



Evaluation Of The Training Of Islamic Education Teachers And Teachers

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1. Structure of the study

1.1 Research Problem

In recent years, the world has witnessed great progress due to the cognitive explosion in the age of speed, the need to understand the technological world, and the intense competition between individuals and nations. There are many complex and various problems many of which the usual methods failed to solve. Also, the increasing number of teachers, the financing of education and the lack of teaching methods and other factors prompted finding solutions to these problems. The measure of the development of peoples has become not measured by the extent of natural wealth that they possess. Rather, it is measured by the number of creators in various areas of knowledge (Al-Kaabi, 2014, p. 7).

The technologically and educationally advanced nations carry out periodic evaluations of preparation and development programs, such as the establishment of the United States of America's strategy of evaluating educational gains after every five years. The purpose is to evaluate the march of the new educational system in the extent to which it achieves the goals and the safety of the educational institution, and diagnose and address the difficulties (Al-Qatami, 2013, p. 35).

As long as the success of each work in general depends on those who do it and on the extent of their sincerity and competence, the success of the education process depends on the workers, especially teachers because they are an essential element in the educational process. The teacher and his/her active role in achieving the goals set for educational systems is one of the most important elements that increase the efficiency and effectiveness of any educational system (Dama'a, 1974, p. 5).

In the course of service in Iraq, training continues to depend mainly on one pattern, and that is training courses that lack training evaluation programs in all its aspects during and after training, and determining the transmission of its effect into the school. There is no independent body to take on the training evaluation, as this evaluation currently adopts a simple and primitive method of distributing a evaluation form to trainees on the last day of the course to learn about the benefit of the courses without following up to determine the impact of training in teaching teachers within the school. This type of training requires the provision of infrastructure that meets the required requirements, qualified human capabilities, adequate financial allocations and flexible training instructions that produce the necessary powers for training officials to formulate training policies and plans and implement them efficiently. However, the

current state of affairs does not meet all the requirements as the problems faced by training during service are many (Ministry of Education, 2013, p. 25).

Because the teacher is the main pillar of the educational process, the greatest burden resides in shaping the attitudes of individuals in such a way that they can adapt to current and future changes, as well as enable them to employ their mental, emotional and skills capabilities in order to confront them, which benefits themselves and their society. From the above, we can deduce that there is a need to determine what level of evaluation of the training of Islamic education teachers while serving in schools.

1.2 The importance of research

The issue of teacher preparation and training has attracted with officials and educators' attention in the education sector in both developed and developing countries. They believe that the teacher should be an active citizen so that he/she can play an educational leadership role in society and face young people to be good citizens (Stratemeyer, 1956, p. 56).

Through training, the trainees are provided with the latest in the field of education, and therefore, the training should be continuous without interruption and will not end as soon as the training courses are successful (Al-Aajiz et. al., 2010, p. 2).

In the interests of achieving its objectives, the educational process must be equipped with skilled teachers in their profession. The American psychologist William James sees "the fate of any nation lies in the hands of its teachers" (Al-Ameen, 1988, p. 245).

Many studies have shown that 60% of the success of the educational process rests with the teacher, while the remaining 40% depends on management, books, student family conditions and the potential of the international institution" (Surti, 1998, p. 3).

Sobeih (1981) also believes that continuous training develops skills, abilities and qualifications and the ability to innovate, visualize, innovate and work in groups (Sobeih, 1981, p. 15).

Training in its scientific sense is mainly aimed at achieving the continuous self-growth of teachers in the process of education at all levels, especially the performance of the teacher, and raising it to the practical, professional and cultural level. This is in order to achieve its goals, ambitions and psychological stability, and its sincerity in the performance of its mission. Training also closes the gap between the preparation processes in teacher preparation institutes and colleges of education on the one hand and the requirements of field practice on the other (Mohammed, 2014, p. 10).

In-service training means informing the teacher at any stage of his/her life of the skills used in the training program, with the aim of developing skills in appropriate directions in order to increase the effectiveness of this program in light of the situation (Van Dalen, 1962, p. 45).

Beach (1985) believes that in-service training means the process of developing the knowledge and experience that the teacher needs in information, working trends,

behavioral patterns and appropriate skills in order to raise the level of performance adequacy (Beach, 1985, p. 50).

1.3 Research goal

This study aims to evaluate the training of education teachers during service through the following:

- 1) Identifying the views of the teachers who participated in the training program for Islamic education about the different aspects of the program.
- 2) Measuring what teachers have learned as a result of their participation in the training program.
- 3) Determining the level of performance of teachers in teaching and understanding the Holy Quran

1.4 Research limits

The research is limited to teachers who participated in the Islamic Education Training Program for the 2018-2019 academic year.

1.5 Defining terminologies

1- Evaluation:

(It is a comprehensive process aimed at a detailed understanding of individuals, behaviors, environments and teaching systems) (Al-Qatami, 1993, p. 192).

2- training:

(Each program is organized and planned that enables teachers to grow in the educational profession by obtaining more cultural expertise and skills and all that would increase the educational process and increase the teacher's productive capacity) (Qurnaz & Abdul-Hafiz, 2010, p. 156).

3- Training evaluation:

"It is an attempt to obtain information (feedback) on the impact of a training program and to assess the outcome of the training in the light of that information" (Birnbauer, 1987, p. 45).

4- Islamic Education:

(It is the development of all aspects of comprehensive and balanced personality according to the Book of God and the Sunnah of his Messenger peace be upon him and this development has been achieved by teaching the Islamic sciences, and may be achieved in another way) (Salah, 1999, p. 21).

2. Theoretical framework

The concept of evaluation has developed clearly over half a century as a result of several factors, including the impact of the evaluation on modern educational theories, the changing perception of the expected role of the evaluation as well as technical progress in measurement tools, which is the basis of the evaluation process.

Merwin (1969) attributed the reasons for the development of the concept of the evaluation to three basic variables. The first is the emergence of modern theories in the interpretation of learning, and the second is the change in the role of evaluation in the educational process. The third reason lies in the development in measurement methods (Merwin, 1969, p. 16). It was natural that the development of the concept of evaluation should be reflected in the evaluation of training programs.

Tracey (1968) defines the training evaluation as "determining whether any progress has been made in order to reach the objectives set for the training program within a certain period of time and at reasonable costs" (Tracey, 1968, p. 45).

Warr (1969) defines it as collecting and evaluating information to determine the best ways to exploit the training available in order to achieve the planned organizational objectives (Warr, 1969, p. 2).

From the above, it can be concluded that the training evaluation process is difficult as many of the effects of training are hard to stop or predict or to measure accurately. They are also difficult to link with the overall training objectives of the United Nations. The UN report indicates that the difficulty of evaluating is increased if the objectives are not accurately defined, and the difficulty is particularly increased when the objectives are skills and trends development (Birnbrauer, 1987, p. 41).

2.1 Training evaluation objectives

A number of researchers and educators stressed the importance of evaluating training programs, as this process can determine the changes that mean their directions. Provus (1971) has identified the following main objectives of the evaluation process:

- 1- Ensuring the quality of production.
- 2- Ensuring that this quality is then obtained at the lowest cost.
- 3- Offering assistance in teaching professionals improve their programs to be more effective in achieving desired goals.
- 4- Identifying strengths and imbalances in the training program. (Provus, 1971, p. 150)
- 5- Helping management leaders determine the degree to which training programs achieve the desired changes in the behavior of trainees (Solomon, 1978, p. 25).

From the above, there is consensus between researchers and specialists on the importance of evaluation in improving training programs and helping those concerned in making appropriate decisions to develop training programs and increase their effectiveness. From their point of view, the evaluation is not a process that occurs after the end of training, but is an integrative process with the training process, which is important at every stage of the training process.

2.2 Evaluation levels: -

There are several models to evaluate the outputs of the training programs. These entrances have divided the outputs of training to levels so that each level can be evaluated in order to achieve certain results aimed at the evaluation, perhaps the most important of these entrances run as follows:

- 1) Kirkpatrick model

It is one of the most common and used models because it is characterized by simplicity, comprehensiveness and the possibility of application in multiple training positions (Birnbrauer, 1987, p. 53). Kirkpatrick has identified four levels of evaluation: -

- A) Reaction
- B) Learning
- C) Behavior
- D) Results

2) Parker Approach

Parker divided the evaluation process into four levels:

- A) Job Achievement.
- B) Group Achievement.
- C) Participant's Satisfaction.
- D) The knowledge obtained by the participant. (Parker, 1973, p. 11).

3) Bell system approach

This approach includes four levels of evaluation that represent each level of the results of the training program:

- A) Reaction outcome
- B) Capability outcome
- C) Application Outcome
- D) Worth Outcome (Jackson & Kulp, 1974, p. 38).

4) CIRO Approach

This approach consists of the initials of the names of the four types of evaluation and as follows:

- A) Context Evaluation
- B) Input Evaluation
- C) Reaction Evaluation
- D) Outcome (Merwin, 1969, p. 22)

2.3 Evaluation forms:

The concept of the model in the evaluation refers to the logical theoretical framework specified for the evaluation process, which includes the directions that the evaluator should take when deciding on the evaluation process (Al-Bazazet al., 1993, p. 17-23), and here is a presentation of some models related to training evaluation: -

- 1- (Provus model)
- 2- (Scriven model)
- 3- (Wolf model)
- 4- (Stake model)
- 5- (Hammond model)
- 6- (Stufflebeam model)
- 7- The model of evaluating continuous development.

2.4 In-Service training:

Opinions differed in determining the concept of training and was seen from different angles due to the expansion of events and the different methods included in the training. The concept of training falls within a number of main directions including:

- i. Training to acquire necessary skills and experience: -
Training helps to improve and refine "the skills and management of trainees and expand their knowledge of good and sound performance towards raising the adequacy of the institution in which they work" (Atwi, 2004, p. 205).
- ii. Training is a positive adjustment in behavior: -
Training is a dynamic process aimed at bringing about changes in the information, experience, methods of performance, behaviour and trends of trainees in order to enable them to exploit their potential, which helps to raise the level (Abu Amsha, 1981, p. 203).
- iii. Training is learning: -

Training is one of the most important sources of the preparation of human staff and the development of their competences, which reflects positively on their job performance. Al-Khatib (1989) shows that training is "an ongoing organized process focused on learning in its entirety and aimed at making behavioral, technical and mental changes to meet the current or future needs required by the teacher and the work he/she performs" (Al-Khatib, 1989, p. 6).

2.4.1 In-service training objectives: -

There are two types of objectives:

1- General objectives include:

- I. Mentoring new employees who join the profession for the first time.
- II. Developing the performance of teachers.
- III. Expanding the knowledge, education and culture of teachers. (Mohammed, 2014, p. 18).

2- Special objectives include:

- I. Training helps to do the job better.
- II. The participation of trainees in training courses is an indicator of social development and integration into the work.
- III. Raising the performance of teachers and developing their educational skills (Al-Tamimi, 2008, p. 403).

2.4.2 The importance of in-service training:

There is an ongoing development in science and knowledge, as the importance of training is not limited to new teachers, but includes the veterans, the institution and the working group in order to make a continuous development in the systems and methods of work and the importance of training through the following:

- I- Development of teachers' abilities at operational levels.

- II- Developing the capabilities of current trainers and seniors at various administrative levels that enable them to hold leadership positions in the future of their careers.
- III- The training of dependents acquires new skills that increase their ability to perform their current work.
- IV- Training helps teachers to invest their potential and competence.
- V- Improving and developing teachers' behaviors at work and in their dealings with the institution, colleagues and with presidents and subordinates.

The rapid practical and technological progress that science is witnessing today makes the administrative leaders responsible for observing and adapting to this progress and rapid change so that they can meet the needs of the teachers working with them. (Al-Jubouri, 2009, pp. 174-176).

2.4.3 Types of in-service training: -

Training programs are implemented in multiple methods and styles, each according to their nature, the most important of which are:

- 1- Training depending on where the training is held.
- 2- Training by duration or timing.
- 3- Training according to the trainees and their enemies.
- 4- Training by career level.
- 5- Training by activity or sector.
- 6- Training by shape.
- 7- Training by means.
- 8- Training by style.
- 9- Training according to the nature of the work (Al-Kaabi, 1990, p. 126).

In terms of the view of training by service, two types of training can be distinguished:

A- Training while serving (rehabilitation)

B- in-service training

2.5 Previous studies: -

Al-Fara (2013).

Al-Fara's study was conducted in Palestine as a comparative study the aim of which was to identify the level of training programs for teachers during service in basic education schools of the Ministry of Education and schools of the International Relief Agency. The researcher used the descriptive analytical curriculum which depends on the collection and interpretation of data on the phenomenon. The sample of the study consisted of (450) teachers with 121 males, 329 females. The sample was also divided into 189 governmentschool teachers under the Ministry of Education and (261) under the International Relief Agency in the province of Khan Younis, who underwent training during the period (2007/2012). The researcher built the study tool, which is a questionnaire that measures seven areas for evaluating training programs. It consisted of (75) items after verifying their sincerity and stability and used repetitions and

arithmetic ratios, and pearson correlationcoefficient to analyze the results, which run as follows:

- 1- The level of in-service training programs came from the point of view of basic education in the Ministry of Education in the field of goals, planning, training environment, training program content, trainers, methods, activities and evaluation at a relative weight and capacity of (62.55%) - (75.50%).
- 2- The level of in-service training programs in UNRWA schools in the field of goals, planning, training environment, content of the training program, trainers, methods, activities and evaluation came at a relative weight of (71.58%) - (79.27%).
- 3- There are no statistically significant differences in the study sample estimates attributable to the variables of gender and years of service.
- 4- There are statistically significant differences in the study sample estimates due to the variable of university scientific qualification. And for the workplace (labor government, agency for the agency). (Al-Fara, 2013, p. 50).

The study was conducted in Iraq and the aim of the study was to identify the measurement of life skills of teachers in the course of service. The researcher adopted the experimental approach of equal groups with partial control and remote testing. To achieve the goal of research, the researcher formulated the following zero hypothesis: - "There is no statistically significant difference at the significance level (0.05) between the average grades of the experimental group teachers who have been subjected to the training program and the average grades of the control group's teachers who were not subjected to the training program in the life skills scale after that. The sample of the study consisted of teachers in the primary schools of the Directorate of Education of Baghdad / First Resafa for the academic year (2013-2014). The research sample was selected in a deliberate way from the research community. The 26 teachers were divided into two groups of the experimental group (13 teachers) and the control group (not subjected to the training program consisting of (32) items) (13 teachers). The researcher built a research tool (life skills scale) distributed in three areas: the field of responsibility (10 items) communication (10 items) and the field of teamwork (12 items) and assigned alternatives (always, often, sometimes, rarely, never) with weights (5, 4, 3, 2, 1) respectively (Mohammed, 2014, p. 20-65).

The study was conducted in Iraq and the aim of the study was to evaluate the program of training courses for geography teachers in the course of service for the secondary level and build a program to develop them using the researcher procedures of the descriptive analytical approach. This approach depends on the collection and interpretation of data on the phenomenon. The study consisted of (420) teachers, with 124 males and (296) females selected from the research community in a random manner for the Education Directorates (Karkh 1, 2, 3) and (Rasafa 1, 2) 3) for the academic year 2017/2018. The researcher built a questionnaire that measures seven areas for evaluating the programs of training courses formed from (82) items and distributed across the following areas (content of the teaching program teachers not supervisors, training methods, course management, training environment, educational means and techniques, evaluation). Alternatives were according to the five-point Likert scale. The results were as follows:

- 1- There is weakness in some areas of training (trainers and supervisors, training methods, educational means and techniques, evaluation) that needs to be developed to keep up with the scientific development of the community.
- 2- The results of the research showed that there are a large number of teaching skills in need of teacher training and development.
- 2- The lack of methods of evaluation process training programs on the basis of which the amount of need for training, which facilitates their acquisition of the required information and skills is determined (Al-uwayd, 2019, pp. 7-8).

3. Research procedures

3.1 Research Community:

The research community consisted of (297) teachers of Islamic education in the primary school, the Education Directorate of the first karkh/ the second karkh for the 2018-2019 academic year.

3.2 Research approach:

In this study, the researcher follows the descriptive analytical approach that deals with the events and circumstances that the researcher can interact with, describe and analyze (Alagha, 1997, p. 42).

3.3 Research sample:

The research sample consisted of (75) teachers; (25) male teachers and (50) female teachers. The researcher adopted the random selection from the schools of education of the first and second Karkh / Directorate of Preparation and Training from the total research community as shown in the following table:

Table (1)

First Karkh			Second Karkh		
School	Number of teachers	Number of teachers	School	Number of teachers	Number of parameters
Derayah	3	5	Zaytoun	2	4
Al-Jeel Al-Awal	2	5	Port Said	2	5
Dijla	3	4	Qurtuba	1	6
Janaen	4	6	Ashur	2	3
			Maarifa	3	6
			Toyor Al-Janna	2	6

3.4 Research tools

To achieve the research objectives related to identifying the reactions of trainees towards their training programs and measuring what they learned as a result of their

participation in training programs and determining their level of performance in teaching the Holy Quran, it was necessary to adopt three tools dedicated to collect information and data related to a goal of research and as follows:

1- Questionnaire: Since one of the objectives of this research was to identify the views of trainees towards their training programs, the researcher found that the questionnaire is an appropriate tool for surveying the opinions of the sample members. It is also an easy process to apply and the researcher used it to introduce carefully selected and arranged questions the respondents so that their answers are highly focused and objective (Van Dalen, 1962, p. 453) and easy to answer them. Through this method, a lot of data can be obtained in a short time, in which it is easy to quantify the results, and after constructing the questionnaire by the researcher, verifying its validity, and distributing its items on its axes as shown in Table (2).

The questionnaire is thus ready for application as shown in annex 1.

Table (2)

Axis	Number of items
Course Program	8
Trainers	4
Organizing the course	3
After the course	4
Total	19

1- Collection test: There are a number of tests that are used in measuring collection, including essay tests, objective tests. Since the latter are the most consistent in the reliability of their judgments and the best in estimating grades, and because of the comprehensiveness of the material and temporal economy that these tests have (Jaber, 1973, p. 248), the researcher adopted this type of test in her current research. After preparing the collection test by the researcher, the final form that ready for application is described in Appendix 2.

2- Performance evaluation form: To achieve the third goal of this research related to determining the level of performance of Islamic education teachers, the researcher built the tool according to her experiences* and previous literature and presented it to specialists. The tool in its final form is described in Appendix (3) (Al-Bazzaz et al., 1993, pp. 70-72).

3- Application of the research tool: The research tool was applied to the sample and distributed the performance evaluation form of teachers to the supervisors of the educational specialties who actually supervise the sample members of teachers and thus can evaluate their performance. They were asked to return the forms two weeks after the date of receipt.

4- Statistical means: The researcher used the following:

- 1- Weighted mean to extract response grade.
- 2- Determine periods of weighted mean to estimate performance.
- 3- Determine the periods of weighted mean values to measure trainees' reactions.

4- Pearson's equation for calculating reliability coefficient.

4. Presentation and discussion of results

4.1 Presentation of the results of the trainees in their training program:

The results of the research showed that the reactions of Islamic education teachers towards their training program for the teaching and understanding of the Holy Quran were generally positive in the aspects addressed by the research tool. Their response was in accordance with the areas of the tool and as follows:

1- Topics of the course:

The results of the research showed that the weighted average scores of respondents to the items of this area are all within the (High) estimate, the highest estimate used in the classification of responses. These grades ranged from (2.85) as in the item on worship and (2.80) in the two items related to recitation and the objectives of Islamic education, (2.34) as in Table (3).

Table (3): The most likely means for the sample members' opinions on the topics of the course

	Subject	Responses			Weighted Mean
		High	Medium	Low	
1	Recitation	2	1	3	2.80
2	Worship	3	6	4	2.58
3	I interpret	3	5	2	2.65
4	Hadith Al , Sharif	2	4	1	2.79
5	dogmas	6	3	4	2.65
6	Islamic Education Goals	2	3	1	2.80
7	Teaching methods	7	4	2	2.79
8	Standard evaluation	4	2	3	2.59

From the table, it is clear that the majority of the members of the sample expressed their clear satisfaction with the topics of the course and benefited well from them.

2- Lecturers

The results showed that the weighted average scores of the respondents about three items were in the (High) bracket, and one item in the estimate (Medium) ranging from (1.93) as in the period related to the effectiveness of the examples and practical exercises used by the trainers, and (2.77) as in the item on the extent to which trainers invest the time allocated for session sessions, as in Table (4).

Table (4) :The responses of sample members about trainers (lecturers)

	Items	Responses			Weighted Mean
		High	Medium	Low	
1	Scientific competence of trainers	8	6	4	2.69
2	How effective the methods and methods used by trainers	7	6	5	2.57
3	How effective are the examples and practical exercises used by trainers	5	8	9	1.93
4	Extent to which trainers invest in the time allocated for sessions	9	7	5	2.77

It is clear from the previous table that the members of the sample expressed their satisfaction with a good appreciation of the scientific efficiency of the trainers and the effectiveness of the methods they used and their investment of the time allocated for the sessions, while they see examples and scientific exercises used by the trainers did not live up to the level of other aspects in this field as their appreciation of them was (Medium).

3- Organizing the course:

The results in this area indicate that the weighted average values of the respondents ranged from (2.06) as in the item on the adequacy of the duration of the course in covering its program and (2.78) as a higher limit as in the item on the effectiveness of the course management in providing the conditions of success as shown in Table (5)

Table (5) :In-kind responses about the organization of the course

	Items	Responses			Weighted Mean
		High	Medium	Low	
1	How effective the course management is in providing conditions for its success	11	7	9	2.78

2	How long the course will last to cover its program	8	5	8	2.06
3	The appropriateness of the venue	9	8	10	2.40

It appears from the previous table that the reactions of the sample members towards the management of the course and its venue were positive while showing insufficient duration of the course in covering its program.

4- The impact of the course (the results of the course):

The results showed that the weighted average values of the respondents' responses to the items of this area are all within a (High) estimate and ranged from a minimum of (2.69) as in the item on the desire to participate in another course and a higher limit (2.83) as in the item on the impact of the course in activating the trainee's desire to work, as in Table (6).

Table (6): The scores of the respondents on the impact of the course.

	Items	Responses			Weighted Mean
		High	Medium	Low	
1	Did the course find it useful to develop your teaching of Islamic education?	5	9	2	2.73
2	Has the course energized your desire to work?	4	11	5	2.83
3	Would you like to participate in another course?	6	7	5	2.69

It is clear from the previous table that the respondents believe that the courses in which they participated have positive effects on the development of their teaching methods and in increasing their willingness to work and they aspire to more of these courses.

5- Other opinions and suggestions:

- A) Increasing exercises in recitation provisions in training courses.
- B) Opening short training courses for correct reading based on practical exercises.
- C) Adding islamic jurisprudence in training courses.

4.2 Results of the collection test:

This section includes a presentation of the results of the collection test, which shows how much information and experience the sample members have regarding the topics addressed in their training program.

1- Collection by domain:

Table (7)

	Correct answers.	Percentage
Recitation	12	60.8
Biography	17	79.4
Hadith	20	70.7
Worships	11	67.3
Interpretation	10	75.1
Doctrines	9	81
Methods	8	71
Total	75	71.3

From the previous table, it is clear that the understanding of teachers for the topics of biography, hadith, doctrines and methods was at a level (High) while their understanding of the topics of recitation and interpretation was lower than other topics. This may be due to the need for practical training in the field of recitation and the high level of language required by the Language of the Holy Quran to be able to interpret the chapters (suras) and the verses (ayas) with the required accuracy.

2- Collection by grade categories

Table (8): Distribution of themembers of the sample by grade categories

Categories	Number	%
31-40	8	1.7
41-50	11	5.2
51-60	10	11.2
61-70	12	24.2
71-80	15	42.2
81-90	13	14.1
91-100	6	1.5
Total	75	100

It is clear from the previous table that the majority of the sample members (82%) of them have obtained grades of (60). If we consider this degree an acceptable degree of success, this means that the amount of what the majority of Islamic education teachers have of information related to the teaching of the Holy Quran and Islamic education is suitable for the performance of their religious and educational tasks in this field.

4.3 Evaluating the performance of teachers

The level of performance of teachers in the teaching of the Holy Quran and Islamic education were determined by the evaluation form prepared for this purpose, which included (20) evaluation items. This determined the level of performance of teachers and the level of performance of teachers, educational supervisors of the Subject of Islamic Education and educational specialists of the said subject, respectively:

1- Teacher performance level

The results of the research showed that the weighted average values of the estimates of educational supervisors for the performance of teachers ranged from (3.05) to (3.88) and received (15) high rating items and (5) items on the (medium) estimate, as shown in Table (9).

From the previous table, it is clear that there is satisfaction with the performance of teachers in some aspects. There is also some satisfaction with other aspects, and this can be attributed to the number of teachers who often did not address the teaching of the Holy Quran in particular and Islamic education in general. This may be due to the fact that teacher preparation programs are no longer a specialized teacher in the teaching of the Holy Quran and Islamic education and these programs did not include topics that can effectively appoint the teacher in this respect. Thereliance was on the training program, which seems to have been insufficient to achieve sufficient numbers in this area.

When the results are ranked downwards, it appears that the items that occurred in the first quarter and which received the highest scores are items (1, 2, 9, 11, 14) and as shown in table (9).

It appears from the table that the educational supervisors expressed their satisfaction with the performance of teachers related to knowledge of the objectives of teaching the Holy Quran and their contribution to the spread of the Islamic religion and their commitment to the directives and instructions for the teaching of the subject. This satisfaction was more than their satisfaction with the performance of teachers with regard to the accuracy of the material they provide and their ability to read properly and proper recitation and interpret the chapters and verses and attention to the use of appropriate educational means and the use of evaluation methods commensurate with the nature of the subject.

Table (9): Weighted mean values for educational supervisors' estimates of teacher performance

to	The subject of the item	Very High	High	Medium	Below the Medium	Low	Weighted mean
1-	The teacher's knowledge of the goals of teaching the Holy Quran and Islamic education						84,3
2-	The teacher's interest in preparing the lesson and preparing his/her material						76,3
3-	The accuracy and scientific integrity of the material provided by the teacher						05,3
4-	The teacher's ability to translate the values and concepts of the Holy Quran into behavioral positions						43,3
5-	Teacher's ability to read						05,3

	properly and recite properly						
6-	The teacher's ability to continue employing the material to establish valuable behavior						61,3
7-	The teacher practices the values of the Holy Quran and its concepts behavioralally as role models						88,3
8-	Teacher adopts the right Arabic language for student comprehension						53,3
9-	The teacher's ability to interpret the wall and verses away from jurisprudence						29,3
10-	How appropriate the method is for student levels						48,3
11-	Teacher's interest in using appropriate educational means						11,3
12-	Teacher's ability to encourage students to have meaningful discussion						53,3
13-	The teacher's contribution to school activities related to the teaching of the Holy Quran						50,3
14-	The teacher used evaluation methods commensurate with the naturality of the material						32,3
15-	The teacher's ability to benefit from the teaching of the Holy Quran in the student pronunciation evaluation						52,3
16-	The teacher's contribution to the development of the Holy Quran and Islamic education						44,3
17-	The teacher's contribution to spreading contents between teachers and						78,3

	students						
18-	The teacher was keen to increase his competence in teaching the Holy Quran and Islamic education						65,3
19-	The teacher's interest in his/her regret and his/her proper appearance and in accordance with his/her faith role						66,3
20-	Teacher's commitment to instructions and instructions for teaching the subject						74,3

General conclusions:

In light of the results of this research, it can be concluded that:

- 1- The reactions of Islamic education teachers were clearly positive towards most elements of their training program. This can be explained by the importance of the topic addressed by the program, which is the training of teachers and preparing them for the active contribution in Islamic education to teach the Holy Quran, as well as the scientific method used in designing the program to meet the needs of teachers in this field.
- 2- The information possessed by teachers in the areas covered by the training program was of a good level. This can be explained by the preparations and appropriate structure carried out by the training authorities to implement the program appropriately, especially with regard to the preparation of training materials.
- 3- There is consistency in the results consisting of good feedback from the trainees towards their training program, and a good level of information in the areas addressed by the training program, which reflected positively on the level of their performance in the aspects covered by the performance evaluation form.

Recommendations:

In light of the findings of the research, the researcher recommend:

- 1- Adoption of the current program in the upcoming qualifying courses for Islamic education teachers and teachers, taking into account the increase in the duration of courses held for teachers and deepening the practical aspects of them further
- 2- Short refresher courses in the areas of recitation and interpretation, with increased practical aspects and training to increase the competence of teachers in these two topics

- 3- Study the possibility of the general directorates of education in the provinces applying the educational test to all teachers of Islamic education and their teachers and retraining those with a score of less than (60%)

Recommendations:

To complement the current research, further research can be suggested and as follows:

- 1- A study on the impact of participation in the training program for teachers of Islamic education on the overall educational process in the school, especially in its qualitative aspects.
- 2- Studies adopting experimental designs in determining the impact of training programs for Islamic education teachers, especially those that adopt tribal and remote tests in this field.
- 3- A study to measure the effectiveness of the program of preparing trained leaders in the field of teaching the Holy Quran and Islamic education to know the strengths and weaknesses and imbalances in it to develop it.

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