



Evaluating The Effectiveness Of Training Programs For Preparing Social Studies Teachers In Iraq And Its Relationship To Some Variables From The Trainees' Viewpoint

Atheer Fadhil Abdullah Al-Sbaar , Ghassan Sahib Faleh Al-Faleh , Murad Jabbar
Zghair Al-Husseinawi

Nasiriyah Education Department, General Directorate of Education, DhiQar Governorate,
Iraq.

Corresponding author Email: gmkmsa@yahoo.com

Abstract:

The aim of the research is to identify the evaluation of the training programs' effectiveness to prepare teachers of social studies in Iraq as per the variables of academic qualifications, experience years, and courses. The research sample included (133) teachers from both genders. To achieve the mission of the research, a tool including (30) items was developed. The results revealed:

- There are no differences which can be significant at ($\alpha = 0.05$) in the level of evaluating the effectiveness of training programs for preparing teachers of social studies in Iraq due to the effect of educational qualification.
- There are no differences which can be significant at ($\alpha = 0.05$) in the level of evaluating the training programs' effectiveness for preparing teachers of social studies in Iraq as a result of the effect of the number of experience years.
- There are no statistically significant differences ($\alpha = 0.05$) in the level of evaluating the training programs' effectiveness for preparing teachers of social studies in Iraq as a result of the effect of the number of courses previously attended. In light of the results, a set of suggestions and recommendations were presented.

Introduction:

Evaluation of training programs constitutes the feedback on which decisions are based on modifying or enriching programs. The evaluation process aims to provide information to those concerned with the training programs about the suitability of these programs and to

identify obstacles facing these programs at an early stage in order to avoid them, and to provide information about the technical assistance necessary to achieve the objectives of the programmes. The program evaluation process also aims to determine the impact of the training programs on the participants.

In general, the main objective of any evaluation program is the continuity of improving and developing the training program, as the results of the evaluation enable administrators to reach a better understanding of how the program is going, and they have a greater ability to take appropriate decisions. The supervision departments in the directorates of education affiliated with the Ministry of Education in Iraq has a significant role in the field of training, as these departments are linked to their training work with the Supervision and Training Department at the Ministry's center, and they implement the development plan for preparing in-service teachers in various disciplines, which includes the specialization of social studies. This philosophy is based on a number of the following justifications, including:

- Keeping abreast of scientific and educational developments in the field of preparing in-service teachers.
- Reducing participation in high-cost external courses.
- Preparing highly qualified teachers to compete in foreign markets. This is one of the objectives of cognitive economics (Al-Muqabala, 2003).

As for the beneficiaries of the services of these departments, they are: teachers of all categories and workers in state agencies whose work intersects with the work of the Ministry of Education. There is no doubt that the success of the development of school curricula requires teachers who are scientifically and educationally qualified.

The success of the curriculum implementation process and the learning and teaching processes depend to a large extent on the existence of teachers who are qualified and able to assimilate the educational philosophy related to the educational system, the objectives of society, and the processes of development and modernization of the curricula to go according to the global developments as well as changes in different fields, in addition to what these curricula need from plans for teaching as well as from evaluation to help learners in the acquisition of knowledge, skills and attitudes necessary to live in a developing and changing world and apart from traditional teaching methods and assessment, which in turn reflect positively on the school and in student achievement (1993, Schmidt et al).

Sparks (2000) shows that the teacher must be competent and has the potential to analyze students' needs and realize how each student learns, and that he must have enough knowledge about the subject he is teaching, and the methods that he must use in teaching, and have many teaching strategies that he can select what is appropriate for each educational situation.

Preparing the teacher in the pre-service stage only provides him with essential skills that help him to start doing the teaching process. Thus, in-service training is ultimately a natural extension of earlier education. This indicates that unending education for the teacher must be an integral part of his preparation process and that this preparation continues throughout his work in teaching with the aim of obtaining new knowledge to catch up with growth and development and to make up for what he missed during his preparation before service (Moses, 1996). In this regard, Al-Khraisha (2005) pointed out that the programs for preparing teachers before service or qualifying them during the service did not go beyond the theoretical aspect, particularly in the self-learning field among teachers of social studies. From this standpoint, it became crucial to prepare the teacher and then train him. Training in its scientific concept aims mainly at achieving unending self-development for those concerned with the education process at different levels to increase the level of individuals as well as raise the scientific, cultural and professional levels of teachers themselves so as to achieve their ambition, psychological health as well as professional satisfaction towards their work. Given the importance of training, the researchers conducted this research to reveal the training programs' effectiveness for preparing teachers of social studies and to identify the extent of the importance of these programs for the beneficiary group and its relationship to some variables.

Problem Statement:

The need for scientific development and technological progress increases through the overlap of sciences with each other and their integration to provide more services and improve performance levels. Therefore, every institution sets for itself a set of goals and seeks to achieve them, and draws a set of procedures and strategies in order to achieve these goals. In this regard, some studies indicated the necessity of developing a program and a proposed vision for training teachers of social studies in the field (Al-Wahaibi, 2007).

The Supervision and Training Department in each of the education directorates seeks to ensure that its objectives are achieved and that its objectives are achieved through a set of evaluation procedures and through multiple messages. Perhaps this research contributes to assessing the training effectiveness of the programs for preparing teachers of social studies to identify the weaknesses and strengths of these programs, which leads to their improvement and raising their level, and then the development of the training process in general.

The problem of the research lies in identifying the training programs' effectiveness held by the Supervision and Training Department in DhiQar Education in Iraq for the

participants according to a number of variables related to experience years, academic qualification, and training courses.

Objectives:

This research aims to identify the training programs' effectiveness for teachers of social studies held by the Department of Supervision and Training in DhiQar Education in Iraq, by revealing:

- The effect of academic qualification on the level of the effectiveness of training programs' effectiveness evaluation for preparing teachers of social studies in Iraq.
- The effect of the experience years on the level of training programs' effectiveness evaluation for preparing teachers of social studies in Iraq.
- The effect of the number of courses previously attended on the level of training programs' effectiveness evaluation for preparing teachers of social studies in Iraq.

Questions:

To answer the research problem, the following questions were asked:

- 1- What is the level of training programs' effectiveness evaluation for preparing teachers of social studies in DhiQar education from the trainees' point of view?
- 2- Are there differences which can be significant at ($\alpha = 0.05$) in the level of training programs' effectiveness evaluation for preparing teachers of social studies in the education of DhiQar due to the scientific qualification?
- 3- Are there differences which can be significant at (0.05) in the level of training programs' effectiveness evaluation for preparing teachers of social studies in DhiQar education due to the number of years of experience?
- 4- Are there differences which can be significant at ($= 0.05$) in the level of training programs' effectiveness evaluation for preparing teachers of social studies in DhiQar education, for the number of training courses previously attended?

Research Significance:

Training occupies a significant place among other activities that aim at increasing the level of production efficiency as well as improving the means and methods of work. Training has ultimately become a tool to level up the potential to do tasks, increase the workers' efficiency as well as provide them with necessary skills that enable them to achieve the best. The training process has ultimately become a major element in the efficiency as well as

effectiveness of organizations of different types, activities, sizes, as well as missions for which they were prepared.

The importance of this research lies in its handling of a very important topic, which is training, as it is an effective means of preparing social studies teachers to accomplish their work efficiently and effectively, and evaluating the training programs held by the Supervision and Training Department, and identifying the extent of the impact of training on the performance of social studies teachers, and drawing conclusions from which it can be benefited so that training is done to raise the level of performance of teachers in various educational institutions, and to come up with recommendations that would contribute to improving and developing the performance of teachers in governmental, private and civil institutions. The results of this research can benefit the following parties:

- 1- The trainee teacher in raising his efficiency and improving his work performance.
- 2- Educational supervisors in performing their work and improving their performance.
- 3- Officials in the Ministry of Education and those in charge of training programmes.
- 4- Informing officials: It may help them in developing better visions for training programs, and identifying and strengthening the positive aspects, while the negative ones are avoided.

Procedural definitions and study terms:

Social Studies Teachers: They are the teachers who teach national education, history and geography subjects at the primary and secondary levels in the DhiQar Education Directorate in Iraq during the 2021/2022 school year.

Training: The process of helping individuals to acquire skills in their current and future work through the development of their abilities, skills, knowledge and behavior (Shouq, 1995).

Program Evaluation: An organized process of collecting data and information on the activities and processes during which programs are implemented and the effects they cause in order to judge the programs and their effectiveness and to make future decisions.

Effectiveness of training programs: It is measured by determining the ability of training programs to change the patterns, behaviors, skills and knowledge of social studies teachers in the desired direction through their reaction to the items of the study tool.

Qualification: It includes three levels: A- Diploma B- Bachelor C- Postgraduate Studies.

Number of courses: It includes three levels: A- (1-3) B- (4-6) C- (7 or more).

Number of years of experience: It includes 4 levels:

A- (one-five years) B- (six-ten years) C- (eleven-fifteen years) D- (16 years or more).

Limits of the research:

Research sample: This research is limited to social studies teachers who participated in the training courses held by the Supervision and Training Department in the DhiQar Education Directorate in Iraq.

Place: DhiQar Breeding in DhiQar Governorate / Iraq.

Time: the first semester of the year 2021-2022.

Tool: The researchers prepared a tool consisting of (30) items to assess the degree of training effectiveness from the face of the trainees.

Theoretical framework and previous studies:

Training helps the organization develop its members, develop their abilities and skills, and direct their behavior towards a destination that contributes to serving and achieving its goals. Training has spread greatly during the last two decades, as rich countries seek to find more effective ways to develop human skills, making them keep pace with and even anticipate rapid social and technical changes. As for poor countries, they try to develop an infrastructure that allows economic growth and development (Allen, 1995).

Training is defined as “a comprehensive and complex process that deals with all the necessary measures to bring the citizen to a position that enables him to carry out a specific job and accomplish the tasks that require it and make him able to continue working in the public administration” (Al-Bishr, 2003, 30).

The training aims to influence knowledge, that is, bring about a change in the quantity and quality of individuals' information that would positively affect their skill level, attitudes and awareness. It also aims to influence skills, i.e. change certain skills of individuals that positively affect their efficiency, effectiveness and productivity so that this positive impact is reflected on their lives, projects and the local community, and influence trends, i.e. a change in the attitudes of individuals towards an issue or towards the society in which they live. It and the value of the work they do and the way of life they live, which affects the behavior of individuals and, accordingly, their productivity (CARE Organization, 2004).

The teacher preparation programs aim to provide teachers with the necessary skills to keep pace with developments in the twenty-first century, expand their horizons, develop their personalities, abilities and interest, and raise their academic level and educational performance as a basic activity for the teaching profession, in addition to developing their ability to apply and link the practical and theoretical side, and prepare the teacher for future education since he is part of a comprehensive system that aims to adapt all elements of the basic educational process (Al-Mushaiqeh, 2002).

The concept of in-service training is related to the concept of professional growth, as pre-service preparation constitutes the beginning of his professional growth and training process, and it is the guarantee for the continuation of this growth (Ali, 1993). The training plan is based on a number of principles, namely.

- 1- Measuring training needs: Training needs are meant to identify the set of changes that must be brought about in the individual and related to his information, experiences, performance, behavior and trends.
- 2- Curriculum planning: It means defining the topics and means that enable a distance between the level of the worker before training and his target level. When planning, the curriculum must be linked to the general plan of the state and the circumstances in which it lives.
- 3- Choosing the training body: The new trainer must be evaluated by the experienced and qualified trainees, and to ensure that the trainer meets the conditions, including that he believes in the value of the training he is doing, and that he is able to transfer information and communicate it to others, and he has experience that raises the efficiency Learners, understanding the nature and objectives of the training.
- 4- Training method: The trainer should be specialized in the training he performs, and the training method must meet conditions, the most important of which is that it be consistent with the intended goal, and be appropriate to the nature of the work (Assaf, 2000).

Previous studies:

The researchers referred to a group of previous studies conducted on similar topics, which were dealt with from the most recent to the oldest, and the following is a detail of that:

- **(Al-Madhoun and Saadia, 2008)** did a study mainly to evaluate the process of training workers in technical colleges in Gaza from the perspective of the trainees, trying to reveal the functional training needs of workers, and identifying the differences in the study of evaluating training programs for workers in technical

colleges according to some variables. The sample included (186) employees. The study tool included a questionnaire consisting of (71) items. The study reflected a set of results, the most significant of which is that there is a clear shortcoming in defining training needs and the administration of technical colleges shows weak interest in evaluating the training process, as it does not have a regular evaluation plan before, during and after training. The results also reflected that there were no differences due to gender, as well as no differences due to academic qualification.

- **Muhammad (2008)** did a study mainly to identify the challenges to the application of modern methods to teach social subjects for the basic stage in the Yemen. The study sample included (315) teachers as well as supervisors. The study tool consisted of a questionnaire consisting of (81) items distributed on four dimensions: challenges associated with the curriculum, obstacles related to the teacher, obstacles related to the learner, and obstacles related to the learning environment. The results reflected that the most obstacles that prevent the application of modern methods to teach social studies subjects are the obstacles related to the teacher, the lack of opportunities for teachers to be trained in modern teaching methods, and the lack of training of the social studies teacher on how to organize and implement field visits. The results also showed that the low income of the teacher does not motivate him to use modern methods.

The results also indicated that the obstacles related to the learning environment represent the most influential factors in the reluctance of teachers of social studies to use modern teaching methods. Next in importance are the obstacles related to the learner, then the obstacles related to the teacher, and finally, the obstacles related to the curriculum.

- As for **(Al-Nahar, Al-Rufa and Al-Rahamna, 2007)**, it aimed to measure the training impact of the programs of the Youth Leadership Development Center in Iraq. The study sample consisted of (140) trainees out of (510) trainees who were trained, and the training effect was measured through a questionnaire designed for this mission including (30) items. It concluded that there is a positive impact of these courses on the trainees.
- **Abdo (2006)** did a study mainly to examine the training needs of teachers of social studies in Yemen as per the variables of experience, qualification, specialization, and gender. The study tool included a questionnaire that included (84) items, and an observation card. The study sample included (120) teachers from both genders. The results reflected the need for training in all areas covered by the questionnaire, and the observation card. The field of professional growth ranked first in the priorities of

training needs for teachers of social subjects, then planning, then implementation and then evaluation. The results also showed:

- There are differences, which can be significant, between teachers of social subjects according to the qualification variables teachers with non-educational qualifications have a greater need for training than teachers with educational qualifications in all fields.

-There are differences between teachers of social subjects in their training needs according to the variable of specialization, as teachers of social subjects with specialization (general) need training to a greater degree than the rest of the disciplines in all fields.

-There are significant differences between teachers of social subjects in their training needs according to the variable of experience, as teachers with long experience need training to a greater degree than teachers with short experience (from one to three years or from four to six years).

-There are no differences in training needs between social subjects teachers according to the gender variable in the areas of (planning, implementation, evaluation), and that there are differences in training needs between social subjects teachers in the field of professional growth due to the gender variable, as the male social subjects' need for training on Paragraphs of the field of professional growth more than females.

- **(Al-Ajez, 2004)** aimed to make an evaluation of training courses for teachers of secondary school during service from their viewpoint and the viewpoint of educational supervisors in Gaza. The sample included (535) teachers as well as supervisors. The tool was represented by a questionnaire including (55) items. The results revealed that teachers did not participate when planning training courses. Also, the training courses are ultimately traditional and do not meet the aspirations and needs of the trained teachers, and the evaluation methods in fact do not include all the elements of the training program. The results also showed that there were no differences due to gender.

- In this context, **Al-Yafei (2003)** did a study mainly to evaluate a program to improve the professional performance of a social studies teacher in the State of Qatar in the light of teaching needs. The sample included (94) male and female teachers, and the study tools included the training program, an observation card as well as an achievement test. The results of the study revealed, in part, that there are slight differences between male and female teachers in the nature of the training needs to be met by the social studies

teacher. The results also showed that the program aroused the interest of teachers, especially in the subject of technological innovations.

- **Al-Thubaiti (2003)** conducted a study mainly to evaluate the effectiveness of the educational preparation program at Umm Al-Qura University in introducing the student, the social teacher, to the characteristics of the gifted student. The sample included (222) students, from both genders, and the study tool consisted of a questionnaire that included (30) phrases. The results reflected that the teacher preparation program does not provide its graduates with all the competencies necessary to teach in the field of social sciences.
- **Al-Naji (2000)** did a study to evaluate the pre-service teacher's program of preparation at Mutah University from the perspective of graduate students. The sample included (122) students, from both genders. A tool consisting of (40) was used. The results of the study indicated that the level of their acquisition of competencies was moderate. The study recommended the necessity of focusing on the practical and applied aspects in the educational curricula and conducting a periodic evaluation of the program.

The researchers made benefit from previous studies in the study tool and research methodology. Hence the idea of this research came to assess the training programs' effectiveness for qualifying teachers of social studies in Iraq from the perspective of the trainees as well as their relationship to some variables, as the researchers did not find any study that dealt with this subject in Iraq.

Research method and procedures:

Research Methodology:

The descriptive method was effectively used for its relevance to the nature of the research.

Research population and sample:

The research sample included (133) teachers, from both genders, as they were selected by following a simple random way from the research population, which numbered (162) male and female trainees. The questionnaire was ultimately distributed to the sample in the first semester of 2021/2022. Table (1) shows the frequencies and percentages as per the research variables.

Table (1): Frequencies and percentages of the research sample according to the variables

Variable	Categories	Frequency	Percentage
Academic qualification	Diploma	12	9.0
	Bachelor	110	82.7
	Higher education	11	8.3
Years of experience	5-1	41	30.8
	10-6	51	38.3
	15-11	19	14.3
	16or more	22	16.5
Number of courses attended by the trainee	3-1	61	45.9
	6-4	54	40.6
	7or more	18	13.5
	Total	133	100.0

Variables:

The research included a number of variables, namely:

1- The independent variables:

- A- Academic qualification.
- B- Experience years.
- C- Number of courses.

2- The dependent variable: the level of the effectiveness' evaluation of the training programs from the trainees' point of view.

Research tool:

The research tool was developed in the light of reviewing previous studies and educational literature related to the topic of research, especially (Al-Nahar, Al-Rufa' and Al-Rahamna, 2007). To achieve the research purposes, a questionnaire including (37) items was developed in its initial form.

Validity of the tool:

The questionnaire, after being designed, was presented to a group of arbitrators, numbering 10, educational supervisors and faculty members at the University of Basra and Al-Mustansiriya, in order to show the extent to which the paragraphs are related to the subject

of the research and to ensure its comprehensiveness and to add and delete what is appropriate from the paragraphs with expressing an opinion on the questionnaire. And based on the observations and suggestions of the arbitrators, it was formulated in a new way according to their opinions and observations so that it became in its final form consisting of (30) paragraphs.

Tool Reliability:

The tool reliability was ultimately calculated by means of Cronbach's alpha coefficient to calculate internal consistency. Accordingly, the tool's reliability coefficient was (0.83), which is sufficient for the purposes of the research.

Statistical processing:

The statistical package (SPSS) was used to extract the arithmetic means as well as standard deviations, along with the one-way-Anova analysis of variance.

Results and discussions:

The first question: What is the degree of evaluation of the training programs' effectiveness for preparing teachers of social studies in DhiQar education from the trainees' point of view?

The arithmetic averages along with standard deviations of the degree of evaluating the effectiveness of training programs for preparing teachers of social studies in DhiQar education were calculated based on the trainees' point of view. Table (2) shows this.

Table (2): Arithmetic means & standard deviations of the level of training programs' effectiveness evaluation for preparing teachers of social studies from the trainees' point of view

Rank	No.	Paragraphs	Arithmetic mean	Standard deviation	Degree
1	1	The objectives of the course were announced and clear to me from the beginning	3.68	.82	High
2	2	The course objectives are consistent with the content of its scientific and practical materials	3.59	.83	Medium

3	3	The objectives of the course correspond to the nature of our business	3.50	.85	Medium
4	22	I have become more capable of using the scientific method in planning	3.41	1.02	Medium
5	14	Lecturers have a strong personality that helps them to manage lectures and communicate information	3.39	.93	Medium
6	21	I got new attitudes and ideas as a result of taking these courses	3.38	1.05	Medium
7	20	The course added something new of scientific knowledge and behavioral skills to my information	3.34	1.04	Medium
8	13	Those who implement the courses are highly efficient in conveying information to the trainees	3.29	1.08	Medium
9	15	The lecturers have high and diversified communication skills	3.27	1.02	Medium
10	7	The time allotted for the training course is sufficient to provide the trainees with the required skills	3.12	1.12	Medium
11	18	Institutions work to raise the level of their administrative development through training programs for employees	3.11	.99	Medium
12	19	The previous training report is important in defining the current training plan	3.11	1.03	Medium
13	16	The lecturers are distinguished by linking the materials to practical field application	3.08	.99	Medium
14	4	The methods used in the courses are modern and effective	3.03	1.05	Medium
15	6	There is a variety of teaching aids	3.01	1.08	Medium

16	5	The courses are well-prepared and practical	2.98	.97	Medium
17	28	The skills and information presented in the courses can be immediately applied in my work	2.98	1.10	Medium
18	24	The courses have largely achieved their goals and, considering all of the above, they are considered successful	2.92	.99	Medium
19	17	The topics of the courses are determined by revealing the weaknesses of the employees	2.89	1.10	Medium
20	27	Bulletins and attachments were available and clear	2.86	1.04	Medium
21		Handouts are easy to follow and do the job	2.77	1.05	Medium
22		The trainers are highly skilled in time management	2.76	1.05	Medium
23		The similarity of qualifications and scientific experience of the participants in the courses played a major role in their success.	2.75	.96	Medium
24		My skill has improved in order to reach the highest possible productivity	2.71	.99	Medium
25		Training topics are determined in consultation between the center and the lecturers	2.69	1.10	Medium
26		Participants are assigned to training according to their actual need	2.66	1.04	Medium
27		The participant is free to accept or reject the training process	2.65	1.02	Medium
28		The lecturers answered all questions	2.63	1.28	Medium
29		The lecturers have established good relations with us	2.53	.96	Medium
30		Total	3.02	.31	Medium

--	--	--	--	--	--

Table (2) shows the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education from the trainees' point of view. Paragraph No. (1) came within the “high” degree, which states that “the objectives of the course were announced and clear to me from the beginning,” in the first place, with an arithmetic mean (3.68) and a standard deviation (0.82), followed by paragraph No. (2), which states that "the course objectives are compatible with the content of its scientific and practical materials" with a mean (3.59) and a standard deviation (0.83). Paragraph No. (3) came in third place, “The objectives of the course correspond to the nature of our work,” with a mean (3.50) and a standard deviation (0.85). Moreover, paragraph No. (25) "the lecturers established good relations with us" ranked last, with an arithmetic mean (2.50) and a standard deviation (0.94). The mean of the tool as a whole was (3.02) and a standard deviation (0.31).

In general, the result of the first question on the tool as a whole came within the average degree, as the number of paragraphs that came within this degree was 29 paragraphs, that is, between (2.34 – 3.67) according to the equation:

Maximum Alternatives – Minimum Alternatives

Number of levels

$$= 5 - 1 / 3 = 1.33$$

Therefore, the class length = $1.33 + 1 = 2.33$

(1-2.33) Low evaluation score.

(2.34-3.67) medium evaluation score.

(3.68-5) High evaluation score.

The researchers attribute this result to many things, including the lack of linking training with material incentives, the lack of the trainee's participation in developing the plan, and the failure to build bridges of trust between the teacher and the trainer. This result may also be explained by not taking the trainee's opinion if he wants to participate or not. It can be explained that the degree of evaluation of the effectiveness of training programs for preparing social studies teachers from their point of view came within the “medium” degree

due to the lack of good relations between the trainer and the teacher, which in turn was reflected in the degree of evaluation towards the training programs.

The second question: Are there statistically significant differences ($\alpha=0.05$) in the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education due to academic qualification?

To answer this question, the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education were extracted according to the educational qualification variable, and Table (3) illustrates this.

Table (3): Arithmetic means and standard deviations of the degree of evaluation of the effectiveness of training programs for preparing social studies teachers according to the educational qualification variable

Qualification	No.	Arithmetic mean	Standard deviation
Diploma	12	3.10	.258
Bachelor	110	3.03	.313
Higher education	11	2.85	.332
Total	133	3.02	.313

Table (3) shows an apparent discrepancy in the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education according to the educational qualification variable (diploma, bachelor's, master's and above). To show the significance of the statistical differences between the arithmetic means, a one-way analysis of variance was used, as shown in Table (4).

Table (4): One-way analysis of the effect of academic qualification on the degree of evaluation of the effectiveness of training programs for preparing social studies teachers

Source of variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
--------------------	---------------	-----------------	-------------	---------	--------------------------

Between groups	.386	2	.193	1.998	.140
Within groups	12.542	130	.096		
Total	12.928	132			

Table (4) shows that there are no statistically significant differences ($\alpha = 0.05$) in the degree of evaluation of the effectiveness of training programs for preparing social studies teachers in DhiQar education due to the academic qualification. This result is in agreement with the result of (Abdo, 2006). It may be attributed to:

The lack of differentiation of teachers at work based on academic qualifications, although some have high qualifications, as happens in other fields of work in government jobs in Iraq. This result agrees with the result of (Al-Madhoun and Saadia, 2008).

The third question: "Are there statistically significant differences ($\alpha = 0.05$) in the degree of evaluation of the effectiveness of training programs for preparing social studies teachers in DhiQar education due to the number of years of experience?"

To answer this question, the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education were extracted according to the variable of number of years of experience, and Table (5) illustrates this.

Table (5): Arithmetic means and standard deviations of the degree of evaluation of the effectiveness of training programs for preparing social studies teachers according to the variable of number of years of experience

Years of experience	No.	Arithmetic mean	Standard deviation
5-1	41	3.07	.327
10-6	51	2.96	.293
15-11	19	3.11	.300
16 or more	22	3.00	.332
Total	133	3.02	.313

Table (5) shows an apparent discrepancy in the arithmetic averages and standard deviations of the degree of evaluation of the effectiveness of training programs for preparing

social studies teachers in DhiQar education according to the variable number of years of experience (1-5; 6-10; 11-15; 16 years and over). To clarify the significance of the statistical differences between the arithmetic means, a one-way analysis of variance was used, as shown in Table (6).

Table (6): One-way analysis of the effect of the number of years of experience on the degree of evaluation of the effectiveness of training programs for preparing social studies teachers

Source of variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
Between groups	.421	3	.140	1.446	.233
Within groups	12.508	129	.097		
Total	12.928	132			

Table (6) shows that there are no statistically significant differences ($\alpha = 0.05$) in the degree of evaluation of the effectiveness of training programs for preparing social studies teachers due to the effect of the number of years of experience in the education of DhiQar. This result may be attributed to:

- Repeating many courses that some social studies teachers have previously attended.
- This result may explain job dissatisfaction among social studies teachers.
- The teacher does not feel equal compared to the number of years of experience in other government departments.
- Course times, which are often on holidays or after official working hours.
- This result differed with the result of (Batah and Freihat, 1992), which indicated that there was an effect of the number of years of experience in the degree of evaluation, and it agreed with the result of (Abdo, 2006).

Fourth question: Are there statistically significant differences ($\alpha = 0.05$) in the degree of evaluation of the effectiveness of training programs for preparing social studies teachers in DhiQar education due to the number of courses that have already been enrolled?

To answer this question, the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education were extracted according to the variable of the number of courses that social studies teachers had previously joined, and Table (7) illustrates this.

Table (7): Arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers according to the variable number of courses he previously attended

No. of courses	No.	Arithmetic mean	Standard deviation
1-3	61	3.04	.296
4-6	54	3.01	.337
7or more	18	2.97	.305
Total	133	3.02	.313

Table (7) shows an apparent discrepancy in the arithmetic means and standard deviations of the degree of evaluating the effectiveness of training programs for preparing social studies teachers in the education of DhiQar according to the variable number of courses they had previously joined (1-3, 4-6, 7 courses and more). To indicate the significance of the statistical differences between the arithmetic means, a one-way analysis of variance was used, as shown in Table (8).

Table (8): One-way variance analysis of the effect of the number of previously attended courses on the degree of evaluation of the effectiveness of training programs for preparing social studies teachers

Source of variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
Between groups	.076	2	.038	.383	.683
Within groups	12.852	130	.099		
Total	12.928	132			

Table (8) shows that there are no statistically significant differences ($\alpha=0.05$) in the degree of evaluating the effectiveness of training programs for preparing social studies teachers in DhiQar education due to the number of courses previously attended.

The result may be attributed to:

- The lack of incentives that encourage the teacher to take the courses seriously, and this is consistent with the result of (Munda, 1993).

- The courses did not keep pace with scientific and educational developments in the field of preparing teachers during service, and this interpretation agrees with what was indicated (Al-Muqabalah, 2003).

- Drop out of courses.
- Repetition and confusion in the subtraction and inability by the trainers.
- The inability of the trainers to build a human relationship with the trained teachers.

This result is consistent with the result of (Al-A'jiz, 2004), which indicated that the traditional courses do not meet the needs of the trainees. This result may also be explained by the lack of a clear program and a suggested vision for the in-service training of social studies teachers. This interpretation is consistent with what was referred to in (Al-Wahaibi, 2000).

Recommendations:

Based on the research results, the researchers recommend the following:

- 1- Reconsidering the programs of preparing social studies teachers during the service so that the objectives, content and strategies of these programs reflect the actual needs that teachers need in the field.
- 2- Taking into consideration the priorities of training needs from the teachers' point of view in the field when developing training plans, and not being limited to the opinion of experts.
- 3- Calculating the hours of attendance in training programs for the purpose of continuing study, promotion or scholarship.
- 4- One of the conditions for installing a teacher to actual service is to attend at least one training program and complete it successfully.
- 5- That qualified teachers participate in the training process, and that the training body is not limited to experts from educational supervisors and officials from the ministry.

General recommendations:

- 1- The repetition of such a study from time to time as a result of the continuous change in the nature of the training needs of social studies teachers in line with modern educational trends.
- 2- Carrying out a similar survey that extends the scope of the study sample and addresses the training needs of social studies teachers in a broad and comprehensive manner.

References:

- 1- Abu Daqqa, Sana and Lulu, Fathia, 2007 – an evaluation study of the teacher preparation program at the Faculty of Education at the Islamic University in Gaza. Journal of the Islamic University. Human Studies Series, Vol. Fifteen, No. 1, 465-504
- 2- Iskandar, Adnan, 2000- Staff training. Beirut, Oweidat Publications.
- 3- Al-Bishr, Saleh Faye, 2003 – Evaluation of training programs in SABIC and its impact on the performance of employees. Unpublished Master's Thesis, Al al-Bayt University, Jordan.
- 4- Al-Thubaiti, Dhaif Allah, 2003- The effectiveness of the educational preparation program at Umm Al-Qura University in introducing the student teacher specializing in social studies to the characteristics of the talented student in this field. Journal of Educational Sciences, Qatar, Issue (3), 173-235.
- 5- Al-Khreisha, Ali, 2005- The level of practice of social studies teachers at the secondary stage in Jordan for some self-learning competencies. Mutah for Research and Studies, Volume 20, Second Issue, 79-108.
- 6- Al-Dahiyat, Jihad Salih, 2000 – Evaluating the effectiveness of training programs in private training centers from the viewpoint of the trainees. Unpublished Master's Thesis, Al al-Bayt University, Jordan.
- 7- Al-Ajez, Fouad Ali, 2004 – Evaluation of in-service secondary school teacher training courses from the point of view of teachers and educational supervisors in Gaza governorates, a paper presented to the Sixteenth Scientific Conference of the Egyptian Society for Curricula and Teaching Methods (Teacher Formation), from July 21-22.
- 8- Al-Mushaiqeh, Abdul Rahman, 2002 – Educational supervision for teachers. Iraqi University, Iraq.
- 9- Al-Muqabalah, Muhammad Qassem, 2003 – The effectiveness of the training program from the point of view of the trainees in Irbid Governorate during the period from 1993-1998. Unpublished Master's Thesis, Al al-Bayt University, Jordan.
- 10- Al-Wahaibi, Fatima, 2001 – In-service training for social studies teachers at the primary stage in the Kingdom of Saudi Arabia. Unpublished doctoral thesis, King Saud University.
- 11- Battah, Ahmed and Freihat, Ghaleb, 2002 – An evaluation study of in-service teacher training programs. The National Center for Educational Research and Development, Amman.
- 12- Rajha, Adnan Yousef, 2000- Evaluation of the general program for teacher training that was implemented in the year 95/94 from the point of view of the teachers trained in this program. Educational Training Center, Amman.

- 13-Al-Shanif, Muhammad Ali, 2008 – Obstacles to the use of modern methods in teaching social subjects for the basic stage in the Republic of Yemen, unpublished master's thesis, Sana'a University, Yemen.
- 14-Shawq, Mahmoud, 2001 – Teacher Education for the Twenty-first Century, Riyadh, Al-Obaikan Library.
- 15-Abdel-Baqi, Abdel-Rahman, 2000- Administrative Psychology. Cairo: House of Science.
- 16-Abdo, Abdel Karim, 2006- Training needs of social subjects teachers in the second cycle of the basic education stage. Unpublished Master's Thesis, Sana'a University, Yemen.
- 17-Assaf, Mahmoud, 2002 – The Origins of Management, Cairo: Ain Shams Library.
- 18-Ali, Ibrahim, 2003 – In-service training needs of mathematics teachers at the upper basic stage in Amman First Education. Unpublished master's thesis, University of Jordan.
- 19-Lotfi, Muhammad, 2000 – Social competencies in classroom management for the teacher of the second cycle of basic education. Journal of Education, Al-Azhar University, 23, 225 - .207.
- 20-Institute of Public Administration, 2005- Institute Guide. Ammaan Jordan.
- 21-Moussa, Mohamed Abdel Rahim, 2004- Effective teacher and effective teaching. First Edition. Amman: Dar Al-Fikr for printing, publishing and distribution.
- 22-Al-Naji, Hassan, 2000- Evaluation of the pre-service teacher preparation program at Mutah University from the point of view of graduate students. Mutah for Research and Studies, Volume XV, Number Three, 179.
- 23-Hashem, Zaki Mahmoud, 2007 – Modern trends of management. Cairo: Ain Shams Library. 205.
- 24-Meunda, Felit,G.,2001- Training For Change: an Evaluation study of In service Primary teacher education in Malawi Dissertation abstract.
- 25-Phillips, jack, 2003- Training Evaluation Measurement Methods. Gulf publishing Company Houste.
- 26-Schmidt, H, Van der, Arend,A. Moust, J. Kokx, I. & Boon, L. , 2007 - Influence of Tutors Subject-Matter Expertise on Student Effort and Achievement in Problem-Based Learning. Academic Medicine, 68(10), 784-791. (Abrahamson, S, htm).
- 27-Sparks, D. , 2000 - Issues at the table: Teacher Quality and Student Achievement Become Bargaining Matters An Interview with Julia Koppaich. Journal of Staff Development. Spring , vol. 21, no2 .(Issues at the table: Teacher Quality and Student Achievement Become Bargaining Matter. Htm).

28-Whitlock, 1995- An Analysis as Small buseness Training Evaluation and Transfer PHD thesis Then University of Oklahoma. Oklahoma.