

Evaluating the Quality of Teaching Performance among Jordanian Teachers in Light of Certain Demographic Variables

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Abstract

The quality of teachers' teaching performance depends on several factors, and development of their performance should be made according to a sound scientific methodology, so the study aims to assess the teachers' teaching performance quality in Ma'an, Southern Jordan, and identify the extent to which their performance is affected by some variables (Gender, Professional Experience, Teaching Stages, and Training). In order to achieve the study objectives, the descriptive survey method was used, and a measure of teaching performance quality was determined, consisting of three fields (Planning, Implementation, and Assessment) and including (40) items. The scale was used by educational supervisors to assess the quality of teachers' performance in Ma'an, and (347) male and female teachers were assessed. The results showed that teachers' performance was average in general, but their performance of the first three grades was the weakest, while it was also shown that the female teachers' performance was superior to that of male teachers. The performance of specialized teachers in the scientific field was better than the performance of their counterparts in the humanitarian field. The study showed the positive impact of professional experience and training on the quality of teaching performance. The study also demonstrated the importance of the first five years in the teachers' work, therefore, the necessity of focusing on training and qualification at this stage was recommended, as well as training pre-service teachers appropriately.

Keywords:

Teaching Performance Quality - Professional Experience - Training - Teacher Assessment - Ma'an

Introduction

International and local interest in education quality has increased, as countries deeply believe that the best preparation for the twenty-first century is through education quality (Abdeen, 2000). Evidence indicates an increased interest in education quality in the near and distant future as well, and this was accompanied by a global complaint about the low levels of education quality that included both developed and developing countries (Hegazi, 2008). In view of the contemporary educational changes and challenges,



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and the increasing requirements of education; Many educational institutions have resorted to increasing interest in the educational frameworks (cadres) working for them, developing their capabilities, raising their levels, and raising their professional competencies, in order to perform their multiple and different roles, following everything new in their field of work, stressing the necessity and importance of the teachers' educational performance quality of the twenty-first century (Al- Otaibi, 2020).

Education is considered the product of many diverse resources, and the teacher's role as the main factor in achieving high standards is increasingly emphasized in schools. Although there is agreement on the importance of high-quality teachers, researchers, and educational policymakers have not been able to reach a consensus on the specific qualities and characteristics that make a good teacher (Rice, 2003).

The era in which we live has created new responsibilities for the teacher that did not exist previously; these responsibilities require the teacher to be an education provider and a facilitator of learning and growth. Attention should also be paid to the teacher's role because the education process is developing and changing. Curricula are constantly changing, teaching methods and techniques are in rapid development, and research on teaching, teaching, and learning methods still presents new ideas every day in dealing with students and improving teaching (Ahmed, 2006).

Teaching Performance Quality

The teacher's work requires a set of skills that work effectively to increase the quality of educational performance and educational tasks, which is represented by the use of skills, strategies, and modern teaching methods, and employing them in a way that is commensurate with the cognitive and scientific content. Which increases the quality of the teacher's teaching performance (Thoonen et al, 2011 ; Reynolds et al. 2002; Scheerens et al. 2007; Hattie, 2009). The teacher's possession of the skills of using modern educational technologies constitutes a new challenge in addition to the improvement of his work and tasks. The use of self-learning and e-learning increases the imperative of quality and raises the level of performance, which is an inevitable modern requirement (Al Khaddab, 2015). Those interested in evaluating teachers' performance focused on their knowledge of the basics of classroom management and teaching and evaluation strategies (Hamid, Hassan & Ismail, 2012).

Those in charge of the educational program in Jordan, since its inception at the beginning of the twenty-first century, have realized the importance of preparing teachers on the basis of providing them with the

appropriate teaching competencies, and their good practice in performing their educational profession with the highest levels of proficiency and mastery. In response to this, the Ministry of Education in Jordan held several conferences, part of which was devoted to discussing the importance of raising the teacher's professional competence, including the National Conference for Educational Development 1987, National Conference for Educational Development 1995, Integrated Educational Development Project 1990 - 2000, and Education Reform for Knowledge Economy (ERFKE) in 2003; Among these conferences and seminars is the National Standards Conference for Professional Teacher Development, which was held in Amman in 2006. The conference recommended the adoption of a number of standards necessary to develop the performance of teachers in Jordan in the following areas: the field of education, special academic and pedagogical knowledge, teaching planning, implementation of the teaching, assessment of student learning and teaching assessment, self-development and the field of ethics of the teaching profession (Jordanian Ministry of Education, 2007).

Sokar and Khaznadar (2005, 126) define the evaluation of teaching performance as "judging the level of teachers' possession of some performance competencies in order to improve levels by overcoming the causes and factors of their weak performance and strengthening the causes and factors of their strength". Issa (2012) mentions that the teachers' teaching performance is to identify the reality of the teacher's practices, diagnose and assess them, as the assessment of the teacher's teaching performance affects all aspects of the educational process, and contributes to improving the level of the teacher's performance. Seifan (2014) adds that the evaluation of teaching performance reveals defects in the teaching process and improves them, by developing scientific methods of observation and its tools and teaching evaluation. As Karam (2002) confirms, performance evaluation aims at diagnosis, treatment, prediction, and decision-making, because evaluation is followed by decision-making. It also aims to judge the extent to which the educational process achieves its goals and objectives. Al-Hariri (2008) indicates the necessity of evaluating the teaching performance of the teacher, by knowing the extent of his competence, the extent of his ability to achieve goals, and the aspects in which he needs support and assistance such as guidance and training.

There are several criteria for evaluating the teacher's performance, including what is related to the learning outcomes or what is related to the teacher's conduct, and it was considered that the teacher's conduct criterion is one of the most important and most accurate evaluation criteria in the educational system, during which observation lists can be used (Al-Olaymat, 2010).

The results of the national and international tests (PISA) and (TIMSS) showed that there is an impact of the emotional characteristics of the teacher on students' achievement at times (Al-Sawalmeh, 2014). The results also showed, with statistically significant differences, that teaching performance in girls' schools and mixed schools in Jordan is better than performance in boys' schools (Ababneh et al., 2011; Abu Tayeh, Al-Rsa'i, & Al-Shugairat, 2018). The evaluation of teaching performance has a long history in many countries. The evaluation methodologies used depended on the policies of the country or the organization and varied according to the professional experience of the assessors (Huber & Skedsmo, 2016). In Jordan, the task of evaluating teachers is entrusted to educational supervisors and school principals based on multiple visits and records of teaching planning as well as student evaluation records.

The efficiency of the teacher's performance and his possession of the necessary competencies for teaching according to the requirements of quality is in the center of attention of education institutions and those in charge of their management, due to their conviction that the teacher's performance is an indicator of the quality and effectiveness of these institutions and a prerequisite for achieving the goals of the entire educational process (Papay, 2012). Qualifying the teacher and enabling him with all professional competencies has become a major challenge for the education departments due to the multiplicity of these competencies with the development in the inputs and education processes, in addition to the requirements and additions imposed by the new technology on the teaching and learning processes. As well as the results of research concerned with the quality of performance, whether in educational institutions or in pedagogical practices and related planning, teaching, and evaluation processes. Many researchers have reviewed the concept of the quality of teacher performance. Saeed (2007, 474) defined it as "perfecting scientific performance and enabling him to specialize and follow up on every newcomer, and developing his performance includes his ability to derive goals, work to achieve them and measure them, using modern teaching methods and methods, and appropriate and varied evaluation methods. It was also defined as "a set of characteristics and criteria that are available to the teacher in his personality, thinking, beliefs, and teaching and educational methods" (Abdul Mawla & Abboud, 2010).

Al-Agha (2004) shows that the areas of teacher performance evaluation include knowledge related to the scientific subject and methods of teaching it, knowledge of the learning process and learners' characteristics, knowledge of the procedures for designing, planning, implementing and evaluating

the lesson, knowledge related to the teacher's professional growth, and knowledge related to the school's relationship with society.

The teaching competencies are numerous and distributed over the areas of teaching planning, teaching implementation, and the field of learning evaluation, so that they cover all the requirements of the learning process comprehensively (Huwaidi, 2005), except that the teaching competencies are one of the comprehensive competencies for the teacher. Teaching competencies are related to the teaching process in the classroom or school facilities, and the teaching practices implemented by the teacher to achieve the intended outcomes (Grant & Gillette, 2006; Ball & Forzani, 2009).

In the field of planning, the quality of the teacher's performance appears in his preparation of teaching plans in which the learning outcomes appear clearly and are observable and measurable. He chooses the appropriate teaching and evaluation strategies and learning activities to achieve these outcomes. These strategies and activities in the teacher's plan must take into account the roles of students, and be compatible with circumstances such as students' characteristics and abilities, the learning environment, scientific developments, and modern technology, in addition to time management requirements.

In the field of teaching implementation, teacher's competence appears in preparing students physically and psychologically to begin the learning process, and linking targeted learning to prior learning. Competence is represented by the strong and influential presence of the teacher in the educational situation, and providing active roles for students in learning activities that should take into account thinking skills, intelligence, and the reality and life of students (Thoonen et al., 2011).

A teacher's performance also appears through his ability to build a positive classroom environment, and this is achieved by taking into account individual differences, justice and equity, and motivating students to participate and interact (Foran, Mannion, & Rutherford, 2017).

A good teacher is keen to assess his students' learning and diagnose the extent to which the objectives of the lesson are achieved. This is followed by developing a plan to redress the imbalance and raise the level of their possession of the learning outcomes, which requires designing tools to measure the learning level such as achievement tests, assessment records, performance lists, and observation, and then preparing remedial plans and programs. The teacher is also keen on achieving modern trends in assessment, such as assessment for learning and continuous formative assessment.

Teaching performance is affected by many factors, including the teacher's philosophy and his vision of his role and mission that he performs through teaching, and the efficiency of teaching performance varies according to the teacher's gender, and the teacher's professional experience affects his teaching performance due to the accumulation of knowledge and skills over time. In the study (Krishan et al., 2020), the result of experience was clear on the efficiency of classroom teaching practices for physics teachers in secondary schools in southern Jordan, in favor of more experienced teachers.

The training and professional development of the teacher also affects his performance and teaching practices, as his teaching skills develop with the increase in the number of courses and training programs he undergoes. Several studies showed that professional development that focused on specific teaching strategies at advanced levels increased teachers' use of these strategies in the classroom, it was also found that professional development activity as a kind of reform and not as a traditional activity had a stronger impact on teachers, and this indicates the importance of the quality and level of professional training and development programs directed to teachers (Porter et al., 2000; Moon & Lee, 2023).

The teaching performance of the teacher in the classroom is considered the most important factor for the quality of teaching and achieving the goals of the education process, thus contributing effectively to sustainable national development, and achieving a great developmental return in all sectors of modernization and development in society. Studies have indicated that the teaching performance of teachers is affected by many factors, including development and training, professional experience, gender and motivation of teachers, as well as the teaching environment, and the many incentives that drive the teaching process for more quality and effectiveness. The study of Al-Amrat (2011) showed that there are statistically significant differences in the gender variable in the level of teachers' practice of effective teaching methods in Ma'an Governorate, in favor of females. The study of Al-Sawalmeh (2014), which focused on the study of teachers' training and appointment policies in Jordan, showed no effect of teachers' educational qualification on students' results in national and international tests, as well as years of experience and training programs. The study also demonstrated that female students excelled compared to male students. In the Ma'an in southern

Jordan, many educational supervisors in the Ma'an Education Directorate pointed to differences in the teaching performance between male and female teachers. Therefore, this study came to assess the quality of the teaching performance of Ma'an teachers in the light of variables that have an impact on the level and quality of this performance, such as the teacher's gender, his professional experience, his teaching specialization, and the number of training courses he attended.

Therefore, this study aims to diagnose the reality of the teachers' teaching performance in the Directorate of Education in the Ma'an according to the variables: gender, professional experience, teaching specialization, educational stage and training, and to provide a set of recommendations to develop the teaching performance of teachers in the Directorate based on the results of this study.

Methodology

The descriptive survey approach was applied, through the staff of the educational supervision department evaluating the level of teaching performance of the teachers working in the schools affiliated to the Directorate of Education in Ma'an, and their number is (830), according to the statistics of the Directorate of Education in Ma'an.

The study aimed to answer the following questions:

1. What is the degree of the teaching performance of teachers working in the schools affiliated to the Directorate of Education in Ma'an according to the teachers' performance scale applied by the educational supervisors?
2. Does the average performance of teachers working in schools affiliated with the Directorate of Education in Ma'an statistically differ according to certain variables (gender, professional experience, teaching specialization, educational stage, training)?

Participants

The study sample consisted of 347 male and female teachers in the schools affiliated with the Directorate of Education in Ma'an, and they were chosen randomly. Table (1) shows how the study participants were distributed.

All variables were taken into account in selecting participants in the study, with female teachers representing the largest number compared to male

Table 1

Distribution of the Study Participants

Sex	Specialty	Teaching stage	Professional Experience	Training/ Number of Courses	
Males	108 Humanistic	228 First Three Grades	56 5	102 5	173
Females	239 Scientific	119 From 4 th - 10 th Grades	232 5 - 10	144 5 - 10	125
		11 th -12 th	59 More than 10	101 More than 10	49

teachers, as well as teachers from the humanities specializations (arts and language, social sciences, Islamic education, vocational and artistic education) representing a larger segment compared to those in the scientific specializations (sciences, mathematics, computer). The participants also took into account the differences in training and job experience.

Study Instrument

Researchers have examined several measures of teacher effectiveness and performance. The most important measure relied upon to design the study tool is the teacher performance measure approved by the Ministry of Education in Jordan. A brainstorming session was held for a group of academics specialized in the field of teaching, measurement, and educational assessment along with some educational supervisors and expert teachers to suggest several items that measure the effectiveness of teachers' performance. Accordingly, the study instrument was formed in its initial form from (46) paragraphs distributed over three fields of teaching: planning, implementation, and assessment. The assessment scores for the teacher on each paragraph are from (1) to (5).

The study instrument was presented in its initial form to a group of educational specialists to verify its validity and suitability for the study objectives. The arbitrators presented a set of recommendations regarding deleting and adding some paragraphs and amending the wording of some of them. The instrument now consists of (40) items among the three fields. To measure the stability of the instrument, it was applied to a group of (23) male and female teachers from outside the study community then the instrument was re-applied to the same survey sample after two weeks. The reliability coefficient of the instrument and its three fields were calculated.

Table 2.
Reliability Coefficients for the Study Instrument and Its Fields

No.	Fields	Reliability Coefficient
1	Performance quality standards in lesson planning	0.82
2	Performance quality standards in the lesson implementation	0.86
3	Performance quality standards in learning assessment	0.79
4	Instrument in General	0.81

Consequently, the study instrument has become appropriate to be used in the data collection process that achieves the study objectives. Similar studies can also be used, in addition to the possibility of their application in evaluating the performance of teachers in educational institutions.

To interpret the arithmetic means, the following statistical criteria were calculated by below equation: Long Interval= High level – low level / No of the ratings. Therefore the study had three ratings: (1-2.33) Low, (2.33-3.67) Average, (3.67-5) High.

Results and Discussion

Results Related to the First Question

To answer the study's first question which is concerned with determining the degree of teaching performance of teachers working in schools affiliated with the Directorate of Education in Ma'an according to the teachers' performance scale applied by educational supervisors.

Arithmetic means and standard deviations of teachers' performance in the Directorate of Education for Ma'an were calculated according to the instrument used.

Table (2) summarizes the arithmetic means and standard deviations of the teachers' performance in Ma'an according to the three fields of teaching assessment: planning, implementation, and assessment. Most of the assessment criteria were average except (6) paragraphs that came with a high degree, (5) paragraphs came in the field of teaching implementation, a paragraph (taking into account the logical sequence in achieving educational outcomes) got the highest assessment, and all the items in the field of learning assessment came with a moderate degree. The paragraph (providing the opportunity for students to evaluate each other) ranked last among all paragraphs of assessment.

The acquisition by Ma'an Directorate teachers of an average degree on most standards of quality of teaching performance may be due to several reasons. The most important of which is the modesty of training and the weakness of the impact of the training programs that teachers receive, in addition to the traditional tendency in teaching, the unwillingness to follow the approach of change in classroom practices, and the implementation of advanced tasks in the teaching process especially in the field of assessment, such as employing assessment for learning and familiarizing students of evaluation criteria, training students on the skills of investing reflection and self-evaluation (Zaydyeen & Ja'ferah, 2016). Teachers don't tend to ask questions that require higher thinking skills as well as a lack of diversification in the evaluation strategies used in the

Table 3
Arithmetic Means and Standard Deviations of the Teaching Performance Quality Standards

Performance quality standards in teaching planning		Arithmetic Mean	Standard Deviation	Degree
1	The existence of a written educational plan for the lesson to be implemented	3.7176	.80519	High
2	The educational outcomes are defined comprehensively and accurately	3.6196	.88302	Average
3	The outputs are of various levels linked to the content	3.6052	.90104	Average
4	The results to be achieved are measurable and evaluable	3.6657	.80680	Average
5	The stages of the lesson plan are consistent with the principle of time management	3.5187	.95359	Average
6	Teaching strategies appropriate for the outcomes to be achieved	3.4467	.87971	Average
7	Evaluation strategies and tools appropriate for the results to be achieved	3.2680	.95275	Average
8	The activities appropriate for students' abilities, needs, and interests	3.2997	.95389	Average
Performance quality standards in the lesson implementation		Arithmetic Mean	Standard Deviation	Degree
1	Preparing students for the lesson topic in an appropriate manner	3.5677	.79127	Average
2	Taking into account the pre-learning of the lesson topics	3.8646	.88527	High
3	Taking into account the logical sequence in achieving educational outcomes	3.8703	.79790	High
4	Mastery of the educational content of the lesson	3.8242	.90822	High
5	Using sound language appropriate for the level of the students	3.6455	.85379	Average
6	Using body language to activate communication with students	3.7867	.81212	High
7	Linking lesson topics to real life	3.6744	.96085	High
8	Encouraging students and motivating them to participate positively	3.2767	1.00284	Average
9	Linking the educational content of the lesson with other academic subjects	3.3602	.88415	Average
10	Using teaching methods that encourage students to interact during the lesson implementation	3.6110	1.18106	Average
11	Taking into account the management of the educational situation in a manner that serves the investment of time	2.8646	1.05539	Average
12	Directing students to refer to the various scientific sources	3.1153	.96583	Average
13	Using supportive strategies in teaching	3.3141	1.07590	Average
14	Raising students' questions and integrating them into the educational situation	3.0375	1.05336	Average
15	Considering individual differences and differentiation	3.2219	1.04936	Average
16	Using educational or technical means in the lesson implementation	3.0029	1.11606	Average
17	Motivating students to self-study	2.9914	1.11558	Average
18	Taking into account students' learning styles by diversifying learning activities	2.9366	1.030066	Average
19	Developing different thinking styles (problem-solving - critical thinking - creative thinking)	3.6225	1.18528	Average
20	Class management and creating a positive atmosphere	2.7666	1.06320	Average
21	Discovering and developing multiple intelligences	3.3977	.79127	Average
22	Observing justice and providing opportunities for all	3.5677	.88527	Average
Performance Quality Standards in Learning Assessment		Arithmetic Mean	Standard Deviation	Degree
1	Application of continuous evaluation during the educational situation	3.2824	.87404	Average
2	Diversifying evaluation strategies and tools	3.0836	.93823	Average
3	Assessment is linked to the results	3.3256	.93765	Average
4	Asking questions requires higher mental skills	2.8934	1.12904	Average
5	Providing an opportunity for self-assessment for students	2.6484	1.18408	Average
6	Providing an opportunity for students to evaluate each other	2.6225	1.20157	Average
7	Providing feedback on students' performance on time	3.1210	1.07912	Average
8	Investing in self-reflection to improve the educational situation	2.8242	1.13570	Average
9	Using assessment for learning	2.9654	1.06112	Average
10	Educate the students about the assessment criteria	2.6945	1.25115	Average

education process (Salah, Alzboon & Atalahoni, 2020). These reasons may encourage conducting studies on teachers' motivations in Ma'an and their attitudes toward the teaching profession and developing their professional skills.

The results of this study differed from the results of Amawi's study (2018) where the level of teaching skills among teachers in Jordan was low. It also differed from the results of the Al-Mousa study (2015) which aimed to evaluate the teaching performance of social studies teachers in the higher primary stage in schools of northern Jordan in the light of quality standards.

To compare the performance of teachers in the Directorate of Ma'an on the three fields of performance quality, their average performance was calculated on each field and on the total fields as a whole.

Table 4.

The Arithmetic Means and Standard Deviations of Teachers' Performance According to the Evaluation Fields

Teaching performance quality standards	Arithmetic Mean	Standard Deviation	Degree
Teaching planning	3.5177	0.76349	Average
Teaching implementation	3.3820	0.77106	Average
Learning assessment	2.9461	0.92146	Average
Total	3.3001	0.77171	Average

Table (4) shows that all fields came with an average degree and that teachers' performance was better in the field of planning with an arithmetic mean of (3.5177) and a standard deviation of (0.76349) followed by their performance in the field of teaching implementation with an arithmetic mean of (3.3820) and a standard deviation of (0.77106). Lastly, the field of learning evaluation with an arithmetic mean of (2.9461) and a standard deviation of (0.92146). This may explain why the process of planning for teaching does not require much effort compared to the processes of implementing teaching and learning assessment. In addition, the implementation and assessment processes depend mainly on training and experience so the performance of less experienced and qualified teachers decline in these two skills (Thoonen et al, 2011). The performance of the teachers in the assessment skill was in last place compared to the rest of the skills. This may be due to the teachers' weak skills in this field. In addition to their tendency to a traditional evaluation in the teaching process in addition to the lack of training focus on these skills (Habashneh, 2013).

These results are consistent with the results of similar studies such as the study (Al-Mousa, 2015). As well as the study (Alison & Hon, 2011) examined the performance of teachers in Hong Kong but it did not agree with the results of the study (Alnoor, et al, 2006) which tested the performance of mathematics teachers in China. They excelled in the field of teaching implementation while their performance was low in the field of planning and average in the field of assessment.

Results Related to The Second Question:

The second question is concerned with identifying statistical differences at the level of significance ($\alpha = 0.05$) among the average performance of teachers working in schools affiliated with the Directorate of Education in Ma'an which are attributed to the variables (gender, professional experience, teaching specialization, educational stage, training). The second study question aims to investigate the impact of variables on teachers' performance separately as follows:

A. Gender

To identify the impact of the teacher's gender (male-female) in Ma'an on his teaching performance, the arithmetic mean and standard deviation of their performance were calculated according to the gender variable, and the "T" test for differences among the means was used to determine the statistical significance of the differences.

Table 5

The Results of the "T" Test for Differences in Teachers' Performance According to the Gender Variable

Teaching performance quality standards	Gender	Arithmetic Mean	Standard Deviation	T	Sig.
Teaching planning	Male	3.2708	0.84546	-4.142	0.000
	Female	3.6292	0.69701		
Teaching implementation	Male	3.2386	0.76423	-2.343	0.020
	Female	3.4467	0.76739		
Learning assessment	Male	2.7491	0.98593	-2.702	0.007
	Female	3.0351	0.87851		
Total	Male	3.1227	0.79775	-2.910	0.004
	Female	3.3803	0.77741		

Table (5) shows that female teachers are superior to male teachers in the quality of teaching performance in all fields and in the grand total. The average performance of male teachers was (3.2708) while the performance of female teachers was (3.3803). The results of the "T" test indicate that the differences among the averages were significant in all fields of teaching performance as well as in general

performance where the "t" value was (-2.910) and statistical significance (0.004).

These differences can be attributed to the fact that teaching is not a professional aspiration for male teachers in Jordan unlike female teachers, the emotional nature of female teachers is more consistent with the teaching profession than males, in addition to the fact that competition is often more intense among female teachers than males (Hayat, Bibi & Ambreen, 2016) . In Ma'an, there is a peculiarity in that the teaching experience of female teachers exceeds the teaching experience of teachers who come from outside the governorate and move to work in their areas after a short time.

These results are consistent with several studies that focused on studying the variation in teacher performance according to gender (Al-Mousa, 2015), (Al-Nashiri, 2014), and Al-Amrat (2011). It differed from the study of Amawi (2018), which showed no statistically significant differences in the average performance of male and female teachers. It also differed from the study (Al-Habashneh, 2013) which showed the superior performance of male mathematics teachers compared to females in Karak Governorate in southern Jordan but the assessment in that study was by students only

B. Teaching Field (Specialization)

With regard to the impact of the teaching field (humanitarian-scientific) on the teacher on his teaching performance, the arithmetic means and standard deviations were calculated and the results of the "T" test for the differences among the averages were extracted.

Table 6
T-test Results for Differences in Teachers' Performance According to the Teaching Field Variable

Teaching performance quality standards	Gender	Arithmetic Mean	Standard Deviation	T	Sig.
Teaching planning	Humanitarian	3.4035	0.81247	-3.953	0.000
	Scientific	3.7363	0.60493		
Teaching implementation	Humanitarian	3.2506	0.81784	-4.515	0.000
	Scientific	3.6337	0.59944		
Learning assessment	Humanitarian	2.7632	0.95878	-5.317	0.000
	Scientific	3.2966	0.72564		
Total	Humanitarian	3.1593	0.81502	-4.856	0.000
	Scientific	3.5700	0.59723		

The results shown in Table (6) show that the performance of teachers specialized in the scientific field is superior to their counterparts in the humanitarian field and in all teaching fields, as well as in teaching performance as a whole. The average performance of teachers in the scientific field was (3.57) while it was (3.15) in the humanitarian field. This can be explained by the fact that teachers who specialize in scientific fields and interest in scientific methodology are characterized by accuracy and objectivity, and resort to measurement and experimentation. All of these features reflected in their teaching performance and classroom practices as well as the nature of the academic subjects of a scientific nature require additional efforts to conduct applications and experiments from teachers and students, as well as the implementation of more teaching activities and events.

C. Professional Experience

Because of the researchers' expectation that professional experience has an impact on the teaching performance of the teachers, the arithmetic means and standard deviations of the performance of the teachers according to their professional experience were calculated.

Table 7
The Arithmetic Means and Standard Deviations of Teachers' Performance According to the Professional Experience Variable

Teaching performance quality standards	Professional Experience	Arithmetic Mean	Standard Deviation
Teaching planning	Less than 5 years	3.1146	0.7741
	5-10	3.5929	0.6227
	More than 10	3.8156	0.7090
	Total	3.5177	0.7634
Teaching implementation	Less than 5 years	3.0143	.77802
	5-10	3.4451	.71610
	More than 10	3.6641	.69915
	Total	3.3820	.77106
Teaching assessment	Less than 5 years	2.5549	.86673
	5-10	3.0333	.89435
	More than 10	3.2168	.89119
	Total	2.9461	.92146
Total	Less than 5 years	2.9199	.75791
	5-10	3.3717	.71476
	More than 10	3.5822	.71738
	Total	3.001	.77172

Table (7) shows that there are differences in the arithmetic means in the teaching performance of teachers in all fields due to their different teaching experiences. These differences are always in favor of the more experienced teachers. To identify the statistical significance of these differences, One-way analysis of variance (One-way ANOVA) was used.

Table 8
The Results of the One-Way Analysis of Variance in the Teachers' Performance According to the Professional Experience Variable

		Sum of Squares	Df	Mean Square	F	Sig.
Teaching Planning	Between Groups	26.201	2	13.101	25.681	.000
	Within Groups	175.488	344	.510		
	Total	201.689	346			
Teaching Implementation	Between Groups	22.362	2	11.181	20.978	.000
	Within Groups	183.347	344	.533		
	Total	205.710	346			
Teaching Assessment	Between Groups	24.108	2	12.054	15.376	.000
	Within Groups	269.674	344	.784		
	Total	293.782	346			
Total	Between Groups	23.523	2	11.761	22.165	.000
	Within Groups	182.537	344	.531		
	Total	206.060	346			

Table (8) shows that the differences among the arithmetic means of teachers' teaching performance according to their professional experience were always significant differences in the fields of teaching quality and in the grand total of teaching performance in favor of the more experienced teachers. The value of $F = 22.156$ with a statistical significance of (0.000). These results are consistent with the expectations of researchers and the results of most relevant studies (Krishan et al., 2020). The growth of professional experience increases the quality of the teaching performance of teachers because they acquire more experience and skills over time and increase their knowledge of the curriculum content knowledge (Hamid, Hassan & Ismail, 2012) and their ability to manage the classroom environment, implement teaching strategies, and assessment (Ghafer, 2004).

To identify the significance of the differences among the performance of teachers in the three categories of professional experience (less than 5 years, from 5 to 10, and more than 10 years), Scheffe test was used for post-comparisons in the performance of teachers according to the variable of professional experience.

Table 9
Scheffe Test Results for Post-Comparisons in Teachers' Performance According to the Variable of Professional Experience

Variables	Experience (A)	Experience (B)	Mean Differences -A	Std. Error	Sig.
Teaching planning	Less than 5 years	From 5 to 10	-.47646*	.09243	.000
		More than 10 years	-.69917*	.10026	.000
	From 5 to 10	Less than 5 years	.47646*	.09243	.000
		More than 10 years	-.22271	.09270	.057
Teaching implementation	More than 5 years	Less than 5 years	.69917*	.10026	.000
		From 5- to 10	.22271	.09270	.057
	Less than 5 years	From 5 to 10	-.43082*	.09448	.000
		More than 10 years	-.64911*	.10248	.000
Teaching assessment	From 5 to 10	Less than 5 years	.43082*	.09448	.000
		More than 10 years	-.21829	.09475	.072
	More than 10 years	Less than 5 years	.64911*	.10248	.000
		From 5 to 10	.21829	.09475	.072
Total	Less than 5 years	From 5 to 10	-.47843	.11458	.000
		More than 10 years	-.66193*	.12429	.000
	From 5 to 10	Less than 5 years	.47843*	.11458	.000
		More than 10 years	-.18350	.11492	.281
Total	More than 10 years	Less than 5 years	.66193*	.12429	.000
		From 5 to 10	.18350	.11492	.281
	Less than 5 years	From 5 to 10	-.45185*	.09427	.000
		More than 10 years	-.66233*	.10225	.000
Total	From 5 to 10	Less than 5 years	.45185*	.09427	.000
		More than 10 years	-.21048	.09454	.085
	More than 10 years	Less than 5 years	.66233*	.10225	.000
		From 5 to 10	.21048	.09454	.085

Table (9) shows that the differences were significant among the arithmetic means of teachers' performance with less experience (less than 5 years) and the arithmetic means of teachers' performance in the rest of the categories of professional experience which are (5-10) years and (more than 10 years). The differences in the performance of these last two categories were not significant. This shows the direct relationship between the professional experience and the teaching performance of teachers which indicates the focus of efforts on qualifying and developing teachers in this period, in addition to not assigning them basic tasks in teaching in order not to negatively affect student learning. At the same time, the professional experience of more than ten years did not increase the development of teachers' performance. This means the stability of their performance level.

This can be explained by the fact that the growth of professional experience after the first five years does not include the acquisition of new skills and knowledge and the motivation of teachers to develop their performance declines with time (Al-Mousa, 2015).

This result differed from the study's (Al-Nashiri, 2014) which showed that social and national education teachers with experience of less than five years in KSA outperformed their peers with experience of over five years. It also differed from the study of Amawi (2018) and the study of Al-Mousa (2015) which found that there were no significant differences in the variable of experience among teachers.

D- Training

The Impact of training on teaching performance is one of the variables that the current study aims to investigate. Computational averages and standard deviations of teachers' performance in Ma'an District Directorate are calculated according to the training variable. This variable may be in three categories: (less than 5 courses) (5-10 courses) (more than 10 courses) and the results of the Impact of this variable are shown in table (10).

Table 10
The Arithmetic Means and Standard Deviations of Teachers' Performance According to the Training Variable

Teaching Performance Quality Standards	Training/ Number of Courses	Arithmetic Mean	Standard Deviations
Planning for Teaching	Less Than 5	3.2803	.78722
	5-10	3.7010	.71980
	More Than 10	3.8878	.46087
	Total	3.5177	.76349
Teaching implementation	Less Than 5	3.1403	.73098
	5-10	3.5753	.78282
	More Than 10	3.7421	.58962
	Total	3.3820	.77106
Assessment of learning	Less Than 5	2.6549	.84664
	5-10	3.1800	.95250
	More Than 10	3.3776	.75506
	Total	2.9461	.92146
Total	Less Than 5	3.0470	.72950
	5-10	3.5016	.78164
	More Than 10	3.6801	.56885
	Total	3.3001	.77172

Table (10) shows differences in teachers' average performance. These differences are always in favor of the most trained teachers in all areas of teaching performance as well as the overall total. The average performance of teachers who received less than 5 training courses (3.0470) was by standard deviation (0.72950). Teachers who received 5 to 10 courses received average performance (3.5016) with standard deviation (0.78164) and the average performance of teachers with more than 10 training courses (3.6801)

and standard deviation (0.56885). To determine the materiality of these differences, the (One Way Anova test) has been used and its results are shown in table (11).

Table 11
Results of the One-Way Analysis of Teachers' Performance According Training Variable.

		Sum of Squares	Df	Mean Square	F	Sig.
Planning for Teaching	Between Groups	20.656	2	10.328	19.626	.000
	Within Groups	181.033	344	.526		
	Total	201.689	346			
Teaching implementation	Between Groups	21.130	2	10.565	19.690	.000
	Within Groups	184.580	344	.537		
	Total	205.710	346			
Assessment of learning	Between Groups	30.629	2	15.314	20.019	.000
	Within Groups	263.154	344	.765		
	Total	293.782	346			
Total	Between Groups	23.236	2	11.618	21.861	.000
	Within Groups	182.824	344	.531		
	Total	206.060	346			

Table (11) shows that the differences between the arithmetic averages in the performance of teachers were in favor of the most trained teachers in all fields of teaching performance as well as the general total, where the value of $F = 21.861$ for the differences in the general total of teaching performance and a statistical significance of $\alpha = (0.000)$, which means Training has a positive impact on teaching performance, as training contributes to the development of teachers' teaching performance, and gives them many skills they need to succeed in their mission (Porter et al. 2000), and makes them overcome all the difficulties and obstacles they face during the teaching process (Maddin, 2006). The training also opens channels of communication between educational supervisors and teachers, thus providing an opportunity to present teachers' problems and seek appropriate solutions for them (Al-Mousa, 2015).

And after the impact of training on teaching performance was revealed, the researchers wanted to identify the differences in teaching performance in different categories of teachers according to the number of courses they received, Therefore, the (Scheffe test) was used for post-comparisons, the results of which are shown in Table (12)

Table 12

The Results of (Scheffe test) to Post-Comparisons in the Performance of Teachers According to the Training Variable.

Variables	Training (A)	Training (B)	Differences in averages A-B	Std. Error	Sig
Planning for Teaching	Less than 5	From 5 to 10	-.42065 [*]	.08516	.000
		More than 10	-.60741 [*]	.11740	.000
	From 5 to 10	Less than 5	.42065 [*]	.08516	.000
		More than 10	-.18676	.12227	.313
	More than 10	Less than 5	.60741 [*]	.11740	.000
		From 5 to 10	.18676	.12227	.313
Teaching implementation	Less than 5	From 5 to 10	-.43497 [*]	.08599	.000
		More than 10	-.60181 [*]	.11854	.000
	From 5 to 10	Less than 5	.43497 [*]	.08599	.000
		More than 10	-.16684	.12346	.402
	More than 10	Less than 5	.60181 [*]	.11854	.000
		From 5 to 10	.16684	.12346	.402
Assessment of learning	Less than 5	From 5 to 10	-.52509 [*]	.10267	.000
		More than 10	-.72264 [*]	.14154	.000
	From 5 to 10	Less than 5	.52509 [*]	.10267	.000
		More than 10	-.19755	.14742	.408
	More than 10	Less than 5	.72264 [*]	.14154	.000
		From 5 to 10	.19755	.14742	.408
Total	Less than 5	From 5 to 10	-.45463 [*]	.08558	.000
		More than 10	-.63314 [*]	.11798	.000
	From 5 to 10	Less than 5	.45463 [*]	.08558	.000
		More than 10	-.17850	.12287	.349
	More than 10	Less than 5	.63314 [*]	.11798	.000
		From 5 to 10	.17850	.12287	.349

The results showed that the differences in teaching performance were significant when comparing the average performance of teachers in the first category (less than 5) courses and the two groups (5-10) courses and more than (10) courses, while the differences between the last two groups were not significant differences. That is, the teachers whose number of training courses they received exceeded (5) courses had a better performance with statistically significant differences than the teachers who received less than (5) courses, although increasing the number of courses more than (5) courses may cause an improvement in the performance of teachers. However, there are not essential differences between the last two categories. The reason behind these results may be that training has a positive impact on teachers' performance in Maan district, and this is consistent with what is expected of teacher training and qualification. These results also indicate that the courses that teachers receive are related to the quality of classroom teaching, and the lack of a growing effect can be explained the number of training courses is about 10 courses on the performance of teachers. Essentially,

the teachers receive basic courses in the first years of appointment, especially courses for new teachers, and their significant impact appears on the performance of teachers in the years following the first five years of service.

E - Teaching Stage

To identify the variation in the performance of teachers in Maan district according to the educational stage they study, the arithmetic means, and standard deviations of teachers' performance were calculated and monitored in Table No. 13.

Table 13

The Arithmetic Means and Standard Deviations of Teachers' Performance According to the Stage Variable.

Teaching performance quality standards	Stage	Arithmetic Means	Standard Deviations		
Planning for Teaching	The first three Stage	3.1786	.79088		
	The Fourth and tenth Stage	3.5286	.75265		
	secondary school Stage	3.7966	.66140		
	Total	3.5177	.76349		
	Teaching implementation	The first three Stage	2.8312	.85898	
		The Fourth and tenth Stage	3.4634	.71643	
		secondary school Stage	3.5847	.66448	
		Total	3.3820	.77106	
		Assessment of learning	The first three Stage	2.3536	.81172
			The Fourth and tenth Stage	3.0181	.92527
	secondary school Stage		3.2254	.76914	
	Total		2.9461	.92146	
Total	The first three Stage		2.7813	.80810	
	The Fourth and tenth Stage		3.3651	.73819	
	secondary school Stage	3.5373	.65511		
	Total	3.3001	.77172		

Table (13) shows that the average performance of Ma'an Directorate teachers who teach students in the first three grades was low compared to those who teach the students in intermediate and secondary education stages. While the performance of the teachers who teach the secondary stage was the best, and the performance of the teachers who teach

the stage of the fourth to the tenth or intermediate grades students ranked second, in the general total, the average performance of first three grades teachers (2.78), and the average performance of the middle stage teachers (3.36), While the average performance of secondary school teachers was (3.53), and to identify the significance For these differences, one-way analysis of variance was used, and its results are shown in Table (14).

Table (14) shows that the differences between the performance averages of the teachers of Ma'an Directorate based on the difference in the teaching stage are substantial and statistically significant in all dimensions and fields of teaching as well as the general total, where the value of $F = (17.85)$ with a statistical significance of (0.00), and to compare the significance of the differences Among the teachers' performance averages in the three stages used the (Scheffe test), and its results are shown in Table (15).

Table 14
Results of the One-Way Analysis of Teachers' Performance According to the Stage Variable

		Sum of Squares	df	Mean Square	F	Sig.
Planning for Teaching	Between Groups	11.057	2	5.529	9.977	.000
	Within Groups	190.631	344	.554		
	Total	201.689	346			
Teaching implementation	Between Groups	20.952	2	10.476	19.506	.000
	Within Groups	184.757	344	.537		
	Total	205.710	346			
Assessment of learning	Between Groups	25.467	2	12.734	16.325	.000
	Within Groups	268.315	344	.780		
	Total	293.782	346			
Total	Between Groups	19.375	2	9.687	17.850	.000
	Within Groups	186.685	344	.543		
	Total	206.060	346			

Table 15
The Results of (Scheffe test) Post-Comparisons in the Performance of Teachers According to the Stage Variable.

Variables	Stage (A)	Stage (B)	Differences in averages A-B	Std. Error	Sig
Planning for Teaching	first three stages	fourth and fifth stages	-.34998 [*]	.11083	.007
		secondary school stages	-.61804 [*]	.13888	.000
	fourth and fifth stages	first three stages	.34998 [*]	.11083	.007
		secondary school stages	-.26805 [*]	.10854	.049
	secondary school stages	first three stages	.61804 [*]	.13888	.000
		fourth and fifth stages	.26805 [*]	.10854	.049
Teaching implementation	first three stages	fourth and fifth stages	-.63219 [*]	.10911	.000
		secondary school stages	-.75358 [*]	.13673	.000
	fourth and fifth stages	first three stages	.63219 [*]	.10911	.000
		secondary school stages	-.12138	.10686	.525
	secondary school stages	first three stages	.75358 [*]	.13673	.000
		fourth and fifth stages	.12138	.10686	.525
Assessment of learning	first three stages	fourth and fifth stages	-.66453 [*]	.13149	.000
		secondary school stages	-.87185 [*]	.16477	.000
	fourth and fifth stages	first three stages	.66453 [*]	.13149	.000
		secondary school stages	-.20732	.12877	.275
	secondary school stages	first three stages	.87185 [*]	.16477	.000
		fourth and fifth stages	.20732	.12877	.275
Total	first three stages	fourth and fifth stages	-.58384 [*]	.10968	.000
		secondary school stages	-.75604 [*]	.13744	.000
	fourth and fifth stages	first three stages	.58384 [*]	.10968	.000
		secondary school stages	-.17220	.10741	.278
	secondary school stages	first three stages	.75604 [*]	.13744	.000
		fourth and fifth stages	.17220	.10741	.278

The statistical analysis of the (Scheffe test) shows that the differences between the average performance of the teachers of the first three grades and the average performance of the teachers in the next two grades were significant differences with statistical significance at the level of significance (0.00), while the differences in the performance of the teachers of the intermediate and secondary grades were not significant as the statistical significance was (0.278).

The poor performance of teachers in the first three grades compared to the rest of the stages may be due to the fact that teaching children in this stage requires great efforts and special skills (Grant and Gillette, 2006; Paul and Forzani, 2009). This stage is taught by teachers who are graduates of the educational colleges, and they receive superficial knowledge in most academic subjects (Al-Nashiri, 2014). Teachers at this stage incur great burdens, and this reduces their rest periods and the periods in which they plan and prepare the teaching plans.

Conclusions

The results of the study indicated the superiority performance of female teachers versus that of male teachers in the Ma'an region. This is consistent with similar results in the rest of Jordan, and we conclude from that teaching is a more relevant task for female teachers than male teachers. The results also showed the impact of training and professional experience on the teaching performance of male and female teachers. Despite the benefit of training for teachers, training courses after a period of more than 10 years of their service did not improve their performance level, which indicates a lack of development in the quality of training. From this, we conclude that teachers' motivations are stable and static over time, and that the level and ability of students who go to study scientific disciplines at universities is higher than those who go to study human disciplines, which is reflected in their performance when they become teachers, female teachers who are enrolled in the first grades of education are also the most vulnerable and qualified among university students, they are certainly the weakest among teachers after their appointment. This prompts educators in the Ma'an region and the rest of Jordan to take care of the choosing of teachers for the first three grades.

In light of the results, the study recommended investigating the reasons for the weak teaching performance of male teachers compared to the performance of female teachers, as well as allocating specific training programs for teachers in the humanities specializations, focusing specific training in the first periods of teachers' work, and paying attention to pre-service teacher training programs. Therefore, the study directed the Ministry of Education

to review and improve training programs for teachers of the first three grades.

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