

Honesty is one of the things that the researcher should work to provide in the tool for the researcher to approve. The research tool is honest if it can measure the thing that was put in place to measure it (Makhzoumi: 1986: 54(



The researcher presented the observation form to a group of experts, and specialists in the field of psychological and educational sciences and methods of teaching and management in order to express their views on the ruling on the extent of the representation of the paragraphs of the trait to be measured, a section of them added some additions and observations that the researcher reported in directing his research, and it should be a card Final note.

**The Explicit Sincerity:** The researcher has verified the explicit sincerity of the standards of total quality management by presenting it to a group of experts and specialists in the Arabic language and methods of teaching it and asked them to express their views on the test paragraphs in terms of their validity. Al-Maarafi, and one paragraph from the skill side, and a paragraph from the value side, were deleted and redrafted (3) paragraphs from the three sides, as experts and arbitrators got approval (80%), and thus the number of paragraphs in their final form became (20) paragraphs.

**B: Tool stability:** To rely on the research tool, it should be stable and give the same results if applied again to the members of the sample themselves (Miqdadi: 1989: 322), so the researcher followed the following procedures in extracting the stability of his tool.

**Agreement between the researcher and a second observer.** To ensure the consistency of the tool, the researcher followed the observations of the observations, as it is one of the methods most used to measure the stability of these types of tools in calculating the observations system (Hans: 1984: 61), and it means the similarity of estimates when recording the observer when more than one person assesses the degree of that observation at the same time. For this reason, the researcher has adopted this method for the consistency of observation and used another observer (1) who has experience in the field of administration, psychological and educational sciences and teaching methods.

**-Agreement between the researcher and himself over time:** As the researcher observed the performance of (10) male and female teachers at one viewing rate per teacher, and the time period between the two views was two weeks. Adams notes that the time period between the first application and the second application of the observation should not exceed two or three weeks (Adams: 1966: P85), and then the researcher extracted the coefficient of persistence. And it was found that the quantities of these transactions are between (0.86 - 0.91), with an average of (0.88). Thus, the instrument is ready to be relied upon.

#### **Fourth: Application of the tool:**

##### **a. Demo application for the observation form:**

In order for the researcher to verify the clarity of the observation form after verifying its sincerity and consistency, it was applied to an exploratory sample from secondary school teachers who practice teaching in secondary schools in Babil Governorate. (10) male and female teachers chose a survey sample to determine the difficulties and avoid them before the final application. Thus, the researcher was able to conclude that the observation form is organized, clear and valid for the final application.

##### **B. The final application of the note form:**

The researcher has adopted the following procedures- :

1. Meeting with a number of supervisors of the Arabic language subject and familiarizing themselves with how to distribute the degree.
2. Seeing some of the studies related to the topic, and the most important results that it reached in the standards of quality management
3. Having a look on the personal experience of a researcher in the field of education as a teacher, director, supervisor and expert in the field of quality management for many years.
4. Visiting the specialist supervisors, meeting them and explaining the content of the previously mentioned quality management standards and what they are

Its most prominent indicators and areas in order to enable them to evaluate in a sound and satisfactory manner.

The researcher was keen on field visits to teachers by supervisors in the period between Monday (2/18/2018) until Monday (3/19/2018), by adopting the note card in its final form.

Supervisors shared the record of the teachers' daily and yearly plans and transcribed the topic and notes in a way that is clear, homework, questions, relevance and clarity of students, and marking the paragraphs that are measured from observing the plan books.

The researcher has been keen to have field visits that include continuous meetings with supervisors, as well as with the secondary school departments covered in the research in the third Rusafah education, to show the directors and managers the goals and nature of the research, and inquire from them about the extent of teachers' commitment to the official working hours, and their respect for laws and regulations and about how departments treat them as the future teachers.

The researcher finished applying the tool on Monday 19/3/2018 and conducting the evaluation process.

#### **Eighth: Statistical means- :**

The researcher used the following statistical methods: the percentage and the Pearson correlation coefficient to extract the stability of each field of the observation form.

### **Chapter Four**

#### **First: Presenting and discussing the results:**

In this chapter, the researcher presents the results obtained by the following :

**First:** Evaluating the performance of teachers of the Arabic language in light of the comprehensive quality standards for secondary schools according to the professional supervisors' views, calculated by the arithmetic mean for the scores obtained according to the scale levels calculated from the degree (100).

**Second:** After visiting the specialized supervisors for the schools covered by the research, and watching a section of secondary school teachers for the fifth grade of the bio, the researcher found out after the following data has been empty:

The researcher counted a score of (70) is the lowest acceptable standard score achieved (as a standard) to separate the total achieved and unfulfilled performance, for each performance was a percentage weight of (70) degrees or more, the number achieved and acceptable, and each performance whose percentage weight was less than this weight is a degree of unfulfilled count.

Based on the above mentioned, the researcher presents the results of his research as follows- :

1. Evaluating the performance of teachers of the Arabic language in light of the comprehensive quality standards for secondary schools according to the professional supervisors' view. After the researcher has completed the application of his research procedures, he has to collect the degrees obtained by each teacher and school by specialist supervisors, in each field and its standards according to the scale included in the form Observing and displaying it in a repetitive distribution calculated from (100) degrees extracted in the arithmetic mean, and through this procedure it was found that the teachers' grades confined between (69) or less and their number is (3). Three forms of male and female teachers' forms have not achieved the standard degree. Average was ( 63.54) degrees. It is noted that the lower degree is the degree that falls (below the middle), while the upper degree falls within the second level (89) and with an estimate (very good) which are the grades that are between (70) and (89) and number (17) Seventeen form of male and female teachers forms, and the arithmetic mean is (79), and this superiority is due to the effectiveness of these standards and their good performance in the classroom by teachers because they are represented by good preparation, planning and management of the class through diversification of stimuli for students and directed class management as well as for asking and addressing questions. By adopting other skills in presenting the lesson by creating motivation, reinforcement and preparation for the role and from creating a positive classroom environment, knowing that some of the distinctions that we mentioned sometimes come from self-performance without their knowledge of the quality standards, but we have included it to these standards.

The supervisors also clarified that most teachers did not see the instructions and paragraphs of quality standards except for a short period, and that the teachers are in urgent need of intensive training and educational workshops, especially since there is a series of the curriculum prepared by the Ministry of Education in the light of the standards of total quality management standards, and this thing was tangible when visiting Supervisors for teachers, knowing that most supervisors

have passed training courses and are familiar with the comprehensive quality standards, and that there are extensive courses that they attended, whether inside or outside the country, with the British Council.

It was also mentioned in the observations of the professional supervisors that not all teachers can see the degree of their evaluation by the specialist and this is inconsistent with the comprehensive quality standards that say the teacher must inform the degree of his evaluation in the form in order to stand on his level to overcome the negatives and errors that are included in the performance as well as informing him of the images that are also clear and good to be a strong incentive and a bright page in his professional service record.

After reviewing the above data, it was found that the performance of teachers in light of the comprehensive quality standards mentioned in the observation form, some of them have distinguished in the criteria of the knowledge field and in particular criteria (in the subject presentation mechanism, in addition to how to deal with students), as for some of the criteria that were mentioned In which teachers perform low in the skill field, which is (the plan to follow up on learning activities, and in the treatment of the teacher or school in class management), while in the value field we notice a distinctive creativity in the performance of some of the value criteria, and the comprehensive quality standards have demonstrated its apparent effect in measuring the performance quality of teachers according to or Her development is in her field, and this has been examined by the performance form that has been prepared. The research confirmed what the Al-Anzi study (2007) and the female studies (2007) also emphasized when they stressed the necessity to include the curricula on the comprehensive quality standards, in particular Arabic language subjects. In order to advance it.

1. What are the overall quality standards that must be met in improving teacher performance? To answer the second question, we review the standards that have been studied by the Ministry of Education team and see the quality standards for teachers and teachers in cooperation with the British team (the British Council), as these standards have been tried on a group of schools and have proven successful, and teams have been established for the success of these standards In each of the general directorates under the supervision of experts of the Ministry of Education (the Standards Preparation Committee) and the researcher was a party to this committee as the work lasted two years, while the criteria for teachers are divided into three areas of the first field of knowledge and contains seven criteria with (34 An indicator, while the second field is the skill field and contains eight criteria with (36) indicators. As for the value field, it contains five criteria with (30) indicators. This means that the evaluation marks for the teacher are (100) degrees for the evaluation of the teacher's specialist supervisor.

### **VIII. SECOND: CONCLUSIONS**

1. The concept of total quality management standards is a modern and new method for many members of the study sample, and there is a desire among a large percentage of teachers to adopt this concept and its application, which reflects the need to move away from traditional teaching methods.

2. The management of standards for total quality management is an integrated process with dimensions and axes, and it cannot be worked on without the integration of these dimensions and axes combined and neglecting any of its elements does not help in achieving the expected results from it.

3. The presence of obstacles has a clear impact on the lack of success of applying TQM standards in terms of the lack of clarity of the image for this concept, as well as the lack of training staff required for them, as well as the lack of training of workers on the principles of TQM standards.

4. The quality of teaching outcomes is not achieved through the quality of one component, such as curricula. Rather, there is a need for quality in all elements of the educational and educational process involved and affecting the quality of the outputs, whether they are students or the class environment and exams.

5. Successful implementation of quality standards in secondary schools for performance quality and realism of evaluation.

6. The convictions of some school administrations not to change because it poses a danger to them, and because they do not intend to renew.

7. The standards of quality management are a new development on the educational reality, and it must be established with continuous training and guidance.

8. Failure to follow the friendly, critical supervisor to implement the comprehensive quality standards, as teachers work voluntarily and improvised, noting that their minds are devoid of these standards, except for the small percentage of them.

### **Third: Recommendations**

The researcher hopes that this research will direct the attention of officials in order to develop the performance of teachers, so the researcher reached many recommendations, the most important of which are:

1. Reconsidering the mechanism for evaluating the performance of the Iraqi teacher in the light of the evaluation form appropriate to the Iraqi environment and in line with the comprehensive quality standards with its various indicators.

2. Preparing training programs and development workshops to develop the quality of teachers' performance as it exists in countries scientifically advanced.

3. Having a good relationship between the friend, critic supervisor and the manager and the teacher and the continuity of their communication to see what is new knowledge and skills of modern trends to provide the most correct nutrition.

4. The shift from the concept of teacher training in the course of service as a limited framework to the concept of professional development general framework.

5. Adopting comprehensive quality standards in preparing professional supervisors and school administrators with the support of the educational administrative leadership.

6. Creating training programs in the educational channel in which training lessons are provided for the purpose of developing and evaluating performance for teachers in the light of comprehensive quality standards and students.

### **Notes**

1. The researcher relied on the form obtained from the Ministry of Education / General Directorate of Educational Planning by facilitating the task.

2. The researcher adopted in his selection the sample of the research random simple secondary schools after the researcher put the names of the general directorates in Baghdad in a bag and withdraw one, so the general directorate for the education of the third Rusafa was in addition to adopting the same mechanism in selecting the sample of schools and teachers. The selection of supervisors was a deliberate choice.

3. The researcher relied on the selection of the teacher, Dr. Tariq Hussein Tarish, methods of teaching Arabic, the third general directorate of Rusafah education in finding consistency as a second observer in finding it.

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